



# Nae Disha III

Nae Disha III

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# Introduction

Nae Disha IV (building youth resilience and mental health) is a resource that was developed through the Emmanuel Hospital Association's programme for Community Health and Development in 2014 and has been updated and revised. It is designed to be used among young people aged 12 to 20 years. Ideally, it should be facilitated with groups of no more than 15 young people who are of the same sex to maximize participation. Nae Disha I was piloted among young women out of school in Dehradun, North India, and shown to be effective in leading to improvements in mental health, self-efficacy and gender equal attitudes.<sup>1</sup>

Nae Disha-II was a revised and updated version in 2016, that added a focus on promoting social inclusion and participation and included additional modules around positive psychology.

This next version, Nae Disha III, builds on earlier versions but has a greater focus on gender sensitivity, and particularly seeks to meet the needs of out-of-school young people using more games, physical movement, role plays and interactive approaches.

## Some definitions:

**Psychosocial disability** - Psychosocial disability is an internationally recognised term under the United Nations Convention on the Rights of Persons with Disabilities, used to describe the experience of people with impairments and participation restrictions related to mental health conditions. These impairments can include a loss of ability to function, think clearly, experience full physical health, and manage the social and emotional aspects of their lives.

**Social exclusion** - WHO defines social exclusion as a multi-dimensional process that disadvantages people in relation to their economic, political, social and cultural participation at multiple levels including individual, household, group and community. Social exclusion creates a sense of not belonging, as well as diminished opportunity to participate in community life and unequal access to resources and rights, which leads to health inequalities.

**Resiliency** - Resiliency is a person's ability to face and overcome adversity in their life. Another way to describe resiliency is the ability to "bounce back" after negative events. While some people have developed greater personal resiliency skills than others, we know that anyone can learn skills to increase their resiliency. Young people with resiliency skills are more likely to finish school, have healthy relationships, avoid risky behaviors, reduce tension, cope with difficult times and solve problems on their own.

**Positive Mental Health** - Being mentally healthy is more than just the absence of mental disorders. For this course we would like to use a framework where positive mental health is for everyone. Positive mental health is an important aspect in the overall health of a person.

<sup>1</sup> Mathias K, Pandey A, Armstrong G, Diksha P, Kermode M. Outcomes of a brief mental health and resilience pilot intervention for young women in an urban slum in Dehradun, North India : a quasi-experimental study. International Journal of Mental Health Systems. 2018.

<sup>2</sup> <https://mhaustralia.org/general/getting-ndis-right-people-psychosocial-disability>



Being mentally healthy helps us become contributing members of our families and communities. We focus on supporting the development of mentally healthy individuals which can also reduce the development of mental disorders.

**Active learning** - Active learning is based on young people reading, writing, talking, listening, reflecting, and posing questions. This differs from the traditional teaching method of young people sitting quietly in a classroom and listening to a teacher. Active learning methods allow opportunities for young people to ask for clarification, question the material being presented, and apply the new knowledge directly. This way of teaching promotes problem solving, interpersonal skills and independent thinking, all important aspects of promoting resiliency in young people.

## Participation Techniques used in the course

The following are some active learning techniques, which are used in this course with intended purposes:

- ❖ Group discussion- To encourage all young people to participate and learn from each other
- ❖ Small group activities/discussions- To reflect upon and discuss ideas in more detail, which may be presented to the larger group
- ❖ Case studies- Stories are presented so young people may think through what they may do in this situation
- ❖ Role play- Role plays are used for young people to be creative and practice new skills
- ❖ Brainstorming- Brainstorming is a way of coming up with new ideas, out loud as a group where all ideas should be written on the blackboard or chart paper for the group to see
- ❖ Icebreakers - A small game or activity used to boost the energy of young people, get to know each other better and to simply have fun (see Appendix One for ideas)

## Facilitation Skills

A Facilitator is a person who helps a group of people come to conclusions about common objectives and helps them achieve these objectives. Facilitators need to be able to engage a group, listen to them and help them come to conclusions together. As a good facilitator, you want to create an environment where every opinion is valued. It's important for young people to feel comfortable to express their thoughts, opinions and experiences.

It's important that facilitators know the course material i.e. not simply reading that material from the manual or lecturing young people. Young people's ideas and opinions should be involved in every step. In areas of new information for young people it is useful to first ask young people if they have any prior knowledge related to the topic, before sharing the new information. It is also helpful for young people to think of examples related to new concepts once the information has been processed.

# Tips for effective facilitation

## What is Facilitation?

To facilitate is “to make easier” or “help bring about”, thus, facilitation in the context of working with groups of young people in the community or in schools, is to guide the discussion and keep the process on track in terms of time and topic, encouraging all members to participate in some way. By recognizing and utilizing the unique and valuable contributions of each member, an effective facilitator increases the collective value of the entire community.

## What are the Facilitator’s basic responsibilities?

As a facilitator, you will want to take some basic steps as part of your responsibilities. The basics are listed below.

### Prepare in advance

Good facilitators make their work look effortless and natural but prepare in advance to be effective. In particular this means you need to take 45 minutes or an hour each week to prepare for the coming session. You will need to read through the whole module and think how you will use or adapt it for your group. Make sure you have a clear idea of the objectives for each session and how you will help the group meet them. Have some games or icebreakers ready to start with and make sure you have the materials you will need (e.g. white board markers or paper and pens).

### State your objectives at the beginning of the meeting

Young people will be much better prepared to contribute and help you meet the objectives if they know what they are. Give young people an overview of each session and its objectives at the beginning.

### Establish young people’s expectations

In the first session, the facilitator and group of young people establish appropriate ways to interact with each other during the meeting or event. In a nutshell, you want the group to agree to a respectful, collaborative process. By stating the rules up front and getting agreement from the group, you’re more likely to see that happen.

### Guide the group in learning and sharing information

Your ways of doing this may vary, but you should include all members in the discussion and prevent one or two members from dominating the discussion. Everyone may not talk, but no one should feel excluded from the process.

## Staying on-task and on-time

With groups of passionate and knowledgeable people, it is easy to veer off onto other topics or easily get sidetracked. In order to help the group to stay focused, you may want to:

- ❖ Remind the group of the “keep focused” expectation.
- ❖ Don’t be afraid to directly re-focus the group on a particular discussion.
- ❖ Try to close the item or set it aside in a “parking ground” for consideration later.
- ❖ State the barrier to proceeding and let the community decide what should happen next.

## Dealing with unproductive behavior

Difficult behavior is often unintentional or occurs as the result of people feeling emotionally involved. You might be dealing with inattentive young people who are engaging in side-conversations or sending an SMS. You might also be dealing with personal agendas or disrespectful behavior. Progressive intervention will most often assist you in dealing with behavior that does not help the community achieve its meeting goals or objectives.

- ❖ Use gentle and appropriate comment or humour to re-set the direction
- ❖ Restate the agreed ground rules directly
- ❖ Direct your questions to the individual for clarification
- ❖ Seek help from the group

## Stimulating young people to engage on each topic

While some young people often have a lot to say, it is not uncommon for some young people to feel shy to talk and remain silent in discussion, or lulls in an on-going conversation or a standstill in a single event. You might want to use the following techniques to keep the conversation going.

- ❖ Call on individuals in the group by name with a question.
- ❖ Ask quiet young people to help by taking notes on the board or paper.
- ❖ Invite even one or two-word responses – or a response by actions. For example, Can you each show how your relationship with your grandparents is by using your hands as a measure. High above your head means it’s really good and if you hold your hand by the floor it shows things are terrible.

## Sensitive Material

This course covers topics that may be sensitive to some young people. Some young people may have experienced or witnessed violence at home, personal violence, bullying or sexual harassment. Some young people may have experienced such events but have not identified it as wrong before. Seek to support young people and make the learning experience positive for them.

## Actions that support young people

- ❖ Be available immediately to support a distressed young person and reassure them that

it is alright to feel upset

- ❖ Take them to a quiet place away from their classmates
- ❖ Listen to what the young people have to say
- ❖ Always follow-up with the young people later on to show you care for their well-being

## Responses to avoid

- ❖ Do not interrupt or shame or publicly criticize
- ❖ Do not interrogate young people
- ❖ Do not ignore young people's feelings or tell them how to feel
- ❖ Do not discuss young people's feelings with others publicly

## Confidentiality

Confidentiality is a key aspect in gaining full participation in the coming sessions. Confidentiality will be explained to young people in the first module and group rules will be set in order for all young people to be bound to this confidentiality. Young people may only feel comfortable sharing their experiences with the knowledge that this information will not be shared with others outside of the group.

# Acknowledgements

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**All for teens – a resource kit for teenagers, parents and teachers** (Sangath Centre for child development and family guidance, Goa, India) [www.sangath.com](http://www.sangath.com)

**Advocates for youth -Life planning education: A youth development program**

<http://www.advocatesforyouth.org/publications/publications-a-z/555-life-planning-education-a-youthdevelopment-program>

**Activity Manual for the Teachers on Health Promotion Using Life Skills Approach**

**10th Standard** (Prof. Srikala Bharath, Dr. K.V. Kishore Kumar, Miss.M.N. Vranda, National Institute of Mental Health and Neuro Sciences, Bangalore 2002)

<http://www.nimhans.kar.nic.in/>

**Diversity: Activities for cultivating community. From Lift: Raising the bar for service learning practices.** <http://wp.fyb.umd.edu/fyb/wp-content/uploads/sites/12/2016/08/Cultivating-Community.pdf>

**CorStone Girls First-** India, Adolescent and Physical Health Curriculum Teacher’s Manual ([www.corstone.org](http://www.corstone.org))

**Gender Equality Movement in Schools Training Manual for Facilitators** (ICRW, 2011.

GEMS Training Manual for facilitators. New Delhi: ICRW)

<http://www.icrw.org/publications/gems-training-manualfacilitators>

**Hot Chalk – Lesson plans -**

<http://lessonplanspage.com/olafemininityandmasculinitygenderissuesclub1112.htm/>

Centre for Health and Social Justice – (CHSJ) - Kishore varta booklet in Hindi (CHSJ 2015)

**MASUM** – Human rights and rights-based approach – Women’s health

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Nae Disha is available for free download as a PDF from the EHA website ([www.eha-health.org](http://www.eha-health.org)) or can be ordered from:

Community Health and Development programme, Emmanuel Hospital Association, 808/92 Deepali Building, Nehru Place, New Delhi - 110019

# Module 1: Welcome

## Objectives

Young people are introduced to the Nae Disha course, facilitator and each other.

## Activities

Group discussion, My Rangoli Pattern/ sketching.

## Materials

Chart papers, drawing sheets and colours (water color/sketch, pencils or markers)

### Introduction - 1 Hour

Setting ground rules - 10 mins  
 Activity 1 - Rangoli - 20 mins  
 Activity 2 - Throw the ball - 10 mins  
 Discussion - 15 mins  
 Wrap Up: - 5 mins  
 Total Time - 1 hour

## A. For the Facilitator

### A.1. Introduction and Confidentiality

Facilitators, use this first session to introduce yourself and provide a brief outline of the programme to the group. Try to cover the following key points:

The objective of this programme is to provide young people with tools and skills to help them live a happier, healthier life;

- ❖ Clarify when and where sessions will be held;
- ❖ Outline the modules that you will be covering with the young people;
- ❖ Explain that this will not be like a classroom, but a forum where we discuss things as a group and learn from each other. Everyone has valuable ideas and opinions to contribute to the group; and
- ❖ Explain to young people that sometimes we will be covering material that may make some young people sad or upset, and this is normal. The group should be there to support one another when these situations come up.

## Group Rules

Together the group will come up with a set of group rules they would like to follow for the duration of the programme. Write down the group rules on a sheet of chart paper, which can be brought back to each session. Please include the following rules if they are not suggested:

- ❖ Respect each member of the group including group members' ideas, opinions and feelings.
- ❖ Everyone will stick to the day and time finalized for the session by the group.

- ❖ There are no right or wrong answers in the group: each member's ideas and opinions are important and valid.
- ❖ Everyone should have the chance to participate if they want, but no one will be forced to.
- ❖ Everyone should provide positive support for others when they share their personal experiences. It's brave to tell one's story to others.
- ❖ The group should respect confidentiality, which means we don't share personal information or experiences outside of the group.

## Confidentiality

Confidentiality is a key part of making these groups and sessions successful. Young people should be clear what can be shared outside of the group and what should not. New skills and lessons which are presented by the facilitator are OK to be shared with those outside the group, but experiences and feelings expressed by group members shouldn't be shared with others. Young people would not like their personal information shared with other outside of the group, so they should not share others' information either.

The following are examples of what is OK and not OK to share outside of the group.

**Table 1: What is OK to share outside of the group**

What is OK to share outside of the group	What is NOT OK to share outside of the group
<ul style="list-style-type: none"> <li>■ Steps for how to control anger</li> <li>■ Tips for how to cope with tension</li> <li>■ Signs and symptoms of mental illness</li> <li>■ How to protect yourself from abuse</li> </ul>	<ul style="list-style-type: none"> <li>■ A certain group member has a hard time coping with the tension at home</li> <li>■ A certain group member thinks his/her older brother has a mental illness</li> <li>■ A certain group member has been abused in the past</li> </ul>

## Breaking Confidentiality

If a group member shares that they are being hurt or abused, the facilitator may need to break the confidentiality of the group to help protect that member from further harm. Facilitators should inform the young person when they need to break confidentiality. If young people are not comfortable sharing this type of information with the group, facilitators should always be open to speaking alone with the young people.

### A.1. My Rangoli Pattern (20 minutes)

Facilitators, use the remainder of the session to get to know your young people better. Young people will design their personal Rangoli pattern/ any sketch to represent



themselves. They can use a variety of things to do this: words, patterns, pictures. Encourage them to be as creative as they wish. You can also make a Rangoli pattern representing yourself as an example for young people, prior to the session. After about 12 minutes of drawing, young people share their Rangoli designs with the class and describe how they represent who they are.

## B. Lesson/Activities

### B.1. Group discussion

Start the group discussion with the following prompts.

1. Begin by introducing yourself and the course to young people, making sure to cover the key points given in A.1.
2. Ice breaker: Catching the ball. Group stands in a circle. Facilitator speaks his/her name and throws the ball to any other person in the circle. The person catching the ball introduces himself/herself and throws it to some other person in the group. This continues till each person has introduced themselves. To add more fun to the game, the speed of throwing ball and introduction can be increased. Later facilitator asks participants how many names can they remember accurately. The person who is able to remember most number of names of participants is the winner.
3. Introduce the concept of group rules to the young people. Encourage participants that as they followed rules while playing the ball game, they need to have rules for the group sessions too. Ask young people to brainstorm group rules they would like to follow, referring to the information in Section A.1 above. Fill in any missing information once complete.
4. Continue to emphasize the concept of confidentiality to the young people. Next, use Table 1 to quiz young people on their knowledge of what is OK and NOT OK to share outside of the group. Explain to young people why facilitators may need to break confidentiality of the group. If questions arise, try to answer them openly and honestly.
5. Group Activity 1: Introduce the My Rangoli Pattern activity from Section A.1. to young people. Distribute materials needed. Once young people have completed their patterns, encourage each to share their pattern, and why it represents them, with the group.

### B.2. Key Messages

- ❖ Over this period of time we will be spending together we want to make the most out of it. It may take a bit of time for us to feel comfortable with each other, but that is the goal by the end of our sessions.
- ❖ Everyone is encouraged to participate in the group discussions but no one will be forced to.
- ❖ We want you to share new things you learn in the group with others. However, it is



NOT OK to share other group members' personal information or experiences.

- ❖ We should follow our group rules in order to feel the most comfortable with each other.

## Home Activity

Encourage young people to take their Rangoli pattern home and discuss with their siblings or their parents or grandparents what they have drawn. Encourage them to ask family members for specific ideas that capture their attributes e.g. Preeti always is running everywhere - you need to get the idea of moving fast into your picture. E.g.2 Abdul is very good at tidying things - maybe part of the picture should be very tidy to show how good you are at tidying and setting things in an organised way.



## Module 2: Goal in Life

### Objectives

To encourage young people to identify personal goals and work towards achieving these goals.

### Activities

Balloon game and discussion.

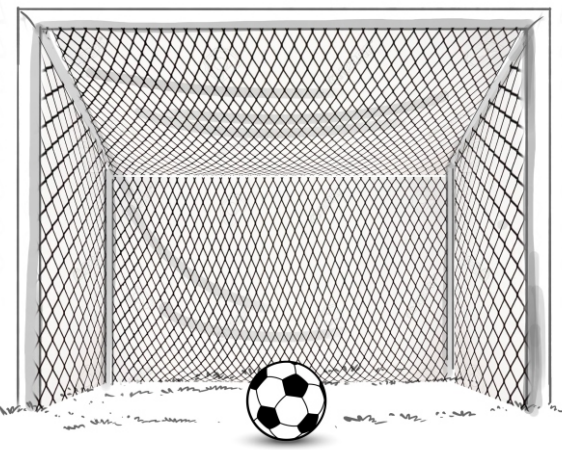
### Materials

Balloons, chart papers.

### Goal in life (1 Hour)

Introduction to Goals – 15 mins  
 Activity 1 - Balloon game - 20 mins  
 Activity 2 – 15 mins  
 Wrap Up: - 10 mins  
**Total Time - 1 hour**

### A. For the Facilitator



A goal is something we hope to achieve in future.

It is something that a person plans and commits to achieve. Having a goal, or goals, in life gives us self-confidence and motivation.

It is important to know what we want in our life. A goal can be for our career, family, education, personal or with life partners.

Goals can be about going somewhere, having and doing something. Some examples include:

- ❖ Rahul has been saving money to buy new pair of shoes for Diwali.
- ❖ Seema wants to bake a cake for her younger sister's birthday party.
- ❖ Ajay is trying to find a way to see the Taj Mahal in Agra.
- ❖ Anju is hoping to convince her uncle to give up alcohol.

Having no goal can make us clueless and de-motivated in life. We may feel as though we have no direction. We are able to realise our abilities and strengths by achieving the goals in our life. Even if we are uncertain, it is best to choose a path and take action as a starting point. The goal may evolve and change with time, alongside us.

**Short-term goals:** something that can happen relatively quickly – it could be in a day, week, month or a year. For example; improving computer skills, visiting a tourist destination, buying a new dress or phone etc.

**Long-term goals:** something that will need long time to be achieved. For example, graduating from college, buying a house/land, starting own business etc.

## A.2. Steps to Achieve Your Goal

- ❖ Choose and clarify what you want to do.
- ❖ Set a timeframe.
- ❖ Break the goal down into stages.
- ❖ Plan.
- ❖ Act on it.
- ❖ Celebrate your success.

## B. Lesson/Activities

### B.1. Games and Discussion (Balloon Game – 15 minutes)

1. Welcome the participants and do a quick recap of last module.
2. Invite participants to play the balloon game:
  - a. Inflate four small balloons.
  - b. Divide the participants into groups of four.
  - c. Throw the balloons in air and ask the groups to keep the balloon in air without touching it.
  - d. The participants are only allowed to blow air to push the balloon up.
  - e. The team whose balloon remains up for the longest time is the winner.
3. Building on Section A, use the game for explaining about having a goal in life:
  - a. Appreciate the teams for their participation. Ask the participants about what they observed and felt during the game.
  - b. Discuss the process: given a task/challenge, setting time frame, breaking it into stages, planning, taking action and celebrating the success.
  - c. Facilitator can also talk about teamwork for achieving a common goal. (optional)
4. Share the examples given in Section A. Ask participants what they think is common to all the statements. Explain that in all the statements the participants “want something”.
5. Drawing on Section A, explain the importance of goal setting. Discuss short-term and long-term goals.

### Activity 2: - Asking Participants and picking an example to illustrate and discuss – 15 Minutes

- a. Ask the participants: “What is your goal in life?”
  - b. Select one person’s goal for further illustration.
  - c. Ask participants to plan and list down: What needs to be done for achieving that goal.
  - d. Discuss in the bigger group
  - e. Make short term goals for the long term goal with their participation.
  - f. Draw a staircase on the chart paper and each small goal as a step of the staircase which will lead to larger goal.
6. Wrap up & homework: Each participant is asked to make his/her individual goal and plan and share it in the next meeting.

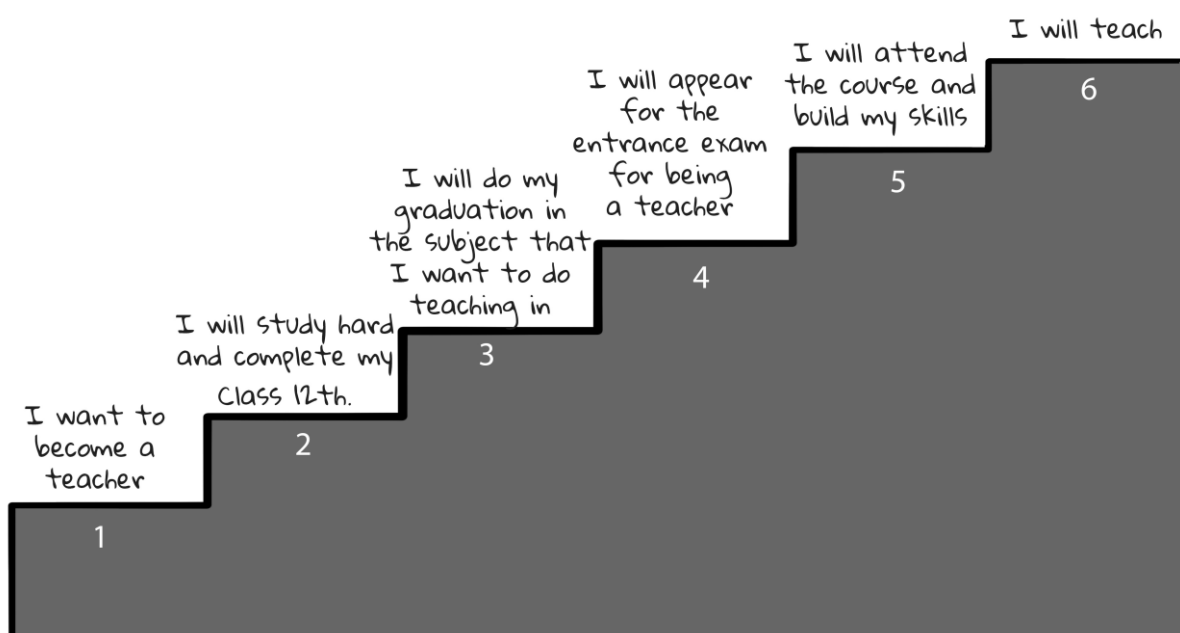
## B.2 Key Messages

- ❖ **Having a goal is important:**
- ❖ To have control over your life.
- ❖ To know what you want to do with your life.
- ❖ Being accountable to ourselves.
- ❖ Motivating ourselves / Be the best we can be.
- ❖ Building our self-confidence.
- ❖ Plan to achieve the goals in life.
- ❖ Small and steady steps help in achieving our goal.

