

Adolescence Education Programme

Teachers' Workbook

For Student Activities

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List of Abbreviations

AEP	-	Adolescence Education Programme
AIDS	-	Acquired Immune Deficiency Syndrome
AHI	-	Adolescent Health Issues
ART	-	Anti-Retroviral Therapy
CBSE	-	Central Board of Secondary Education
COBSE	-	Council of Boards of School Education in India
ELISA	-	Enzyme Linked Immunosorbent Assay
HIV	-	Human Immunodeficiency Virus
HAART	-	Highly Aggressive Anti-Retroviral Therapy
KVS	-	Kendriya Vidyalaya Sangathan
MHRD	-	Ministry of Human Resource Development
MoHFW	-	Ministry of Health and Family Welfare
MoYAS	-	Ministry of Youth Affairs and Sports
NACO	-	National AIDS Control Organisation
NCERT	-	National Council of Educational Research and Training
NIOS	-	National Institute of Open Schooling
NT	-	Nodal Teacher
NVS	-	Navodaya Vidyalaya Samiti
PCR-DNA	-	Polymerase Chain Reaction-Deoxyribonucleic Acid
PLWHA	-	People Living With HIV/AIDS
RCH	-	Reproductive and Child Health Programme
RTI	-	Reproductive Tract Infection
SRP	-	State Resource Person
STI	-	Sexually Transmitted Infection
UNFPA	-	United Nations Population Fund
UNICEF	-	United Nations Children's Fund
UNODC	-	United Nations Office on Drugs and Crime
VIPP	-	Visualisation in Participatory Processes
VCTC	-	Voluntary Counselling and Testing Center

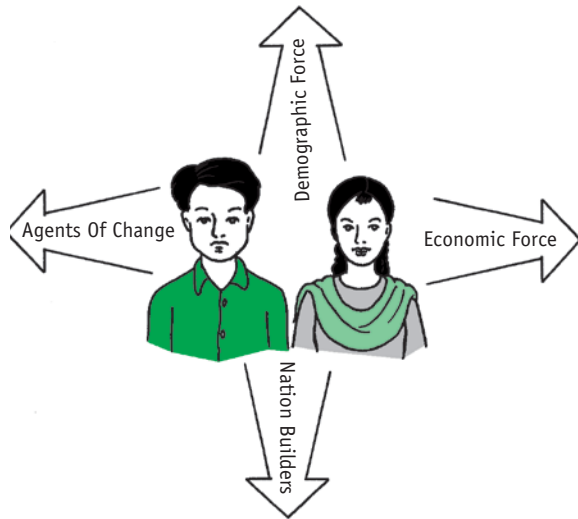
Section I

Introduction

"We can do no great things; only small things with great love"

– Mother Teresa

Introduction



Adolescents

Adolescence is a period of rapid development when young people acquire new capacities and are faced with new challenges. They are in a stage which according to Sigmund Freud is marked with egos that leads to some level of superiority complex and inferiority complex as well. With greater levels of logical and critical thinking and problem solving they are involved in establishing social identity. It is not only a time of opportunity but also of vulnerability to risk behaviours which can have lifelong consequences, especially for health.

Adolescents are a **demographic force**. More than 22% of India's population is in the adolescent age group of 10–19 years; 12% are in the 10–14 year age group and 10% in the 15–19 year age group.

They are also an **economic force** and contribute significantly to their families and communities through paid and unpaid labour.

Adolescents and young people are **agents of change** in their societies. They are a resource to be nurtured, trained and developed into productive citizens and leaders of tomorrow.

They have the right to a safe and supportive environment, to accurate and age-appropriate information, to guidance in skills building and empowerment, to positive role models, and friendly health services and counselling.

They have the **right to participate** in all matters affecting them in accordance with their age and maturity. We just cannot afford to ignore them. Effective education in the 21st century must provide a harmonious balance between academic education and practical skills development, including technical and vocational education.

In order to prepare young people for life and work in a rapidly changing world, educational and training systems need to be re-oriented to impart and enhance range of life skills in the students. This will enable them to manifest their inner potential with confidence and competence and face the challenges of life.

Adolescents are at risk because often young people know very little about process of growing up, substance abuse, HIV/AIDS. They lack the social support to seek accurate information and services. Friends and other ill-informed sources supply inaccurate and incomplete information. Those who are older, such as parents and teachers, are often uncomfortable with such topics, hence they rarely engage in frank discussions on these issues with young people; thus the risks increase.

Young women, too, lack information and services, and are at particular risk because of their biological vulnerability. Many social factors, like early marriage, early pregnancy, high maternal mortality rate, domestic violence and deprivation of educational benefits, compound the vulnerability of girls and young women.

Adolescent malnutrition is rampant in most parts of the country, which has an adverse bearing on their cognitive capacities and learning performance. Infants born to malnourished adolescent mothers are prone to higher mortality rates or are likely to be malnourished themselves.

Other significant issues that affect adolescents include Substance Abuse, including smoking and drinking; anxiety and depression; suicide. Such issues impact not only individual adolescents, but also the social, economic and health indicators of the country as a whole.

Common High-Risk Behaviours in Adolescents

- Tobacco, alcohol, cannabis and opioids can lead to major illnesses or even death. This behaviour is also related to accidents, violence, mental illnesses and loss of productivity.
- The estimated number of drug abusers in India is around 3 million and that of drug dependents is 0.5 – 0.6 million. Twenty-four per cent of drug abusers are in the age group of 12–18 years. (*National health survey, min. of social justice and empowerment and UNODC, 2004*)
- Studies on the spread of HIV indicate that the infection is moving out of high risk behaviour groups to the general population.
- Over 35% of all reported AIDS cases in India occur among young people in the age group of 15–24 years.

Why is it that most adolescents grow up healthy, while some engage in behaviours that jeopardise healthy development? It has been found that certain risk and protective factors can explain these differences in adolescent behaviours and health outcomes.

Positive relationships with parents and teachers are **protective factors**. Adolescents require these for evolving into responsible and productive citizens. Informed and skilled adolescents are likely to make better decisions concerning their careers, relationships, habits and physical and mental health. They are also more likely to be socially adept, successful and an asset to the society.

Addressing adolescent needs and concerns

Every nation, society and community has to work towards promoting adolescent health. When adolescents acquire **Knowledge, Attitudes, Values Enhanced and Life Skills (KAVELS)**, they benefit in a variety of ways. These Life Skills help adolescents to make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others and cope with and manage their lives in a healthy and productive manner. Such knowledge and skills can lead to behaviours that prevent disease and injury, foster healthy relationships and enable young people to play leadership roles.

Moreover, the knowledge and Life Skills education imparted to adolescents are likely to be passed on to their own children, thus influencing future generations. We therefore need to effectively address a wide spectrum of issues related to adolescence. It is this need which is being fulfilled with the Adolescence Education Programme (AEP), which has been devised for the holistic development and promotion of adolescent wellness.

The Adolescence Education Programme

The Government of India has taken a decision to implement the Adolescence Education Programme (AEP) in all secondary and higher secondary schools.

