6. Ask them to list few examples of positive peer pressure.
7. Use the slide below to recapitulate and highlight the key messages.

**Key Messages**

- Peer pressure is a part of life.
- Peer pressure can be negative or positive. Acting due to negative peer pressure can often have detrimental consequences for one’s life.
- Acting on positive peer pressure can lead to self-improvement and better performance.
- Peer pressure may compel us into certain actions which are contradictory to our personal values and beliefs. Therefore, it is important to be careful while choosing friends.

**Note for Nodal Teachers**

Emphasise the role of Life-Skills in dealing with Peer-Pressure. These include Self-Awareness, coping with Stress and Emotions, Decision-Making, Problem-Solving, Interpersonal-Relationships through Effective-Communication.

**Activity 2: Peers – Do they count?**

**Time:** 60 minutes

**Objectives**

To help the students analyse and not get influenced by negative peer pressure.

**Life Skills Focused**

Critical-Thinking, Problem-Solving, Empathy, Decision-Making, Coping with Stress and Dealing with Emotions.

**Preparatory Work**

- Prepare OHP slides to be displayed in the activity.
- Photocopies of case study, one per group

**Process**

1. Introduce the activity by asking the students if they have ever done something they felt bad about but knew their friends would laugh at or criticise if they did not do that. Ask for several examples.
2. Divide the class into five groups and give one case study to each group. Ask the students to discuss and come to a consensus on the question given below the Case Study.

**Case Studies**

- Malti is smart, likes to go to school and studies very hard. Most of her friends do not like to study and say that it is a waste of time, as they will get married soon and have to take care of children. Malti is thinking of not trying for a scholarship for higher education.

  Do you think her decision is right? Why/Why not? If you were Malti what would you do?

- Rajan is very good at taking care of younger children, and he tries to help at home as much as he can. He enjoys helping around the house. His friends urge him not to be so responsible and to “hang out” with them. Sometimes he does this.

  Do you think his decision is right? Why/Why not? If you were Rajan what would you do?

- Anil knows the difference between right and wrong, but he wants to fit in, too. When his friends encourage him to make fun of a girl, he does it, even though he knows it will hurt her feelings.

  Do you think his decision is right? Why/Why not? If you were Anil what would you do?

- Suresh knows that drugs are harmful. But taking drugs and watching adult movies is now very popular amongst his friends, and they tempt him to try drugs almost every day. He is thinking of giving in.

  Do you think his decision is right? Why/Why not? If you were Suresh what would you do?

- Seema does not have a boyfriend. She feels left out, because all her friends have boyfriends. Her friends say that they know a boy who is interested in her and wants to go out with her. Although she has refused many times, she still thinks of going out with him.

  Do you think her decision is right? Why/Why not? If you were Seema what would you do?
3. Ask each group representative to present their discussion and encourage others to share similar scenarios where they were influenced by peer pressure to do or try something.

4. Further initiate the discussion using the following questions to stimulate individual and group learning.

**Discussion Questions**

- Were any of these situations familiar to you? Explain by sharing examples.
- Has any of you encountered other situations that made you change your mind so as to conform to group norms? What have you done in those situations?
- How do you feel about yourself if you do something that you know is wrong, or something with which you aren’t comfortable?
- Do you think it is better to risk others’ disapproval and feel good about yourself and your decisions, or to do what your friends want?
- Do you have any friends who have similar interests? How do you feel when you are with these friends? How do you feel when you are with friends who have different interests?
- What things can you do to support feeling good about yourself?
- Can peer pressure be positive?

*Yes, positive norms among friends which match with your values and beliefs eg. intentions to do well in exams as all your friends are studying hard and aiming high; group norms that say that practising abstinence is "fashionable" and smoking cigarettes is "uncouth").*

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

**Key Messages**

- Peer-Pressure is a part of life.
- Peer-Pressure can be negative or positive. Acting due to negative Peer-Pressure can often have detrimental consequences for one's life.
- Acting on positive Peer-Pressure can lead to self-improvement and better performance.
- Peer-Pressure may compel us into certain actions which are contradictory to our personal values and beliefs. Therefore, it is important to choose friends or Peers who share our values and beliefs.
Activity 3: Expressing What You Mean?

Time: 60 minutes

Objective
To make the students appreciate the difference between passive, aggressive and assertive ways of communicating.

Life Skills Focused
Self-Awareness, Communicating-Effectively, Interpersonal-Relationships.

Preparatory Work
- Make three slips of paper, one for each of the three styles of communicating – passive, aggressive and assertive (As given in the handout). Ask for three student volunteers and explain the styles to them. Volunteers must act out roles in the style given to them.
- Prepare OHP slides to be displayed in the activity.

Process
1. Tell the rest of the students that they will observe a demonstration.
2. Call the first student volunteer (passive). Randomly ask one of the students in the group to insist that the passive volunteer must drink alcohol for the sake of their friendship. The volunteer responds in the passive way of communicating.
3. Repeat the process with the second volunteer (aggressive) and the third (assertive). Other suggested situations are: being asked to meet late at night, being eve-teased, being asked to smoke, being asked to go to a movie without informing parents, etc.
4. After the demonstration, use about 10 minutes to discuss the following with the whole group:
   - Which approach do you think worked best? Why?
   - How can you change yourself? What can you do if you think you are being passive or aggressive in your communication?
Handout - Activity

**Passive** means to communicate in a "weak" way. You are unclear and afraid to address the issue or problem. You are not strong in expressing your opinion, and you do not want to upset or disappoint the other person. Your body language is confused, which demonstrates weakness, timidity, indecisiveness and low self-esteem.

**Body language:** (for role-play) confused – talking quietly – giggling nervously – looking down or away – sagging shoulders – avoiding disagreement – hiding face with hand, etc.

**Aggressive** means to communicate in a way that threatens to punish the other person if your feelings, opinions or desires are not accepted. You try to discourage the other person, and insist on your rights while denying their rights. Only your ideas, words, opinions, thoughts are correct. You have threatening and forceful body language.

**Body language:** (for role-play) shouting – demanding – saying that others are wrong – leaning forward – looking down on others – wagging finger or pointing at others – threatening.

**Assertive** means to communicate in a way that does not seem rude or threatening to others. You are standing up for your opinion, ideas, feelings, for your rights without endangering the rights of others. You tell someone exactly what you want in a way which makes it clear that these are your ideas, words, opinion and thoughts, and you believe them to be correct for you. You have strong and steady but non-threatening body language.

**Body language:** (for role-play) know what you want to say – say "I feel..." – be specific – use "I" statements – look the person in the eye – don’t whine or be sarcastic – use your body too, i.e., stand upright to stand your ground.

Activity 4 : How can I be Assertive?

*(Source: YUVA-School Adolescence Education Programme, VOL. 2, Page 58–61)*

**Time: 70 Minutes**

**Objectives**

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

- Critically think of why they need to be assertive, and how to be assertive.
- Communicate their feelings to one another.
- Distinguish between passive, aggressive and assertive behaviour.
- Enumerate the steps involved in changing one’s behaviour to assertiveness.
Life Skills Focused
Interpersonal relationship skills, effective communication, critical thinking, creative thinking, problem solving, decision making.

Preparatory Work
- Arrange for index cards, pens, papers, markers, tapes, glue stick, newspaper or chart paper pasted on the wall.

Process
1. Introduce the session by asking the students this question: Imagine that you are standing in a queue to board a bus. A person comes out of nowhere, and stands in front of you in the queue. What will you do? How will you react?

   (Expected responses: If he looks like a person who will shout or make a fuss, I will just keep quiet; I will not allow him to stand in front of me; I will certainly ask him to take his place in the queue; I will just ask him firmly to go back and stand.)

2. Display the slide below to the students and make them read each column one by one.

<table>
<thead>
<tr>
<th>Passive</th>
<th>Aggressive</th>
<th>Assertive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disrespectful to oneself.</td>
<td>Disrespectful to others.</td>
<td>Respectful to oneself as well as others.</td>
</tr>
<tr>
<td>Undervaluing personal needs, desires, feelings, knowledge, etc.</td>
<td>Overvaluing personal needs, feelings, rights, etc.</td>
<td>Valuing appropriately personal needs, desires, feelings, etc.</td>
</tr>
<tr>
<td>Always placing others' interest first, at the expense of oneself.</td>
<td>Exercising one's personal needs, rights, etc.</td>
<td>Considering one's own self as well as others' interests.</td>
</tr>
<tr>
<td>Remaining inactive in situations where personal rights, needs and feelings are ignored.</td>
<td>Demanding.</td>
<td>Being confident and polite.</td>
</tr>
<tr>
<td>Yielding always to pressure against one's wishes.</td>
<td>Being hAHL, impolite and rude</td>
<td>Talking as well as listening.</td>
</tr>
<tr>
<td>Suffering silently.</td>
<td>Blaming others for negative happenings.</td>
<td>Expressing negative as well as positive feelings.</td>
</tr>
<tr>
<td>Blaming oneself for negative things in life.</td>
<td>Only talking and not listening.</td>
<td>Being both considerate as well as demanding.</td>
</tr>
</tbody>
</table>
3. Now ask them to identify their responses to the question asked earlier under the categories of passive, aggressive and assertive.