## Home activity

What are your short term and long term goal or goals that you would like to achieve this year? How will you go about achieving these goals? Break these goals into some smaller steps and write them into the plan in your workbook and share it in the next meeting.

### Example – Nilofer wants to be able to ride a bicycle to school



# Module 3: Building Self-Esteem

## Objectives

For young people to understand what self-esteem is, why it's important and how to improve self-esteem.

## Activities

Game and Group discussion.

## Materials

Chart paper.

### Building self - esteem (1 Hour 15 minutes)

Introduction - self esteem – 20 mins

Activity 1 – Blind-fold - 20 mins

Activity 2 – Special talent – 15 mins

Activity 3 – Positive talk – 10 mins

Wrap Up: - 10 mins

## A. For the Facilitator

### A.1. What is Self-esteem?

Self-esteem is how we think of ourselves and how worthwhile we feel. People with high self-esteem are positive about themselves and feel they are valuable and important. People with low self esteem lack confidence, do not value themselves, feel unloved and worthless.

Self-esteem can influence our ability to stand up for ourselves in difficult situations, gives us confidence, and helps us make decisions without others' influence. The following are characteristics of people with high and low self-esteem:

People with High Self-Esteem	People with Low Self-Esteem
<ul style="list-style-type: none"> <li>❖ Confident/outspoken</li> <li>❖ Ability to say no</li> <li>❖ Stand up for themselves</li> <li>❖ Make decisions on their own</li> <li>❖ Positive attitude</li> <li>❖ Can accept criticism</li> <li>❖ Take risks</li> <li>❖ Positive self-image</li> </ul>	<ul style="list-style-type: none"> <li>❖ Not confident/quiet</li> <li>❖ Unable to say no</li> <li>❖ Won't stand up for themselves</li> <li>❖ May rely on others to make decisions</li> <li>❖ Negative attitude</li> <li>❖ Very sensitive to criticism</li> <li>❖ Will play it safe</li> <li>❖ Poor self-image</li> </ul>

### Factors that Influence Self esteem:

- ❖ Our Experiences
- ❖ Family
- ❖ Occupation
- ❖ Education
- ❖ Faith and language
- ❖ Type of Housing
- ❖ Skills
- ❖ Societal expectations

## Factors that Influence Self esteem:

Table 2: Causes and Impacts of Low Self-Esteem

Causes of Low Self-Esteem	Impact of Low Self-Esteem
<ul style="list-style-type: none"> <li>❖ Feeling that we are not good enough</li> <li>❖ Negative body image</li> <li>❖ Feeling hopelessness</li> <li>❖ Lack of trust in our abilities</li> <li>❖ Comparisons with others</li> <li>❖ Being a perfectionist</li> <li>❖ Negative self-criticism</li> <li>❖ Constant criticism from others</li> </ul>	<ul style="list-style-type: none"> <li>❖ Poor mental health</li> <li>❖ Low self-worth</li> <li>❖ Feeling that we are not good enough (both a cause and impact)</li> <li>❖ Poor social skills</li> <li>❖ Low achievement in school and work</li> <li>❖ High-risk behaviours (alcohol, drugs, gambling, sexual behaviour etc.)</li> <li>❖ Blaming others for our own failure</li> </ul>

### A.2. How to Improve Self-Esteem

- ❖ Learn to accept yourself with your strengths and weaknesses.
- ❖ Make plans to improve weaknesses.
- ❖ Try to change negative thoughts about weaknesses by considering your strengths. For example, "I'm not good at singing, but this doesn't matter because I'm a great dancer."
- ❖ Avoid comparison with others.
- ❖ Follow a healthy life style. Meditation, exercise and being involved in activities you enjoy can help.

### Positive Self-Talk

This is where the person thinks of good things about him/herself and either says them out loud or writes them down. It's important to frequently think of your strengths, accomplishments and good traits for good self-esteem. You can also do this for other people to boost their self-esteem, or have someone do this for you.

We can use following **Positive Self Talk Questions** to get started:

- ❖ What am I good at?
- ❖ What do I like about myself?
- ❖ What positive traits do I have?
- ❖ What do other people like about me?
- ❖ How would my friends/family describe me?
- ❖ What's the last compliment I got?
- ❖ Who do I have similar traits to that I like/admire?
- ❖ What have I been successful at?
- ❖ What are some of my accomplishments?
- ❖ What are some challenges I have overcome?



## B. Lesson/Activities

### B.1. Group Discussion

1. Welcome the participants and ask them to show their plans that they worked on (in workbook) to their partner. Each partner should give two positive points of praise in feedback.
2. Game: "Blind fold". It is played in pairs. One member is blindfolded and follows the instruction of the partner to cross hurdles to reach the target. Ask the one who was guiding about how he felt when the person with the blindfold was trusting him/her and following the instruction. When someone trusts us, we feel good and important.
3. Ask each young person to think of a special talent or something unique about themselves that they could show the group. For example, singing, telling a joke, wiggle ears or nose, tabla playing on the desk and so on. Go around the room having each young person share their talent or trait.
4. Introduce the concept of self-esteem from section A.1.
  - a. On the chart paper copy Table 1: Characteristics of High and Low Self-Esteem. Next, divide the young people into two groups and assign one group to brainstorm characteristic of people with high self-esteem and the other with low self-esteem. Have groups share their thoughts when complete. Fill in any missing information once complete.
5. Ask young people: "can you think of causes of low self-esteem and the impact that may have on a person's life?" Introduce the causes of low self-esteem using Table 2: Causes and Impacts of Low Self-Esteem.
6. Introduce the concept of improving self-esteem from Section A.2. Demonstrate the positive self-talk from section A.2 and ask young people to practice it in pairs. One person asks the positive self-talk questions and the other one completes them. Both partners in the pair will do it.
7. Ask the participants to practice the positive self talk at home or with friends.

### B.2. Key Messages

Self-esteem is: who we think we are, how we think of ourselves, and how we view others' opinion about us.

People with high self-esteem can stand up for themselves and are confident. Those with low self-esteem may let others walk all over them or make decisions for them. Others' opinions of us may influence our self-esteem, especially opinions of family, teachers and friends.

Self-esteem can be seen as a skill, which we can work on to improve. Learning to accept yourself, focusing on your strengths and using positive self-talk are all good techniques to build your self-esteem.

## Home activity

Practice positive self-talk at home or with friends.

Begin by asking what they like about you – list at least 2-3 things. What are the things you are good at? These are amazing qualities and you should be proud of them. Look at the list of Positive self-talk examples for this exercise.

Explore how your family or friends feel when they see or hear you doing these things that they like about you.

### For example:

I am dependable and reliable - Sandeep always does the washing up without being asked. He is such a great son to me and I know I can always rely on him.





# Module 4: Character Strengths

## Objectives

To help young people identify their character strengths and increase self-awareness.

## Activities

Discussion.

## Materials

Character Strength handouts.

### Character strengths (1 hour 5 minutes)

Introduction - 15 mins

Activity 1 –Manu’s story 10 mins

Activity 2 – Character strengths  
handout – 10 mins

Activity 3 – Role play in groups – 25 mins

Wrap Up - 5 mins

## A. For the Facilitator



### A.1. Introduction

‘Character’ comprises the mental and moral qualities of a person. These are a set of traits and qualities that distinguish the individual nature of a person. Character is important in life. It is necessary for an individual and society to function in harmony. It help people to:

- ❖ Feel better about ourselves.
- ❖ Be more successful.
- ❖ Achieve our goals.
- ❖ Be more effective in everything we do.
- ❖ Feel good, have more fun and enjoy life more.

### A.2. Some character strengths

<p><b>Wisdom and Knowledge</b></p> 	<p><b>Creativity</b> - Thinking of novel and productive ways of doing things</p> <p><b>Curiosity</b> - Taking an interest in all of ongoing experiences.</p> <p><b>Open-mindedness</b> - Thinking things through and examining them from all sides</p> <p><b>Love of learning</b> - Mastering new skills, topics and bodies of language</p> <p><b>Perspective</b> - People who know you consider you wise</p>
<p><b>Justice</b></p> 	<p><b>Fairness</b> - Treating all people the same according to notions of fairness and justice</p> <p><b>Leadership</b> - Encouraging group to get things done</p> <p><b>Team Work</b> - Working well as a member of a group or team</p>

<p><b>Courage</b></p> 	<p><b>Authenticity</b> Speaking the truth and presenting oneself in a genuine way</p> <p><b>Bravery</b> Not shrinking from threat, challenge, difficulty and pain</p> <p><b>Persistence</b> Finishing what one starts</p> <p><b>Zest</b> Approaching life with excitement and energy</p>
<p><b>Moderance</b></p> 	<p><b>Modesty</b> Letting one's accomplishments speak for themselves</p> <p><b>Self-regulation</b> Regulating what one feels and does</p> <p><b>Prudence</b> You are a careful person</p>
<p><b>Humanity</b></p> 	<p><b>Kindness</b> Doing favours and good deeds for others</p> <p><b>Love</b> Valuing close relations with others</p> <p><b>Friendliness</b> You know how to fit into different social situations</p>
<p><b>Transcendence</b></p> 	<p><b>Noticing</b> and appreciating beauty, excellence and /or skilled performance in all domains of life</p> <p><b>Gratitude</b> Being aware of and thankful for the good things that happen</p> <p><b>Forgiveness</b> Forgiving those who have done wrong</p> <p><b>Hope</b> Expecting the best and working to achieve it</p> <p><b>Humour</b> Enjoying laughter and teasing; bringing smiles to other people's lives</p> <p><b>Spirituality</b> Having coherent beliefs about the higher purpose and meaning of life</p>

### A.3. The Story of Manu

Manu, a 16-year-old boy in Bihar was very good at sports. One day he was going to the city to participate in a state competition. When he was travelling by bus to another village the bus broke down in the forest. All passengers panicked about the situation.

Manu gathered all passengers and talked to the people in the bus and asked them to think of ways by which they could survive (team work). He organised them into small groups – one group found firewood and made a fire. Another group was put in charge of food – they started collecting whatever food the passengers had and also went looking for fruit etc. (leadership & team work). They lit a fire to keep away animals and slept in the bus. Two people kept watch for 2 hours at a time (creativity).

The next morning a mechanic repaired the bus and they continued on their journey. All the passengers praised Manu. Manu was late for his competition.

When he told his friends about what happened and why he was late, the boys made fun of him. They told him that no one will believe his story – they told him that he should just say that he fell from an auto rickshaw. Manu decided to tell the truth (authenticity).

When event organizers asked Manu about why he was late, he told them what happened. As they looked at him with disbelief an elderly man came forward – he was one of the senior sirs and Manu recognised him from having been in the bus too. The man told the others about how Manu had led the group and how he was responsible for everyone being safe (appreciation of excellence).

Manu participated in the competition and though he did not win he was given a special prize by the panel. Manu felt very thankful for this experience that taught him that he was capable of leadership and courage (gratitude).

## B. Lesson/Activities

### B.1. Discussion

1. Welcome participants and a recap of home activities.
2. Narration and discussion:
  - a. Narrate the story of Manu to the participants.
  - b. Ask participants to list down the qualities of Manu. Write them on a chart paper/board
  - c. Explain character strengths through story (see hand out below) (Note to Facilitators: Review description of character strengths before group).

#### **Activity 1: List of characters and how to identify (15 mins):**

- d. Handout list of Character Strengths to all participants, explain each strength, giving examples on how they are used (from the handout)
- e. Discuss importance of identifying our character strengths and learning how they help young people (Section A.1)
- f. Have students circle three of their top strengths on their handout. Help participants who cannot read.

## Activity 2: Role plays and competition (25 mins)

- g. Divide the group into two teams
- h. Each team is given 5 minutes to prepare a small skit where they have to use as many character strengths as possible (minimum 5 character strengths)
- i. Give each team 8 minutes to act the skit
- j. When one team has acted out the skit, the other team has to guess the character strengths that have been used in that skit. (2 mins) Both the teams have to do this. The team which is able to identify more character strengths is winner.
- k. When the teams are working on the activity, emphasise the importance of team work and having fun together.

## B.2. Key Message

All of us have some strengths that helps us with everything that we do; to have good relationships and to face challenges in life.

Knowing our strengths helps us to be confident and in control of our life.

## Home Activity

Ask your parents/family (2 members) about 3 character strengths they see in you and write these strengths down in your notebook. Everyone's responses will be discussed in next module. Write 2-3 sentences of examples of a time when you used these 3 character strengths.



The Character strengths that this brother helping his sister is showing is:

**Kindness** (he is choosing to help her rather than go out with his friends)

**Love of learning** (he has learned this idea and now sharing his learning)

**Self-regulation** (taking time to help her work on homework even though the TV is on)

**Hope** (Belief that she can learn the maths concepts)

# Module 5: Communicating Confidently

## Objectives

To build understanding about the different styles of communication and to incorporate confident communication into their lives.

## Activities

Group work and discussion.

## Materials

Black board or chart paper.

### Communicating Confidently (1 hour)

Gossip game to introduce communicating confidently – 10 mins  
 Scenarios – 5 mins  
 Introduce confident communication – 10 mins  
 Scenario 2 and write feelings with I messages – 10 mins  
 Role play empathetic listening – 20 mins  
 Wrap Up: - 5 mins

## A. For the Facilitator

### A.1. What is communication? Styles of Communication

'Communication is the exchange of information between two people, a group of people or from a source to hundreds of people. Communication can be verbal and non-verbal.

**Verbal:** speaking and writing.

**Non-verbal:** uses body language and gestures to express feelings and thoughts and includes the way you dress, posture, body tension, facial expressions, degree of eye contact, hand and body movements, tone of voice, the amount of physical space between you and the other person, variations of speech, and any kind of touch.

There are three main communication styles: passive, aggressive and confident.

- ❖ Passive communication can be described as agreeing to someone else's preferences while disregarding your own wants and needs. There are times when we need to put our own needs last but it shouldn't be the only way that we solve disagreement. You often do not express your own feelings and let others know what you need.
- ❖ Aggressive communication is the opposite of passive communication. It is often demanding and insensitive to other people's wants, needs and rights. Normally, aggressive communicators do not care about others feelings, wants and needs.
- ❖ Confident communication is when you clearly represent your feelings, wants and needs without violating the rights of others and also being thoughtful of others' needs. Confident people are able to stand up for themselves in a respectful way without apologising or feeling guilty.

#### Being confident in your communication:

- ❖ Is being honest without being rude or hurtful;
- ❖ Is about what you really want and need;
- ❖ Allows others to get what they want too and gives space for their opinions;

- ❖ Is being respectful of yourself and of others; and
- ❖ Does not intentionally hurt people.

Confidence allows us to take care of ourselves, and is important for good mental health and healthy relationships. We don't always fall into one of these categories. Sometimes we use different styles of communication in different situations or with different people. The following table describes specific behaviours of these styles of communication.

Passive Communication	Confident Communication	Aggressive Communication
<ul style="list-style-type: none"> <li>❖ May give in to others easily or can't say no</li> <li>❖ May allow others to disregard their rights</li> <li>❖ May not express their wants, needs, feelings or opinions</li> <li>❖ May apologize frequently</li> <li>❖ May have poor eye contact, slumped shoulders and a quiet or soft voice</li> <li>❖ May believe others are more important than themselves</li> </ul>	<ul style="list-style-type: none"> <li>❖ Will not allow others to disregard their rights</li> <li>❖ Will use "I" statements</li> <li>❖ Will state their wants, needs, feelings or opinions clearly and respectfully</li> <li>❖ Will listen well</li> <li>❖ Will not interrupt others when speaking</li> <li>❖ Will have good eye contact, relaxed body language, and a calm but clear voice</li> <li>❖ Will believe that they have equal importance to others</li> </ul>	<ul style="list-style-type: none"> <li>❖ May dominate, criticise, blame or attack others</li> <li>❖ May not listen well</li> <li>❖ May get angry easily</li> <li>❖ May interrupt others when speaking</li> <li>❖ May be very demanding with their wants, needs, feelings or opinions</li> <li>❖ May have harsh eye contact, aggressive body language and speak in a loud voice</li> <li>❖ May believe they are more important than others</li> </ul>

## A.2. What is communication? Styles of Communication

It's important for us to self-reflect and understand what kind of communicator we are. Some people are naturally more confident than others. It is helpful to think of confident communication as a skill which can be learned. This being said, learning any new skill takes time and practice.

The following are tips for confident communication:

- ❖ Be clear in your mind about what you want to say.
- ❖ Say directly what you want.
- ❖ Give a reason if you think it will help, but make sure it is honest.
- ❖ Apologise clearly and humbly when you have made a mistake.
- ❖ Speak with a confident, natural tone of voice.
- ❖ Make eye contact.

*(Note: In many cultures and communities, making an eye contact can be seen differently. Facilitators need to be aware of the context of the participants. )*



- ❖ Respect the other person's right to say 'No'.
- ❖ Facilitators should adapt the proposed suggestions as per their context

### If You Are Excluded, but Wish to Participate

**Use positive body language:** Act confident, be comfortable, avoid crossing arms and fidgeting, smile, make eye contact, do not look down or anywhere else.

**Use "I messages":** We can use "I messages" to express how we feel when we want to communicate a problem to someone (examples: teasing, gossip, arguing, being rude, and lying). This is a respectful way of letting the person know of your concerns and what you want to see happen.

- ❖ Tell the person: "I have a problem..."
- ❖ Describe the problem or behaviour in a non-threatening way. "When you do this... I feel..."
- ❖ Tell the person how you feel about the problem. "I feel..."
- ❖ "I do not want the relationship to get worse..."

The following is an example of using confident communication "I messages" to communicate a problem to someone:

- ❖ I have a problem and need to talk to you." (Wait for response.)
- ❖ When you argue with me after I ask you to stop, I feel frustrated." (Wait for response.)
- ❖ If you continue to argue after I ask you to stop, will it make our relationship better or worse?" (Wait for response.)
- ❖ I do not want the relationship to get worse..." (Wait for response.)

## A.3. Listening Skills

Communication doesn't just mean talking or expressing our feelings but also listening. There are two types of listening:

**Active listening** where we nod, ask for clarifications, paraphrase the content and respond. Paying attention, responding effectively, asking appropriate questions and seeking clarification are key to active listening. A danger is that the listener is more often preoccupied with his/her response ('What am I going to say next?'). This can prevent us from listening fully to the person we are with.

**Empathic listening** is when we listen with our eyes, heart and mind. We not only listen to what is said, but more importantly what is not said. We pay attention to all the non-verbal cues. For example, when a teenager wears crumpled clothes, talks in a low voice, sits with her shoulders drooping and downcast eyes but says "I am okay" to your question of "How are you today?" Her body language tells us that that she doesn't seem to be okay so we could ask her about how she really is feeling.

## B. Lesson/Activities

### B.1. Group Discussion

1. Welcome and recap of previous module.
2. Have an ice-breaker game: "Gossip". Explain why good communication is necessary.
3. Activity 1: Share following scenario and ask the participants how they would respond.

Scenario: You are at home and have to cook for some guests arriving in 2 hours. You have to help your mother arrange things. Your best friend comes to you and asks you to accompany her immediately to the market, as she needs to buy something important. You express inability to go with her. She insists that you should help her that time as she always helps you when you need help. She threatens to break the friendship with you, if you do not help her.

4. Introduce the concept of communication styles from Section A.1. on the blackboard or chart paper, copy down the three main communication styles from Section A.1. and introduce the concept of confident communication.
5. On the blackboard or chart paper use Table 1: Behaviours of Three Styles of Communication, and ask groups of young people to brainstorm behaviours - passive, confident and aggressive which people may show at home, or school. Fill in any missing information when they have run out of ideas.
6. Introduce the tips for confident communication from Section A.2. Give examples of the "I messages" from Section A.2.
7. Explain the scenario below. Ask the pairs of young people to think how they would respond, and to write down "I messages" to describe their feelings and come to a resolution. Ask them to read what they have written aloud.

Scenario: Arjun's friend Arvind, was visiting his home, and was playing a game on Arjun's mother's new mobile phone. He jumps up and then he drops the phone and breaks the screen. He says sorry and says he'll go home quickly. Arjun knows his mother and father will be very upset and angry, and he wants to ask Arvind to contribute to repairing the phone. How can he talk about it with Arvind?