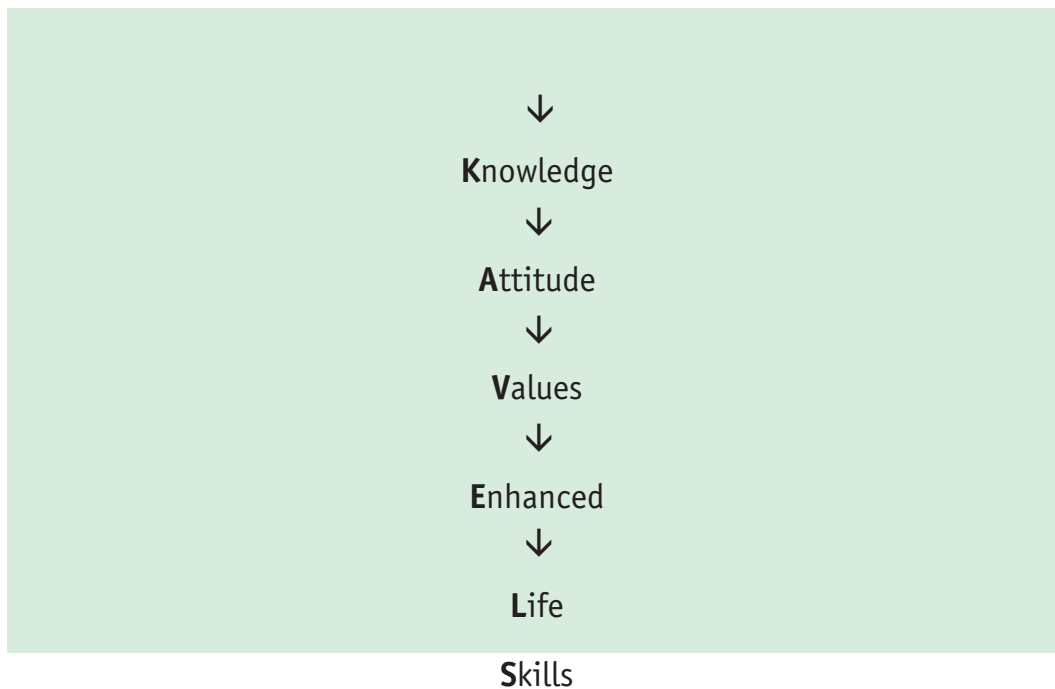
Objectives of Adolescence Education Programme (AEP)

- To develop value enhanced Life-Skills for coping and managing concerns of Adolescence through Co-Curricular activities (CCA).
- To provide accurate knowledge to students about process of growing up, HIV/AIDS and Substance-Abuse.
- To develop healthy attitudes and responsible behaviour towards process of growing up, HIV/AIDS and Substance-Abuse.
- To enable them to deal with gender stereotypes and prejudices.

Global and Indian experiences have shown that educational interventions that focus on Life Skills development have proven very effective in empowering adolescents to manage their Adolescence Health Issues and concerns, including avoidance of risky behaviours.

To give the initiative a structure and form, and to assist Resource Persons and Nodal Teachers to carry out effective activities in the classroom, it is imperative that they be provided with standardised material. It was decided to develop modules and sessions on issues of importance utilising the 'Life Skills education' approach. Various factors like simplicity, clarity, available time, age and developmental level of the target audience, appropriate methodology, cultural and religious sensitivity and gender consideration have been kept in mind while developing these Modules.

The approach that is being followed in the Manuals is to provide an accurate, objective and scientific knowledge keeping in mind that the content should be age –appropriate and directed towards the sensitive age of adolescents. The process of transfer is made simpler through the KAVELS approach given below:



A positive attitude is essential to cope with the rapid changes which happen in the life of a young adolescent in the areas of body, mind and soul.

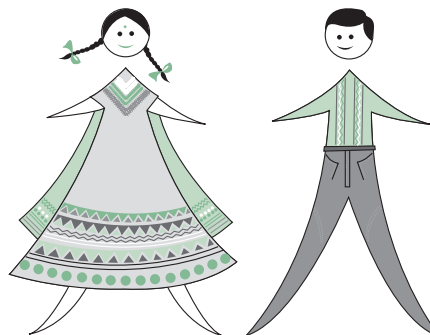
Values need to be experienced at different levels and internalized. Social skills are needed to use values throughout the day. The young people need to use, think about them, reflect on them and carry them into their personal and social lives. They need to be able to see the effect of their behaviour and choices and develop socially conscious Decision Making Skills. The teacher, facilitator or counsellor may like to develop reflection points for

value enhanced Life Skills such as **'Everyone in the world has the right to live with dignity and respect'** including myself. (Values – Respect – Life Skills – Critical Thinking – Decision Making). **'Tolerance is being open and receptive to the beauty of differences'**. (Value – Tolerance – Life Skills – Interpersonal Skills – Communicative Skills). One can also add sayings from the local culture, role models and historical figures.

In addition to enhancing knowledge, the focus of the modules is on development of value enhanced Life Skills in students, which would help them in resisting peer pressure, taking informed decisions and making healthy choices.

The AEP is being monitored at the national, state, district and school levels. Definite indicators have been developed to assess the impact of the programme.

No enterprise can succeed without the active assistance and involvement of all concerned. It is expected that the principals, education officers and teachers who will be oriented to the initiative will guide the process and be able to iron out day-to-day difficulties. All the activities and sessions have been field-tested earlier. The Technical Support Team requests feedback and advice from students, parents and other stakeholders for adapting the school-based AEP package in accordance with their growing needs.



Vision

Nurturing ...

Aware, Responsible and Empowered Adolescents

We seek your active cooperation in making this vision a reality!

How the Teachers' Workbook for Student Activities is Organised

This Workbook has been designed to guide teachers in conducting AEP in schools.

The Teachers' Workbook is organised in two sections:

Section I: Introduction

Section II: *A detailed guide of how to conduct the three classroom sessions with students. **Topic** is a broad guideline for conceptual clarity and understanding. **Activity** is for experiential learning to build skills and apply knowledge. This section is complemented by Reference Material.*

Research reveals that only bio-medical information is not enough to persuade an adolescent to adopt the safer behaviour and more responsible lifestyle that might prevent the spread of STI/HIV infection and substance abuse. In addition to accurate information, what is needed is a sense of risk (it can happen to me...), the motivation to act, and essential life skills to be able to translate the knowledge into action.

Hence the classroom sessions are planned around key exercises and activities. These activities instil and reinforce the skills essential for protecting oneself. The entire process of internalising the content and reinforcing Critical Life Skills needs continuous inputs, interactions, exercises and ongoing support.

It is recommended that teachers conduct AEP as follows:

- *Prior to initiating classroom sessions, they should conduct at least one information/advocacy meeting with the parents and all the teachers from the school.*
- *Conduct the three classroom sessions.*
- *Although 16 hours is the minimum required duration, wherever feasible, nodal teachers should use more than this time period. It is imperative that the classroom sessions include all the mandatory exercises given.*
- *Suggested time line for conduction of AEP activites in one academic year is given in Annexure 3.*

Section II

A Classroom Guide for Conducting Adolescence Education Programme

"We must become the change we want to see"

– Mahatma Gandhi

Tips and Tools for Nodal Teachers

Guidelines for Conducting in-School Activities

- There should be a maximum of 50 students (preferably 30–40) for the classroom sessions. This helps in experiential learning.
- School management / principals must select separate staff (male / female teacher) for conducting Classroom Session 1 (Healthy Growing Up, Adolescent Health Issues).
- In all sessions, keep a Question Box. This can be an open cardboard box if kept in the classroom. If it is kept unsupervised, then it should be a box which can be locked and has a slit opening on the lid.
 - Answer queries at the beginning of every session – this also serves to recapitulate the previous sessions.
 - Encourage students to ask questions/queries on matters pertaining to the process of growing up, STIs, HIV/AIDS, health and substance abuse – basically anything of concern to them.
 - Each student can write his/her question/s on a sheet of paper without mentioning his/her name.
 - If a name is given, and the question is very personal, then it should be tackled privately and in confidence.