(Expected responses: Remaining quiet and giving in is passive. Pushing and shouting is aggressive. Asking him to take his place in the queue is assertive.)

4. Now ask the students to think of someone who once made him or her angry.
   - Tell them to write down the name of that person.
   - Then write one good thing that might happen if they told the person that they were angry and why.
   - And one bad thing that might happen if they told the person they were angry with and why.
   - Ask all of them to share this with their partners.

**Expected Responses**

- Name of the person - Father/teacher/friend.
- One good thing - he might have sympathised/have even said sorry /might have forgiven.
- One bad thing - he might have scolded/punished/or broken off friendship.

(This will reinforce decision making and problem solving skills: the students are weighing the consequences of their actions.)
5. Display the slide.

**Assertiveness is Important to**

Increase your self-confidence.
Increase your self-respect.
Reduce your need for others' approval.
Gain respect and admiration from others.
Have the courage to take a stand.
Deal with conflict openly and fairly.
Get your needs satisfied.
Have healthier relationship with others.
Resolve problems and conflicts positively.

"Whatever the mind can conceive and believe, it can achieve"

*Napoleon Hill*

**Note for Nodal Teachers**

You may have to stop shortly, the allocated time may be nearing an end. Applaud the students and do a quick recap of what they did in this period. Inform them about the timing/date of the next session and tell them that the activity will be continued.

- (Ignore the above statement if you have time available in continuity).

You are about to start the remaining part of the session after a gap, so a quick recap of what was done earlier is necessary. State the topic and ask a volunteer to narrate what was done in the previous session. Thank her/him and add any important points that were missed. Then start the remaining session.

6. Ask three pairs of students to enact a role-play situation involving drugs, such as:
   - A dealer is following you down the street in an attempt to get you to try some addictive substance.
   - A friend who smokes is trying to pressurise you into smoking with him.

7. Ask the first pair to perform the role-play with a submissive response; the second pair should act out the responses of the non-smoker in an aggressive manner. In case the participants show some inhibitions, give them clues for possible response:
   - Walk away
• Give in
• Say no
• Pretend that you don’t hear
• Cry
• Talk it through calmly
• Yell
• Curse

**Note for Nodal Teachers**

Most of these behaviours can be submissive, aggressive or assertive, depending on how the roles are acted out. For example, if someone were to walk out on an argument, that could be either assertive or submissive.

8. On the blackboard, list the responses that the students acted out. Ask them to categorise them into submissive, aggressive and assertive modes of behaviour.

9. Give them Handout - “Practising Assertiveness” and ask them to apply critical thinking to complete the situations and share their responses in pairs.

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

**Key Messages**

• Most behaviour can be classified into Passive, Aggressive and Assertive.
• These behaviours are interchangeable depending on the situation.
• One must learn to assess the situation and bring about a change in behaviour accordingly.
• Assertiveness should not be confused with aggression.
Handout
“Practising Assertiveness”

Here is a situation that could happen to anyone. Pretend that it is happening to you (it has probably happened to you already)...

a. You are walking home from school with a friend. You are trying to tell your friend a story about something that happened to you today. Each time you begin to speak, your friend interrupts you. You are very, very angry.

Fill in below what you would say if you were being assertive. Pretend that you are talking to your friend.

You say, “___________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________”

b. Imagine a problem you are having at school with one of your friends or a teacher. Remember, this difficulty is a problem, but it is also an opportunity to make things better.

Pretend that the person who is making you angry or making things difficult for you is in front of you right now. You say, ”___________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________”

(person’s name here) I need to talk to you. You may not realise it, but you ___
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

[what the person says or does to make you angry],
I feel __________________________________________ (feeling) because _______________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
Will you please __________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
(suggested action for solution to problem )
5. Use the slide below to recapitulate and highlight the key messages.

**Key Messages**

- It is important for Adolescents to communicate in an assertive manner.
- This can help them to stand firm and resist external attempts to mould their thoughts and behaviours.
- Assertive communication leads to greater self-confidence and self-control and evokes respect from others.
- Passive behaviour leads to feelings of helplessness, anxiety, disappointment and a violation of your rights.
- An aggressive style can lead to feelings of anger, frustration; you win at the expense of others.
Activity 5: Resisting Peer Pressure

**Time:** 60 minutes

**Objectives**
To make the students practice saying ‘No’ to peer pressure.

**Life Skills Focused**
Critical-Thinking, Negotiation-Skills, Problem-Solving.

**Preparatory Work**
- Prepare five slips of paper with one role-play situation on each.
- Prepare OHP slides to be displayed in the activity.

**Process**
1. Divide the students into five groups of 8–10 students. Give each group a role-play situation slip.
2. Ask the groups to prepare a role-play of about 2–3 minutes on the given situations, in which all group members have a part. Give them 10 minutes to prepare the role-play.

**Suggested Role-Play Scenarios**

1. A person of the opposite sex has asked you to go out with him/her. You don’t know anyone who is going, which makes you feel a little uncomfortable. You have also heard that this person likes you; however, he/she does not have a very good reputation at school. You decide to be assertive and say no to him/her.

2. You have decided to get a tattoo or your ears pierced. Your friend has told you that you can get it done in a nearby shop. You arrive, but the place does not look very clean. You have heard about the link between HIV/AIDS and unclean needles, so you ask the shop keeper whether the needles are clean and to see the equipment used for cleaning. When the person can't show you this, you decide to say No assertively, even if your friend says there is no problem with tattoos.

3. A friend of your family meets you after school and asks if you want a ride home on his scooter. You don’t feel very good about this person and you feel uncomfortable about the situation. You decide to be assertive and refuse the ride.

4. You have gone to a friend’s place for an overnight stay as her/his parents are away. When you get there, you realise that her boyfriend/his girlfriend and his/her friends are also present. Alcohol is being passed around. The friend you are with is close to you and you have known
Suggested Role-Play Scenarios (Contd.)

him/her for years. He/she comes to you with a glass of alcohol and asks you to have only one glass to demonstrate your friendship. You do not want to drink alcohol and decide to be assertive.

5. Your friend wants you to skip school and go to a movie. He/she tells you that the whole group is going. He/she says, "You are afraid, aren’t you? You were caught skipping school last month and don’t want to get caught again." You decide to tell him/her that you don’t want to go.

6. You are talking to a number of your friends. Most of them claim they have a girlfriend / boyfriend and are teasing you because you don’t have one. One of the group members hurts you with a taunting remark. You decide to make an assertive reply.

7. Two of your friends have started smoking and are showing off in front of the others. Others in the group want to try smoking and ask you to join them. You do not want to smoke and decide to say so.

3. After each presentation, ask some of the following processing questions from that group. (How did it feel to say ‘No’? Were you able to say ‘No’ in an assertive manner? How did it feel to be turned down? What happened when you said ‘No’? What would have happened if you had said ‘Yes’?).

4. After all the groups have enacted the role-plays, initiate a discussion with the class on the following lines.

Discussion Questions

- What are the best ways of resisting pressure to do something you do not want to do?
- Is it difficult for you to say ‘No’ to friends or other people close to you? Why?
- Have you ever said ‘No’ to a friend? How did you say it? What happened?
5. Remind the students that there are many ways for refusing. They need to practise saying ‘No’ in such a way that it is clear to the other person. Display slides.