8. Role play: Introduce the idea of active and empathic listening (Section A3). Model each of these types of listening by the facilitator sitting up the front doing a role play with a young person telling about an embarrassing thing that happened to them, with the facilitator as the listener.
9. Summarise with key messages.

### B.2. Key Messages

There are three main styles of communication: passive, aggressive and confident. Confident communication is when you clearly represent your feelings, wants and needs while respecting others. Being confident is important so we stand up for ourselves, have good mental health and healthy relationships.



Being confident is a skill that takes time and practice to learn. Using “I messages” is a respectful way to let others know your concerns and what you want.

## Home activity

You are to practice “I message” with at least 2 people at home and in your community. Write down what you said and heard – how did you listen? Please share your experiences in the next meeting.



# Module 6: Being Aware of our Emotions

## Objectives

For young people to understand emotions and how to manage them in a positive way.

## Activities

Group discussion.

## Materials

Black board or chart paper, feeling faces sheet.

### How to manage emotions (1 hour)

Feeling faces game – 15 mins

Introducing six emotions – 15 mins

Multi-coloured card/candy game – 15 mins

Five steps to managing Anger – 20 mins

Wrap up – 5 mins

## A. For the Facilitator

### A.1. Understanding Emotion

Have you ever been afraid? Everyone gets scared sometimes. Sometimes thunder and lightning makes someone's heart beat faster. A student's mouth goes dry when the teacher announces a test, or palms sweat when it's time to get the report card after an examination. All such feelings of fear, anger, sadness, surprise, happiness and love are called emotions and we experience them in different ways in our lives.

**Table 8: Table of Common Emotions**

Six Common Emotions	
<b>Happiness</b>	A mental state of well-being characterised by positive emotions ranging from contentment to intense joy.
<b>Fear</b>	A distressing negative sensation caused by a perceived threat.
<b>Love</b>	An emotion of strong affection and personal attachment.
<b>Sadness</b>	An emotional pain associated with feelings of disadvantage, loss, despair, helplessness, sorrow and rage. Crying is an indication of sadness.
<b>Anger</b>	Emotion related to one's feelings of having been offended, wronged or denied and wanting to undo that by retaliation.
<b>Surprise</b>	A response to an unexpected event, fact or thing.



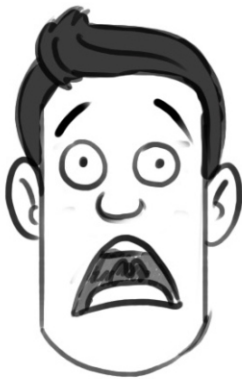
Happy



Sad



Confused



Scared



Angry



Surprized

## A.2. Managing Emotions

While emotions are natural, expressing emotions is not. It is often very difficult to identify and understand our emotions. Sometimes we can have multiple emotions at the same time – for example, feeling happy and scared at the same time.

In our life, we learn to express emotions in different ways, and this is strongly determined by whether we are male or female. As an infant, both boys and girls cry to express several emotions – sadness, fear and anger. As they grow up, boys are taught not to cry, and told to suppress fear. They are encouraged to show aggression when angry, which is not acceptable for girls. Girls are prepared to behave in a docile way and taught to control their anger. There is no restriction on them to express fear and sadness, or cry. Similarly, when harassed, girls are expected to be ashamed of themselves and not angry with the perpetrators.

When we are in different situations, we have different and strong emotions associated with them. These situations and emotions are accompanied by thoughts, actions and consequences of the emotions. It is important to take action once we are aware of our emotions. For example, if a girl is feeling sad because of losing her job, she can ask her friends to help in searching for new work. When we are learning how to manage our emotions, we should reflect on these things in order to understand our emotions more clearly.

### A.3. Managing Anger

- ❖ Anger is a common emotion, which is very hard to manage for many people. Anger is often combined with other emotions such as jealousy, frustration, or irritability.
- ❖ Anger is often directed at others in multiple ways. Being irritable or critical, verbal abuse (foul language), physical violence, breaking things and refusing to co-operate are some of the common ways of showing anger. Sometimes, anger is directed towards oneself and a person may harm themselves.
- ❖ The outcome of anger, either towards others or towards self, can damage relationships.
- ❖ Managing anger does not mean suppressing it. We need to know how to guide our reaction to it.
- ❖ Forgiveness is a key concept that can bring us release from anger and hurt. Jesus, in the Bible says very simply “Forgive one another” and “Do not let the sun go down on your anger”.
- ❖ It is important to say sorry when we have done something wrong, and to also forgive others when they have hurt us. This allows us to move ahead from the event that caused us pain, and to live in freedom knowing that though we have made a mistake, we have been forgiven.

### Steps for Managing Anger

Following steps can help in managing the reaction to your anger. It involves asking yourself a couple of questions, and then answering them based on the particular situation.

Use this example to become familiar with the steps:

A boy wanted to go out with a friend to a movie. The boy’s aunt has come to stay with his family for the night and now his mother wants him to stay at home and help her and he starts getting angry.

1. Identify the problem (self-awareness).
  - a. Ask yourself: What’s got me angry? What am I feeling and why?
  - b. For example, in this case: “I’m really angry at my mother because she is asking me to cancel my movie and help her at home. It’s not fair!” Your feeling is anger, and you’re feeling angry because you might not get to go to the movie.
2. Think of potential solutions before responding (self-control).
  - a. Ask yourself: What can I do?

- b. Stop for a minute to give yourself time to manage your anger. Think about how you might react — but without reacting yet. Think of at least three things.
  - c. For example, in this situation you might think: (A) I could complain to my mother and sulk. (B) I could finish doing the work that she wants me to do and then ask if I could go to the movie. (C) I could make excuses for not helping her and go out anyway.
3. Consider the consequences of each solution (think it through).
    - a. Ask yourself: What will happen for each one of these options?
    - b. This is where you think about what is likely to result from each of the different reactions you came up with.
    - c. For example: (C) Going out may seem like a real option in the heat of the moment, but when you really think it through, it will probably only prolong the bad feelings with you sulking first and then your mother also being unhappy and perhaps complaining about how you are now throwing tantrums and not listening to grown-ups.
  4. Make a decision (pick one of your options).
    - a. Ask yourself: What's my best choice?
    - b. This is where you take action by choosing one of the three things you could do. Look at the list and pick the one that is likely to be most effective.
    - c. Once you choose your solution, then it's time to act.
  5. Reflect:
    - a. Ask yourself: How did I do? Did things work out as I expected? If not, why not? Am I satisfied with the choice I made?
    - b. After you've acted and the situation is over, spend some time thinking about how it went. Taking some time to reflect on how things worked out after it's all over is a very important step. It helps you learn about yourself and it allows you to test which problem-solving approaches work best in different situations.
  6. These five steps are pretty simple when you're calm, but are much tougher to work through when you're angry or sad. So it helps to practice over and over again.

## B. Lesson/Activities

### B.1. Group Discussion

1. Welcome participants and have a recap of previous module
2. GA 1: Feeling faces activity:
  - ❖ Distribute the feeling faces sheet to each participant.
  - ❖ Ask them to observe and discuss in pairs about the feelings that the faces express.
  - ❖ Ask the participants to choose one face that shows their feelings at that moment and share with their neighbour.
  - ❖ Introduce the concept of emotion from Section A.1.
3. Ask young people "What do you think are the most common emotions?" On the black board or chart paper copy down the young people's responses. Once finished, go over the Six Common Emotions from section A.1.

#### 4. Multi-coloured Candy Game/card game

- List feelings and colours on board as follows:
  - Worried/Confident = blue
  - Angry/Sad = green
  - Embarrassed/Loved = brown
  - Happy/Disappointed = yellow
  - Proud/Irritated = orange
  - Silly/Excited = red
- Pass around the bowl of multi-coloured candies/cards, one person at a time.
- Without looking, person picks a candy/card.
- After picking one candy/card, person talks about a time when they felt one of the feelings corresponding to the colour of the candy.
- Discuss/summarise how we all experience all these feelings – the experiences of both boys and girls. We feel the same feelings but we express them differently, often only because of what our parents or community or culture has told us. They can help us to succeed in achieving our goals in life! So we all need to find ways to express our feelings in a healthy and constructive way.

5. Introduce the concept of Managing Emotions from section A.2.

#### 6. Group activity

- ❖ Introduce the Five Steps for Managing Anger using Section A.3. and copy down the five steps onto the black board or chart paper.
- ❖ Divide the participants into three groups and ask them to identify a situation when they become angry at home.
- ❖ Next, ask them discuss how they will manage the anger by using the five steps for managing anger.

## B.2. Key Messages

- ❖ Emotions are natural and experienced by everyone.
- ❖ How we express emotions is different for everyone and can be very different for boys and girls.
- ❖ We can learn how to manage our emotions by thinking of what situations brought them on, what thoughts we had, what actions we took, and what consequences came from them.
- ❖ Forgiveness is important as one way to manage our hurt or anger and find release.
- ❖ Anger is one emotion that is most commonly hard to manage. We can use the five Steps for Managing Anger to try and cope with our anger in a positive way.

## Home Activity

Think of when you last lost your temper or when you felt anger. What did you do or say? What was the result of your loss of temper or your feeling of anger? What was the reason

you felt like this? Write this experience down.

- ❖ Go through the Steps for Managing Anger and think of ways you could deal with the situation again using the steps.
- ❖ How would you manage your temper differently?





# Module 7: Standing Up to Difficult Behaviour

## Objectives

To enable young people to understand difficult behaviours and ways to handle bullying in the future.

## Activities

Role Play, Group discussion.

## Materials

Chart paper, A4 paper sheets.

### Standing up to difficult behaviour (1 hour)

Crumpling paper game – 10 mins

Role Play - Bullies – Discuss – 20 mins

Role Play - Victim – Discuss – 20 mins

Pledge – 10 mins

Wrap up – 5 mins

## A. For the Facilitator

### A.1. Understanding Emotion

Bullying is when someone with a stronger position (shape/size/ power or height) causes discomfort or hurts another person by teasing, beating or threatening. There is a difference between being teased by friends/family in a funny way and being teased by people to the point of emotional pain and discomfort. It is a key point for this module that you know where to get resources and help in the place where you work. Find out where is the nearest Gender Based Violence one stop shop. Be prepared that a young person may want to disclose an experience of bullying or abuse (sexual, physical or other). See the notes in the module on Gender Based violence on how to manage if someone discloses an experience of abuse or violence so you can respond appropriately. First of all, let us understand the difference for different types of bullying:

Teasing is an interaction when all are participating and having fun, and no-one is getting hurt.

Bullying is an attack that is on purpose, with an unequal balance of power – and may cause physical, social, emotional or sexual harm that can occur over and over. The table below outlines the different types of abuse.

Type of abuse	What it is?	Signs
<b>Physical</b>	<ul style="list-style-type: none"> <li>◆ Infliction of injury by another person.</li> <li>◆ It can happen to men and women, children and adults.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Punching, kicking, biting, burning, beating, or use of a weapon such as stick, belt, chain or knife.</li> </ul>



Type of abuse	What it is?	Signs
<b>Emotional / psychological</b>	<ul style="list-style-type: none"> <li>◆ When a person is being hurt emotionally /psychologically.</li> <li>◆ It is difficult to define and identify.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Name-calling or putdowns</li> <li>◆ Withholding money</li> <li>◆ Stopping a partner from getting or keeping a job</li> <li>◆ Sexual assault</li> <li>◆ Stalking</li> <li>◆ Intimidation</li> <li>◆ Threatening with violence</li> <li>◆ Denying a person from contacting their family or friends</li> <li>◆ Confining the victim to home</li> </ul>
<b>Sexual</b>	<ul style="list-style-type: none"> <li>◆ Sexual abuse is any unwanted sexual act that makes you feel uncomfortable.</li> <li>◆ It can happen to men, women and children</li> </ul>	<ul style="list-style-type: none"> <li>◆ Touching body parts or forcing to touch their private parts</li> <li>◆ Touching your body in an uncomfortable way</li> <li>◆ Showing pornographic pictures</li> <li>◆ Someone using your pictures to make pornographic pictures or videos.</li> <li>◆ Someone forcing you or trying to have sex with you</li> <li>◆ Someone tries to look at you without your clothes on in a sexual way.</li> </ul>

### Effects of Bullying:

- ❖ Low self esteem
- ❖ Increased tension
- ❖ Low participation
- ❖ Social exclusion.
- ❖ Unwillingness to go to school
- ❖ Lower grades
- ❖ Low mental health
- ❖ Increased substance abuse
- ❖ In some cases – running away and suicide

## Forms of Bullying

- ◆ Teasing
- ◆ Name calling
- ◆ Physical violence
- ◆ Threats of violence
- ◆ Spreading rumours
- ◆ Ignoring or leaving someone out
- ◆ Forcing someone to do things they don't want to do
- ◆ Phone calls by stalkers
- ◆ Threats of child/ adult pornography
- ◆ Sending vulgar messages and phone calls



### A.2. Who can be a bully?

Anyone can be a bully : Friends, peers, teachers, neighbours, brothers, sisters, employers, family. Bullying is a weakness. The act of bullying makes the bullies feel powerful and boosts their self-esteem. Bullies lack social skills and empathy. They need help too.

We should recognise that the bully might be a person struggling within herself/himself due to various reasons, such as:

- ◆ Family problems.
- ◆ Being bullied by someone else.
- ◆ Pressure from other bullies.
- ◆ Not having friends.
- ◆ Victims of low self-esteem.



### A.3. How to handle bullying

We must not lose hope when someone mocks us or teases us. Keep our heads up and be confident in ourselves.

- ❖ It is your right to be safe.
- ❖ Understand the bullying. It is done either out of jealousy, insecurity of another stressful situation by the person. In any case, it is the problem of the bully. You are NOT the problem.
- ❖ If you feel safe enough, speak to the person who is bullying you.
- ❖ Always use assertive communication skills when speaking to a bully.

- ❖ Tell someone you trust
- ❖ Make a safety plan if you are afraid that reporting will make situation worse
- ❖ Keep distance if your security is threatened
- ❖ Do not keep silent – it gives power to the abuser
- ❖ Stay in regular contact with people who love and support you and respect your decisions
- ❖ Do not cry or show that you are upset, afraid or angry. Bullies love the reaction they get, don't give it to them.
- ❖ Do not isolate yourself – it will reduce your confidence and self esteem
- ❖ Remember bullies are weak and need help. So make light-hearted comments or joke when you encounter a bully.

Some useful helplines and websites:

Childline	1098	<a href="http://www.childlineindia.org.in">http://www.childlineindia.org.in</a>

## B. Lesson/Activities

### B.1. Role Play and Group discussion

We must not lose hope when someone mocks us or teases us. Keep our heads up and be confident in ourselves.

1. Welcome and recap.
2. Crumpled paper activity: Each participant is given a paper sheet and asked to crumple it as much as possible but not rip it apart. Once they have done this, ask them to unfold the paper and make it as smooth as it was before they began the activity. The sheets will be creasy and not smooth for everyone. Facilitator can then relate it to the impact bullying (name calling, teasing, harassing etc) can have on an individual.
3. Ask the young people what does bullying mean to them? Discuss bullying and its forms (use Section A.1). Ask participants to speak out different types of bullying they witness in their community.
4. Role play:
  - a. Choose two participants to come forward and play bullies. Ask them to tease and taunt the other persons who will play a person with mental illness/ person with disability/ person with different ethnicity or language or socio economic status. Facilitator can adapt according to the context.
  - b. Ask the group members to observe what is happening. Later ask them to share what they observed about the behavior of bullies and the victim.
  - c. Discuss about the potential effects of bullying (use table)
  - d. Introduce "Possible causes of someone becoming a bully" from section A.2
  - e. Introduce the positive and negative techniques of responding to bullies. Ask the participants "what are the ways some people respond to bullying? Make a list of positive techniques and negative techniques. Give reasons, why either of

them works or doesn't work." Discuss in detail the strategies to handle bullying from section A.3.

5. Role Play 2:
  - a. Repeat the role play with different people and ask the person playing victim to use positive techniques of handling bullies.
6. Ask the participants to compare the outcome of both the role-plays and reinforce the importance of positive techniques for handling bullying situations.
7. Encourage group members to take a pledge for speaking up against difficult behavior or bullying:

We the members of \_\_\_\_\_ pledge that we will join together to stop bullying in the community.

By giving my consent to this pledge I agree to:

Treat others respectfully

Include those who are left out in society

Refuse to bully others

Refuse to join my friends who bully

Refuse to laugh, make fun or be a bystander when someone is being bullied

Tell an adult/ responsible person

Sensitize others on negative and deep impacts of bullying on a person

Share information about the anti-bullying law

Name & signature/ thumb impression:

Date:

## B.2. Key Messages

- ❖ Bullying is a big problem in schools, homes, neighbourhoods and community.
- ❖ Anyone can be a bully – family, friends, neighbours.
- ❖ Identify bullying and practice positive techniques to handle a bully.
- ❖ Be confident and do not give bully the power over you.
- ❖ Always report any incidence of bullying to a friend or significant adult.
- ❖ Bullying is a weakness and they need help too.

## Home activity

Think of someone in your friend group or neighbourhood who others laugh at or make fun of. Draw a picture or write name of this person and a positive supportive action that you will take to make things better for them.



I am not sure what to do when the boys at school pull my hair. Do you think I should talk to the teacher or should I try to sit in a different place in the classroom?"



# Module 8: Saying No to Substance Abuse

## Objectives

For young people to understand the consequences of smoking and drinking, and effective ways to say “No”.

## Activities

Group discussion, games, movie.

## Materials

Sponge and bottle, matchstick, black board or chart paper.

### Substance Abuse (1 hour)

Introduction - bottle demo - 5 mins

Types of addictions – 5 mins

Activity 1 – Tobacco / Alcohol abuse – 10 mins

Activity 2 – 3 groups, effects of abuse, personal experiences- 10mins

Role Play - Victim – 15 mins

Saying « No » - 10mins

Wrap up – 5mins

## A. For the Facilitator

### What are Drugs?

Drug refers to a substance other than food that is taken to change the way the body or mind functions, including medicines, legally available drugs such as tobacco and alcohol, and illegal drugs.

### Drug Abuse?

When a person use legal or illegal substances in ways he/she shouldn't. It may involve using more than the required dose or using someone else's prescription. People are motivated to take drugs because of the feeling of euphoria they experience as the drugs change the way the brain normally works.

### What is Addiction?

A person depends so strongly on a drug or an activity that they continue the behaviour even when it is hurting themselves or others. Addiction is a disease that affects your brain and behavior. Some surprising types of addiction are: mobile phones, caffeine, sweets, gambling, sex, pornography etc.

### Why do we sometimes take drugs?

Common factors that can induce drug use:

Personal Factors	Social Factors	Genetic Factors
<ul style="list-style-type: none"> <li>❖ Curiosity</li> <li>❖ Increased tension</li> <li>❖ Escape from reality</li> <li>❖ Poor impulse control</li> <li>❖ Low self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>❖ Peer pressure</li> <li>❖ Role modelling</li> <li>❖ Easy availability</li> <li>❖ Culture</li> <li>❖ Family environment</li> <li>❖ Advertising pressure</li> </ul>	<ul style="list-style-type: none"> <li>❖ Family history of alcoholism in parents or near relatives</li> </ul>

## Some commonly used drugs/ substances are:

Tobacco : Cigarettes, Beedies, Cigars, Chewing tobacco, Gutka, Paan masala  
 Alcohol, Marijuana, Cocaine, Heroine, Stimulants, Narcotics.

Drugs when used for long time can cause changes in brain chemicals. The changes can affect a person’s: judgement, decision making, memory and ability to learn.

### A.1. Drugs and their impact on health

Tobacco (legal drug)	Alcohol
<ul style="list-style-type: none"> <li>❖ Increased respiratory infections</li> <li>❖ Cancers, especially lung cancer</li> <li>❖ Stomach ulcers</li> <li>❖ Heart disease including heart attacks and blocked blood vessels (strokes)</li> <li>❖ Smoking can have poor effects on foetus and increased risk of miscarriages</li> <li>❖ Yellow fingers, yellow teeth, early wrinkles</li> </ul>	<ul style="list-style-type: none"> <li>❖ Increased respiratory infections</li> <li>❖ Cancers, especially lung cancer</li> <li>❖ Stomach ulcers</li> <li>❖ Heart disease including heart attacks and blocked blood vessels (strokes)</li> <li>❖ Smoking can have poor effects on foetus and increased risk of miscarriages</li> <li>❖ Yellow fingers, yellow teeth, early wrinkles</li> </ul>

### Other Effects:

<ul style="list-style-type: none"> <li>❖ Accidents and deaths due to high risk behaviour – accidents caused by driving while under the influence of alcohol are extremely common</li> <li>❖ Unprotected sex</li> <li>❖ Violence at home</li> </ul>	<ul style="list-style-type: none"> <li>❖ Financial problems which can lead to stealing, sending children to work rather than to school, increased debts</li> <li>❖ Job related problems like not going to work regularly and decreased efficiency in work</li> <li>❖ Marital issues and even divorce</li> <li>❖ Family problems</li> </ul>
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## A.2. Saying NO

Young people many times find themselves in a situation in which they want to say “No” to tobacco, alcohol or other activities but find it very difficult. They are not able to say NO sometimes because they :

- ❖ are afraid of being rejected by others
- ❖ want to be liked and don't want to lose a friend
- ❖ don't want to hurt anyone's feelings
- ❖ don't want to be hated
- ❖ don't know how to get out of that situation

Saying NO is not easy and we can learn by practise. The following are tips on how you can say “No” to tobacco or alcohol or drugs:

### 1. Use the word “No”

*Effective use:* "NO, I will not take it (alcohol or other substances)" (direct NO)

*Ineffective use:* "I don't know. I am not sure if I can handle it." (weak NO)

### 2. Give a reason for saying “No.”

Be honest. Honest answers are more easily accepted by others. Some reasons might be:

*“I want to keep a clear head.”*

*“I could get suspended from the team.”*

*“I don 't use alcohol or other drugs.”*

### 3. Give a strong nonverbal NO message.

There are many body movements that can support a verbal NO message. Be firm. Make eye contact, stand up tall, and use a firm voice. Don 't look at the ground, glance away, speak softly, or show you are nervous.