Tasks of the Nodal Teachers

- Before the classroom session
- During the classroom session
- After the classroom session

Before the Classroom Session

1. Read the relevant sections of the Reference Material before conducting the session/training programme.
2. Keep in mind your students, their cultural background, education and attitudes towards health issues.
3. Be prepared and familiar with the day's topic for discussion, the Resource Material and other essentials.
4. In arranging the room, create some open space for the exercises and, if feasible, move desks and chairs to form a semicircular arrangement.
5. Make sure your Question Box is ready.

During the Classroom Session

1. Keep presentations to a minimum. Conduct the skills-based exercises given in the Teachers' Workbook in the classroom/workshops.
2. Use open-ended questions to evaluate students' Knowledge, Attitudes and Skills in different subjects (HIV/AIDS, STI, addictive drugs, health issues etc.). **Adjust lessons to the learning needs of the students by building on what the students know or by starting from what they don't know.** The aim is not to merely memorise new information; it has to be internalised by students.
3. Remember that students in the classroom have different experiences. Their level of awareness may vary depending upon their socio-cultural background, interaction with friends, parents, teachers and exposure to print and electronic media. Your language and attitude should not be judgemental, as this would make some students feel excluded, and therefore, uninterested.
4. Rapport with students is critical.
 - Students should not be made to feel uncomfortable. Do not go in front of anyone and force him/her to talk.
 - Try not to get personal or argumentative to prove that you are right.
 - Do not embarrass a student by telling him/her that his/her question is silly.
 - Encourage quiet students to respond/participate.
5. Be very alert to the moods of students – yawning/signs of boredom/sleepiness, etc. Give a short break.
6. Make a flip chart labelled "Parking Lot". Issues not pertaining to the sessions, however important, should be placed in the Parking Lot. But ensure that all Parking Lot issues are discussed before the end of the day or of the workshop session.
7. A personal question can be answered at your discretion, but if it is unanswerable, just say calmly that you cannot answer it.
8. Do not say "Is it clear, have you understood?" Instead say, "Have I made myself clear?" etc.
9. Keep track of the time.
10. Have the contact telephone number of a senior/technical Resource Person for advice on any issues during the session.

After the Classroom Session

1. If something particular has not been understood by the majority, that portion should be repeated.
2. Summarise each session, and ensure that the objectives are realised and the topics covered.

3. Remember suggestions and try to incorporate them, if possible, into the sessions.

Essentials of Facilitation

When interacting with students, the following points need to be kept in mind.

- **Respect confidentiality:** Respect confidentiality under all circumstances. Personal issues discussed in the classroom must remain within the classroom.
- **Be non-judgemental:** Do not pass any judgement on the various views and choices of young people. Students neither want, nor need, moralising or accusing; what they do want and need is a compassionate and empathetic teacher.
- **Empathise with students:** From the start, empathise with students. Recall your own memories of adolescence and its thorny issues. It takes time to accept and adapt oneself to change. Remember all the uncomfortable aspects of adolescence – the sudden physical changes, mixed feelings, confusion, suffocation, social awkwardness, the discovery of things about oneself as well as others, the mood swings between feeling high or low, sad or happy.

What to do and when?

Using your observation skills, you can assess the effectiveness of your session and how well information is being received. Based on these observations, you can adjust your questions, introduce a new activity or procedure, call for a break or deal with whatever is interfering with the success of the group. Observations collected over time can help you to decide whether to continue with a particular process or to modify it to respond better to the needs of the students.

Expression	What it implies	What to do
<ul style="list-style-type: none"> Smiling. Nodding affirmatively. Leaning forward. Maintaining eye contact. 	<ul style="list-style-type: none"> Enthusiasm and interest. Agreement with what is happening. 	<ul style="list-style-type: none"> Continue and make a mental note that the experience is well received. Involve this student more actively in the process.
<ul style="list-style-type: none"> Yawning. Staring off into space. Shuffling feet. Leaning back in chair. Looking at the clock. 	<ul style="list-style-type: none"> Boredom. Fatigue. Disinterest. 	<ul style="list-style-type: none"> Take a break. Speed up the process. Review the group's goals. Introduce a new method or procedure. Talk with this student privately.
<ul style="list-style-type: none"> Frowning. Scratching head. 	<ul style="list-style-type: none"> Confusion. Disagreement 	<ul style="list-style-type: none"> Ask this person about areas of confusion.
<ul style="list-style-type: none"> Pressing lips. Staring off into space. Avoiding eye contact. 	<ul style="list-style-type: none"> Suppression of feelings. 	<ul style="list-style-type: none"> Give a new explanation. Ask this student about areas of confusion and provide clarification Talk with this student privately

Do's and Don'ts of Good Facilitation	
Do's	Don'ts
<ul style="list-style-type: none"> Position yourself to face the entire group. Smile at individuals. Listen carefully while they talk. Maintain eye contact. Nod affirmatively, be positive. Talk with all group members. Continually scan the group with your eyes. Encourage shy, withdrawn participants to participate. Keep your body open i.e., unfold your arms, uncross your legs. 	<ul style="list-style-type: none"> Turn your back to the group. Frown or look judgemental. Shuffle papers or look at your watch while group members are talking. Stare at individuals. Remain impassive. Talk to only a few people. Scan too rapidly. Impose your beliefs as the only correct ones. Force people to speak. Get personal, argumentative. Walk around unnecessarily, as it distracts the participants.

Common Problems a Teacher may face

- **Someone disagrees and wants to argue with you:** Welcome disagreement, hear him with full attention, and find common ground. Start further discussion from this common ground, elaborate on the points where disagreement exists.
- **Everyone looks bored:** Encourage participation from the students.
- **Some students monopolise the discussion:** Give recognition to their knowledge and enthusiasm and control them diplomatically.
- **Private conversation erupts:** Encourage them to share what they are talking about with everyone. In most of these situations, students are talking about the issues being discussed but may hesitate to voice opinions openly.
- **Two students start arguing with each other:** Do not take sides. Verbalise the positions of the students and ask others in the group to give their opinion on the issue, then objectively summarise the discussion.
- **Controversial topic:** In case of a controversial topic steer the discussion towards the key messages given at the end of each activity. The effort should be towards reaching a consensus.
- **Personal questions:** If personal questions are asked, the teacher should use his/her discretion in giving answers. If the question is unanswerable, just convey the difficulty calmly.

Ground Rules for Classroom Activities

Students may react to this programme in different ways. They may:

- Ask embarrassing questions.
- Remain silent.
- Shock or try to amuse by describing explicit behaviours.
- Ask very personal questions about your private life, or
- Make comments that open them to peer ridicule or criticism.

To deal with these situations, it is important to set class rules. These must be made very clear to students before you start. You can ask students to develop their own rules, or you can start with your list of rules and discuss with the students whether they are fair and why they are important.

Be assertive in dealing with difficult situations. For example, "That topic is not appropriate for the class. If you would like to discuss it, I'd be happy to talk to you after class."

Suggested Set of Ground Rules

- Treat each other in a positive way and be considerate towards each other's feelings.
- Do not discuss personal matters that were raised during the session with others outside the classroom.
- Avoid interrupting.
- Listen to each other and respect each other's opinions.
- Both students and teachers have a "right to pass" if a question is too personal.
- No put-downs – no matter how much you disagree with a person, you should not laugh, make a joke about him/her or use language that will make that person feel inferior.
- Every student has the option of putting his/her questions anonymously to the teacher.