### Ways to Say ‘No’

<table>
<thead>
<tr>
<th>Peer-Pressure (situations young people may encounter)</th>
<th>Strategies that can be adopted</th>
<th>Possible answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• “Would you like to come to the cinema?”</td>
<td>• Polite refusal.</td>
<td>• “No, thanks, I have some things to do with my family.”</td>
</tr>
<tr>
<td>• “How about a drink?”</td>
<td>• Give reason.</td>
<td>• “I don’t like alcohol – it tastes horrible.”</td>
</tr>
<tr>
<td>• “Here, smoke this cigarette with me.” “Come on! We always do fun things together.” “Just try it.”</td>
<td>• Broken record.</td>
<td>• “No thanks.” “No thanks.” “No thanks.”</td>
</tr>
<tr>
<td>• “Hey, do you want to try some alcohol – it will give you a high – it really makes you feel good.”</td>
<td>• Walk away.</td>
<td>• Say ‘No’ and walk away.</td>
</tr>
<tr>
<td>• “Do you want to watch some adult movies tonight?”</td>
<td>• Cold shoulder. (Not the best strategy to use with close friends.)</td>
<td>• Keep going as if you have not heard the person.</td>
</tr>
<tr>
<td>• “Will you come with me for a late-night movie? Aren’t we grown up?”</td>
<td>• Give an alternative.</td>
<td>• “I’d rather stay home – why don’t you come and join my family for dinner? We can watch the movie on T.V. – it is really a nice one.”</td>
</tr>
<tr>
<td>• “Come on, just spend some time alone with me.”</td>
<td>• Reverse the pressure (change the topic).</td>
<td>• “What did I just tell you? Weren’t you listening?”</td>
</tr>
</tbody>
</table>
Activity 6 : Practising Abstinence – “How To Say No”

**Time:** 20 minutes

**Objective:**
To develop the ability to say ‘NO’ and practice refusal skills.

**Level:** Class XI

**Mode:**
Separately for boys and girls. Activity for girls by lady teacher only.

**Life Skills Focused :**
Critical-Thinking, Decision-Making, Communication-Skills, Resisting Peer-Pressure.

**Values Enhanced:**
Respect, Tolerance, Dignity, Kindness, Social-Responsibility, Self-Esteem
**Process**

1. Tell the students- You may want to say “NO” to any physical relationship till after marriage. But people can try to persuade you to say “YES”. In this activity you learn various ways of replying to these “lines” firmly.

2. How will you reply to these lines, which people may use to persuade you to say “yes”?

<table>
<thead>
<tr>
<th>Lines</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t be afraid, I am with you.</td>
<td>You can’t get pregnant the first time</td>
</tr>
<tr>
<td>You can’t get pregnant the first time</td>
<td>You don’t think I have a disease, do you?</td>
</tr>
<tr>
<td>You don’t think I have a disease, do you?</td>
<td>Come on, you’re not a kid anymore</td>
</tr>
<tr>
<td>Come on, you’re not a kid anymore</td>
<td>I love you</td>
</tr>
<tr>
<td>I love you</td>
<td>Come on, have a drink, it will get you in the mood…</td>
</tr>
<tr>
<td>Come on, have a drink, it will get you in the mood…</td>
<td>No one will know about it</td>
</tr>
<tr>
<td>No one will know about it</td>
<td>Then why did you lead me on?</td>
</tr>
<tr>
<td>Then why did you lead me on?</td>
<td>We may not get another chance like this</td>
</tr>
<tr>
<td>We may not get another chance like this</td>
<td>Why do you want to wait until marriage when everyone else is doing it!!!!!</td>
</tr>
</tbody>
</table>

3. Discuss the responses the students write. You could suggest some of the following responses as well.

1) Once is all it takes.  
2) Why don’t you get it? I don’t want to.  
3) I’m not a kid. I know the risks. That’s why I don’t want to get involved before marriage.  
4) If you love me you will respect my wishes.  
5) I’m sorry you feel that way. But I don’t want to.  
6) Maybe. But that does not concern me.  
7) I know that everyone is not involved in this way.  
8) I have no idea, but I’m not taking the risk.  
9) Don’t push me. I’m leaving.  
10) No, but I’ll know about it.  
11) I love you too, but I’d .like to wait  
12) I don’t need a drink, I just don’t want to.
Learning Outcomes

- The ‘Value’ of – ‘No matter what, stick to your principles. People will respect you for that’
- The Life skills of resisting (peer) pressure;
- Ability to take the right decision and convince the other person about it.

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

**Key Message**

- For every reason to say 'No', someone will find a reason to push you to say 'Yes'.
- Have the right information, and the assertiveness to argue your cause and make the right decision.
- Think ahead and do not put yourself in a dangerous situation or place.
- It is very important to say what you want to say assertively – and to stand by your values and beliefs.
- Be assertive and stand up for your decision.
- Remove yourself from a situation where you are facing peer pressure.
Topic 12: Guided Meditation and Creative Visualization

Introduction

Meditation is sometime described as “listening to the silence between thoughts”. The effort should be to increase the periods of such silence. Meditation for young adolescents when guided leads to an integration of the body, mind (and soul) which help the young learner to increase their concentration and attention span. It creates a sense of well being leading to health, peace, harmony, rhythm and balance. This state of wellness helps to sharpen intellect develop Critical-Thinking Skills, generate reflective abilities and build Self-Esteem. The activities included are designed to build inner resources and to empower young people by taking them to the limits of their latent potential, creativity and inner strength.

Note to the Teachers

The Unit that follows outlines from Guided Meditation Techniques to enhance overall well-being and empowerment of students helping them to tap their inner strength and creativity. However, these are only suggestive techniques and the teacher may utilise any other technique from local resources prevalent or practiced in the area. It is also recommended that these exercises be implemented in the last period before the closure of the school.

Each individual is unique with intrinsic strength and skills. The teacher/counsellor/facilitator needs to draw upon their unique capabilities and help them to discover the technique to relieve stress and achieve calmness and relaxation.

Objectives of Guided Meditation Activities:

- To develop clear thinking skills
- To experience relaxation, increases awareness, mental focus, clarity and a sense of peace.
- To reduce stress and anxiety.
- To achieve a greater sense of purpose and strength of will.
- To acquire clearer mind for Decision Making and Problem Solving.
- To improve concentration.
- To discover tranquility.
- To enhance the intellect and wisdom.

Introduction

This is an introductory unit on meditation. This course will teach meditation
as a science that can be incorporated into the lives of people of all religions, faith and belief systems. In this Unit, students will learn an introductory techniques of meditation.

**Reasons for Meditation**

Within each person is a spiritual energy that has the power to make us whole. Meditation is a technique by which we can tap into their latent power. Once touched by this energy within, we undergo a profound transformation. We experience benefits for the body, mind, heart, and soul. Let us explore how meditation provides the following benefits:

**Physical Benefits of Meditation**

Meditation can provide us physical benefits in several ways. Medical researchers have been exploring the body-mind connection. They have linked certain illnesses to our state of mind and emotional condition. They have found that when we undergo mental stress, emotional pain, or depression, our physical resistance to disease drops. We become more susceptible to contracting a disease because our ability to keep our immune system in top working order decreases. Science has pinpointed certain disease such as heart disease, digestive problems, breathing problems and migraine headaches to name a few to be sometimes stress-related.

In a study, Dr. Ilan Kutz States: “As the ability to meditate develops, a hierarchy of sensation develops ranging from deep relaxation to marked emotional and cognitive alterations……”

**Intellectual and Mental Benefits of Meditation**

Meditation can help increase one’s concentration. Concentration is important in many spheres of life, such as academic studies, sports performance, creating music, art or literature, participation in various hobbies, and job performance. By increasing our attention span, the by-product would be more productivity and efficiency in whatever tasks we engage.

**Emotional Benefits of Meditation**

Meditation can provide emotional benefits in several ways. First, by spending time within we can see our lives from a clearer angle of vision. We begin to recognize the roots of our pains and can start to solve the problems. Many people are not even aware of why they act and feel they way they do. By raising our consciousness we become aware of the causes of some of our feelings. We can then pinpoint the area of our life in which we need to work.

Second, in meditation, we come in contact with the source of all love, consciousness, and bliss. Through meditation, we can experience spiritual love that fills us with more love than we can ever imagine.
**Spiritual Benefits of Meditation**

The ultimate goal of meditation is to help us recognize ourselves and our true spiritual nature.

**SIMPLE MEDITATION TECHNIQUES**

You want to learn to meditate seriously, you would do well to find an experienced teacher to guide you. However, there are many simple techniques that you can practice alone, often with quite powerful effects. The more you practice, the easier it will become to reach a deep meditative state.

There are many meditation techniques. Some of the techniques are quite simple and can be picked up with a little practice. Others require training by an experienced instructor. We will cover some of the simple techniques to get started. Please note that because of the effects of meditation on repressed memories and the psychological impact, you may go through some discomfort initially; hence it is always a good idea to be under the care of a qualified practitioner as you start meditation.

**EXERCISE 1: Creative Visualisation**

**Time:** 5 – 10 minutes

**Objectives:**
A Special Mental Exercise to:-
- Create a concentration and attention focus
- Invoke in the learners raised levels of energy.
- Increase confidence levels.
- Enhance relaxation and calm.

**Mode:** Whole class

**Process**

Meditation Techniques: The heaven

Once you have managed to achieve complete physical relaxation and calm, gradually allow your mind to enter a place whether real or imaginary that is quite special to you. Now you can allow your mind to drift, drift to a pleasant, peaceful place. A place that you know and where you always feel able to relax completely. A safe secure place where no one and nothing ever bother you. It may be a room or may be a place you have visited on holiday.