*Effective use:* Arms crossed or hand on hips while saying, "NO, I will not use it."

*Ineffective use:* Slouching and taking a bit saying, "I don't want to take it. OK I will only take a little just because you are pressurizing me to do it."

### 4. Repeat the NO message as much as needed.

Eventually, the person will get the message or give up.

### 5. *Effective use:* I told you once already, "NO, I won't have it."

*Ineffective use:* Failing to repeat the message.

### 6. Show your concern for others.

Express your concern for those trying to persuade you. In the case of friends who have decided to drink, you might say things like:

*“I 'd be really sad if anything happened to you.”*

*“What would your parents do if they found out you were drinking?”*

### 7. Suggest something else.

Try to persuade your friends to do something fun that 's safer or more healthy. Here are some suggestions:

*“Let 's go out for a movie or play cricket.”*

*“I 'd rather dance and eat something. I 'm starved.”*

### 8. Take action.

If your friends still try to talk you into doing something you don 't want to, just leave. That way they 'll know you are not going to change your mind.

9. **Avoid the situation or ignore them**
10. **Surround yourself with others who also want to say “NO”**

## B. Lesson/Activities

### B.1. Group Discussion

1. Introduce the objective of session through an activity of bottle and smoke demonstration. Burn a sponge or cloth in a glass bottle. Do not put the lid on so that the fire gets oxygen to burn. Keep doing it till the inner walls of the bottle get dark with the soot. Ask participants what they observe and make out of the activity. Share about how tobacco and other drugs can harm our body and why it is important to avoid those. (5 mins)
2. Discuss types of addiction that people have. (Example: smart phones, caffeine, pornography, alcohol, gambling) Introduce the topic of types of drugs/ substances people use. (10 minutes)
3. Divide into two groups. Ask one group, “Can you think of some of the ways people use tobacco?” Ask second group to discuss for alcohol. Then ask the young people to discuss with their neighbours, “Why do you think some young people use tobacco or alcohol?”
4. Share about different reasons why people use drugs and alcohol. (5 mins)
5. Divide the participants in three groups. Ask one group to list down the effects of tobacco and alcohol on a person’s health, the second group about person’s family and third group about person’s social life. Give them 3 minutes to make the list. Ask them to share with the larger group once they are done. (10 mins)
6. Introduce the topic of **saying “No” to tobacco and alcohol** from Section A.3. Ask the young people to think of reasons why they may not want to say “No” to friends. (10 mins)
7. Ask the young people: “Can anyone remind me of the definition of **assertive communication?**”. Next, introduce the tips on how to say “No” to tobacco and alcohol. Once complete, ask the young people: “Can you think of any other creative ways in which to say ‘No?’”. (10 mins)

### B.2. Key Messages

- ❖ Tobacco is a legal drug which is commonly used, and very addictive. Many times youth experiment with tobacco for various reasons.
- ❖ Long term tobacco use is strongly related to many diseases, especially lung cancer.
- ❖ Alcohol is also a legal drug commonly used socially and for pleasure. When alcohol use is excessive and negatively affects a person’s life we call this alcoholism. We consider alcoholism a mental disorder.
- ❖ Long term alcohol use can also be damaging to your body, especially causing liver diseases and leading to high risk behaviours.
- ❖ Saying “No” to tobacco and alcohol can be difficult for many young people. Having good assertiveness skills and coming up with creative ways to say “No” is key.

## Home activity

Draw pictures to show how an addictive substance (alcohol, cigarettes, gutka) can affect you or your family.



# Module 9: Coping with Tension

## Objectives

Young people can identify symptoms and causes of tension and stress for themselves and learn positive ways to manage stress.

## Activities

Quiz, story, games and discussion

## Materials

One onion, paper and pen, Cap and blocks

### Coping with tension (1 hour)

Introduction to tension - 10 mins

Group activity 1 – Peeling onion – 10 mins

Group activity 2 – 4 groups Impact of tension – 10 mins

Introduce - 5 step skill – 10 mins

Group activity 3 – Discussion with real examples – 15 mins

Wrap up – 5 mins

## A. For the Facilitator

### A.1. What is tension or stress?

If there is any problem or difficult situation, our body and mind starts behaving in a strange manner- the hearts starts to race, there are constant thoughts in the head, the forehead aches, everything irritates, feel like and crying- this is called tension. Whether the problem is physical or emotional, it generates stress. Some stress is good as it keeps us going on but if the tension is more and continuous, it has a bad effect on our health.

Tension can happen when we view a life event as threatening to our lives or when something unfavorable happens.

### A.2 What are the reasons for tension?

Each of us has many challenges and stressors. We wonder what people want from us, what we want from ourselves, what are we going to be, whether or not we will be able achieve what we want to, how do we prepare ourselves for what we want to be, what to read, where to learn, when should we marry, with whom, whom should we share with, whom should we be friends with.

We often find ourselves trapped in these questions. Sometimes we feel we will never be able to get out of this circle of thoughts and will not be able to solve anything. Sometimes we feel we are not capable enough and may do something wrong or make a wrong choice.

### A.3 What happens when we have tension? What impact does it have on us and our life?

Tension impacts everybody differently. If we are able to know the impact of tension at an early age then we can identify it soon and can take steps early and save ourselves from damage.

Physical - Immediate	Physical-Long Term	Emotional	Behavioural
<ul style="list-style-type: none"> <li>❖ Increased heart beat</li> <li>❖ Rapid breathing</li> <li>❖ Tight muscles</li> <li>❖ Nausea</li> <li>❖ Sweating</li> </ul>	<ul style="list-style-type: none"> <li>❖ Stomach ulcers</li> <li>❖ Arthritis</li> <li>❖ Heart attacks or heart disease</li> <li>❖ Chronic headaches</li> </ul>	<ul style="list-style-type: none"> <li>❖ Anger</li> <li>❖ Anxiety</li> <li>❖ Depression</li> <li>❖ Irritability</li> <li>❖ Poor decision making</li> <li>❖ Over sensitivity to criticism</li> </ul>	<ul style="list-style-type: none"> <li>❖ Under or over eating</li> <li>❖ Sleeping less</li> <li>❖ Increased crying</li> <li>❖ Smoking/Drinking</li> <li>❖ Decreased school/work performance</li> </ul>

## A.4 How do we deal with stress?

Poor ways of dealing with stress:

If we don't know what stress is how will we work to get rid of it or manage it? Therefore most people, because they are unaware of what tension is, use wrong ways to get rid of tension, like:

◆ Drinking alcohol	◆ Using drugs	
◆ Spending more than required time on mobile	◆ Using illness as an excuse	◆ Sleeping more than usual
◆ Eating less or more	◆ Moving away from others	◆ Screaming/ irritability
◆ Self harm	◆ Harming others	◆ Suppressing feelings
◆ Making fun of others		

## Positive Coping Strategies:

Coping with tension is when you can recognise the source of tension and act in a way to reduce it. Here we will go over a few general ways in which people cope with tension. Make sure to emphasise to young people that finding the way/ways which works for you is key.

**Sharing and talking** - talking with someone who would keep it to themselves; talking openly about your feelings no matter how weird they may seem to you.

**Try changing your way of thinking and meeting people** – don't compare yourselves with others, compare yourself to see what wonderful changes you have seen in yourself, how you thought and acted earlier and how you have learned to solve your problems differently, see how this has brought a happy change in your life.

**Moving away and avoiding** - move away from such place and situation which gives you tension. First try to calm down and then politely present your point of view.

**Managing** – whenever we face difficult situations, we get worried and anxious. Difficult and stressful situations and events are often for a brief period of time, but in anxiety we may do things that make things out of control. It is better to learn to keep calm during most circumstances, try not to get provoked, stop after saying your opinion once, try to change the way you say things.

**Looking for relationships** – friends, anyone with whom we like to talk, someone who listens respectfully and accepts. We can also be someone who listens and accepts without judging

**Having fun** - going on a trip, chatting with friends, dancing, singing, painting, embroidery, sewing, sports, doing anything that makes you feel light and joyful.

**Exercising** – running, going for a walk, dancing, singing, taking deep breaths, sports, yoga

**Being grateful** – sometimes put your tensions aside and be thankful to all those people and all those things that keep your life going. Thank God!

### **Using problem solving skills -**

1. Identify the problem
2. Define root cause of the problem – can this be solved?
3. Explore many ideas of how to solve the problem
4. Select the best idea from looking at all the possible outcomes of solving the problem
5. Take action and test your best idea
6. Check the results, start over again if necessary

Remember that some problems can be solved while others cannot be.

We can separate ourselves from some problems while not from others.

We have to learn to live in a better way with the problems that we cannot solve so that we are able to take care of ourselves in a healthier way.

## **B. Lesson/Activities:**

### **B.1 : Group Activities:**

1. Welcome the participants and thank them for coming to the group (2 minutes)
2. Conduct a small quiz based on the previous module. Arrange a small prize for the



winner (6 minutes)

3. Activity 1: Introduce the topic of tension as something that we all experience and need to find ways to cope with (10 min)

- ❖ Talk about your own experiences this morning and what gave you tension -2 minutes -
- ❖ Ask participants if anyone else has had anything causing tension this week – get 3 -4 people to share just a few sentences on what caused them tension and what were their feelings? -6 minutes
- ❖ Ask others to raise their hands if they had any stress or tension like this Whose story is this? My story? Your story? always? Sometimes?
- ❖ Introduce the objective of the session – managing stress and tension using section A.1 (2 minutes)

4. Activity 2: (10 mins)

- ❖ Uncover the onion (5 min). Ask the participants to remove the slips one by one.

Take an onion. Use it as an example of all the layers of a problem and peel off each layer and name them as you peel the onion. Pass the onion around and ask each person to name one tension they are feeling as they peel off one layer of the onion. For example -I am stressed because so many people are expecting me to do things and I don't know how to meet all these expectations.

1. Grandmother wants me to be very good at making roti and subzi
2. My mother wants me to do all the house cleaning as soon as I wake up
3. My brother is encouraging me to work very hard at my skills at badminton as I used to be very good at it
4. My friends want me to go to visit them and to tell me all their difficulties.
5. I myself feel disappointed that I didn't speak out when my father told me to leave school to look after my Dadi. I expect myself to achieve more in studies
6. My cousin is very lonely and wants me to ring her often but I don't like asking my brother over and over to use his phone.

- ❖ Use section A.2 to talk about reasons of tensions. (5 minutes)

5. Activity 3: Discussion & game: Impact of tension (10 minutes)

- ❖ Ask the participants to divide in 4 small groups.
- ❖ Ask each group to discuss and write the possible impacts of tension giving each group a unique category – (3 minutes)
- ❖ Instant
- ❖ long term
- ❖ behavior
- ❖ emotion
- ❖ Please read aloud at the end for the participants who do not know how to read and write.
- ❖ Play Dumb Charades- at the end of small group discussion each group member is asked to enact one impact of tension – emotions or body or other, which the other group members have to guess. The group that gets the most answers right are given a standing applaud. (6 minutes)

6. Facilitator shares about negative and positive ways of dealing with stress (section A.4) (8 minutes) using the 5 step problem solving skills approach. Use an example



from facilitators own life in last two weeks if possible.

### Using problem solving skills -

1. Identify the problem
2. Define root cause of the problem – can this be solved?
3. Explore many ideas of how to solve the problem
4. Select the best idea from looking at all the possible outcomes of solving the problem
5. Take action and test your best idea
6. Check the results, start over again if necessary

### 7. Activity 4: Discussion (12 minutes)

- ❖ Divide large group into 2 smaller groups
- ❖ Ask anyone to volunteer and share their story of problem.
- ❖ If no one volunteers, facilitators should share their own story.
- ❖ Ask the first group to enact a way of dealing with problems and tensions
- ❖ Ask second group to enact ways to deal with tension using problem solving skills.

Please note that while showing the bad ways of dealing with tension it does not get comical otherwise it will send a wrong message in youth. They may take the whole learning lightly. If so this happens discuss and end the session on a serious note.

### Home activity (2 minutes)

1. Rapid fire- Before the sun rises tomorrow share the 6 step problem solving technique with anyone.
2. By next week each of us should try out this six step technique to solve one problem in our life.



# Module 10: Maintaining Relationships for Life

## Objectives

Young people understand the different types of relationships and how to develop healthy relationships.

## Activities

Practice active listening in pairs and discussion.

## Materials

Wool yarn, Black board or Chart paper.

## Learning Relationships – 1 hour

Welcome & human web - 10 mins

Activity 1 - Ball of Yarn - 15 mins

Activity 2 - Role-play - conflict resolution - 15 mins

Discussion - 15 mins

Wrap Up: - 5 mins

## A. For the Facilitator

### A.1. Types of Relationships

There are three basic types of relationships that we share: family, friends and intimate. As children get older, they learn that there are a variety of relationships that they can have with other people.

#### Relationship with Family

We often learn about love and caring from our families. However, families are not perfect and at times people in our family don't do a good job of being loving. Families are also a great source of strength, care and support.

#### Relationship with Friends

A friend is a person we know well and regard with affection, trust and respect. Friendships may change over time. Making and keeping friends can be particularly tough if one is shy or unsure of oneself. The best way to make new friends is to be involved in activities at school and in the community. Another way is to be friendly and helpful to other people. Peer pressure can sometimes play a role in friendship. If someone is feeling peer pressure, the relationship is not balanced. Express yourself with your friends, you have the freedom to say "no" if you disagree.

#### Intimate Relationships

An intimate relationship is one in which you can truly be yourself with someone who you respect and are respected by in return. It is an emotional connection. It does not have to be in the context of a romantic or sexual relationship.

#### Healthy Relationship

A relationship where there is respect, trust, understanding, love and a space to express oneself is a healthy relationship. Within every relationship, we have certain expectations

and responsibilities. While we should have space to stand up for what we believe in, we should also respect others' views and feelings. If we are scared of losing a relationship by speaking our mind, we are in an unstable relationship. There is no place for force and violence in a healthy relationship. We should work towards making our relationships healthy.

## A.2. ABCs of Relationships

A is for Awareness, B is for Balance and C is for Conscious choice. They are the keys to a healthy relationship and are at the base of "The ABCs".

### A is for Awareness

Awareness means using what you know to respect others and demand respect.

Awareness is having knowledge of the consequences of unhealthy relationships (the unequal relationships where you are dominating or being dominated by your friend or partner) and recognising danger signs, as well as knowing what your boundaries are.

### B is for Balance

Balance means a relationship that is not one-sided (one person has more control or power than the other). Communication is the key to maintaining a balance. Both people need to recognise that they have valuable opinions, and have to work together to balance their desires.

The same is true for family and friends. People can certainly do things together, but remember that they can have different interests too. Make sure you have time to do things which you like. If you change in a relationship and adopt all of the other person's favourite things, hobbies and lifestyle, the relationship becomes unbalanced. This could be a very bad sign. If you are scared of losing a friendship by standing up for what you believe is right, then you are in an unstable friendship. True friends listen to and respect each other's opinions.

Techniques for being a good friend:

- ❖ Be supportive and encouraging.
- ❖ Do not tease or belittle.
- ❖ Be respectful of the differences in your friends.
- ❖ Cooperate and compromise.
- ❖ Be considerate.
- ❖ Talk openly about disagreements.
- ❖ Apologise when you have hurt someone.
- ❖ Forgive others when they have hurt you.

### C is for Conscious Choices

Conscious choices include being able to decide what the next step in a relationship is, making sure things don't "just happen". Choices mean being able to take control. In all

relationships we should make conscious choices about how things are.

### A.3. Conflict Resolution

Conflict will arise in many, if not most, of our relationships. A large source of conflict for many young people is with parents. Parent-child conflicts during adolescence occur for several reasons:

- ❖ Young people ask questions that parents find difficult to answer.
- ❖ Young people challenge parents' decisions.
- ❖ A young person is no longer a child but not yet an adult: parents and their children are trying to deal with this transitional phase.
- ❖ Young people are going through many physical and emotional changes that parents may not be aware of or understand completely.
- ❖ Young people may rebel against parental authority.
- ❖ Young people want more independence, while parents still want to protect and guide their children.

Young people and their parents can try resolving conflicts using the **following four tips**:  
**Mutual Respect** – parents and their children must a) listen to each other; b) value each other's opinions (even if they disagree with those opinions); and c) express disagreement maturely, without fighting.

**Communicating** – openly and honestly with parents. Young people can try to share their thoughts and feelings with their parents, and seek their advice.

**Responsibility** – young people need to understand that their parents' actions are guided by their sense of responsibility, caring, and love for their children. Young people in turn, must also act responsibly/make responsible decisions to earn their parents' trust and respect.

**Understanding** – parents' perspective and actions, and making them (i.e., parents) understand the changes that the young person is going through.

## B. Lesson/Activities

### B.1. Group Discussion

- ❖ Welcome: Introduce three types of relationships from Section A.1., giving examples from your own life.
- ❖ Divide young people into groups of three and introduce the ABCs of Relationships from Section A.2. While introducing the balance section, ask the young people "What do you think are some techniques for being a good friend?" (Section A.2.). Fill in any missing information once young people have discussed.

#### The Human web. (8 minutes)

- ❖ This activity focuses on how people in the group or community inter-relate and depend on each other.

- ❖ The facilitator begins with a ball of yarn. Keeping one end, pass the ball to one of the participants, and asks the person to introduce him- or her-self and their role in the family / community.
- ❖ Once this person has made their introduction, ask him or her to pass the ball of yarn on to another person in the group. The person handing over the ball must describe how he/she relates (or expects to relate) to the other person.
- ❖ The process continues until everyone is introduced.
- ❖ To emphasise the interdependencies amongst the team, the facilitator then pulls on the starting thread and everyone's hand should move.
- ❖ Introduce the objective of the module

## Activity 2

This activity is to introduce the concept of conflict resolution from Section A.4. Next, ask the participants: “Why do you think so many parent-child conflicts happen around your age?” (Section A.3). Fill in any missing information once complete.

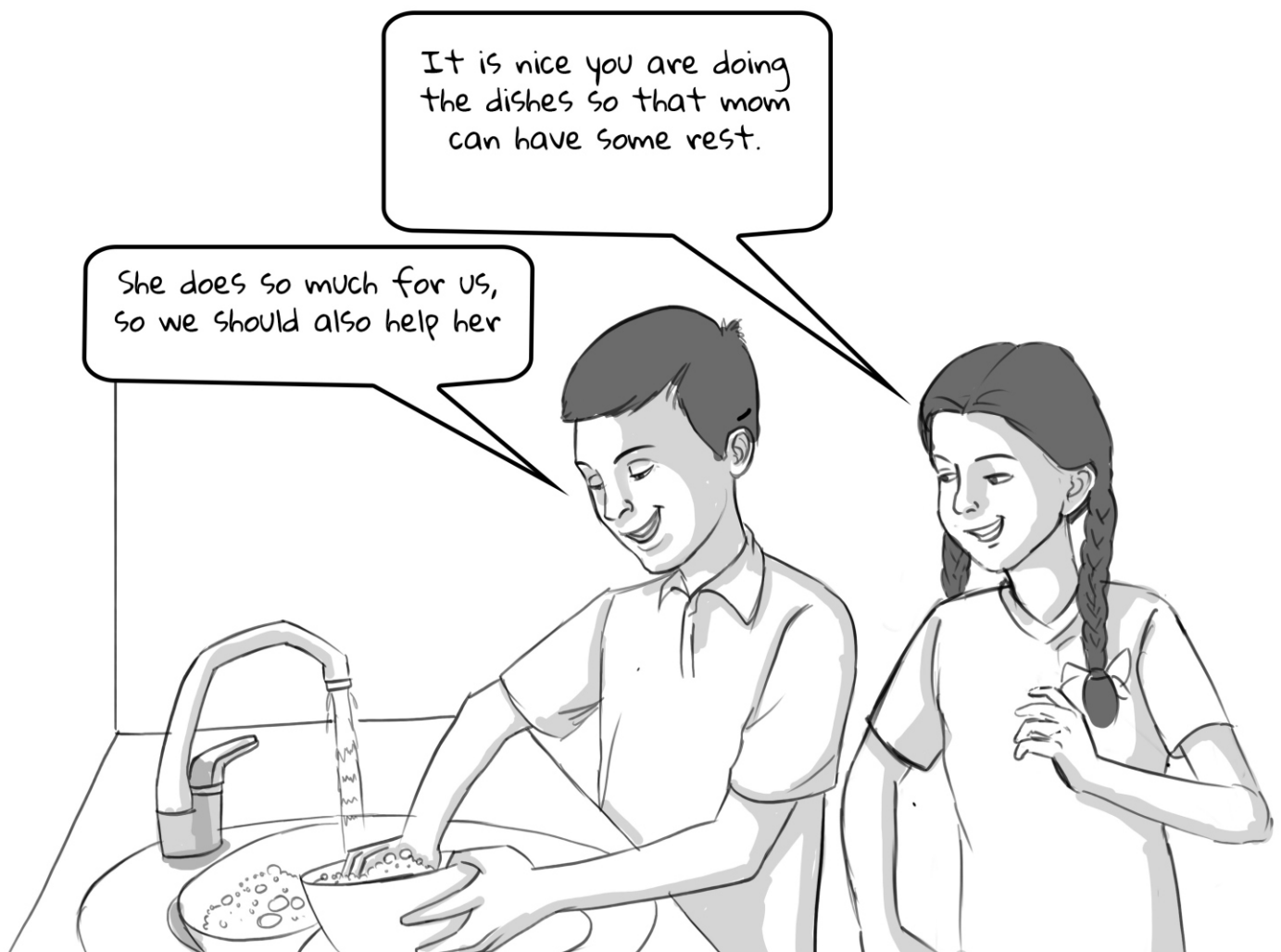
- ❖ On the black board or chart paper, copy the four tips for conflict resolution from Section A.3. and introduce this concept.
- ❖ Next, ask the young people to come up with a conflict situation between parents and children for a role play. Choose one volunteer to be the child, and one to be the mother. Request these first volunteers to role play poor conflict resolution for 2 minutes. Then ask the young people to point out the negative aspects of this conflict resolution.
- ❖ Choose two more volunteers to role play good conflict resolution and follow the same procedure.