Workshop Methods

1. Group Discussion (in small or large groups)

The group examines a problem or topic of interest with the goal of better understanding of an issue or skill, reaching the best solution or developing new ideas and directions for the group.



2. Brainstorming

Brainstorming is a method used for problem solving or generating different possible solutions to a problem. The purpose of brainstorming is to come up with as many ideas as possible without regard to quality, with as many team members as possible contributing their thoughts. The number of ideas generated is more important than their practicality, and even the wildest ideas are accepted and recorded.

3. Role-Play

Role-Play is an enactment or dramatisation in which people act out a suggested situation.

Students can be encouraged to take on different roles. It is not necessary for the female characters to be played by women or the male characters by men.





4. Question Box

Question Box is an activity through which questions asked by learners are answered by teachers, Facilitators or experts. The box is placed in a convenient location allowing students to insert their questions without revealing their identity.

5. Situation Analysis and Case Studies

Situation analysis allows learners to think, analyse and discuss situations they might encounter. Case studies may be based on real cases or hypothetical situations but should raise real issues. The purpose of a case study is to present learners with a situation, giving sufficient background information to analyse and compute the outcome of events, or to provide solutions to specific problems.

6. Visualisation in Participatory Programmes (VIPP) exercises

VIPP is a collection of techniques applied to encourage people to participate and cooperate with their colleagues. In VIPP processes, a whole range of participatory techniques is used: card collection (one idea per card), brainstorming, drawing exercises and debates.

7. Presentation

This method is effective when a substantial amount of information is required to be imparted in a short period of time. However, an effective presentation allows for interaction between the Facilitator and students.



8. Debate

A debate is an interesting activity for broaching controversial issues. The pros and cons of an issue are presented, enabling individuals to take a rational position on it. The issue to be debated should be framed in a motion/proposition, and have positive and negative aspects that can be argued for and against by the students.

9. Quiz contest

Quiz contests are very popular both within and outside educational institutions. This activity creates a motivated environment for the audience, in which learning takes place in a very involved manner.

A quiz contest may be at an individual level or between teams.



10. Poster/Painting Competition

Posters and painting competitions have become popular activities. Adolescents are drawn into such competitions in order to stimulate serious thinking on a given issue and then translate their ideas creatively into visuals and colours.

11. Guided Meditation and Creative Visualization Unit

This Unit focuses on the objectives of Guided Meditation exercises and Creative Visualization techniques and activities for students. The purpose of these learning activities is to improve the ability to concentrate, relax, reduce stress and create an individual with rhythm and balance. These can be done everyday for 5-10 minutes, in a group, entire class or even in the morning assembly.

While training adults, (State Resource Persons/Nodal Teachers) some of the special issues of adult learning need to be kept in mind.

- Adults are people whose style and pace of learning has probably changed with increasing age. The reaction time and speed of learning may be slow, but age does not impair the ability to learn.
- Adults need to participate in small group activities to provide the opportunity to share, reflect on and generalise their learning experiences. They also prefer the usage of a variety of participatory techniques of learning.
- Adults need to receive feedback on how they are doing, and the results of their efforts.
- Adult learners come in with a wide range of previous experiences, knowledge, self-direction, interests and competencies that may include work-related activities, family responsibilities and previous education. Their diversity must be accommodated in the planning.
- As with younger learners, adults also need to be shown respect.
- Learning for adults is facilitated by layering information while learning. Give the most basic information first; then create exercises and experiences where people can use and practise its application.
- Learning increases in an atmosphere that is informal and the least reminiscent of any formal schooling.

The programme is divided into three sessions which should be done over four to six weeks.

Session 1: Healthy Growing Up, Adolescent Health Issues (AHI)

Focuses on the changes during Adolescence. This session provides accurate information on Adolescent Health Issues and exposes the myths surrounding the Growing-Up process. It also explores issues of Gender Sensitivity, Self-Awareness and Self-Esteem.

Session 2: RTIs/STIs and HIV/AIDS

Outlines information on reproductive tract infections (RTIs), sexually transmitted infections and HIV/AIDS, their modes of spread, detection and prevention against such infections. It also explores issues around Personal Beliefs and Decision-Making.

Session 3: Preventing Substance-Abuse

Outlines information on Substance-Abuse, Risk and Protective Factors, Signs, Symptoms and Treatment. It also explores issues around understanding and resisting negative Peer-Pressure and adopting an assertive style of communication.

All this information is transacted through Interesting Activities, Role-Plays and Open Discussions to enable reinforcement of key Life-Skills.

Checklist for Nodal Teachers

- Read the details of the specific classroom session and relevant Reference Material.
- Finalise the time slot and venue, and identify the participating class with the Principal.
- Organise the room and seating arrangement as per session needs.
- Prepare all materials needed for the session (handouts, OHP, etc.).
- Inform the participating class and the class teacher of date, time and venue of sessions, and location of Question Box.
- Answer the queries in the Question Box.
- Record the classroom activity in the monitoring and evaluation format. (Annexure 2)
- Give feedback of the activity to the Principal.

GUIDELINES FOR TEACHERS

- Wherever OHP is not available blackboard can be used.
- Teachers must read pages 8-16 of Teacher's Workbook exhaustively.
- All contents and activities to be transacted keeping the local cultural context in mind.
- Sensitivity towards the adolescent needs to be maintained at all times.
- Some activities have been marked categorically to be done separately for boys and girls. This needs to be ensured.
- The Annexure 3 related to suggested Timeline of Conduct of Co-curricular AEP activities in one academic year to be consulted.
- The 16 – hour capsule has slotted 7½ hours for Life Skills and associated activities which must be ensured.
- **In each Unit there are a number of activities and the teacher/facilitator may like to choose some of them depending on the time and context.**
- Co-curricular activities must be varied in nature, interesting, age appropriate and in keeping with the local cultural ethos. Role plays, Group Discussion and PMIs (Plus, Minus, Interesting) may be added.
- **Guided Meditation and Visualization Activities may be done as whole class or even whole school in the Assembly from the Unit on Meditation and Visualisation. The exercises given are merely suggestive and the teacher can pick up other activities based on the local cultural context.**
- Teachers may develop Reflection Points on Values and Life Skills.
- Famous sayings from the local culture, role – models or historical figures of eminence may be used for enhancing values.
- Creative activities such as Collage Making, Painting, Dramatization, Street Theatre, One Act Plays, Script Writing may be taken up on the relevant themes and issue of Adolescents.

Classroom Session 1

**Healthy Growing Up,
Adolescent Health Issues (AHI)**

"Those who educate children well are more to be honoured than parents, for these only gave life, those the art of living well"

– Aristotle

Healthy Growing Up, Adolescent Health Issues (AHI)

Minimum non-negotiable time: 6 hours

Note for Nodal Teachers

- **All activities of Classroom Session 1 must be conducted separately for boys and girls by male teachers and female teachers respectively. However, each of the groups will cover content on both sexes.**
- Most of the activities are designed to be completed in two class periods.
- Each activity should be completed at one go and should not be split up.
- All the activities are compulsory; however, where possible, optional activities are given.
- Ensure that the Question Box is placed in the classroom/school premises during the course of the entire programme/academic year.
- **Review the relevant content from the Reference Material before conducting this session.**

Key Concepts and Ideas to be Assimilated in this Session

- Adolescence as a distinct phase of development.
- Adolescent changes (physical, social and emotional).
- Enhancing Life Skills for healthy adjustment to the process of Growing-Up.
- Gender sensitisation.