In order to help you imagine this place, notice first the light: Is it bright, natural or dim. Also notice the temperature level: hot, warm or cool. Be aware of the colours that surrounds you. You can just be there whether sitting, lying or enjoying the smells, the atmosphere with no body wanting anybody, no body needing anything and no one demanding anything from you. Relax.
Exercise 2 : Guided Meditation

**Time:** 5 – 10 minutes

**Objectives:** A Special Mental Exercise to:-
- Create concentration and attention focus.
- Invoke in the learners raised levels of energy.
- Increase confidence levels.
- Enhance relaxation and calm.

**Mode:** Whole class

**Process**

1. Sit in a comfortable position, relax your body and muscles.
2. Close your eyes and concentrate on what lies ahead. Eyes should see straight ahead without putting any pressure on the eyeballs or forehead.
3. You may see darkness or colours. Keep looking with the eyeball horizontal as if you are waiting for a movie to begin.
4. Your mind may wander and think of various problems, it may go from one thought to another, just let it wander – friends, family, studies.
5. May be you can repeat a word continuously to try and still your mind as you have done with the body.
6. The word must be repeated mentally and not aloud
7. Your breathing can be normal
8. You may see various colours or lights such as red, white, green violet, purple, golden etc.
9. Keep concentrating in the middle of whatever you see.
10. Do this for ten minutes every day. You may begin initially with 5 minutes.

**EXERCISE 3 :**

**VISUALIZATION CONCENTRATION EXERCISE**

**Time:** 5 – 10 minutes

**Objectives:** A Special Mental Exercise to:-
- Create a concentration and attention focus.
- Invoke in the learners raised levels of energy.
- Increase confidence levels.
- Enhance relaxation and calm.
Mode: Whole class/whole school

Process
1. Close your eyes and sit, stand or lie down in a comfortable position.
2. Imagine you are in a garden with a different flower in each corner.
3. Begin by exploring the qualities of the flower.
4. When your mind becomes restless, shift your focus to the flower in the next corner and so on.
5. Each flower should be visualized clearly.
6. When the restless mind gets an opportunity to focus on several objects, it is still given some freedom of movement rather than spending too much time on a single object.
7. Gradually you can train your mind to rest for longer periods of time on a single object.
8. Do this for at least five minutes everyday.
9. This will lead to one pointed concentration and help in achieving calmness and peace.

EXERCISE 4
GUIDED MEDITATION

Time: 5 – 10 minutes

Objectives:
- A Special Mental Exercise to:
  • Create a concentration reverence and respect for universal energies of Nature.
  • Invoke in them raised levels of energy.
  • Increase confidence levels.
  • Enhance relaxation and calm.

Mode: Whole class/whole school

Process
1. Stand in a comfortable position.
2. You can keep your eyes open or closed.
3. Breathing can be normal.
4. Stretch your right hand out with palm facing upwards.
5. Imagine that there is a yellow light, a golden glow just like the sun radiating from your palm.
6. Stretch your left hand out with palm facing upwards.
7. Imagine that there is a pale gleam of white light just like the moon radiating from your palm.
8. Focus on the ‘Universal Energies’ of the sun and the moon.
9. Slowly take both your palms upwards and bring them together in a folding posture above the head.
10. With reverence and respect imagine that nature’s forces have descended into the beings.
11. Slowly bring the hands from above the head to the level of the chest.
12. In your mind, this energy is being used for growth and spread of joy all around.
13. Offer the remaining energy to Mother Earth and Nature.

**EXERCISE 5**

**MAINTAINING AN INTROSPECTION DIARY**

**Time:** 5 – 10 minutes

**Objectives:** A Special Exercise to:-
- Know about oneself.
- Improve one’s own nature.
- Increase confidence levels.

**Mode:** Whole class

**Process**

Every learner needs to keep an Introspection Diary for recording self improvement over a period of time. It may be kept under the following heads.

**Notes:**

**Violence in Words** as exhibited by using harsh words, humiliating on insulting someone.

**Violence in thought** is exhibited by criticizing someone because they are different or pulling up someone.

**Violence in Deed** is exhibited by hitting someone.
<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Heads</th>
</tr>
</thead>
</table>
| 1.     | Energizers  
Time duration |
| 2.     | Experience |
| 3.     | Practicing Truthfulness (Honesty in thought, word and deed) |
| 4.     | Non-violence(Thoughts, words and deeds that do not hurt) |
| 5.     | Selfless Service (Unconditional help to others without wanting any reward) |
| 6.     | Humility (Not displaying pride of wealth, knowledge, power etc.) |
Topic 13: Coping with Emotions and Stress

Time: 60 minutes

Objectives
Through the topic, the students will be able to:
- Define the concept of stress, and the various methods of coping with it.

Method
Brainstorming and Group-Discussion.

Activity 1: Dealing with Pressures

Time: 30 minutes

Objective
To enable the students to understand the concept of stress and the methods of coping with it.

Life Skills Focused
Self-Awareness, Coping with Stress and Dealing with Emotions.

Preparatory Work
- Prepare OHP slides to be displayed in the activity.

Process
1. Ask the students if they have heard the word “Stress”? If so, what does it mean?
2. Write the various responses that emerge on the blackboard.
   (Expected responses: Feeling of pain, feeling troubled, uneasy)
3. Ask the students what are the common situations in which young people feel stressed.
   (Expected Responses: Rejection from a very close friend; Not doing as well in studies as expected; Mismatch with parents’ expectations; Loving someone who does not love you back.)
4. On the blackboard make three columns: “What happens to our body under stress”. “How do we feel” “What do we do”.
5. Invite the students to come to the blackboard and write under appropriate headings.
6. Read each item under the heading of “What do we do” and ask the class if it is “Healthy” or “Unhealthy” way of coping with stress.

<table>
<thead>
<tr>
<th>Expected Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy</td>
</tr>
<tr>
<td>Yoga.</td>
</tr>
<tr>
<td>Walking.</td>
</tr>
<tr>
<td>Listening to music, etc.</td>
</tr>
</tbody>
</table>

7. Now give the students a specific situation such as “the stress of not performing well in exams” and ask how they would handle it. In addition to the responses received, add these during the discussion.

<table>
<thead>
<tr>
<th>Expected Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>In dealing with the stress of not performing well in exams, a student can respond in many ways, two of which are:</td>
</tr>
<tr>
<td><strong>First response:</strong> The student feels low and starts hanging out with friends and waste time.</td>
</tr>
<tr>
<td><strong>Second response:</strong> The student expresses his/her feelings of frustration to a teacher/good friend/parent/trusted adult. A strategy is worked out to help the student to study hard and perform better in the next exams, which further inspires and encourages him to study even harder in the future.</td>
</tr>
</tbody>
</table>

**Activity 2 : Coping With Stress**

**Time:** 30 minutes

**Objective:**
To develop skills to recognize, cope with and control stress.

**Mode:** Role Play - Individual

**Life Skills Focused:**
Critical-Thinking, Self-Awareness, Effective-Communication.

**Values enhanced:**
Honesty, Courage, Empathy, Social-Behaviour

**Process:**
Ask student volunteers to role-play the following situation in front of the class and ask them to look for verbal and non-verbal signs of stress.
A bully is trying to get another student to help him to cheat in an exam. The student doesn’t want to but doesn’t know how to deal with the situation. He/She reacts by stuttering; fiddling with his/her clothes, cowering and avoids looking at the bully.

Ask students, “Is the student nervous and under stress? How do you know? Give your reasons for saying that.”

After they list the signs of stress, ask the student to list the other cues of stress that were not apparent to the group, e.g. sweating a little, stomach hurting, heart was pounding and breathing was faster than normal.

Tell the students that most people react this way when they are in a difficult situation.

Divide them into groups, assign each group one of the following situations which are potentially stressful, and ask them to enact it.

(a) School final examination.
(b) Participating in an interschool, group sporting competition like football, cricket etc.
(c) Participating in an elocution contest
(d) Getting teased for being fat, dark or short.

Then ask them to think of ways to cope with the stress in each of these situations and note these suggestions on the blackboard.

Teach them the following way to cope with stressful situations.

• Tell them, the best way to cope is by remaining calm, giving positive instructions to yourself in your mind, that you can face the situation, no matter how difficult it is. Calmly list ways to face it, to change the negative aspects to positive ones. Focus on aspects that are going well and praise yourselves after the situation for the things you did well, however big or small”.

• Tell them, “Practice these every time you are faced with a stressful situation. After sometime you will start doing it automatically. You will find that your actions are more positive and you make the right decisions”.

Learning Outcomes

• We must learn to cope with stressful situations by recognizing the source, and acting in ways that help to control our stress level.

• The best way is to by saying positive things to one self during a stressful situation. This will make us remain calm and face the situation positively and assertively.
Follow up

Ask students to help each other to practice coping with stress. Every time they see a friend in a stressful situation and not able to cope with it, they must remind him/her to remain calm and practice the coping mechanism.