## B.2. Key Messages

- ❖ Relationships make us social beings. Relationships should be based on mutual respect and trust.
- ❖ A relationship involves a lot of give and take and it requires effort to make relationships last.
- ❖ A relationship where there is respect, trust, understanding, love and a space to express oneself is a healthy relationship. We should continue to work towards building healthy relationships.
- ❖ If you have doubts that a relationship is healthy, reflect back on the ABCs for guidance.
- ❖ There are four main types of listening: passive, selective, active and empathetic. Developing your empathetic listening skills is important for being in a healthy relationship and conflict resolution.
- ❖ Conflict is bound to come up in relationships, especially with parents. Try to use the four tips for conflict resolution in your household.

## Home activity

- ◆ Think of someone to whom you are very grateful, but who you have never properly thanked.
- ◆ Compose a letter or draw pictures for them describing your gratitude and what they did to make you thankful
  - ◆ Tell the person why you are thankful or read the letter to that person by phone or in person.



# Module 11: Sexual and reproductive health

## Objectives

- ❖ To understand the names of body parts of both males and females as they physically mature
- ❖ To understand the importance of physically intimate relationships

### Sexual and reproductive health (1 Hour)

Intro and game - 10 mins  
 Summary FAQ 10 - 12 mins  
 Body mapping - 8 mins  
 Intimacy - 25 mins  
 Wrap up - 5 mins

## Activities

Mapping exercise, games (2) and group discussion

## Materials

Body map charts

Acknowledgement – the content of this module has been adapted with permission from the Corstone Youth Health curriculum for India.

## A. For the Facilitator

### A. 1. Introduction

In this module we orient young people to the correct names for different body parts related to the genitalia and reproduction. This topic is one that many young people may find embarrassing and it is important that the facilitators lead without giggling and speak clearly and confidently to ensure young people participate appropriately. Human bodies are created with beautiful design and function. Each human is uniquely made to both love others and to be loved. In this module underline the following points:

- ❖ Each group should complete the 'labelling the body parts exercise' for both boys and girls.
- ❖ Help participants put the labels on their papers.
- ❖ Stress the use of scientific names.
- ❖ Be sensitive to the feelings of the students and acknowledge that this is a topic that can be difficult to discuss but it is right for us to know the basic facts.
- ❖ Try to draw out the shy ones, but do not insist with someone who is not willing to come forward and share.

### A.2. Physical and reproductive health

**Here are some broad questions that you should go through with the young people**

“What are the major genital organs?” (Go through the names of the body parts using the Facilitator's Version of Handouts at the bottom of this module so that young people know the correct terms).

“Do we usually use the correct terms for different body parts, in particular the genitals? Why or why not?” (Most of us feel embarrassed and therefore, will use a term that will stand for the body part).



**“Are you aware of physical and emotional changes that start in adolescence? What are some of those?”** (Physical changes in girls include breast development, widening of the hips, onset of menstruation. For boys, their voice deepens, beards begin to grow, shoulders widen, and they have nocturnal emissions. Both sexes start to grow hair in their pubic and underarm areas. Emotional changes in both sexes can include mood swings, wanting to be more independent, physical attraction to other people).

**“Does everyone grow at the same time and at the same rate?”**

(Everyone is different in terms of when they enter puberty and when changes start for them. Most begin to see some changes by the time they are 15 or 16 years old).

**“Sometimes young women have a vaginal discharge that leaves a mark in their underpants. Is this normal?”** Nearly all women will have a discharge from their vaginas which changes at different times of the month. A normal discharge is white or cream-coloured and can sometimes be stringy like mucus.

**“What are signs of an unusual vaginal discharge?”**

Sometimes a woman can get a yeast infection which can occur by itself or after antibiotic use. This can make her genital and vaginal area very itchy and sometimes leads to a vaginal discharge that is in small lumps more like dahi (yoghurt). It can be treated after meeting with a doctor. If a vaginal discharge is grey, green or has a bad smell, or if there is lower abdominal pain associated, there may be an infection of some kind in the vagina or uterus and a doctor should be consulted.

**“What is masturbation?”**

A woman or man may stroke or rub their own genitals if it feels good. Many young people and adults do this when they are in a private place by themselves. It does not cause any harm.

**“Why do some people worry about the anatomy of a young woman’s hymen?”**

The hymen is a piece of tissue that is present at the opening of the vagina in some women, but not all. In some traditional settings it was believed that a young woman should show presence of blood and a freshly torn hymen as a mark of her first episode of sexual intercourse. Current scientific knowledge has confirmed that this is a false belief and that at the first time of intercourse the majority of women do not have tearing of the hymen or bleeding.

## B. Lesson/ Activities

Welcome the participants and begin with an opening circle. Ask young people to share one thing using a ball (or a rolled-up dupatta or piece of paper is fine) and throwing from one person to the next. The person with the ball shares “Something that I am excited to do, now that I am getting older...” try to hear from at least 7 – 9 people but you don’t have to cover the whole group.- 10 min

Share with the students: **“Today we are going do an exercise to get familiar with our body and its different parts.”** Explain that it is important to understand all parts of our bodies including the changes that occur in adolescence and that are important for reproduction and sexual health. If we know the correct terms for body parts we

can talk about them without embarrassment.

Explain to the pupils: “Before we begin our discussion, it is important to review the names of reproductive and sexual organs.”

Hand out the Handout #1 - Body outline - Female and Handout #2 - Body Outline male. Ask the students to label the body parts related to sexuality and reproduction.

After they complete labelling the parts, generate a discussion using the questions below:

“What are the major genital organs?” (Go through the names of the body parts using the Facilitator's Version of Handout #5 and 6 so that pupils know the correct terms).

“Do we usually use the correct terms for different body parts, in particular the genitals? Why or why not?” (Most of us feel embarrassed and therefore will use a term that will stand for the body part).

“Are you aware of physical and emotional changes that start in adolescence? What are some of those?” (Physical changes in girls include breast development, widening of the hips, onset of menstruation. For boys, their voice deepens, beards begin to grow, shoulders widen, and they have nocturnal emissions. Both sexes start to grow hair in their pubic and underarm areas. Emotional changes in both sexes can include mood swings, wanting to be more independent, physical attraction to other people).

“Does everyone grow at the same time and at same rate?” (Everyone is different in terms of when they enter puberty and when changes start for them. Most begin to see some changes by the time they are 15 or 16 years old).

“Who could young people approach with questions or worries about puberty?” (Encourage them to talk to parents, facilitators, teachers, doctors, etc.)

**Game** – Balloon volley ball – Divide the group into 2 and if possible tie a piece of wool or string across the room. Each side can hit the balloon three times while the balloon is on your side. 5 minutes

### Intimacy

Write the words “Physical Intimacy” on the flipchart paper. Ask students for examples of things that would be considered physical intimacy (be sure to include not only sexual intercourse but also things like kissing, holding hands, etc.). Go through each of the examples and define what it means.

Transition from talking about puberty and reproductive organs to taking care of our bodies with others by saying: “As we've discussed, one way of taking care of

our bodies is through personal hygiene. We also need to take care of our bodies in the way we relate and interact with others.”

Say: “In the last session, we spoke about relationships. Who remembers the types of relationships that we discussed?” (Remind them as needed: friendship, love relationships, infatuation, relationship with self ).

Tell the students: “Today we will talk about love relationships. Affection is a part of most relationships; think of giving your grandmother a cuddle or holding your father's hand. Affection is a part of love relationships as well, but this affection is different than for other relationships and is more intimate. Some close love relationships involve physical intimacy.” Continue by sharing the following points with students:

“As you grow up and especially as you enter your teen years, it is normal to feel physically attracted to others. Depending on your values, the values of your family, and the values of your community, it may also be acceptable to have relationships like these. At some point in your life, whether it is a little later, or much later on, you are likely to have some of these types of relationships. It is also possible that physical intimacy will be a part of at least some of these relationships.”

Sometimes we may not have any partner and it could be a matter of chance or choice. Remain single without sexual intimacy or partner is also absolutely alright.

Hold a discussion with the students, inviting students to share their thoughts about each of these questions. Use the suggested text following each question to help guide the conversation:

“Why do you think our thoughts and emotions change during adolescence?”

This is natural. At this time the body begins to become more mature and starts to prepare itself for future sexual activity. Along with changes in body size and shape, there are also changes in our hormones. A part of growing up means that our ideas and interests also begin to develop and change. We become more conscious of ourselves, our bodies, what we feel, and we want to feel more “grown up”. We may also start experiencing sexual feelings. We also start getting attracted to people, noticing how they look, wondering if they will pay any attention to us, and wanting to be noticed by them.

“When you see a romantic song or movie have you ever felt a little funny? Note what students answer and then explain:

When you see something that is romantic, sexy or exciting, it is absolutely natural to feel something happen in your body. Some people feel their heart beat increasing, or feel sweaty, their pulse might race, they might feel a tingle in some part of their body this is because the body is just getting used to these

new sensations. With time, you will be more in control of these physical feelings.

### “Can girls and boys be best friends?”

Of course they can. Girls and boys can be very good friends with each other as long as they respect each other as human beings.

### “Can you be sexually attracted to someone of the same sex?”

People can be sexually attracted to anyone. Different people feel different things and may be attracted to men or to women, or both. People who are sexually attracted to people of their own sex are called homosexual. People who are sexually attracted to people of the opposite sex are called heterosexual. And people who are sexually attracted to both sexes are called bisexual. Women homosexuals are often referred to as “lesbians”, and male homosexuals are often known as gay (“gay men”). Sexual attraction, as we have seen, is different from love. If you love your best friend who is the same sex as you, this does not mean that you are homosexual.

### “Why do we sometimes feel bad about our bodies and the way we look as we grow older?”

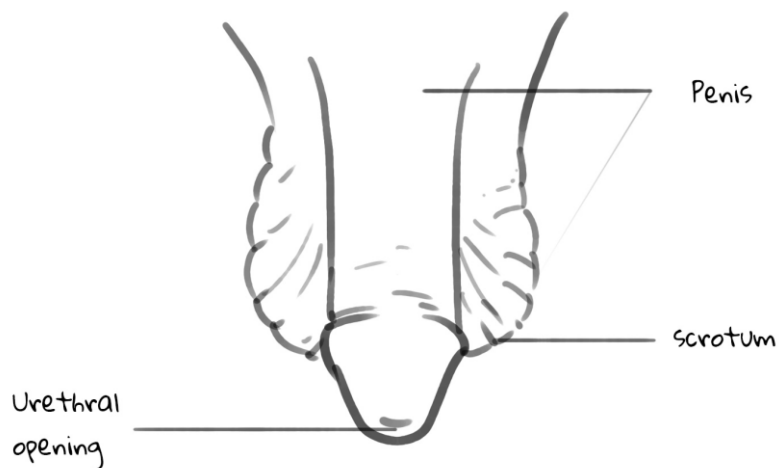
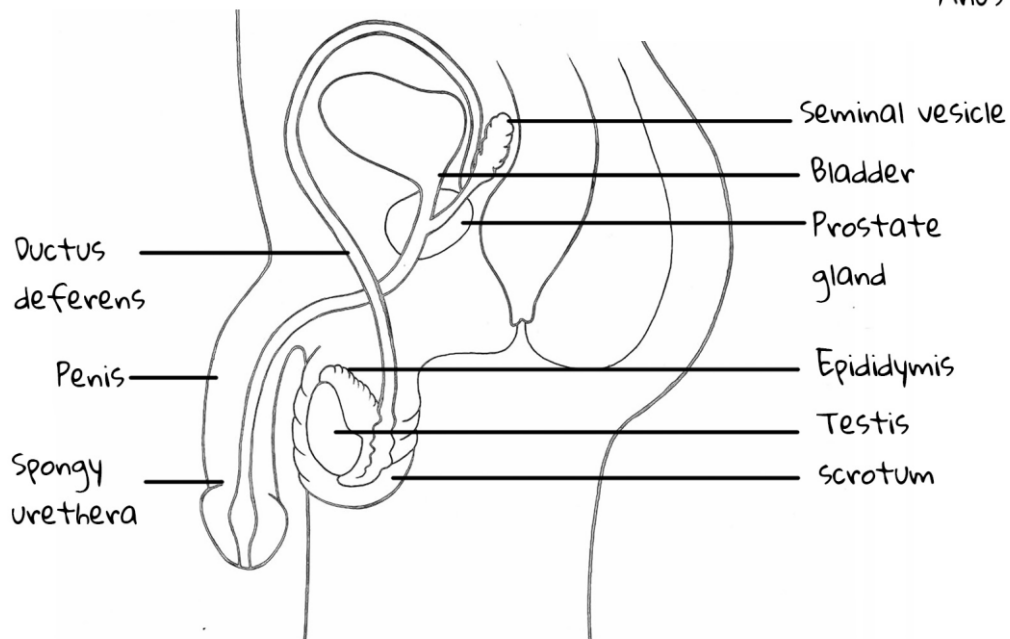
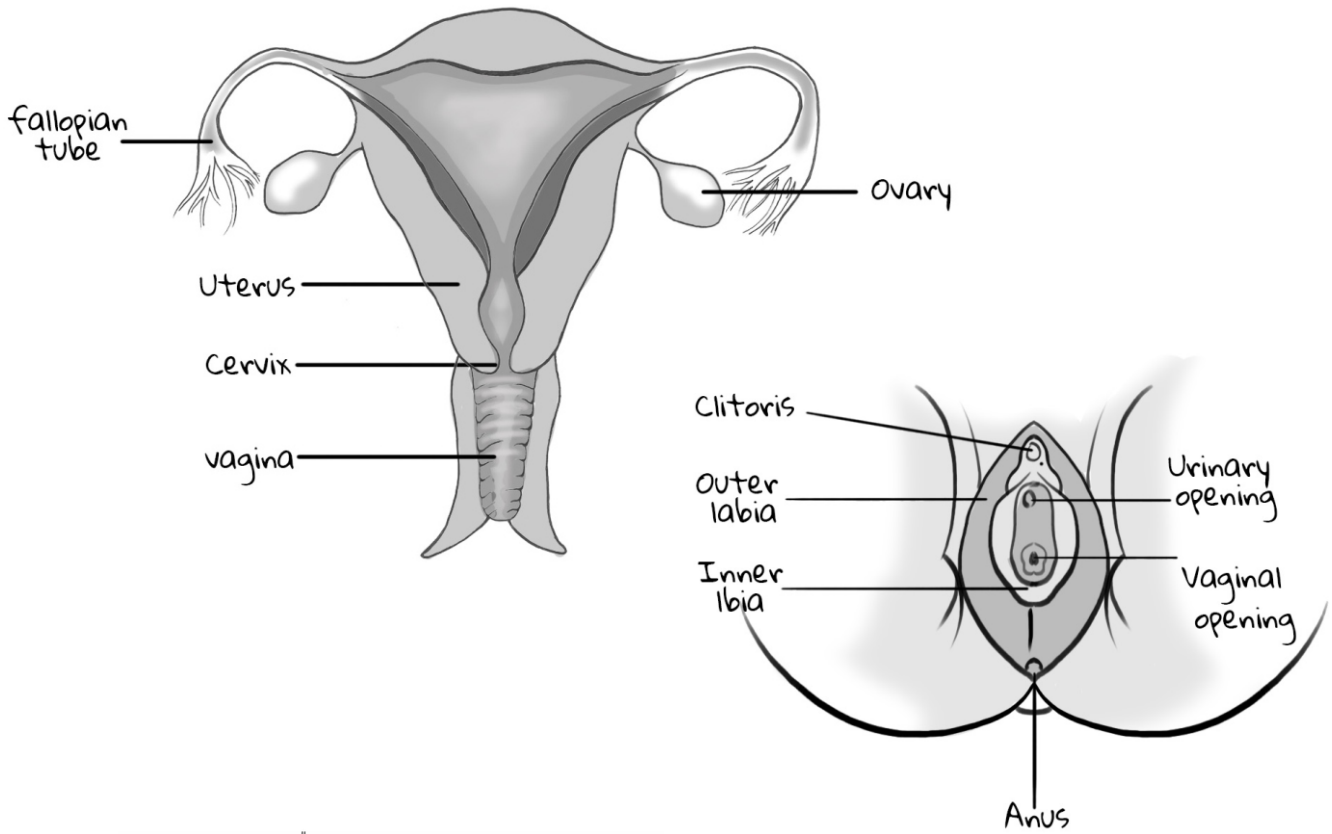
Students may be at different levels of understanding about physical intimacy, specifically about sexual intercourse. If you find this to be the case, this may deserve a more detailed explanation.

#### **NOTE**

The way we feel about our bodies and our looks is called “body image”. It's what we see when we look in the mirror and how we feel inside our own skin. Some people accept themselves as they are, while others dislike just about everything to do with their looks. Each person is unique and special. A positive attitude about ourselves will help us feel better about ourselves and the way we look.

## **Home activity – choose two of these activities to focus on this week**

- ❖ Start using correct terms for body parts with other family members.
- ❖ Use encouraging and positive words with your friends when talking about their physical appearance.
- ❖ Discuss with older women or men who are married, in your home what they think are the most important positive ways to build a strong marriage relationship.
- ❖ Girls - share experiences with an older sister or friends about growing up. For example, how they manage menstrual hygiene or started more independent decision.
- ❖ Boys - share experiences with your friends or cousins, about growing up. For example, when they started shaving or started more independent decision making.



# Module 12: Accepting our Differences

## Objectives

Young people understand that diversity is enriching

Young people are open to connecting to people different to them

## Activities

Power walk, Arunima's story and discussions in groups.

## Materials

Black board or chart paper

### Accepting Differences (1 hour)

Welcome and introduction: 5 mins

Power walk activity – 30 mins

Discussion – four groups – 10 mins

Arunima story – 10 mins

Key message and wrap up: 5 mins

## A. For the Facilitator

### A.1. Introduction - Some common differences in our society

#### A.2.1 Gender

Sex is biological, something we have from birth. Gender is constructed by the society such as giving a small boy a cricket bat or a young girl a doll to play with. Gender is the roles and expectations from the person based on his/her sex. There are also people who identify as having a third gender, who may be trans-gender or hijra or have a different gender identity. There are many examples of ways that people are treated unequally based on their gender.

#### A.2.2 Person with disability

Person without disability	Person with disability
People do not stare at the person	People stare with pity
Random strangers don't ask questions about why your body is like this	Some people make fun of the person
Call the person by his/her name or designation	Call names: "blind, deaf or dumb". Persons disability is visible first and not his/her ability
High expectation	Low expectation
Enough opportunity for participation	Lesser opportunity for participation
Easy to get married	Difficult to get married

### A.2.3 People with mental health problems

Person without mental health problems	Person with mental health problems
People do not make fun of them	Teased and made fun of
For any health issue, seek medical help	For mental illness often resort to witchcraft
Invited for participation in social life	Excluded in most of the activities
High expectation	Low expectation
Family feels proud of them	Families often feel ashamed of the mental illness

### A.2.4 Social structures supporting caste

Caste is a social order that is implemented in India and that is ascribed to a person at birth based on heredity i.e. on their parent's defined caste. Caste is built on a strong notion of purity and pollution that has no scientific or biological basis but which can become a defining feature and can define what work she or he is permitted to do. The people in castes with more advantage will take up more 'clean' tasks while those who are disadvantaged are often assigned to do difficult work that is considered 'dirty'. The fight over reservation for people from disadvantaged castes is only for jobs coveted or traditionally held by the advantaged caste groups. Caste has impacts on access to housing, education, employment and marriage.

General caste	OBC, SC or ST caste
Considered 'normal' (the label itself suggests that this is the mainstream)	Considered on the edges of society
Have more land, resources and opportunities	In obvious and subtle ways can be prevented from accessing resources
Invited for participation in social life	May be excluded from temples, or eating together with the whole community
High expectation from school teachers	Low expectation from school teachers
Greater access to resources, education, housing and finances	More limited access to resources, education, and finances

### A.2.5 Social and economic disadvantage

There are many structures in our world and communities which mean some people have very few resources and struggle for their daily food and needs, while other people have



large houses, several vehicles and throw food out as they have too much. Most people who are disadvantaged in their social and economic assets have got to this position due to global and national forces. For example, wealthy people suggest that tax rates should be low, which means government schools are often not supported with good teachers and resources, so the students who attend these schools cannot ever get good grades to allow them to study high income professions such as medicine or engineering. In this way, low income families are stuck with doing low-paid mazdhuri type work, while high income families pay for private and expensive education which ensures that they and their children will have a high income.