Topic 1: Growing up and Changes during Adolescence

Time: 60 minutes

Objectives

Through the topic the students will be able to:

- Accurately describe the different changes and their reasons.
- Appreciate and deal with the feelings associated with adolescent growth.

Method

Brainstorming, Drama, Group Discussion and Presentation.

Activity 1

Understanding Adolescence and the Growing Up Process



Time: 60 minutes

Objective



To help students understand, appreciate and deal with changes associated with growing up.

Life Skills to be enhanced

Self-Awareness, Critical-Thinking, Empathy, Coping with Stress and Dealing with Emotions.

Preparatory work



- Prepare OHP slides to be displayed in the activity.

Process



1. Ask the students to brainstorm on the following points:

Questions



- What is adolescence?
- What is puberty?

2. Write down some of the key points emerging from the discussion and substantiate with the following slide.

Adolescence

Slide 1

- "Adolescence" is a period between childhood and adulthood.
- "Puberty" is the name given to the changes that occur in girls and boys as they grow up.
- Boys and girls between 10–19 years are called "adolescents".
- Persons in the age group 10–24 years are called "young people".

3. Ask the students, who is a healthy adolescent? Does appearance alone define health?

Health

Slide 2

Health is a state of complete physical, mental, and social well-being and not merely the absence of disease and infirmity. (WHO)

Physical well-being refers to the normal functions of body and body organs within the limitation of gender, age and occupation.

Mental well-being refers not only to the absence of mental illness but also to the awareness of one's talents, abilities, emotions, strengths and weaknesses.

Social well-being refers to one's ability to interact with, and adjust to, other members of society. It also means being responsible towards oneself, one's family, community and country.

The spiritual component of health is now considered an important integral part of well being.

4. Ask the students what are the different changes that they have observed in themselves or in their friends as they are growing up? What are the different changes for boys and girls?
5. If inputs are minimal, stimulate the discussion by providing clues on different aspects of growing up.
6. Write "Physical changes in girls", "Physical changes in boys", "Social and emotional changes" on the blackboard and list the points brought out by students under the appropriate headings. Display slides.

Physical Changes in Girls

Slide 3

- Growth spurt occurs.
- Skin becomes oily.
- Hair appears in various places.
- Ovulation occurs (may or may not).
- Menstruation begins.

Physical Changes in Boys

Slide 4

- Growth spurt occurs.
- Muscles develop.
- Skin becomes oily.
- Shoulders broaden.
- Voice deepens.
- Hair appears in various places

Emotional and Social Changes

Slide 5

- Preoccupation with body image.
- Fantasy and idealism.
- Mood changes.
- Attention-seeking behaviour.
- Need to establish own identity.
- Inquisitiveness.
- Increased energy levels.
- Changes in dress code.
- Concrete thinking, but confused at times.
- Future-oriented.
- Increased self exploration and evaluation.
- Conflicts with family over control.
- Need for attachment to a peer group.
- Peer group defines behavioural code.
- Formation of new relationships.
- Need for independence, self-assertion and urge for expression.

7. Ask the students how these changes (physical, emotional, social) affect our thinking process and behaviour? Ask them to give a few examples.

Note for Nodal Teachers



If no answers are forthcoming, start the discussion by taking any one change, e.g., growth in height, which can lead to a behaviour change such as some girls stooping while walking; boys may become very conscious and refuse to go out because of their lanky appearance. Remember to highlight the positive implications, e.g., the girl becomes more confident because she is tall and is made class monitor; the boy feels proud that he can wear his father's shirt, etc. Similarly, take a few examples from emotional and social changes and discuss their positive and negative impacts on the behaviour of an adolescent.

8. Further the discussion using the questions given below.

You can also use some of these questions



- Which of these changes could they deal with?
- What other changes do they think they will encounter in the future?
- In their opinion, how can they be better equipped to cope with these changes?

9. Use the slide below to highlight the key messages.

Key Messages

Slide 6

- Adolescence is a normal process. Remember, not just you but everybody goes through it.
- There is a range in terms of timing, years, sizes, etc.
- Biological changes may vary in time, but they do have a pattern.
- The onset of puberty is later in boys than in girls.
- Ask. Do not be afraid to ask questions to parents, teachers or someone you trust.
- Learn to look after the needs of your body – it means looking after physical needs (fitness, nutrition) and emotional health (thoughts, feelings).
- Be comfortable with yourself. Learn to respect your body.

Note for Nodal Teachers



Depending upon the availability of time the above activity can be done using role play methodology. Divide the students into groups. Give each group one of the following topics and ask them to develop a short skit/drama of 2 – 3 minutes. (For example: Physical changes in adolescence and associated feelings, body image, importance of nutrition, social and emotional changes, changing attitude of parents, the importance of friends, the need to develop self-identity, close and intimate relationships, etc.). Give each group a time of 10 – 15 minutes to prepare the skit/drama. While the group is presenting its drama, note down the emerging key points. Categorise them on the blackboard under the heads of physical, social and emotional changes as demonstrated in the skit/drama. Summarise the activity using the slides given above.

Topic 2: Perspective Building on Life Skills Development

*Time: 9:45 am – 11:00 am, 11:15 am – 1:15 pm
(120 minutes)*

Objectives

Through the topic, the students will be able to:

- Explain what Life Skills are, and their relevance to dealing with day-to-day situations.
- State the importance of Self-Esteem, Empathy, Personal Beliefs, Value Systems.

Method

Story Analysis, Group Activity, Brainstorming and Group Discussion.

NOTE : TEACHER CAN CHOOSE ACTIVITIES.

Activity 1: Understanding the Development of Life Skills



Time: 60 minutes

Objective

To enhance the students' understanding of the concept of Life Skills.



Life Skills to be Enhanced

Critical-Thinking, Self-Awareness, Problem-Solving.

Preparatory work



- Photocopies of "The Thirsty Crow" (Annexure 6A), one per student. You can also use any contemporary story that your students can relate to (One is provided in annexure 6B 'Making of a Lion').
- Prepare OHP slides to be displayed in the activity.

Process



1. Ask the students if they have heard the story of the "Thirsty crow." Distribute the story to all the students and tell them that this re-reading of the story will reveal a new meaning. Ask a volunteer to read out the story to the class.
2. After the reading, ask the students to look at the first paragraph and think of the following:
 - What were the thoughts and feelings of the crow?



He was thirsty and knew that he was thirsty. When he saw the low level of water, he felt disappointed and knew that he was feeling disappointed. He badly wanted to drink the water. This skill of knowing about self is called **“Self-Awareness”**.

Self-Awareness

Slide 7

Self-Awareness includes our recognition of 'self', of our character, of our strengths and weaknesses, desires and dislikes. Developing Self-Awareness can help us to recognize when we are stressed or feel under pressure. It is also often a prerequisite to Effective-Communication and Interpersonal-Relations, as well as Developing-Empathy for others.

- Why was the crow disappointed?

Because he knew that he would not be able to reach the water and quench his thirst. This kind of analytical thinking is called **“Critical-Thinking”**.



Critical-Thinking

Slide 8

Critical-Thinking is the ability to analyse information and experiences in an objective manner. Critical-Thinking can contribute to health by helping us to recognise and assess the factors that influence Attitudes and Behaviour, such as Values, Peer Pressure and the Media.

3. Then ask students to look at the second paragraph and think of the following:

- What problem was the crow facing in drinking the water in the pot?