WHO definition:

It is the ability to recognize the source of stress in our lives; its effect on us; and actions and ways that can help us control our levels of stress.

This may involve taking action to reduce some stress, for example, changes in physical environment, life skills, learning to relax etc.

Activity 3 : Empty Chair – Dealing with Emotions

Time: 30 minutes

Objective:

To develop skills of dealing with emotions.

Mode: Individual

Life Skills Focused:

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

Values enhanced:

Honesty, Courage, Empathy, Social Behaviour

Process

1. Ask four students to volunteer.

2. Ask each volunteer to enact without speaking the following emotions and ask the other children to guess the emotions, namely, anger, stress, jealousy and frustration.

3. Once the child guess the right emotion, explain that emotions are part of our life.

4. Give each volunteer five minutes to recall from their past experiences any incidence in the past which has resulted in negative emotions and mentally get into that situation.

5. Arrange four chairs for volunteers and four empty chairs opposite to those chairs.

6. One by one ask each volunteer to do the following

   • Briefly share about the situation with the class.
   • Imagine that the person, who has been responsible for causing the emotion, is sitting in the empty chair.
• Express their emotions towards the imagined person in the empty chair. Emotions can be expressed any way like shouting, screaming, crying, beating etc.

7. Give enough time for expressing emotions until they have exhausted all the negative emotions.

8. Ask them if they feel better now about the situation, now that they have been able to express themselves freely.

9. Ask each of them now to list the facts of the case and say how they will act to solve the situation.

10. Explain to the class about positive and negative emotions.

11. Ask them to give examples for both and list them on the board.

12. Ask students to give examples of how they can use positive emotions to their advantage.

**Learning outcomes**

• You must learn to cope with situations that give rise to negative emotions effectively.

• You must learn to separate emotions and feelings from facts; ventilate your feelings and get rid of negative emotions. Otherwise they will interfere with knowledge-based decision making.

• Very often we may not be able to shout or cry or beat or act in other similar ways either because the person is senior to us, or there are other people around and so on. In any case this kind of behaviour never results in a positive ending.

• The “Empty chair” activity is very effective in separating and getting rid of negative feelings and emotions. Now they will not interfere with the real facts and you will be able to look at the situation objectively. It is also a very good relaxation technique.

• You must also learn to use and build on positive emotions and feelings to cope with emotions and stress in particular and Life in general.

**Activity 4: Colours of Life**

**Time: 30 minutes**

**Objective**

To help the students to understand about emotions and how to deal with them.

**Life Skills Focused**

Self-Awareness, Coping with Stress, Dealing with Emotions and Effective Communication.
Preparatory Work
- Prepare OHP slides to be displayed in the activity.

Process
1. Tell the students that we are at times happy, sad, joyful or depressed. Life is like natural colors. Imagine nature without colours. It is natural to feel various emotions i.e. “the colours of life” and life would be very dull without these emotions.

2. Ask the class to identify some of the emotions they experience and the situations that cause these emotions.

(Expected responses Emotion-Annoyed. Cause- My sister lied to me, Emotion-Sad. Cause- I have not got good marks etc.)

3. Ask the students to narrate a recent, significant event in their life, and in which their emotions had an impact on their thinking and subsequently disturbed them. Allow one person to speak at a time, observe and write down all the issues on the blackboard. Ask them to concentrate on incidents without going into emotions.

(Expected response “ My father scolded me without any reason, My mother shouted at me in front of my aunt, my friend and I had a fight etc.)

4. Next ask them to narrate the emotions or feelings attached to those incidents or events.

(Expected response: I felt sad when my father scolded me, felt terrible and miserable when my mother shouted at me, in front of my aunt, I was very angry, when my friend had a fight with me.)

5. Now ask the students to analyze the event on the board or on the chart paper. List both negative and positive feelings.

<table>
<thead>
<tr>
<th>Expected responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysing the events:</td>
</tr>
<tr>
<td>• No, my father actually does not hate me, but I think he is short tempered. He was tired, he had a bad day at office. He was upset.</td>
</tr>
<tr>
<td>• My mother herself is facing a lot of pressure. She had just hurt her finger while cutting vegetables, the younger sibling was unwell, she had an argument with my father who had come home late.</td>
</tr>
<tr>
<td>• May be the friend had some other problem on her mind. She had scored poor marks, her mother had scolded her and may be I had been rude to her.</td>
</tr>
</tbody>
</table>

6. Now ask students if they can think of any positive aspects of the incidents and feelings. Ask them to give their opinions one by one. Lead the discussion by asking questions like,

• “Do all incidents which appear detrimental have only negative consequences”?

7. Tell the group that we will try to find out some positive solution for each of the problems raised so far. Ask them to present at least one positive way of looking at one of the given situations.
Expected Responses

- May be the adults themselves are under a lot of stress. It made me think about his problem and brought me nearer to him. I decided to become more responsible.
- We shall approach parents differently.
- We can sometimes become a mediator when parents fight.
- Sometime we need to play adults roles.

Activity 5 : The Road Map - Planning and Goal Setting

Time: 30 minutes

Objective:
To develop the ability to set goals, practice

Mode: Individual

Life Skills Focused:
Life-Skills, Critical-Thinking, Problem-Solving, Decision-Making.

Values enhanced:
Responsibility, Truthfulness, Hard work, Perseverance.

Process

1. Provide each student a large sheet of paper and make plenty of felt tip pens and colour pencils or crayons available.
2. Tell them to make a representation of their life from the beginning to the point when they imagine it will end in the form of a winding road.
3. Next ask them to mark where they are now and write at the appropriate point time-wise,
   - Any significant events in their lives.
   - Any people in their lives whom they value at present as well as in the future.
   - Any things in their lives that they value
   - Any places in their lives that they value
   - Any personal achievements that they are proud of.
   - Anything they would like to achieve in the next 30 years, either personally or professionally, public or private, realistic or idealistic, big or small.
4. Tell them, “This exercise is for you. You will not be expected to share it with anyone else.”
5. When they complete the task, ask them to focus particularly on the future, asking themselves,

• Which of the things I have indicated are the most important for me?

• What will I have to do to achieve it?

• What are the first steps I have to take towards achieving them?

• Who are the people most important in my life including me?

6. Bring the class back together again. Ask them to share “What I learnt from doing this exercise was…”

Learning Outcomes

This is an opportunity to consider what you value in your lives; to identify your achievements; to explore possible goals for the future; possible ways to achieve them; and steps you have to take to achieve them.

To also consider how your actions and achievements will affect the people you value, including yourself.

Goal Setting entails working out a set of objectives that will help us attain our ultimate aim based on our achievements so far, available resources and self-awareness. It also entails basing our aims and objectives our value-system.

Self - Empowerment is a process by which a person comes to believe that they are responsible for their own actions and therefore takes a greater charge of his / her self and of their lives & decide which path they choose to travel along, It enhances ones ability to have assertive behaviour.

It can be enhanced by

1. Developing powers of awareness (of ourselves and others),

2. Having attainable goals in life,

3. Developing a set of freely chosen values which are acted upon,

4. Developing personal responsibility

5. Developing social responsibility

6. Developing life and social skills and

7. Having a certain amount of information (or the knowledge of where to find information).

By helping young people to develop these areas teachers and parents can assist them to gain self-empowerment and the freedom and ability to choose their own way of life.
Activity 6: Time Management

Time: 30 minutes

Objective:
To develop the skill of managing time.

Mode: Individual/Group

Life Skills Focused:
Critical-Thinking, Decision-Making

Values Enhanced:
Self-Awareness, Responsibility, Hard work, Perseverance.

Process

1. Copy the table on the black board prior to the introduction of the lesson.

2. Introduce the session by sharing these and other relevant ideas.

   “Time is your most precious possession. Your success and happiness in life depends much on the way you utilize your time. It is important to examine critically how you spend your time, so that you move from where you are to where you want to be. ‘How do you spend your time? Do you spend it wisely and effectively? Time management will also help reduce the stress of daily activities.

This exercise will help you reflect on how you utilize your time and live your life. It will also give you an insight into your value system.”

<table>
<thead>
<tr>
<th>Activities</th>
<th>How I usually spent my time</th>
<th>How I would like to spend my time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hours</td>
<td>Minute</td>
</tr>
<tr>
<td>1. Sleeping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Eating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Recreational activities: watching TV, sports, movies, reading, chatting with friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Helping with work at home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. With the family: chatting, sharing..................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Studying: attending class, doing homework, reading etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Tell the students, “Estimate how much time you allot to the various activities listed in the “Time Chart’ and write how you spend a ‘normal’ day in your life.