### **Story of Arunima Sinha**

Arunima Sinha, one of the national level volleyball players was thrown out of a moving train by some robbers. She suffered multiple injuries and her leg was amputated. People used to pity her and said that her life has ended. Arunima was hurt by all those statements and wanted to do something to regain her confidence and dignity.

She decided to join a mountaineering training centre. People laughed at her decision and said it was foolish of her to think of mountaineering. People doubted that she will never make it as she had a prosthetic leg. With a year's training and unbreakable will power, Arunima was successful in beating this challenge. She did it in 52 days and became the first woman amputee to climb the mount Everest. Today she is helping other poor and physically challenged children by her own sports academy.

## **B. Lesson/ activities**

### **B.1. Group discussion**

1. Opening circle - welcome the participants and use a rolled-up dupatta or ball to throw from one to the other. Ask each person to describe how they are feeling in a maximum of two words 5 mins
2. Introductory discussion - 10 mins
  - a. Very often we can make negative judgments about someone who is different from us in appearance, religion or social position. Differences are part of what makes the world interesting, diverse, fascinating and by building connections, conversations and friendships with people who are different from us we can learn from each other. Ask the group to suggest some of the differences (social and other) that they notice in their communities, such as different styles of clothing or different languages spoken. If they are struggling give further examples around religion, caste etc. Write a list of ways that people in their community are different to each other on chart paper.

### 3. Power walk and discussion afterwards - 30 mins

Explain to participants that for this module we need to walk to a large open space – this may take a few minutes to leave the training room. You could use a roof top or a large courtyard or school yard. Give each person a character card – this is the person who they have to be in the game.

Give each of the participants a piece of paper with a character written on it. The characters are listed below. Write each character (or photocopy and cut out) on a slip of paper.

Request the participants to join at an open space for the exercise

Ask participants to stand in a row on one side of the space. Instruct participants to take one step forward if the statement applies to his/her given character. Read the following statements:

- ❖ I would be confident if I was arrested that people would want to hear my side of the story
- ❖ If I had to do online application for an entitlement I could complete it
- ❖ If my family member had to have a large surgery, I could help them at the hospital
- ❖ If I was hungry, I could buy food
- ❖ If there is a wedding of the daughter of our Pradhan in our community, I will be invited
- ❖ If I needed to get help, I know the systems and I can write an RTI myself
- ❖ I have no difficulty using a bus or public transport
- ❖ I went to secondary school
- ❖ If I had difficulty getting care at the hospital, others would try to help me
- ❖ I can name some of the laws in the country
- ❖ I can sit and eat with anyone in my community and they will welcome me
- ❖ I can see and read the signposts of roads and shops in my community
- ❖ I know at least three people who will happily lend me money without charging interest or making me feel bad to ask
- ❖ I can read and understand legislation

After reading the statements ask those who have come forward and discuss why they are at the front, what those who remained at the back feel about those moved forward. Explain that these are people we normally meet in our community. Also ask people at the back who they are and why they did not take steps. Explain that these are people who deserve attention.

Discuss the outcomes of the power walk and its implication on our community level activities. Also assess what capacities people at different levels need to listen to others. Some key questions that facilitators may want to ask:

- ❖ Why are some people at the back, and others are at the front?
- ❖ How did the people at the back feel when the others were stepping forward?
- ❖ How did the people at the front feel when they moved ahead of the others?
- ❖ Can the participants who take none or only take a few steps have their voices

heard by those at the front? How could they be heard?

- ❖ What is the position of girls, boys and women relative to others in the power walk?
- ❖ The distance between participants symbolizes lots of real distances or inequities in communities. What are they? (Socio-economic, cultural, rural/urban, status, etc.)

A 15 year old boy who works in a tea shop	A police woman	A male shop keeper of general caste
An old woman with poor eye sight and poor hearing	A young man in a wheel chair	A tribal woman from Odisha who came to the city as a domestic helper
A 40 year old Muslim woman who cannot read or write	A young 16 year old woman with anxiety and depression problems	A male school principal of an English medium school
A female MLA	A hijra person who travels on trains for income	A six year old boy who lives in a basti
A male engineer who works for a corporate mining company	A 25 year old gay injecting drug user (male)	A 10 year old girl who studies at an English medium private school
A 35 year old housewife with a 2 room house	A retired high court judge	A male village farmer with bipolar disorder

4. Small group discussion on disability, mental health, caste and socio-economic disadvantage (10 minutes)

- ❖ Ask participants to number off 1,2,3,4
- ❖ Now they should get together with people of the same number.
- ❖ Ask each group to identify and list the types of people who are being discriminated in their community and share in their group
- ❖ List the differences the society sees or practices for people their group is discussing.
- ❖ For example Group 4 discusses the differences experienced in life by people who are wealthy and people who are poor.
  - ◆ Group 1 discusses disability.
  - ◆ Group 2 discusses mental health problems.
  - ◆ Group 3 discusses caste
  - ◆ Group 4 discusses socio-economic disadvantage.
- ❖ Fill in any of the things left out and discuss using resources in the section above

5. Share Arunima’s story 10 min

- ❖ Ask participants to tell the positives of the story and what they learnt.
- ❖ Emphasise that being different does not make us less capable or less worthy.

## 6. Key messages and home activity:(5 minutes)

- ❖ Society at times sees differences as misfit and unacceptable.
- ❖ General discriminations are gender, mental illness, disability, socio economic status, caste based.
- ❖ Acceptance of ourselves leads to freedom and empowerment.
- ❖ Including and friendship with diverse people enriches our own lives

### Home activity

Ask the participants to identify one person in their community who is different to them e.g. with a disability, from a different language group etc. Request the participants to try to meet and have a conversation with them. They can share their experiences in the next group meeting.



# Module 13: I Can Create Change

## Objectives

For young people to understand the alternative meaning of citizenship and that no one is too young to make a change. To help participants understand that any effort no matter how big or small, leads to change.

### I can make a change (1 hour)

Demonstration - ripple game: 5 mins  
Introduction to citizenship and capacity to change - 20 mins  
Community Map – 15 mins  
Discussion in group about Creating Change project - and develop project plan - 20 mins

## Activities

Group discussion, Ripple game, My Community Map.

## Materials

Black board or chart paper, water bucket, pebble, ink/colour.

## A. For the Facilitator

### A.1. Citizenship

Each one of us has a role in our family, community and the world. Each person has talents and qualities that can benefit others in some way, even young people! Once we discover these talents we can find ways to use them beyond benefiting ourselves and to create change. Most of us know the word citizenship as belonging to a particular country, for example we are citizens of India. We can also think of citizenship as belonging to a community and contributing to that community. Communities need different types of people to play different roles. Being a good citizen or contributing may not mean the same thing for everyone. We all have different abilities and can contribute in our own way.

We can all begin contributing to our communities at a young age. Doing something for the greater good beyond ourselves is important to gain a sense of purpose in life. Seeing the good that you have done can also be very motivating for many young adults. We can all take steps to create change and make things better in this world. What makes a good citizen? The following are general examples of good citizenship but this will differ for each community:

- ❖ Cares about the feelings and wellbeing of others in the community;
- ❖ Respectful of others rights and opinions;
- ❖ Good listener;
- ❖ Stays informed about issues in the community and the environment;
- ❖ Knowledgeable about laws and rules; and
- ❖ Will stand up for what is right.

## A.2. Change in My Community Project

Over the remainder of the sessions young people will work in small groups to practice their citizenship. Groups will identify one thing that they wish they could change to better the community. Young people will use their problem solving skills to create a plan of action for the changes they would like to see. As the final module of the course young people will present their project plans to the class and decide if they wish to put their plans into action.

Please refer to the following steps to be taken over the next four sessions. Please remind young people at the end of the coming sessions where they should be in the process and check on their progress.

- ❖ My Community Map – Young people will draw a map of the community on a large piece of chart paper, identifying important structures and landmarks (school, place of worship, police station etc.). Mark relevant places on the map, for example a liquor shop. They should then identify problem areas, which they may like to change – it could be a physical structure or a social problem. Groups then choose one of these problems for their project. Before the next session young people should think about who this will impact and in which ways. The projects should be realistic and manageable but that should not stop young people from thinking big!
- ❖ How to Get There – Before the next session, the young people should think of how they want to go about making a change to the community. They should create a plan of action with steps that will need to be taken to achieve their goal. Where will they start? Who will lead the effort? What is their timeline? Remind the group that change may not happen instantly. Making timelines for their efforts is an important step in the planning process.
- ❖ Resources – In preparation for the next session young people should think about what they need for each step they have created in their action plan, including physical and other resources/help.
- ❖ Final Presentations – During the last session young people will present to the group their concepts for change from the previous sessions.

## B. Lesson/Activities

### B.1. Demonstration and Group Discussion

1. Welcome and Recap.
2. Demonstration with water, pebble and ink:
  - ❖ Fill a wide mouthed bucket or tub with water.
  - ❖ Let the water stand still, do not shake/move it.
  - ❖ Ask one participant to throw a small pebble in the water.
  - ❖ Ask the participants to observe and tell what they see.
  - ❖ Discuss the ripples created in the water by the small pebble. Facilitate the discussion using Section A.

- ❖ Ask another student to add 3-4 drops of ink/colour in the water.
  - ❖ Participants share their observations and learning from the demonstrations.
  - ❖ Discuss potential to create change in each one of us, despite our age, gender and position.
3. Discussion:
- ❖ Use character strengths module to talk about determination, creativity and other relevant characters accordingly.
  - ❖ Ask young people to discuss with their neighbour: “What is the definition of citizenship?”. Introduce the alternative concept of citizenship (Section A.1).
  - ❖ Ask young people “Can we think of examples of good citizens in our community?”; “How would we describe these people and what kind of traits do they exhibit that make them good citizens?”. Record answers on the black board or chart paper (Refer to Section A.1.).
4. Introduce the Change in My Community Project to the young people. Divide the young people into small groups of 3-5 each. Next, complete Step 1 My Community Map for the remainder of the session (Section A.2).

## B.2. Key Message

- ❖ Every person has the ability to impact others beyond themselves in a positive way, especially young people! Finding our personal strengths and how to use them to help others is very rewarding.
- ❖ One way we can do this is by being a good citizen and contributing to our communities.

Good citizens come in many forms and are very individual to your culture and community. We can make big impacts on our communities with planning and hard work, it's exciting to see what impact you want to make.

## Home activity

1. My Community Map – share what you have already drawn with your family. Are there any other places that need to be included? Update your map with these places. Talk about any places that can trigger problems and how these problems impact the local community.
2. Planning your Goals – how to achieve making a change in your community. Start thinking about creating a plan of action with steps that will need to be taken to achieve your goal. Where will you start? Who will lead the effort? What is your timeline? Change will not happen instantly but will take time. Making timelines for your efforts is an important step in the planning process.
3. Resources – In preparation for the next session you should think about what you need for each step you have created in your action plan, including physical and other resources/help.





# Module 14: Gender and gender-based violence

## Objectives

- ❖ To understand the difference between sex and gender and how gender roles are created in society
- ❖ Examine how gender bias/patriarchy leads to inequality and discrimination
- ❖ What is GBV and how does it affect both men and women?

## Activities

Game, discussion, work in pairs.

### Gender and Gender based violence (1 hour)

Opening circle – 5 mins

Game – Who does what and why – 10 mins

Discussion – fixed gender roles for men and women? - 10 mins

Male dominance in North India – work in pairs – 15 mins

Gender based violence – 15 minutes

Wrap up – 5 mins

## Materials

Chart paper, sketch pens.

## A. For the Facilitator - Background information

### A.1 Gender

It is important to understand the difference for males and females between gender (social construction which depends on history, religion, place etc) and sex (biological differences between males and females). Society gives so many identities to both boys and girls like- playing cricket, rules on walking around the community, crying when hurt, kajal, housework, fair colour, short hair, muscular body etc .

Gender is differently constructed in different societies, differently within the same society depending upon the economic, social, political conditions along with cultural norms. For example, married women in north India cover their heads with ghunghat but not in south of India. Likewise, in north India, an uneducated widow from a schedule caste can work as a farm labour to support herself and family but an educated Brahmin widow is unlikely to even work in an office. But things keep changing with time. During WW II Japanese women were not allowed to work in factories and offices but now things have changed with demands of time, 90 % women work in factories.

### A. 2 For Facilitators - Male dominance (patriarchy)

Patriarchy means rule by father. The word now is being used to describe situations and structures where men are in power and women have less decision-making and at times have to serve men. Patriarchy is a social system, which thinks men are better and superior to women but often men and women believe in and enforce this way of thinking. Most traditional societies follow a patriarchal system in which men inherit land, make decisions about money and have greater control. Patriarchy is the basis of gender inequality and

discrimination. An example of a common patriarchal practice is that at the time of marriage women are expected to move to their in-laws place or husband's place after wedding. Patriarchy also leads to inequality among men based on their relationship and age. This means often that young men as well as young women do not have a choice on matters that affect them like their marriage partner or what they will study after high school. It is a social concept therefore it is not the same in all societies and changes over time and in different places. Also therefore it can be changed.

### A. 3 For facilitators - gender-based violence and how it affects men and women

GBV is a form of violence in which both men, women and other genders who are involved but it is the women and other genders are predominantly the victims and men are predominantly the perpetrators. Violence against women and girls is referred to as "gender based violence" or GBV. Men exercise power and control over women of the house often reasoning that it is needed to "preserve" women's good characters as prescribed by the society. Gender based violence includes sexual violence (molestation, eve teasing, forced sex, rape), emotional violence (mock, insult, suspect over character, not allowing to study further, sending unwanted and indecent material over phone and internet), financial violence (not giving monthly expenses, not spending on necessities, delaying treatment, not paying the fees, forcefully seize the earnings, deny access over stridhan) as well as physical violence (battering, not giving enough to eat, making to work during illness, making work more than ability). Both men, women and people of a third gender can experience such violence at the hands of others including sexual abuse.

**Table 1. Impacts of violence for those involved**

Women	Children	Boys	Those who are violence
Fear	Internalizing violence as a normal event	Aggressiveness and violence	Guilt
Reactive aggressiveness	Low self esteem and confidence	Use violence often	Embarrassment
Taking violence as a normal event and doing it to others	Seeking approval	Use of violence in personal relations as well with partners and children	Use of alcohol and other substances
Anxiety , PTSD	Depression, hopelessness	Anxiety , anger	Depression, Sadistic personality complex, feeling of hopelessness, isolation from loving relations. Inability to form loving relations

In India there is a law to protect women who experience violence. There are also One Stop Centres that provide legal, health and police support to women. As part of facilitator training make sure that all facilitators know where this is and how to avail services.

### **If a young person in your group shares that they have experienced violence**

It is possible that a young person in your group will want to disclose their own experience of violence at home or in the community or school. It is important not to ignore, interrupt or try to stop the young person. Make sure you hear the young person through as far as they are willing to go. If appropriate and if the young person is okay with this, invite thoughts from the wider group, bearing in mind that this discussion needs to be facilitated closely, especially if participants attempt to blame the young person for the abuse they have experienced. A good way to ease the situation if necessary is to call for a break. Note that young people do not expect you to promise confidentiality (nor should you). Make sure you give time and attention to the young person individually after the group if they are willing to talk. Be clear about what options for support are available in your community including the One Stop centres for violence against women and

children (Child welfare committee and State child protection commission). There are six things a young person who discloses an experience of violence needs to hear from you:

- ❖ I believe you.
- ❖ I am glad you have told me this - you are very brave to have come forward.
- ❖ I am sorry this has happened to you.
- ❖ You are not alone in having experience of abuse - it can happen to lots of people.
- ❖ It is not your fault.
- ❖ There are people who can help

**To assist you and the young person decide the best course of action if they have disclosed a situation of violence, it is useful to discuss and understand the following:**

- ❖ Is the disclosure about current or past abuse?
- ❖ Is the young person in immediate risk?
- ❖ How does the young person feel about the situation?
- ❖ Does the young person want/need to take any action today? Does the young person want to tell anyone?
- ❖ What has the young person done in the past (if anything) to get safe and how helpful was this?
- ❖ Does the young person know anyone who can help?

## **B. Lessons / Activities**

### **Opening circle – 5 mins**

Introduce the idea that today's session is a discussion of gender and society expectations of males and females. Ask for people born in January or February to raise their hands and then request that these young people give an example of a behaviour or someone they have seen in the last few weeks who did something surprising to them, not usually done by someone of that gender. Let them tell simply without an involved discussion.

**Activity 1 - Game - Sex (biology) vs Gender (social constructions)**

Use a rope or piece of chalk to create a circle in the middle of the room. The facilitator will read out different statements based on gender roles. If the participants feel that a particular statement reflects biological factors they put a foot (or a hand if it is too crowded for all to stand up) inside the circle. If it reflects social causes their feet stay outside the circle.

**B.1. Statements:**

◆ Men cannot take care of young babies	◆ Women have their meals after men
◆ Women leave their parental home after marriage	◆ Women have ovaries
◆ Women bear violence without a murmur	◆ Men tend to bald with age
◆ Men cannot control their libido	◆ Women breastfeed babies
◆ A woman should become pregnant soon after marriage	◆ Women change their name after marriage
◆ Men earn more than women	◆ Women are better cooks than men
◆ Women have menses each month	◆ Men have moustaches
◆ Girls naturally prefer to play with dolls and boys with cars	◆ Women are gentle by nature

Conclude by large group sharing and developing an understanding on how social expectations affect both males and females and often as part of a society, how each one of us cannot even sense it. What are the benefits and negative aspects of the current gender systems in your community for men? For women? Discuss ways that young people can identify and change their attitude and behaviors to give both males and females more opportunity to be themselves.

**Activity 2 - Discussion in pairs**

Ask young people to get into pairs with someone they like to talk with. Ask them to share with each other how things work in their home family and in households they know well (e.g. their cousins or maternal grandparents). Sometimes decisions include mother and father (or grandparents) and other times it is just one of them:

Draw pictures to represent each of these questions on a chart paper

- ❖ Who looks after the bank book and the money? (Bank book)
- ❖ Who decides when they will make a big purchase e.g. a phone (phone)
- ❖ Who decides when children will move out of school? (school)
- ❖ Who decides on marriage partners for young people?
- ❖ Who inherited anything after their maternal grandparents died?
- ❖ Who inherited anything after their paternal grandparents died?
- ❖ Who drinks alcohol?
- ❖ Who has travelled to Delhi alone?

Ask young people why they think that there is a difference in the experience of decision-making between men and women? What are reasons for these differences? How can things change to increase equality for women?

<b>Activity 3 – Gender based violence – role play</b>		
<b>Content</b>	<b>Who</b>	<b>Time</b>
Introduce the concept that one way that gender inequality is evident is in the aspect of violence in the home which is usually carried out by men. Give the definitions of GBV as including verbal violence, physical violence, emotional violence and sexual violence.	Facilitator	5 min
<p>Role play scenario - Rehanda is 18 years old and has fallen in love with a young man and wants to marry him. Her family members are opposed to this match and forcibly want to get her married to another man. She has been locked in the house and cannot meet anyone, cannot talk to anyone or go anywhere. She tried to talk to family members but they do not listen to her. She has just got use of a telephone and rings her friend Nilofer.</p> <p>Get one facilitator to act as Rehana and another facilitator should act as her friend talking on the phone that she has got use of. Rehana will describe her problem. Her friend needs to act in a</p>	Two facilitators	5 min



Content	Who	Time
<p>caring and supportive way - to underline the ways that support can be offered at an individual level using the dot points below. Strategies to address violence for women at a personal level:</p> <ul style="list-style-type: none"> <li>❖ Give psychological support</li> <li>❖ Understand her emotions and recognise them</li> <li>❖ Break tendencies to blame herself</li> <li>❖ Analyse if she is safe and discuss options for safety</li> <li>❖ Inform her of legal options for help</li> </ul>		
<p>Discussion - ask young people what they believe could be the impact of violence on women, children and boys? What about on the man who commits violence? Any aspects that they do not identify can be described from the chart in A.3 above.</p>	Whole group	5 min
<p>Closing circle – Show young people the section in their workbooks with contact details for help with violence problems. Discuss the locations of key services (police and one stop shop) and encourage young people to copy these into their workbooks. Close with requesting the group to hold hands and pass a ‘squeeze train’ around the whole group as fast as possible.</p>		5 min

**Where to get assistance** – During facilitator training ensure that you fill all the contacts and addresses for the following services in your area so that you can inform youth participants about where to get help.

Helpful Services	Helpful Services
Police / Women’s commission	
Hospital	
One Stop Centre	
Cybersafety number	



## Home Activity (5 mins)

Please find out the contact details of your local services that can be very helpful in times when you or a friend encounter any GBV. Fill these details out in this table.



# Module 15: Positive womanhood (for young women)

## Objectives

- ❖ To identify ways that gender roles for women are socially constructed
- ❖ To understand historical and current social structures that lead to negative or disadvantaged femininity
- ❖ To define healthy and positive femininity

## Activities

Discussion in pairs.

## Materials

Chart paper, sketch pens, Pop-corn.

### Positive Womanhood - (1 hour)

Gathering circle – 5 mins

Overview – how gender roles are constructed -- 10 mins

Activity 1 - positive or negative femininity - 15 mins

Activity 2 - Positive models in pairs – 15 mins

Activity 3 – Pop-corn - 10 mins

Wrap-up - 5 mins

## A. Facilitator notes

This module builds further on the ideas discussed in the gender module. We expand further the ideas of how gender (social construction which depends on history, religion, place etc) differs from sex (biological differences between males and females). Gender was constructed differently in the time of Ashoka, in the time of the Mughals and during the British Raj. This module helps young women recognize ways that gender expectations can positively or negatively impact their own ways of acting and behaving.