He could not reach it at its present level; he couldn't overturn the pot or break it. This is another example of **“Critical-Thinking for Problem-Solving”** – another Life Skill.

Problem-Solving

Slide 9

Problem-Solving enables us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

- What did the crow do to find a way out?

He kept thinking and wanted to find a new way to have a drink of water. He thought of using stones to raise the water level. This is one example of **“Creative-Thinking”** to solve the problem – the skill of **“Problem-Solving”**. He decided to use the stones – the skill of **“Decision-Making”**.



Creative-Thinking

Slide 10

Creative-Thinking contributes to both decision making and problem solving by enabling us to explore available alternatives and the various consequences of our actions or non-action. It helps us to look beyond our direct experience, and even if no problem is identified, or no decision is to be made, Creative-Thinking can help us to respond adaptively and with flexibility to the situations of our daily lives.



Decision-Making

Slide 11

Decision-Making helps us to deal constructively with decisions about our lives. This can have positive consequences for the health of young people when they actively make decisions about their own health practices by assessing different options and the effects of different decisions.



Note for Nodal Teachers



Help the students to grasp the Life Skills mentioned in bold. Their understanding doesn't have to be exact; the aim is to help the students become familiar with the Life Skills and their concepts, not so much with their correct nomenclature.

4. Explain to them what Life Skills (LS) are, using the slide.

Life Skills: Definition

Slide 12

Life Skills are abilities for **adaptive** and **positive** behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. Life Skills are abilities that facilitate the physical, mental and emotional well-being of an individual.

(WHO)

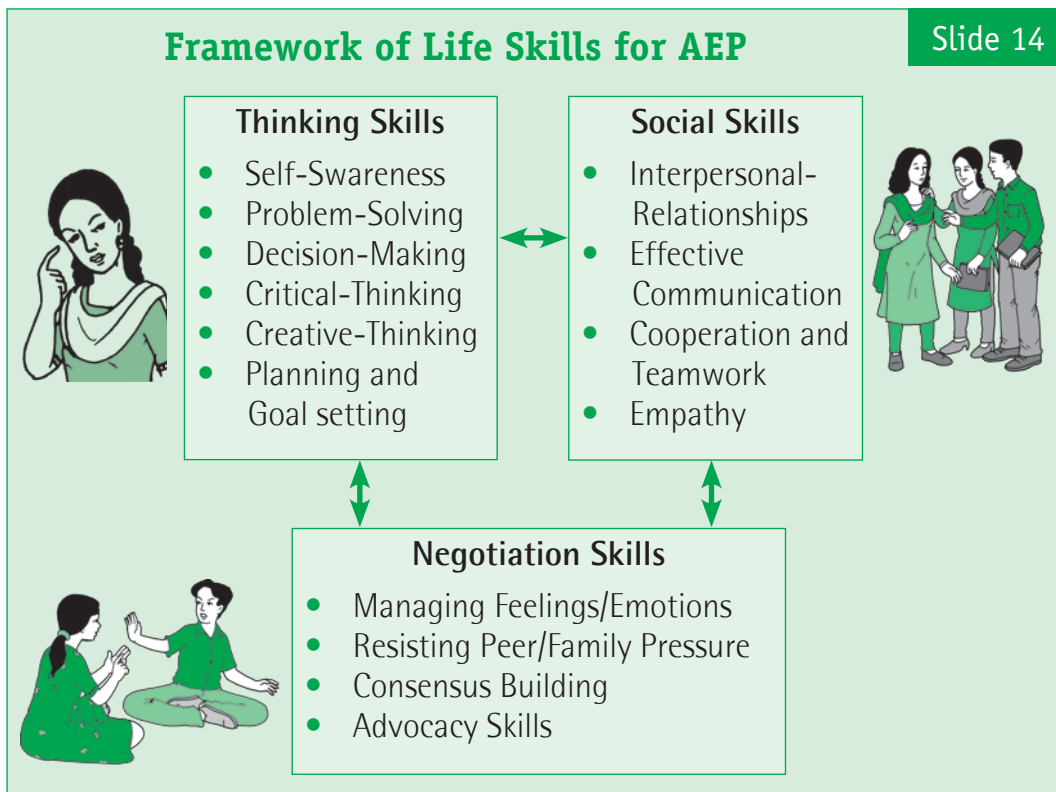
Life Skills

Slide 13

Life Skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. The ten core Life-Skills are as follows:

- Self-Awareness
- Interpersonal-Relationships
- Critical-Thinking
- Decision-Making
- Dealing with Emotions
- Empathy
- Effective-Communication
- Creative-Thinking
- Problem-Solving
- Coping with Stress

(WHO)



Slide 15

Other Life Skills

Interpersonal-Relationship Skills help us to relate to the people we interact with in positive ways. This may mean being able to make and sustain friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping good relations with family members, who are an important source of social support. It may also mean being able to end relationships constructively.

Empathy is the ability to understand what life is like for another person, even in a situation that we may not be familiar with. Empathy can help us to accept others who may be very different from ourselves. This can improve social interactions, especially in situations of ethnic or cultural diversity. Empathy can also help to encourage nurturing behaviour towards people in need of care and assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatised and ostracised by the very people they depend upon for support.

Effective-Communication means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, and also needs and fears. And it may mean being able to ask for advice and help in a time of need.

Coping with Stress means recognising the sources of stress in our lives, recognising how they affect us, and acting in ways that help us control our levels of stress by changing our environment or lifestyle and learning how to relax.

Other Life Skills (Contd.)

Dealing with Emotions involves recognising the emotions within us and others, being aware of how they influence behaviour, and being able to respond to them appropriately. Intense emotions like anger or sadness can have negative effects on our health if we do not respond appropriately.

5. Explain that we distinguish between people in terms of their skills. A skilled person produces quality results by using less time, energy and resources to do a job. Skills are acquired through practice and patience. Life Skills enable us to adapt to situations and people. Life skills bring us greater acceptance by others, a number of benefits and a healthy positive life.
6. Explain to the students the AEP framework of Life Skills. During the activities of Life Skills, it is advisable to keep this slide displayed.
7. Ask some volunteers to share situations in their lives where they have utilised the previously mentioned Life Skills.
8. Ask them which Life Skill they use the most. Which Life Skill do they use the least?
9. Ask the students to brainstorm on how these Life Skills are related. Encourage some students to narrate real life incidents where they have used Life Skills in conjunction (e.g. for Effective-Communication Critical-Thinking, Empathy and Creative Thinking are required.)
10. Tell students that very few people utilise all the Life Skills effectively and in conjunction.
11. Explain that it requires some practice to utilise the most appropriate combinations of Life Skills required in a given situation. Emphasise that this exercise is to learn more about Life Skills and not to dwell on our deficiencies.

Activity 2 : Developing Emotional Sensitivity (Empathy)



Time: 20 minutes

Objective:



To develop Empathy among the participants.

Mode: Whole class

Life Skills Focused:

Empathy, Critical-Thinking, Creative-Thinking

Values Enhanced:

Tolerance, Compassion, Kindness, Love

Material:

Film Tare Zameen Par (clippings)

Process:

1. Open the discussion by brainstorming about the Case Study.
2. Critically analyse the issue along with the participants.
3. Commenting on the film by the participants.
4. Sharing experiences with the participants.