5. Next divide the class into smaller groups of 4 to 6 students each. The students in each group should share with each other the contents of their individual “Time Charts”. Let them question and challenge each other about the way they spend their time. Is it wise time management? Balanced? Productive? Effective? If not, what would they do to manage their time better?

6. After 15 minutes of interaction within the groups, ask the students to go through their individual Time Charts again carefully. In the light of their reflection, sharing and discussion, what changes would they like to make in the way they utilize time? Give them time to reflect in silence and fill in the space on the Time Chart, how they would like to spend their time differently and more effectively.

7. In their small groups let them discuss with each other their new time Management Plan.

8. Reassemble the class for clarification and discussion

Read and Discuss the following Points

| ~ What did you learn about the way you manage your time? |
| ~ Do you think you are spending your time wisely, effectively, and productively? Explain. |
| ~ If you continue the way you utilize your time, do you think you will achieve your life-goals? |
| ~ Are you happy with the way you have rescheduled your time? |
| ~ Does the way you spend your time reveal your values? What does it mean if you spend 3 hours each day watching TV, 2 hours studying and 30 minutes talking with your family members? |

**Learning Outcomes**

By doing this exercise, you get insights into how you spend time; to pinpoint areas in life that have “time” significance; to make decisions for more effective management of time; and use time to reflect our value system.
Time management is the first step towards setting goals for yourself and deciding what you want to achieve.

Wise time management is the most significant factor in the achievement of your life-goals and the realization of your dreams.

WHO definition:

“It is a skill that helps us to understand our relations with relevance to others and relate in a positive / reciprocal manner with them. It helps us to maintain relationships with friends and family members and also be able to end relationships constructively.”

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

### Guidelines for Dealing with Emotions

- Identify your emotions.
- Analyze why the situation bothers you.
- Analyze the effect the situation is having or can have on your life.
- Decide what you can and cannot change.
- Choose a positive way to react.
- Think of something positive you can learn from the situation.

### Anger reducing technique-Get RID of anger

**R** – Recognize your anger signals and accept that you are angry.

**I** - Identify a positive way to analyze the situation

**D** - Do something constructive to calm down.

- Count to 10.
- Take a deep breath.
- Ask for time to calm down.
- Leave the scene.
- Talk about your feelings with someone not involved.
- Listen to music.
- Exercise or do some physical activity.
- Write –and then destroy –a letter to the person.
- Explain how angry you are.
- Help someone else.
- Watch a funny movie.
- Spend time on your favorite hobby.
- Do something creative.
Review of Classroom Session 3 and Questions in the Question Box

Time: 30 minutes

Objective
To address questions of the Question Box (for Classroom Session 3).

Life Skills Focused
Critical-Thinking, Self-Awareness and Problem-Solving.

Preparatory Work
- Read the relevant section from the Reference Material.

Process
1. Open the Question Box and read out the questions one by one.
2. Ask the students to respond to the questions.
3. Provide correct information when the group is unable to give the right answers.
4. Repeat the process till all the questions have been answered. However, scan through the questions and, based on the sociocultural situation, use your discretion in choosing which ones to answer.

Review of Preventing Substance Abuse - Classroom Session 3

By the end of this session, the students would have:
- Understood the facts about Substance-Abuse, its causes and the consequences of Substance dependence.
- Been able to differentiate between positive and negative Peer-Pressure and how to deal with negative peer pressure.
- Understood the difference between assertive, aggressive and passive styles of communication.
- Been able to identify methods for coping with stressful situations and negative emotions.
Annexures

“Our character is what we do when we think no one is looking”
– H. Jackson Browne
Annexure 1

Contents of the Training Package

These training and classroom materials have been field-tested, reviewed and revised. The following manuals have been developed as a comprehensive package for school based Adolescence Education Programme.

<table>
<thead>
<tr>
<th>1. ADVOCACY MANUAL FOR PRINCIPALS AND FACILITATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be used by</strong></td>
</tr>
<tr>
<td>Resource persons/trainers</td>
</tr>
<tr>
<td><strong>Content</strong></td>
</tr>
<tr>
<td>• Needs and concerns of adolescents</td>
</tr>
<tr>
<td>• Adolescence Education Programme</td>
</tr>
<tr>
<td>• Role of stakeholders and responsibilities</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
</tr>
<tr>
<td>• The Manual can be used for sensitising various stakeholders/school principals/opinion makers/professionals towards adolescent issues and concerns, policy framework and programmes. The section on the role of the stakeholders however, will need to be modified according to the target group.</td>
</tr>
<tr>
<td>• The Manual is essentially developed as a component of the comprehensive package for the school based Adolescence Education Programme. However, it can be used for advocacy for out-of-school adolescents with focus on their special needs, programmes and community mobilisation.</td>
</tr>
<tr>
<td>• For more information on adolescent issues the Manual can be supplemented by the advocacy kit “Healthy Adolescents - Empowered Adolescents” (MoYAS-UNFPA, 2005).</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
</tr>
<tr>
<td>1 day</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. FACILITATORS’ HANDBOOK FOR TRAINING OF RESOURCE PERSONS AND NODAL TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To be used by</strong></td>
</tr>
<tr>
<td>Resource persons/trainers</td>
</tr>
<tr>
<td><strong>Content</strong></td>
</tr>
<tr>
<td>Includes knowledge and life skills enhancement sessions in the following areas:</td>
</tr>
<tr>
<td>• Perspective building on life skills</td>
</tr>
<tr>
<td>• Understanding adolescence</td>
</tr>
<tr>
<td>• Adolescent Health Issues (AHI)</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
</tr>
<tr>
<td>5 days</td>
</tr>
</tbody>
</table>
Purpose

- The Handbook can be used for training resource persons. These trained resource people would further use this Handbook for training nodal teachers.

- As part of the five-day training programme, resource persons and nodal teachers conduct class room sessions on the last two days with either class IX or class XI in a school close to the training venue. The debriefing session enables them to know their skills before conducting the co-curricular activities in their respective schools.

- For more information on adolescent issues the Handbook can be supplemented by the accompanying Reference Material booklet.

3. TEACHERS’ WORKBOOK FOR STUDENT ACTIVITIES

To be used by

Nodal teachers

Content

- Classroom Session 1: Healthy growing up, Adolescent Health Issues (AHI)
- Classroom Session 2: STIs/RTIs and HIV/AIDS
- Classroom Session 3: Preventing substance abuse

Purpose

- The Workbook has been designed to guide nodal teachers while conducting classroom sessions for AEP in schools.

- The classroom sessions are planned to enhance both the knowledge base as well as life skills such as critical thinking, decision making, negotiation skills, problem solving, interpersonal communication, empathy, self awareness, coping with stress, etc.

- Wherever possible, optional activities have been provided and nodal teachers can choose activities based on their socio-cultural milieu.

- Planned activities will be used for revision and reinforcement of life skills.

Duration

16 hours per academic year (or more wherever feasible)
### 4. REFERENCE MATERIAL FOR RESOURCE PERSONS/NODAL TEACHERS/PEER EDUCATORS

<table>
<thead>
<tr>
<th>To be used by</th>
<th>Resource persons/nodal teachers/peer educators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
</tr>
<tr>
<td>● Understanding growing up</td>
<td></td>
</tr>
<tr>
<td>● Adolescent Health Issues (AHI)</td>
<td></td>
</tr>
<tr>
<td>● Life skills</td>
<td></td>
</tr>
<tr>
<td>● STIs/RTIs and HIV/AIDS</td>
<td></td>
</tr>
<tr>
<td>● Preventing substance abuse</td>
<td></td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td></td>
</tr>
<tr>
<td>● The reference material has been organised in accordance with the classroom sessions so that the nodal teachers/peer educators and trainers can read the relevant section for information and knowledge before conducting the activity.</td>
<td></td>
</tr>
<tr>
<td>● References are given for further reading</td>
<td></td>
</tr>
</tbody>
</table>
# Annexure 2

**Suggested format for Record Keeping of Activities done under AEP by the Nodal Teacher**

<table>
<thead>
<tr>
<th>Reporting period:</th>
<th>Name of School:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of AEP Incharge:</th>
<th>Month:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Activity conducted by</th>
<th>Method used for conducting activity</th>
<th>No. of students reached</th>
<th>Any other activity conducted</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Class IX</td>
<td>Class XI</td>
<td>Any other class</td>
</tr>
</tbody>
</table>

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

- **Classroom Session 2:**
  - RTIs/STIs and HIV/AIDS

- **Classroom Session 3:**
  - Preventing substance abuse

The specific strategies for sending the feedback & the record of activities would be specified by respective educational boards.
Annexure 3

Suggested Timeline for Conduction of Co-Curricular AEP Activities in one Academic Year [March to February]

Preparation for the AEP programme:

- Work out a joint strategy with one or two colleagues who will be oriented before others.
- Put up the display material and identify an AEP room/corner.