There are structures in society in modern-day India that suggest that males are dominant and have more advantages. Examples of this are marriage that typically men have controlling rights over family property and it usually is passed from father to son. A woman lives in the house of her husband and in-laws after her marriage. Even though the law gives a woman equal rights on ancestral property, social structure disables a woman to exercise that right. The sex ratio is a measure of the numbers of girl to boy babies born. In all of North India the ratio is between 850 to 950 girls born for every 1000 boys born. The reason for this is that families conduct tests of the sex of a baby before birth, and some families will end pregnancy or get abortion if the baby is a girl. This is against the law. The PCPNDT) or Pre-conception pre-natal diagnostic technique (regulation and prevention of misuse) act of 2002 says that sex selection and sex determination of the unborn is not permissible.

### How are women shown in advertisements you see on billboards around your city?

There are also more subtle ways that the behaviour of women is controlled and depicted in society. In advertisements and billboards around cities there are many images of women. If an advertisement is for laundry soap or cooking oil who will be portrayed? What

message does this give? What kind of woman is shown in these advertisements? Another kind of advertisement is that for a smart car or for alcohol. What kind of woman is shown in this kind of advertisement? What message does this give about women and their bodies?

### **How are women shown in films and TV serials (e.g. Bollywood movies)**

Another way we form ideas about roles and behaviour of women and men is in films. Many films show women in traditional gender roles, for example looking after the house. Some show women as beautiful but dangerous. For example acting as a bad person who pulls a man away from his wife at home.

### **Positive models**

Overview – There are many amazing women who have shown strength, courage, creativity and persistence and who have in turn inspired others. Who is a woman who inspires you? We are sometimes inspired by well-known women like Mother Theresa, Aruna Roy or Mary Kom. We can also be inspired by women living ordinary lives who are kind, energetic, strong or funny. It is useful if the facilitator comes to the session with two or three examples of woman who have been inspiring, strong and positive as a role model. To introduce this section, each facilitator will describe two women who have inspired them and why. Explain specifics of why these women are inspiring. Make sure at least one of these examples is a woman who you know personally so that young women realise you can be an example of positive womanhood without being a Bollywood star!

## **B. Lessons/Activities**

### **B.1. Opening circle**

As you stand in the circle ask for four volunteers – request each of them to give a short account of a girl or woman who she knows who did something good that surprised her. Give an example yourself. Ensure the accounts are short.

### **Discussion – facilitator 10 min**

Form three groups (advertisement, films and family) – each group discusses a specific example of how women are portrayed in a negative way (negative in that they are in a fixed role or idea) and a specific example of how women are portrayed in a positive way.

### **B.2. Positive models – discussion and work in pairs**

#### **Introduction– 5 min**

The facilitator opens this section of the module by talking about characteristics of positive womanhood that she has seen in two examples of real-life women who she knows. (Make sure at least one of these women is someone you know personally rather than a popular public figure.) For example – I am inspired by women who do not spend a lot of time worrying about what others think about them. For example I have an aunt who likes to crack jokes and is not in the least bit bothered about what others think about her. She is

very strong on defending her children and what they do but states her opinion on situations even if everyone else says something different.

### **Talk in pairs – 5 min**

Ask the young people to talk in pairs with their neighbour about what are the attributes of strong and positive women who they are inspired by? What are the healthy qualities and values of that person that portray a positive womanhood? Inform the group that an example could be a woman who has shown leadership in her community, a sports person, a family member who has shown strength in a difficult time or a teacher or woman you know who has set her own course and way of being.

### **Popcorn – 5 min**

Brainstorm and write on board or chart the ideas from pairs on what are inspiring characteristics of strong women role models.

## **B.3. Changing the script – sports and early marriage case studies**

Form two groups that will work together. Hand them a summary each of the case study (photocopy and laminate for repeated use)

### **Sports**

During a mixed football tournament, the referee announces that when a girl scores one goal, it will count as three goals, as he believes 'girls are not as good at football as boys, as it is a male sport'. What is wrong with this statement? Is there such a thing as male and female sports? Suggest that the group present to the class a short list of reasons against discriminating in sport on the grounds of your gender? Suggest that the group write a script in the style of a radio broadcast, reporting on a mixed football match. However, instead of girls being discriminated against, in the script inform them to discriminate against the male players.

### **Early marriage**

Deepa is thirteen years old, and lives in a small, rural town in Uttarakhand. She has been told by her father that she is to be married in three months' time to an eighteen-year old young man, whom she has never met, or even seen a picture of. Deepa protests, but her father tells her it is of no use, and that she must marry, and ownership of her will pass from her father, to her new husband. Is it right for Deepa to be forced to marry? Why is it inappropriate for girls to be traded and treated like products? Hand the group a large piece of paper, and suggest they create a colourful poster, which can later be exhibited in the community, which argues reasons against marriage of women at a young age.

### **Key Message**

Ask every other girl to share with the group one action they plan to take in the coming week to model being a positive female role model for younger family members

## Home activity

Write names of 2 women who have shown positive womanhood as discussed in the group - and what they have done that you noticed.



# Module 15: Positive manhood (for young men)

## Objectives

- ❖ To understand the difference between sex and gender.
- ❖ To understand how masculinity and femininity are social constructed.
- ❖ Understanding of positive and negative masculinity
- ❖ Interaction of masculinity and mental health

## Positive manhood

Opening circle - 5 mins  
 Introduction - 5 mins  
 Social construction - 15 mins  
 Positive and negative masculinity pictures and discussion - 20 mins  
 Jump game - 10 mins  
 Wrap up - 5 mins

## Activities

Jump game, cat-walk, Discussion in pairs.

## Materials

Chart paper, sketch pens, Pop-corn.

## A. Introduction

### A.1 For facilitators What is Masculinity

Masculinity means any personality traits, characteristics or qualities that are traditionally associated with being a man. Man, manhood, manly, manliness, hot headed, brave heart, strong, courageous, determined, controlling, empowered are the words associated with men. In local slang words like bull, lion, horses, stallion stud, are some used to describe manliness. Therefore, manliness or masculinity is a social definition given to men and boys. It is not a biological definition.

Since masculinity is not biologically defined, it is different in different societies and at different times in the same society. The masculinity of a construction worker could be different from that of a rich industrialist and that of a highly educated scientist or a poet, painter, activist, story teller.

Often held as opposite of masculinity is femininity. People may make fun of the men who appear or behave in a gentle or soft way or who are not aggressive. Women who are empowered or free spirited are called masculine. Hermaphrodites/ transgender have natural male characteristics but are feminine in their way of behaving or the other way round. Even though masculinity and femininity have nothing to do with female or male bodies, it is presented as though they are characteristics of male and female types.

The construction of masculinity starts very early in life for example – to play with cars, push to get their way or to not cry when they are hurt. We learn and teach masculinity



through parental guidance, observing others' behaviours and social models. A masculinity type is constructed in various ways:

- ❖ Constructed on the basis of race, caste, religion, blood relations or geographical location
- ❖ Constructed on the basis sexual identity: homosexual man, heterosexual man , transsexual man
- ❖ Constructed on the basis changes in life cycle – from being a child to young adult to older man
- ❖ On the basis special circumstances like disability , HIV positive man, man in jail
- ❖ Constructed by social institutions – panchayat leader, community leader, party leader,
- ❖ Masculinity has direct and strong relationship with power – and expression of masculinity keeps changing depending upon whether someone sees themselves as powerful or powerless

## A.2. For facilitators - positive and negative masculinities

### ***Negative masculinity***

This form of masculinity is oppressive. It depends on controlling others and misusing power to oppress others. It is regulated on persons at lower social position and is not easily detectable/ identifiable. Toxic masculinity uses bad words and force so that people keep away from them and also to get their work done. This might be an oppressed man trying to assert himself. It might also be a dominant man – although he may enjoy a commanding status in society actually they also may live under perpetual fear of loyalty and with performance pressure. A strong and dominant man is less likely to have healthy emotional bonding with his family especially children and later may face bad health and mental health consequences such as anger issues, anxiety, uncontrolled violence or substance abuse etc.

### **Positive masculinity**

This form of masculinity believes in equitable development opportunities for all. They have respect for all and do not use their power to control, exploit or oppress others. Generally, they are not trying to impress others physically or intellectually. They are openly expressive about their softer emotions and keep negative emotions managed. They might help with cooking or cleaning, wear clothes that are a mix of colours and enjoy healthy leisure activities like sports, exercise, gardening, walking, tracking, cycling, singing. Positive masculinity is supported by a good nurturing in childhood by a loving relationship and is not domineering or forceful. Positively masculine and feminine persons in the household and community can achieve mutually beneficial coexistence between humans.

## **B. Lessons/Activities**

### **B.1 Facilitating the session on positive and negative masculinities**

#### **B1 – Start session with opening circle - 5 mins**

Asking 3-4 participants to describe a surprise in seeing a man do something that is not



typically done by a man in their community. Example, changing a baby's nappies or washing the pots and pans.

## B2 – Introduction - 5 Mins

Very briefly go over the concept that sex is the biological features that make someone male or female, while gender is socially constructed norms for behaviour. Give examples and describe some of the ways that masculinity is constructed (e.g. in childhood, through examples on media and through social expectation.)

### Game – Social constructions and discussion - 15 min

Read out activities in this list and ask participants which activity is linked to males or females.

Save a child who is walking towards a fast moving truck	Burping loudly
Washing and hanging out clothes	Good at fixing things with a spanner or screwdriver
Served meal first	Shaves in the morning
Professor at a university	Repairing plugs and switches
Hair braids	Hospital nurse
Participates in burial	Shaving head
Wears pink colour	Doctor
Puts on kajal	Drives a motorbike
Cries when watching sad movies	Wears blue colour
Looks after small children	Faster in running

### Discussion

Ensure that participants recognise which statements are linked to biology (e.g. men are more hairy, women have menses and breastfeed) and those which are socially constructed (e.g. boys are better at cricket bowling – which is due to social opportunities and expectations that they will play cricket much more than women.) Note that some examples may be mixed – e.g. a woman's biology determines that she will get pregnant (a man can't get pregnant) however there are social expectations e.g. that she will get pregnant soon after marriage, or that she will live in her in-laws' house, which are socially constructed.

## B.2 Positive and negative masculinity - group exercises

Exercise one - What different masculinities do we see around us? Introduce positive and negative masculinity by referring to the table below and ask participants to raise their

hands if they can think of a man who fits the description read aloud.

Table describing different ways of being masculine

Thinks women are inferior to men but also wants them to serve him	Respects women and is a competent home maker
Tries to fight police but at times might talk to police on behalf of people to feel good and patronize	Follows the rule most of the time and notifies police in case of mishap
Spends four hours in gym and takes steroids to have a muscled body	Healthy balance of outdoor activities and manual labour
Yells at wife if she is late, and teaches lesson when she is not following his instructions	Makes his own tea
Kicks dogs and other animals and even is rough with his own dog	Loves animals – doesn't keep them chained and likes to grow vegetables in kitchen garden
Scares children by throwing them high in air or pinching	Spends time with partner and children
Waxes his body to keep himself attractive to women	Keeps his body hygienic and naturally maintained and takes proper sleep
Braggs about girl friend and one night scores	Although discusses his love interest with friends but in a dignified manner he is responsible during intimacy- he would always take consent and condoms
Represses his unmanly emotions such as feeling sad but shows anger, rudeness so that people stay under control	Expresses emotions openly – cries during movies scenes, death and something like the Uttarakhand disaster
Always tries to escape responsibility and blames others	Readily accepts his faults and apologises
Holds grudge	Forgives self and others and moves on
Does not follow traffic rules and states "women are lousy drivers", and perhaps thinks helmets are for chickens"	Makes way for others and when needed helps in easing a traffic jam

## B.2.1 Positive and negative masculinity

Ask participants to look at the six men portrayed in the chart in their workbook. Ask for six volunteers who will each take the role of one of the men portrayed. They can walk in front of the group as though in a fashion show or public show and show their different identities as they walk and talk across the stage. Ask young men in the group to think which man they are most like.

<p>I am a big mustached man. Wherever I go people are scared of me. I have nothing to do with girls. Girls are rubbish. I know how to get my work done from them.</p>	<p>I have lots of friends, both men and women. I have no problem in talking with women also. At home I work with my mother. I have friends from other religions also. I like my beard and moustaches. I try to remain calm and happy most of the time.</p>
<p>No one dare speak before me. When I come home it is pin drop silence. I am a proud man. My children do as I say.</p>	<p>I am the sarpanch of my village. I don't take any step without consulting all sections of my village. My daughter in law is a doctor and my son has a dance troupe. My wife passed away a few years back and sometimes I get tearful when she comes to mind.</p>
<p>Always share my toys with others because everyone should get a chance to play. I take smaller children from my colony to school along with me. I earn some money by selling balloons in the evening, which I save with my mother. I wish all the houses in our colony had lights then my grandmothers could see in dark. Once some girls and boys from our community went out for a picnic which was fun.</p>	<p>I don't like going to school. My parents are always fighting at home. I have to go work so that I can buy my stuff. No one in my house cooks well so I like eating out. Kapil had a kite; yesterday I sneaked it out from him. Poor guy must be looking out for his kite. If he comes to me I will kick him like my father kicks us all. I miss my uncle who is in jail these days.</p>

**Discussion points** what can we do to strengthen our positive masculinity? How does negative masculinity affect men?

### *Masculinity jump game - (20 mins)*

**This game is best played on a terrace or outside where there is room to move forwards and backwards**

### All participants start in a line in the middle of the space/ courtyard

When a statement is read out you think if you agree or disagree with the statement. The leader will tell you whether to jump forwards or backwards.

1. Chest hair is a sign of manliness, hairless people are less manly. (knowledge myth)
  - a. Agree – jump backwards one step; Disagree – jump forward; Not sure – stay where you are
2. Girls are only to have fun (negative attitude)
  - a. Agree – jump backwards one step; Disagree – jump forward; Not sure – stay where you are
3. I jump traffic lights when no one is looking (negative practice)
  - a. Agree – jump backwards one step; Disagree – jump forward; Not sure – stay where you are
4. After my wedding I relocated to my wife’s hometown, because she is holding a regular job ( positive practice)
  - a. Agree – jump forwards one step; Disagree – jump backward; Not sure – stay where you are
5. Crying is good for healthy heart ( positive)
  - a. Agree – jump forwards one step; Disagree – jump backward; Not sure – stay where you are
6. By listening carefully, understanding and responding with respect even serious problems could be solved ( positive attitude)
  - a. Agree – jump forwards one step; Disagree – jump backward; Not sure – stay where you are
7. Castes are based on genetic traits, higher the caste better the genes. (Knowledge myth)
  - a. Agree – jump backwards one step; Disagree – jump forward; Not sure – stay where you are
8. Anger is the power of a real man (negative attitude)
  - a. Agree – jump backwards one step; Disagree – jump forward; Not sure – stay where you are
9. I spend my evenings by gossiping over whisky (negative practice)
  - a. Agree – jump backwards one step; Disagree – jump forward; Not sure – stay where you are
10. I encourage my sister and women in my family to be independent and go places without any male family member
  - a. Agree – jump forwards one step; Disagree – jump backward; Not sure – stay where you are

At the end of the game while people are still standing in their places, talk about which practices led to moving forward. Ask participants to then form a circle and finish with a closing circle. Ask participants to talk about something that was a new idea for them in today’s session and an idea of something they will try to do in the coming week to celebrate positive masculinity. Use a ball to throw from one to another – not everyone has to share.

## Home activity - 5 minute

Identify one negative masculinity trait in yourself and one thing you can do differently this week to change it.

Talk with a friend from the group about a man who you know who is a role model or who you find inspiring. What does that person do that inspires you? Discuss one idea of what



I am a big mustached man. Wherever I go people are scared of me. I have nothing to do with girls. Girls are rubbish. I know how to get my work done from them.

I have lots of friends, both men and women. I have no problem in talking with women also. I try to remain calm and happy most of the time.



No one dare speak before me. When I come home it is pin drop silence. I am a proud man. My children do as I say.

I am the sarpanch of my village. I don't take any step without consulting all sections of my village. My daughter in law is a doctor and my son has a dance troupe.



I don't like going to school. My parents are always fighting at home. I have to go work so that I can buy my stuff. Kapil had a kite, yesterday I sneaked it out from him.

Always share my toys with others because everyone should get a chance to play. I take smaller children from my colony to school along with me. I earn some money by vselling balloons in the evening which I save with my mother.



## Module 16: Mental Health

### Objectives

To understand positive mental health and negative mental health

To understand the key symptoms and signs of severe and common mental health problems

To use an approach of benefit finding when things are difficult

### Activity

Group discussion

### Materials

Black board or chart paper

### Time

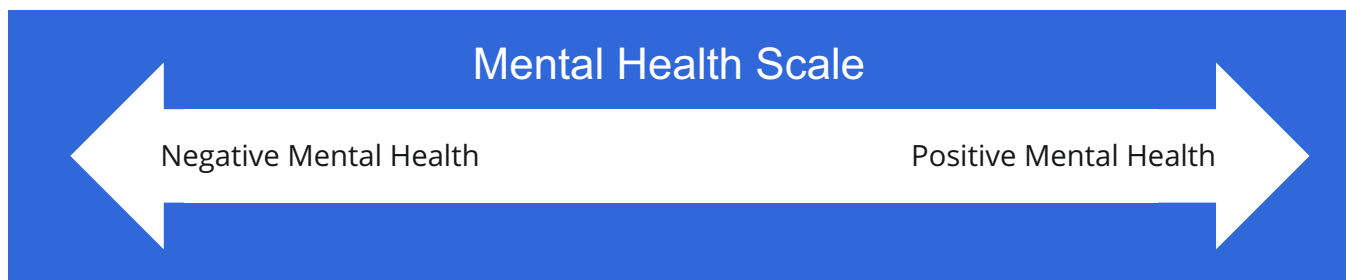
1 Hour

## A. For the Facilitators

### A.1 Introduction

We are mentally healthy when we can use our strengths and skills, manage with the normal tension of life, and can contribute to our community with healthy relationships. Tension is not a mental illness but can increase risk for development of a mental disorder like depression. It can be helpful for us to think of our mental health like the sliding scale pictured below. When we feel stress and tension we move further toward negative mental health. Negative mental health includes mental illness which can affect our emotions, thoughts or behaviours in a negative way.

Image 1.



### Intro and opening game: 10 minutes

Discussion: MH scale and symptoms of mental health problems 10 mins

Group discussion of Case A and B – 10 mins

Icebreaker - 5 mins

Benefit finding - 15 mins

Wrap up and home activity – 5 mins

Wrap up/ key messages - 5 mins

Mental health problems are common and can affect people that are young or old, rich or poor, men or women, educated or un-educated. Anyone can develop a mental health problem at any time, it is not due to witch craft, possession or laziness. Treatment and support can help people with mental disorders to recover and live a normal life in most instances. People with mental health problems are often excluded and this makes things worse.

There are five types of symptoms experienced by people with mental health problems. When these symptoms are excessive or start affecting our lives in a negative way, they may become part of a mental disorder.

- ❖ Physical- These affect the body and its physical functions. Example – stomach ache or headache
- ❖ Feeling- Emotional symptoms. Example – being sad or angry
- ❖ Thinking- Intense negative thoughts a person may have. Example – an anxious thought going around, and around which can't be put aside
- ❖ Behavioral- Actions which people take. Example – someone is very worried about cleanliness and washes their hands many, many times a day.
- ❖ Imaginative- Experiencing things that are not real but are real to the person. Also called hallucinations.

Severe mental illness - this is for information of facilitators and may be discussed if raised by the group

People with severe mental illness often behave strangely and have many imaginative symptoms. Many people believe the behaviours which are caused by schizophrenia are caused by demonic possession or other supernatural things, but this is normally not the case. For most people, symptoms happen before the age of 30. Schizophrenia is one type of severe mental illness. It affects around 1 person out of 100. Symptoms of schizophrenia can include sleep disturbance (Physical), agitation or restlessness, lack of motivation (Emotions), unable to think clearly, believe they are destined to do great unrealistic things in life such as saving the world (Thinking), Talking to oneself, talking more than normal or at a rapid pace, poor hygiene, social withdrawal from friends and family and hearing, feeling or seeing things which are not real.

## B. Lesson/ Activities

Opening circle and game – 10 min

Welcome the participants and begin with a game. Everyone should be standing. Call out a question and have young people form groups with people who have the answer in common. For example:

- a. Hop to the back if you have Size 8 shoe size or larger!
- b. Stand on right if you have more than 2 siblings!



- c. Form a circle in the front if you are born outside of this town
- d. If you have eaten dosa this year run here
- e. If you can drive a scooter do some jumps where you stand
- f. If you have been to Delhi wave your hands in the air etc. (Encourage movement.)

**Mental Health Scale and Symptoms of mental illness – 10 min** Introduce the concept of mental health and the symptoms of mental health. Ask young people to think where on the scale where they feel they are now. (NOTE If any person draws themselves as having very low mood, don't discuss in front of the group but try to talk to them at the end of today's module)

**Depression** – discuss with the group the types of symptoms of mental health problems and write Physical, Feeling, Thinking, Behaviour and Imaginary on the board – **5 min**

- ❖ Talk about how at some point in our lives we all experience sadness for short periods, e.g. after the death of a relative. When these sad moods last for more than two or three weeks and interfere with our everyday lives and relationships, we call it depression. Being depressed is different than just being sad at times. Depression is common and affects around 5 people out of 100. Symptoms include:
  - ❖ Physical- Aches and pains, weakness, headaches, stomach aches, loss of appetite, tiredness and lack of energy, sleeping problems.
  - ❖ Feeling- Sad mood, feeling hopeless or helpless, loss of self-esteem, loss of motivation, loss of emotions.
  - ❖ Thinking- Suicidal thoughts, difficulty concentrating, difficulty making decisions, negative thinking of oneself, loss of interest or enjoyment in activities. Depression can lead to lack of interest in life.
  - ❖ Behavioral- Staying in bed or the house all day, unable to go to work or work in the home, excessive crying, poor personal hygiene, social withdrawal from friends and family.