Mohit, student of Class VIII, is a sweet smiling boy constantly struggling in studies. English seemed alien to him, numbers looked Greek, History was a mystery, and Geography was also not appealing. He wished he could be left to himself in his own world with colours and drawing. His classmates often made fun of him, teachers too were always scolding him. How much he wished that the world could understand him. His face had lost the radiant smile. How lost and lonely he seemed his eyes questioning the world “Am I not like you all, please stop teasing me if I don’t understand things so easily”.

Suggested Questions



1. Can you try to identify Mohit’s feelings?
2. Please try to discover few reasons for Mohit’s feelings.
3. How can Mohit be helped to cope with such a disturbing situation?
4. How can teachers prevent Mohit from experiencing such a situation?

Activity 3: Thinking Critically and Going Beyond the Surface



Time: 70 minutes

Objectives



By the end of the session, the students will be able to:

- Understand the influence of media on adolescents.
- Learn to recognise the hidden messages behind advertisements.
- Understand how advertisements mislead people by telling them half-truths or outright lies.

Life Skills Focused :

Critical-Thinking, Creative-Thinking.



Process

1. Initiate a discussion with the students using the following questions–

Discussion Questions



- Where do most of us see advertisements, or ads as they are popularly called?

(Expected responses: Ads appear on television, on billboards, on the roadside and in newspapers and magazines.)

- How do ads influence our lives?

(Expected responses: Ads encourage us to buy things; they inform us about new products; they are entertaining, etc.)

- Do you think advertisements truly reflect the quality of the product?

(Expected responses: Somewhat true; mostly lies; very true, etc.)

- Can you think of some examples of ads that may be misleading or ridiculous or truthful?

(Expected responses: Soft drinks ads, detergent ads (mentioned by brand name or product name.)

Note for Nodal Teachers



Advertisements give either direct or indirect messages. Commercial advertisements mostly give messages which are in the business interests of the seller and which encourage people to buy products. Some ads (like cigarette advertisement) may consciously suppress information about the negative aspects of the product.

Tell the students that advertisements have a very specific function – they praise a product and try to get people to buy it. Most advertisements want to get us to sample a new product; they tell us that by using a certain soap or a cream, we will become handsome or beautiful (just like the film star in the advertisements); if we use a particular brand of paint, our home will look like a millionaire's bungalow. We will become very popular by smoking a certain brand of cigarette or wearing a particular brand of jeans. By repeating advertisements over and over, especially just before the most popular TV programmes, by splashing them on billboards and inside magazines, the advertisements begin to have a subtle influence on our lives. Slogans like "Ye dil maange more" (my heart craves for more) are not only associated with a handsome film star but also give the hidden message of asking for something all the time.

2. Initiate further discussion with students on the following questions.

Discussion Questions



- Does cigarette smoking really make someone brave, like the person in the advertisement?
- Do you think most people believe in advertisements?
(Expected responses: Of course not; maybe, some people do.)
- Why do most people call all noodles 'Maggi' when Maggi is the brand name of a product and not the generic name for noodles?
- Can you name other consumer items that are generically known by brand names?
(Expected responses: Toothpaste is called Colgate; soft drinks are called Pepsi, etc.)
- What attracts people to advertisements? Will smoking cigarettes or using a certain brand of shampoo or soap or cream make you popular and attractive to the opposite sex?
(Expected responses: Yes; no; maybe.)
- Do you think that if you smoke or drink you can remain healthy?
(Expected responses: Yes; no; maybe.)
- Do you think that the glamorous film star in the soap or shampoo advertisement actually uses the product?
(Expected responses: No; maybe.)
- What skills are needed by students to respond to an advertisement?
(Expected responses: Critical-Thinking, Creative-Thinking, and Decision-Making to understand the full impact of advertisements).

Note for Nodal Teachers



Emphasise that, far from keeping you healthy and making you popular, cigarette smoking is a health threat, because it causes bad breath, tooth decay and may lead to lung cancer and death.

The purpose of this exercise is to let the students see, identify and articulate the unsaid but vitally important message of the advertisements. Making advertisements is a specialised job carried out by people who are experts at designing messages and attractive visuals. Large amounts of money is spent in making alluring and attractive advertisements and giving different versions of the truth. We have to be very careful about the messages we absorb from advertisements, and not allow their magnetism and tall claims to fool and confuse us.

3. Use the slide below to recapitulate and highlight the key messages.

Key Messages

- Advertisements fail to communicate the dangerous consequences of using certain products.
- Advertisements try to attract attention and sell products by using film stars, players or famous persons for endorsements.
- We need to think critically, and decide whether we really need the product, and whether its use is healthy for us.

Activity 4 : If the Earth had two Moons...

(Source : YUVA - School Adolescence Education Programme, Vol. 1, Page 30-31)



Time: 30 minutes

Objectives



By the end of the session, the students will be able to:

- Practise the Life Skills of Creative and Critical-Thinking

Life Skills Focused

Creative-Thinking, Critical-Thinking, Self-Awareness, Decision-Making.



Preparatory work

- Arrange for four chart papers.
- Ask the students to bring coloured marker pens, pencils, erasers.



Process

1. Tell the students that they are in for a fun-filled and humorous activity! This is called PMI, which stands for Plus, Minus and Interesting.
2. Divide them into four groups. Give each group a chart paper.
3. Tell them that they will be given a topic. Each group has to think of five Plus points about the topic, five Minus points and five Interesting points. All these points should be written or drawn in a colourful manner on the chart paper. They will get 10 minutes for this. The topic is **“If the earth had two moons...”**

Note for Nodal Teachers



Use this opportunity not only for training on life skills but also to talk about scientific aspects of the topic, such as tides, light, gravitation, eclipse, etc. Stimulate a discussion on the other interesting points that emerge, e.g., no street lights required, which of the moons will poets write verses to, etc. Link the discussion with social issues – and perhaps some far-fetched conclusions, e.g., the number of thefts will come down! Use this to examine the relationship between crime and unsafe surroundings, and how to promote safety.

4. Each group in turn will present their points to the rest of the class.
5. Ask what they liked about the activity. Explain the details of the PMI concept.

Note for Nodal Teachers



- This activity generates a lot of laughter; so let the students laugh!
- Tell the students to let their imaginations run wild. Let them write all thoughts, no matter how ridiculous. They can presume anything. Each group will have different perceptions.
- It will be easy to write three points in each category, but make them search for at least five and if possible seven. This makes them think "out of the box", the pathway to most discoveries and innovations.
- PMI has been designed by Edward de Bono, a well-known psychiatrist, who has written books like "Lateral thinking", "Six Dancing Shoes", "Book of Wisdom", "Six Thinking Hats".

6. Similarly, other PMIs can be conducted during other sessions on the following topics:
 - If there were no parents.....
 - If I had a third hand.....
 - If alcohol flowed in taps.....
 - If having a tail was necessary for becoming a model.....

7. Use the slide below to recapitulate and highlight the key messages.

Key Messages

- Creative thinking is required when we face difficult situations. It is best to make this a habit.
- Thinking "out of the box" can often yield a solution to a seemingly difficult problem.
- Through critical thinking, we can analyse the pros and cons of any situation.

12. Use the slide below to recapitulate and highlight the key messages.

Key Messages

Slide 16

- Life Skills help adolescents to behave in healthy and positive ways.
- The various Life Skills work best in conjunction.
- Many Life Skills are required to manage a particular situation effectively.
- One particular skill may be effectively utilised in many diverse situations.
- The appropriate combination of Life Skills at a given moment is an art.
- Adolescents learn their Life Skills from parents/teachers/significant others who act as role models.
- Stories from PANCHATANTRA and JATAKA TALES are based largely on effective utilisation of life skills, e.g., "The Thirsty Crow", "The Clever Rabbit", etc.