<table>
<thead>
<tr>
<th>Topic No.</th>
<th>Topics to be covered in classroom Sessions</th>
<th>Duration</th>
<th>Calendar (Month)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Advocacy programme for school staff and parents</td>
<td>1 hour (not inclusive in 16 hours)</td>
<td>Any time in March</td>
</tr>
<tr>
<td>2.</td>
<td>Growing up and changes during adolescence</td>
<td>60 minutes (2 periods)</td>
<td>April &amp; May beginning</td>
</tr>
<tr>
<td>3.</td>
<td>Perspective building on life skills development</td>
<td>90 minutes (3 periods)</td>
<td>July</td>
</tr>
<tr>
<td>4.</td>
<td>Understanding AHI</td>
<td>90 minutes (3 periods)</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Developing gender sensitivity</td>
<td>45 minutes (1-2 period)</td>
<td>August to September</td>
</tr>
<tr>
<td>6.</td>
<td>Myths and misconceptions: Growing up</td>
<td>45 minutes (1-2 period)</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>RTIs and STIs- Basic facts</td>
<td>45 minutes (1-2 periods)</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>HIV/AIDS - Basic facts, transmission and prevention</td>
<td>120 minutes (4 periods)</td>
<td>October to November</td>
</tr>
<tr>
<td>9.</td>
<td>Living positively</td>
<td>60 minutes (2 periods)</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Personal beliefs and opinions</td>
<td>45 minutes (1-2 periods)</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Enhancing decision making skills</td>
<td>120 minutes (4 periods)</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Substance abuse: Basic facts</td>
<td>60 minutes (2 periods)</td>
<td>December to February</td>
</tr>
<tr>
<td>13.</td>
<td>Understanding and coping with peer pressure</td>
<td>180 minutes (6 periods)</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Coping with emotions and stress</td>
<td>60 minutes (2 period)</td>
<td></td>
</tr>
</tbody>
</table>

Number of periods required has been calculated based on the assumption that in an average period, 30 minutes can be used effectively.
Annexure 4

Additional AEP Co-Curricular Activities for Students

The activities given below can be conducted as inter/intra school competition to spread awareness, create sensitisation and enhance knowledge on the themes of HIV/AIDS, Adolescent Health Issues and Substance Abuse

<table>
<thead>
<tr>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inter-Class Quiz Competition</td>
</tr>
<tr>
<td>World AIDS Day Celebration with Cultural Activities</td>
</tr>
<tr>
<td>Inter-Class Debate Competition</td>
</tr>
<tr>
<td>Health Mela in School and in the Community</td>
</tr>
<tr>
<td>Visit to Local Institutes of Eminence, Social &amp; Scientific Relevance</td>
</tr>
<tr>
<td>Activities during Short Adventure Camps</td>
</tr>
<tr>
<td>Ask the Expert Session – “Question Box” related &amp; others</td>
</tr>
<tr>
<td>AEP Ambassadors</td>
</tr>
<tr>
<td>Adolescent-Adolescents (Peer Educators)</td>
</tr>
<tr>
<td>Adolescent-Juniors (Peer Mentors)</td>
</tr>
<tr>
<td>Adolescent-Parents</td>
</tr>
<tr>
<td>Yoga Sessions</td>
</tr>
<tr>
<td>Meditation Session</td>
</tr>
<tr>
<td>Self-defence Training</td>
</tr>
<tr>
<td>Special School Magazine/Bulletin Issue on AEP Areas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inter Class Painting Competition</td>
</tr>
<tr>
<td>Inter Class Collage Making</td>
</tr>
<tr>
<td>Inter Class Poster Making</td>
</tr>
<tr>
<td>Inter Class Role Play Competition</td>
</tr>
<tr>
<td>Inter Class Jam Session</td>
</tr>
<tr>
<td>Inter Class Slogan Writing Competition</td>
</tr>
<tr>
<td>Inter Class Essay Competition</td>
</tr>
<tr>
<td>Students’ Parliament</td>
</tr>
</tbody>
</table>
## Annexure 5

### Evaluation of the AEP at the School Level

<table>
<thead>
<tr>
<th>Component</th>
<th>Expected outcome</th>
<th>Indicators</th>
<th>Method</th>
<th>I Term</th>
<th>II Term</th>
<th>III Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy</td>
<td>Supportive institutional environment.</td>
<td>1. Percentage of teachers participating in AEP.</td>
<td>The evaluation will be based on percentage of the total population of teachers/students in the school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Number of hours devoted to Adolescence Education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Percentage of students as peer educators.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Setting up of Resource Centre.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>5. Percentage of students using the Resource Centre.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Students’ planning group for activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capacity building</td>
<td>Enhancement of intervention of teachers and peer educators</td>
<td>1. Percentage of teachers/peer educators giving correct information on: a) Growing up b) AHI c) HIV/AIDS d) Substance abuse e) Gender issues.</td>
<td>Records and a school-specific questionnaire developed by teachers as per the training in TOT.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Evaluation of the AEP at the School Level (Contd.)

<table>
<thead>
<tr>
<th>Component</th>
<th>Expected outcome</th>
<th>Indicators</th>
<th>Method</th>
<th>I Term</th>
<th>II Term</th>
<th>III Term</th>
</tr>
</thead>
</table>
| Interactive activities for boys and girls | Enhancement of understanding related to AHI and gender issues.                  | 2. Percentage of teachers with positive attitude towards adolescent health and gender issues.  
3. Number of activities undertaken.  
4. Percentage of teachers reporting confidence in using interactive methodology.  
5. Percentage of students reporting satisfaction at the interactive technique in Adolescence Education.  
Percentage of students giving correct information on:  
   a) Growing up  
   b) AHI  
   c) HIV/AIDS  
   d) Substance abuse  
   e) Gender issues  
   f) Positive attitude towards adolescent health and gender Issues.  

Again, evaluation will be based on school records and the school-specific questionnaire.                                                                                                                                                                                                 | | | |
## Evaluation of the AEP at the School Level (Contd.)

<table>
<thead>
<tr>
<th>Component</th>
<th>Expected outcome</th>
<th>Indicators</th>
<th>Method</th>
<th>I Term</th>
<th>II Term</th>
<th>III Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life skills</td>
<td>Understanding and application of the Life Skills</td>
<td>Percentage of students who have developed the ability to:</td>
<td>The evaluation will be based on:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) Identify personal strengths and weaknesses</td>
<td>1. Teachers' observation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Choose alternatives in response to Adolescent Health problems</td>
<td>2. Students self-appraisal.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>c) Express themselves clearly and effectively</td>
<td>3. School-specific questionnaire.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>d) Empathise with others, the PLWHA in particular</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>e) Resist peer pressure</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>f) Cope with emotions and stress</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>g) Avoid alcohol, tobacco and drugs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Services and Counselling</td>
<td>Utilisation of services and interventions.</td>
<td>1. Percentage of students aware of available health services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Percentage of students seeking counselling from the counsellor/teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Percentage of potential risk-prone students referred to services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Annexure 6A

Story – “The Thirsty Crow”
(Source: YUVA – School Adolescent Education Programme, 2005)

Topic 2; Activity 1: Understanding the development of Life Skills

There was once a crow who, while flying around, felt very thirsty. From a distance he spotted an earthen pot (matka) and thought to himself, “Hmm, there must be some water in it!” and flew towards the pot. He sat on the edge of the pot and looked inside. There was cool, clear water in the pot but it was too low for the crow’s beak to reach it. The crow was disappointed but he was thirsty and badly wanted to quench his thirst.

The crow didn’t lose heart but kept sitting there. He thought to himself, “What can I do to reach the water? The pot is heavy, so I cannot overturn it. It is thick, so I cannot break it with my beak. What else can I do so that I can have a drink of water? Is there anything new that I can try?”

Then he spotted some stones lying nearby. He suddenly had an idea. “Why don’t I try to put these stones in the pot so that the level of water rises? Then I can have my drink!” He set to work and started dropping stones into the pot. In no time, the level of the water in the pot rose and the crow drank the cool, clear water to his heart’s content. And then – he was thirsty no more – he flew away!
Annexure 6B

Story – “Making of a Lion”
(Source: Panchtantra tales)

Topic 2; Activity 1: Understanding the development of Life Skills

It was a gang of four. Three of them were highly learned in language, grammar and scriptures. The fourth was not so learned in bookish knowledge but had uncommon common sense. The four friends decided to travel to other parts of the country to better their intellectual and financial standing. It was not unlikely that they may gain the patronage of a prince or noble. This would put them in good stead in life. However, the three learned friends had reservation about taking the fourth friend along. "He will be a drag", they opinioned. "He has no intellectual shine to stand out." Eventually they reluctantly took him along. Leaving one of them behind, they thought, would be bad manners. During their journey they passed through a forest. There they saw bones of a dead animal under a tree. "It is lion's bones," recognised one learned friend. "Lets gather the bones and bring it to life", Proposed the other. "I will give it the correct shape," offered the third. The one not so learned heard it all. "Don't forget, it's a lion. Don't bring it to life", he warned on the strength of his common sense. The three learned friends laughed away the warning. "A fool!", they thought. The three of them gathered the bones, put them in shape and plastered it with flesh and skin. The lion came alive. The creators beamed at their own success, but for a few moments only. The lion roared, and pounced on the three learned ones. The one with common sense had already left the scene.