Activity 5: Let's Learn to Apply Life Skills



Time: 60 minutes

Objective

To enable the students to recognise and practice Life Skills.



Life Skills to be enhanced

Critical-Thinking, Creative-Thinking, Self-Awareness, Empathy, Effective Communication.



Preparatory work

- Prepare OHP slides to be displayed in the activity.



Process

1. Inform the students that there will be a small group activity to analyse the combinations of skills required to deal with certain common situations in adolescent life.
2. Divide the class into 5–6 groups and ask each of them to elect a leader who will present the group's findings.
3. Allocate to each group 3–5 situations from those given below. Ask them to give three best tips that the group feels are required to handle /deal with the following situations. Give them 5 minutes to work.

Suggested Situations

- To do well at school.
- To get on well with his/her parents.
- To deal with a suggestion from a friend to try out drugs.
- To get a job.
- To deal with change (e.g., changing school, changing house).
- To understand the truth about advertisements.
- To deal with a suggestion to experiment with/sell drugs.
- To get on well with his/her peers and friends.
- To deal with loss and separation (separation from a friend/death of a relative).
- To deal with a suggestion to bunk classes.
- To help a person who is suffering from some chronic illness.
- To maintain friendship with a person who has recently had a sad incident/ setback in his/her life.
- To help a classmate who is getting low marks despite working hard.

4. After the allocated time is up, ask each leader in turn to present the group's suggestions. Ask the other groups whether they agree with the presentation. Let a discussion take place.
5. Use the slide below to recapitulate and highlight the key messages.

Key Messages

Slide 17

- We use Life Skills all the time in different situations.
- Several Life Skills are used in conjunction in dealing with certain situations.
- Rehearsing the use of Life Skills in simple situations makes it easy to use them in complex ones.

Note for Nodal Teachers



Applaud each presentation. Highlight how the tips given by students is reflecting the usage of Life Skills. Tell them that Life Skills are used not only for daily activities like learning, interacting and socialising, but also perform a critical role in dealing with situations that can be vexing and stressful for adolescents. Reiterate how more than one skill is required to deal with real life situations and how one particular skill (say, Self-Awareness, Critical-Thinking, Effective-Communication or Interpersonal-Relationships) can be helpful/useful in many situations. It is for this reason that we need to be proficient with all the Life Skills.

Activity 6 : Appreciating Oneself



Time: 30 minutes

Objective



To enhance students' Self-Awareness and help them understand the importance of Self-Esteem.

Life Skills Focused

Critical-Thinking, Self-Awareness.



Preparatory Work

- Photocopies of handout "Love Thyself", one for each student.
- Prepare OHP slides to be displayed in the activity.



Process

1. Open the discussion by saying that everyone in the class has positive qualities, abilities and skills. Feeling good about oneself is the basic foundation for protecting and taking care of oneself.
2. Distribute the hand out "Love Thyself", and ask the students to fill it up.

4. Invite students to share their qualities with the group – the teacher can initiate the discussion by sharing his/her own personal qualities.
5. Once everyone in the group has shared, open the discussion by asking the following questions to stimulate individual and group learning.

Questions



- What did it feel like to share your personal qualities?
- Is it hard to say positive things about yourself in a group?
- How do we learn to like ourselves? Why is it important to like ourselves?
- What is Self-Esteem?
- What can happen if an adolescent has low Self-Esteem?
- How can you improve your Self-Esteem?

6. Use the slide below to recapitulate and highlight the key messages.

Key Messages

Slide 18

- We all have different attributes/qualities.
- Some we like, others we do not.
- We can either learn to like our shortcomings or change them. We have a choice.
- By being aware of our positive qualities, we are more sure of ourselves and more able to accomplish things.
- Self-Esteem is how a person feels about himself or herself. Knowing oneself and feeling good about oneself is an important aspect of the process of growing up. Low Self-Esteem, especially among young girls, often results in a variety of problems and difficulties. Therefore, it is important that adolescents should be helped to improve their Self-Esteem.
- By liking ourselves, we feel good around other people and perform better at anything we do.
- Focusing on "Positive Self-Esteem" is essential; it affects how we view others and ourselves, and the way we approach almost every aspect of our life. People with low Self-Esteem often engage in Self-Destructive behaviour.
- Life Skills such as Self-Awareness, Critical-Thinking, Coping with Stress and Emotions can help us improve our Self-Esteem.

Handout – Activity

"Love Thyself"

- Four attributes that I like about myself:

- Four strengths as a student:

- Four strengths as a human being:

Activity 7 : I Want to Feel Good About Myself

(Source: Navodaya Vidyalaya Samiti - Life Skills Development in Adolescence Education - A Training Package, 2005)



Time: 30 minutes

Objective



To help the students identify qualities which enhance their Self-Esteem and to recognise the importance of improving Self-Esteem.

Life Skills Focused

Critical-Thinking, Self-Awareness, Interpersonal-Relationships.



Preparatory Work

- Photocopies of the handout “I want to feel good about myself”, one for each student.
- Prepare OHP slides to be displayed in the activity.



Process

1. Open the discussion by explaining that Self-Esteem is how a person feels about himself/herself. Knowing oneself and feeling good about oneself is an important aspect of the process of growing up. Low Self-Esteem, especially among young girls, often results in a variety of problems and difficulties. Therefore, it is important that adolescents should be helped to improve their Self-Esteem.
2. Divide the class into smaller groups of 5–6 students. Distribute handouts and give them 10 minutes to individually study the statements.
3. Ask them to discuss their responses within their group.
4. Reassemble the entire group and ask one representative from each smaller group to report the common responses/traits which have emerged from their group discussion.
5. Ask the whole group, what is Self-Esteem and why is it important?

Note for Nodal Teachers



In this activity, the focus is not on discussing each student's positive attributes. It is to highlight the importance of Self-Esteem as a protection against vulnerability and peer pressure.

Handout – Activity
“I Want to Feel Good About Myself”

Statements

1. I am a good human being because

2. I am a good daughter/son because

3. I am a good friend because

4. I am a good student of my school because

5. One ability/skill I have is

6. One thing that people like about me is

7. One thing I like about myself is

Activity 8 : Analysing Strength, Weaknesses, Opportunities, Threats (SWOT)



Time: 30 minutes

Objective:



- To create understanding among participants about Self-Awareness and Critical-Thinking.

Mode: Individual

Life Skills Focused:



Self-Awareness, Critical-Thinking, Creative-Thinking, Problem-Solving, Decision-Making.

Values Enhanced:

Self-Esteem, Respect, Tolerance, Humility, Courage, Honesty.



Process

1. Write the meaning of SWOT on the board-
 - S - Strengths
 - W - Weaknesses
 - O - Opportunities
 - T - Threats
2. Ask each participant to do a self SWOT analysis.
3. Divide the class into groups. Assign each group one of the following or other similar projects.
4. Now apply SWOT to real life situations.
5. Examples of projects:
 - Trees are being chopped down to make a new flyover.
 - A new Hydro-Electric project is being envisaged. But this will affect villages in the area.
 - Your school has an option of leaving the present place in the middle of the city, to a much larger site on the outskirts.
6. Give each group 10 minutes to prepare and present.
7. Ask each group to discuss and list the following for the given situation.
 - a. Their Strengths and how they can build on the strengths.
 - b. Their Weaknesses and how to overcome weaknesses.