Suggested Questions

- What was missing in the learning of the three learned men?
- Why wouldn't they weigh the risk of the decision they were making?
- Is information alone enough to deal with the challenges and situations of everyday existence?
- Is this kind of situation familiar to our time and learning concept?
Annexure 7: Additional Activities for Development of Life Skills

(A) The Well-Hidden Truth

(This activity is recommended only after the ‘Understanding Life Skills Development’ activities have been conducted)

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

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

Tell the students that ads have a very specific function – they praise a product and try to get people to buy it. Most ads 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 ads); 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 ads over and over, especially just before the most popular TV programmes, by splashing them on billboards and inside magazines, the ads 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 ad?
- Do you think most people believe in ads?
  (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 ads? 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 ad actually uses the product?
  (Expected responses: No; maybe.)
- What skills are needed by students to respond to an ad?
  (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 ads. Making ads 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.
(B) 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 to be enhanced

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.
Appendix 8:
Child Abuse: Types, Sign and Risk Factors for Child Abuse

1.1 DEFINING CHILD ABUSE

As defined by WHO (1999), “Child Abuse or maltreatment constitutes all forms of physical and/or emotional ill treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power”.

Child abuse is a universal and alarming problem. Increased attention and efficient protection skills and preventive measures are necessary at family, local, national and international levels. After being a closed room affair for decades, child abuse is being more and more denounced and becoming a public and political topic. Government & Non-government organizations have started playing a more active role which includes the following:

- Increasing the value of children, increasing the economic self-sufficiency of families, discouraging corporal punishment and other forms of violence,
- Making health care more accessible and affordable,
- Expanding and improving coordination of social services,
- Improving the identification and treatment of psychological problems, alcohol and drug abuse,
- Providing more affordable child care, preventing the birth of unwanted children,
- Helping parents meet their basic needs, identifying problems of substance abuse and spouse abuse and
- Educating parents about child behavior, discipline, safety and development.

1.2 TYPES OF CHILD ABUSE

- Physical Abuse- Physical abuse of a child is the inflicting of physical injury upon a child. It may include burning, hitting, punching, kicking, beating, or otherwise harming the child.
- Sexual Abuse- Child sexual abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violate the laws or social taboos of society.
- Neglect and Negligent Treatment- Neglect is the failure to provide for the child’s basic needs. Neglect can be physical, educational or emotional. It may also include abandonment.
Emotional Abuse- Emotional abuse also known as verbal abuse, mental abuse, and psychological maltreatment. It includes the failure to provide a developmentally appropriate supportive environment, including the availability of a primary attachment figure, so that the child can develop a stable and full range of emotional and social competencies commensurate with her or his personal potential, and in the context of the society in which the child dwells.

Exploitation- Commercial or other exploitation of child refers to the use of the child in work or other activities for the benefit of others.

Conscription of Children- Conscription corrupts a child by making him engage in violent, destructive and anti-social behavior, such as killing and destruction of property thus making him unfit for normal social experience.

II. CHILD Sexual Abuse

Child sexual abuse occurs when a child is used for sexual gratification of an older adolescent or adults. With evidence available, now the situation in India has turned so serious that multi disciplinary and multi agency approaches need to be urgently undertaken to prevent child sexual abuse and also to protect the child.

III. Risk factors FOR CHILD SEXUAL ABUSE

### Community related
- High crime rate
- Lack of or few social services
- High poverty rate
- High unemployment rate

### Child related
- Weak child
- Sick child
- Handicapped child
- Emotional child

### Parent Related
- Personal history of Physical or Sexual Abuse as a child
- Teenage Parents
- Single Parent
- Emotional Immaturity
- Poor Coping Skills
- Low Self- Esteem
- Lack of social support
- Domestic Violence
- Lack of Parenting Skills
- History of depression or other Mental Health Problems
IV. SIGNS OF CHILD SEXUAL ABUSE

Child Sexual Abuse is a ruthless combination of Sexual Abuse, of Emotional Abuse and of Physical Abuse. The Child Victim of abuse may show a cluster of Physical, Behavioural and Emotional changes listed below:

**Physical Symptoms**
- Bite marks
- Unusual bruises
- Lacerations
- Burns
- High incidence of accidents or frequent injuries like swellings on face and extremities
- Discoloration of skin
- Sleep, speech disorders
- Complaints of pain upon movement or contact
- Bed wetting
- Continuous loose motions and passing stools on bed
- Recurrent abdominal pain
- Constant throat and urinary infections

**Behavioral Changes**
- Avoids physical contact with others
- Avoids certain adults
- Wears clothing to purposely conceal injury, i.e. long sleeves
- Gives inconsistent versions about occurrence of injuries, burns, etc.
- Often late or absent from school
- Comes early to school, seems reluctant to go home afterwards
- Not concentrating in school
- Compulsions, obsessions, phobias, hysterical reactions
- Temper tantrums, aggressive overdemanding behavior
- Say negative statements about self
- Attempting to physically hurt oneself
- Constant rubbing of body parts against objects
- Sexual exploration and abuse of others
- Substance-Abuse
- Precocious Sexual-Behavior

**Emotional Changes**
- Apprehensive when other children cry
- Depression, anxiety
- Seems frightened by parents
- Has difficulty getting along with others
- Deep sense of isolation
• Little respect for others
• Overly compliant, shy, passive, withdrawn, gives in readily
• Plays aggressively, often hurting peers

V. ROLE OF HEALTH WORKERS, TEACHERS & COUNSELLORS

• To assess the psychological, physical and medical impact of abuse on the child and its family, historically, currently and in the future. To consider the social impact of the disclosure on the child and his/her family.
• To consider the current and rehabilitation needs of that child.
• To understand that it is best to listen to the child and consider the child’s needs prior to taking any precipitate action.
• To be aware of maladaptive responses and reflect how these behaviors are symptoms of abuse and how the child should be treated in an understanding manner.

VI. GETTING TO KNOW THE AFFECTED CHILD

(a) Rapport building and environment for the interview

DO’S

• Introduce –self, who you are and your current role.
• Talk in a quiet, private and comfortable place. Interruptions and distractions to be avoided.
• A conducive atmosphere to facilitate the balancing act, consider factors like the culture, religion, gender, and age of the child before you begin.
• Take care where you and child are going to sit- height of the chair, table between you and child
• Talk to the child in a friendly manner showing genuine interest in her/him – smile, pat & nod.
• Explain how you can work together to reduce her/his stress.
• Display attitude of warmth, affection to create a congenial atmosphere.
• Give some time for the child to feel comfortable in your presence.

DONT’S

• Don’t begin questioning the child immediately about his/her problems or difficulties.
• Don’t be intimidating or too authoritarian in your approach.
• Don’t be patronizing.
• Don’t rush into probing the traumatic experience.
• Don’t pressurize the child to talk, respect his/her hesitation to open up immediately.
• Don’t initiate sessions in public, open/spaces with onlookers.
• Don’t show impatience if the child takes time to relate to you.

(b) Gathering Information to Aid Assessment

• Before talking to the child about the abuse, it is best to pre-plan the modality to seek information, how much and of what kind in order to plan future actions and the care of the child appropriately.

• Do not push the child to talk in detail about abuse if he/she does not want to. Simply listen and not prompt extraneous disclosures by asking invasive questions. It is better to talk again after a rest to avoid pushing.

• Be sensitive to the child’s level of development: questions should be phrased to relate to the child’s language maturation, developmental age, and emotional maturity. This information is essential to determine the nature of questioning of the child.

• Note down the child’s ability to respond adequately to questions.

• The technique to support children when talking about difficult topics is to ask open-ended questions like “what happened next”, “then what” and “tell me more about that”. These questions encourage the child to elaborate on the issue instead of merely responding in a “yes” or a “no” form.

• Avoid asking leading, vague and abstract questions. (Questions that imply an answer, e.g. did your father do it?) should be avoided

• Try to be non-judgmental.

• Be empathetic with the child.

• Help the child to relax by also talking about issues about which he/she feels comfortable.

• Children tend to believe adults are “all knowing”. They may expect adults to understand their incomplete answers. Also, they might assume that the story is already known and omit the important details, so you have to act accordingly.