Ask young people to get into two groups and ask one group member in each group to read aloud the case stories of Abdul and Pushpa. Group members should act out the types of symptoms/ signs that are evident in each of these cases. The facilitator can circle and visit each group but they don't need to present to the larger group. **5 - 10 minutes**

### Case Story A

Abdul is a very quiet 14-year-old boy. He explains that before any school test he would become so anxious that he wouldn't even sleep. "It's like I can't turn off my brain. I just keep imagining the worst situation, like that I have left my pens behind, or that I can't answer one single question." He worries particularly that he will not do well in school and that his parents will be very disappointed in him. Abdul has very few friends of his own. He goes home straight after school, he keeps his eyes looking down and won't talk to others, and doesn't spend time with class mates.

**Case Study B.**

Pushpa is a 15 year old who has always been a high achiever. She has very high standards for herself and can be very self-critical when she fails to meet them. Lately, she has struggled with significant feelings of worthlessness and shame due to several school tests where she didn't do as well as usual. For the past few weeks Pushpa has felt unusually tired and she is often irritable and withdrawn, which is quite different from her typically upbeat and friendly disposition. Several days she stayed in bed all day, watching TV or sleeping.

At home, her mother has overheard her having frequent tearful phone conversations with her closest friend, Anju, which have her worried. When she tries to get her to talk about what is troubling her, she pushes her mother away saying "Everything's fine".

**Icebreaker – Counting feet and hands - 5 minutes**

Ask group members to get into groups of three or four. Then call out what the group must achieve and see who is first e.g. 3 feet and 3 hands on the ground. Six hands and four feet. Four elbows and six knees. Etc. See which group can follow instructions fastest.

**Benefit finding – 15 minutes**

Discuss with the group that an important skill to remain mentally health is to notice positive things that end up happening even when things have gone badly. Give an example from your own life of how this happened for you. Underline to young people that this doesn't mean we have to be happy when bad or sad things happen, but that we take time to notice that still there can be positive outcomes.

Read aloud Case study C – if someone likes acting – they can act it out while you read aloud.

**Case Study C**

Sonu had been selected to play in the cricket match at the district level. He was very happy and was determined to play well so that he could move up to the state level. Just a few days before the match, however, he slipped and fell and suffered a fracture. Sonu was very disappointed and was getting bored at home. But then he had an idea. He had been learning to play the harmonium but never had the time to practice. Sonu got his uncle to teach him and he began to practice regularly. At the end of the month he had become a very good harmonium player. He played at the school talent quest and won praise for his performance. In this way, Sonu was able to find some benefit in the 'bad' situation.

Ask young people to talk to the person next to them about a time that they can remember in their own lives, where they could find a benefit or positive thing that came from a difficult event.

### **Summarise session and describe home activity – 5 min**

Finish the session summarizing the mental health problems discussed and inviting any young people who have concerns about friends or themselves to come and talk to the facilitator at some stage to think about ways of finding help. Mental health covers our emotional condition of well-being, our relationships with friends and family and our outlook on life.

### **Home activity**

Think about one event in your life that did not turn out well or how you planned. What 'good' things came out of the 'bad' event that happened? Write or draw pictures about events that you are comfortable writing about.

Being a benefit finder is not about things necessarily happening for the best – or about being happy regardless of what happens to us – but rather about accepting what has happened as a fact and then making the best of it.



# Module 17: Bouncing Back in Life

## Objectives

To understand that failure is part of life and how to manage failure.

## Activities

Palm paper holding game, discussion in pairs and roleplays.

## Materials

Paper sheets, Black board or chart paper.

### Bouncing Back in Life ( 1 hour)

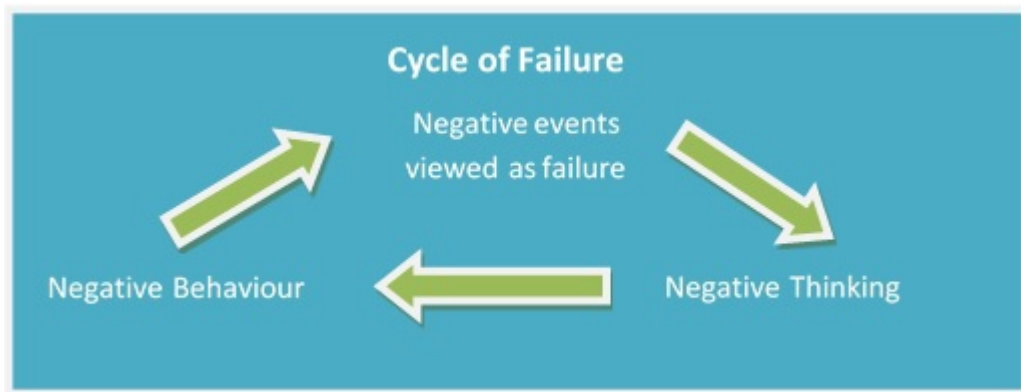
- Introduction to ups and downs of life - 10 mins
- What is failure? - 10 mins
- Discussion - 20 mins
- Role play - 15 mins

## A. For the Facilitators

### A.1 Introduction

Ups and downs will always be part of our lives. Life in general is uncertain i.e., we don't know what will happen for us tomorrow. This makes life interesting and exciting. Uncertainty is not only a challenge but prepares us to face the unknown. Negative events will happen in all of our lives, many times leading to what we or others view as a failure. In order to overcome failures, disappointments and frustration from negative events, we need to develop coping skills. Inability to cope with negative events can begin a cycle of failure as shown below.

**Figure1: Cycle of Failure**



We can use different techniques to change our attitudes and behaviours at any or all of the points in the cycle. One of the first things we can do is to view negative events as an opportunity to learn and grow rather than a failure. Shifting our attitude can change us from thinking negatively in the face of failure to thinking positively.

Not coping with failure	Effectively coping with failure
Can lead to negative behaviours, which some people regret later, e.g.	Can increase self-esteem and confidence.

attempting suicide, drinking too much alcohol or giving up efforts to study.

Can lead to emotional growth, further understanding of life events and mental maturity.

Recognising why you failed is important to improving one's self so that the same failure does not happen again. This can happen only when one accepts failure as a challenge and overcomes it with positive thinking.

It can be helpful to use the **Six Steps for Problem Solving** when we are faced with failure:

- ❖ Identify the problem
- ❖ Define it as a problem that can be solved
- ❖ Think of many possible solutions to the problem
- ❖ Think of the possible outcomes of each solution
- ❖ Choose a solution and take action on it
- ❖ Evaluate the results, start over again if necessary

## A.2. Expectations and comparisons

**Parental expectations:** Parents can play a big part in our fear of failure. In order to be a good son/daughter, children try their utmost to meet those expectations. If young people meet those expectations it's a wonderful feeling, but if they do not, it can be very difficult to handle those feelings.

**Societal expectations:** Society expects young people to behave a certain way, achieve career goals, settle down in personal life (marriage and have kids) and be a good citizen. Sometimes being unable to meet either of these expectations can push young people towards poor mental health and reasoning.

**Comparisons:** Our family and society uses comparison as a method to motivate the person to perform better and do well. Often, this comparison serves the opposite purpose. Constant comparison can let down young people and they can lose all motivation. This can sometimes contribute to developing low self-esteem in youth.

Young people should understand:

- ❖ What they are able to control and what they are unable to control.
- ❖ Instead of believing that they are not as good as the other children one can think, "They may be better at some things but I am also good at things which they are not".
- ❖ Communication is the key – they should try to communicate with parents/ family about their feelings and concerns

- ❖ They might not be able to change how others think or feel, but they can change how they act and respond
  - ◆ For example, if his/her mother is always angry that he/she does not keep things orderly, what changes can they make so that they can keep your things more orderly?

## B. Lesson/Activities

### B.1. Group Work and Work in Pairs

For most of today's module, ask students to find a friend/person they're happy to work with. A group of three is fine also.

1. Welcome the participants and ask them to talk to their neighbour about what they did for their home activity to do something for positive masculinity/ womanhood last week. Then start the palm paper holding game
  - ❖ Assign the participants into two or three teams (5-6 participants)
  - ❖ Demonstrate and ask three people from each group to hold one sheet of paper between two palms of their hands
  - ❖ Each team's goal is to assist three of their members to hold as many sheets of papers off the ground by using only their bodies.
  - ❖ The team which holds maximum number of paper sheets is winner

#### Rules of the game

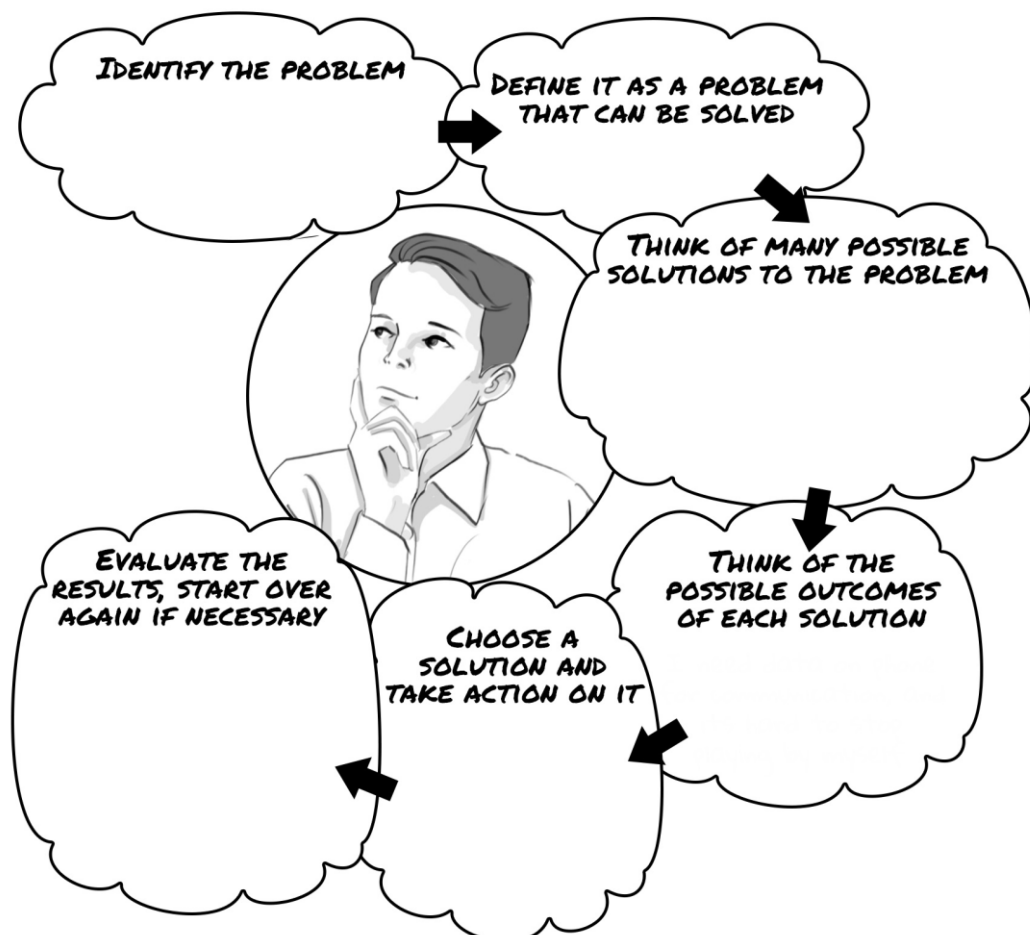
- ❖ Only one sheet of paper can be affixed between any two body parts
  - ❖ No adhesives can be used
  - ❖ Paper cannot be folded
  - ❖ Each sheet must be in contact between two members
  - ❖ The sheets cannot be touching
2. Ask young people to discuss with their neighbour " how did you feel when you lost the game? What thoughts or feelings come up when you hear the word 'Failure'?" Draw on Section A.1.
  3. Introduce the concept of coping with failure (Section A.1.). On the black board or chart paper copy down Figure 1: Cycle of Failure and introduce this concept. Next, divide young people into three groups and assign one point from the cycle to each. Ask young people to think of examples of ways in which you can stop the cycle for each point and report back to the group. Draw on Section A.1.
  4. Reintroduce the Six Steps for Problem Solving and how failures can be associated with increased tension (Section A.1.). Ask young people to think to themselves of a time when they did not meet their parents' expectations. Then ask young people "How did you feel when you did not meet those expectations?" Draw on Section A.2.
  5. Role play: Ask two young people to volunteer for role play. Have one young person play the parents and the other the young person. Give an example of a situation which could be considered a failure to parents. For example: getting less marks on exams or not finishing chores. Have the person playing the young person respond in a positive way to the parents of how they will act and react to the situation. Ask young people to discuss in pairs "How do you feel if your parents compare you to others?" Draw on Section A.2.
  6. Wrap up the session by giving prompts to the group to recall the key messages below.

## B.2. Key Messages

- ❖ Ups and downs are part of our lives.
- ❖ Understanding why failure happened rather than feeling hopeless is the key to progress.
- ❖ Failure is not the end of the road. Negative thoughts are understandable; but moving forward and having positive thinking is the most important step to overcoming the failure.
- ❖ Foresee that failure may occur and try to prepare yourself to cope with your emotions.
- ❖ There are no instant answers to challenges in life and failure is a major challenge. Using the Six Steps for Problem Solving can help us to review these challenges and find solutions for success.
- ❖ Sometimes parents can have high expectations of us. We can't always work to change our parents' expectations but we can change how we act and react to them. Use the tips for conflict resolution to help talk to your parents.

## Home activity

Can you think of a time when you found life difficult? How did you cope? Answer truthfully. Use the stages of problem solving to try and work out what you could have done. Fill in each of the 6 stages with your example and share with your group at the next session.





# Module 18:

## Change in My Community Presentations

### Objectives

For young people to know that they can make change in their communities, no matter how big or small.

For young people to share their learning with family and community

### Activities

Group discussion, Change in my Community Presentations.

### Materials

Black board or chart paper.

### Change in my community Presentations –

Activity 1 – Presentations - 25 mins

Activity 2 – Group Discussions - 25 mins

Finishing this Nae Disha course celebration – 20 mins

## A. Lesson/Activities

### A.1. Group Discussion

1. This session will be devoted to the groups presenting their Change in My Community Projects. Allow 15 minutes for each group to present, with additional time for questions and answers at the end. If you are able to (have the space, etc.) invite teachers, parents, panchayat members or other leaders to this final session.
2. Once complete, congratulate all of the young people on the hard work they have put into their projects and overall efforts during the course. Use the last few minutes to ask each young person to share with the class the most important thing they have taken away from this course.
3. At the completion of the young people's presentations, you could present each young person with a small memento of the course that represents resilience and strength e.g. a piece of bamboo, or a rubber band and perhaps a certificate of participation in the course.

### Key Message

Over this course we hope that young people have learned more about themselves and built skills to use for the rest of their lives. We hope that these skills will help young people to remain mentally happy and healthy.

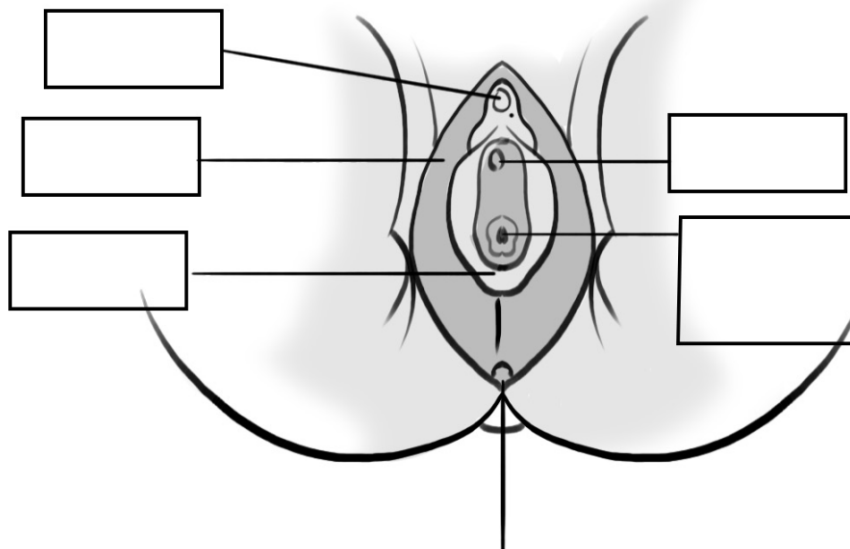
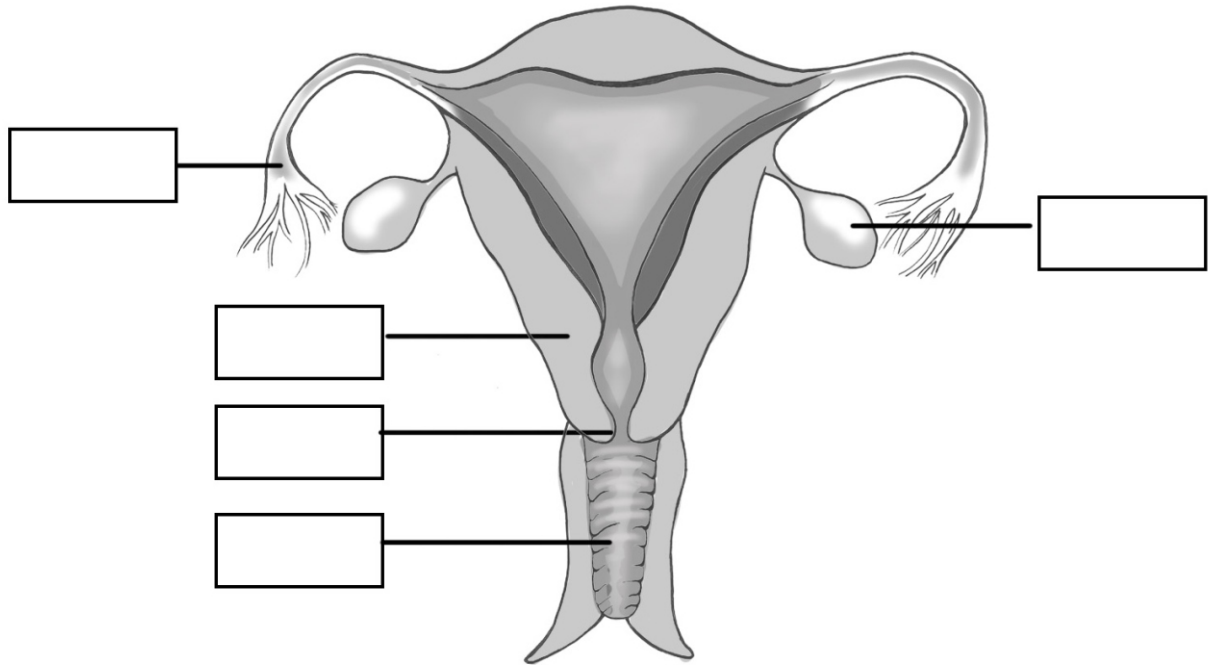
They can use what they have learned and teach it to others, these skills can even benefit adults.

# Notes

# Student Handout 1 - Module 11

Attach the correct label on the diagram below

## Female



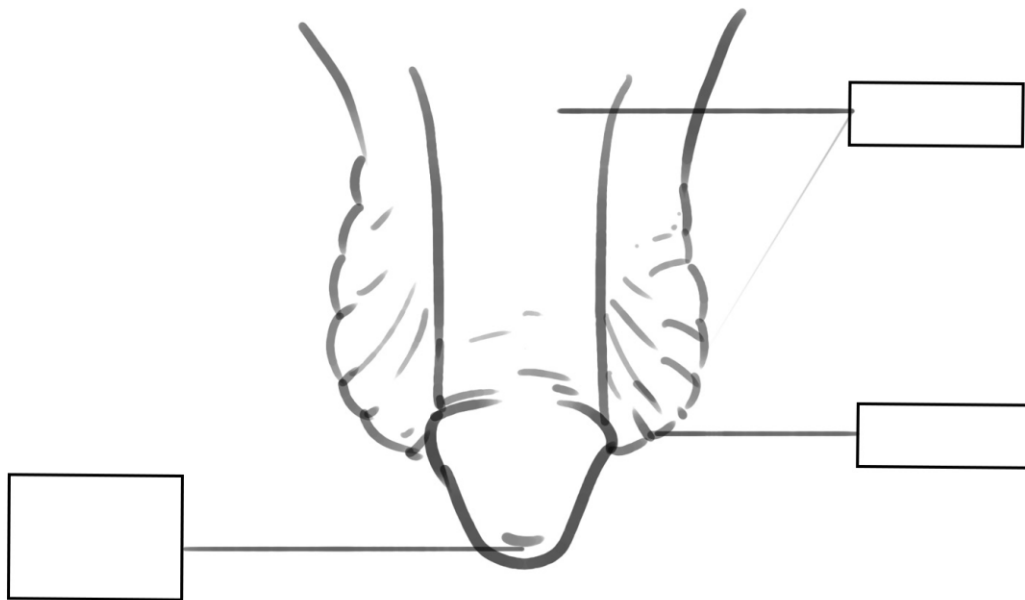
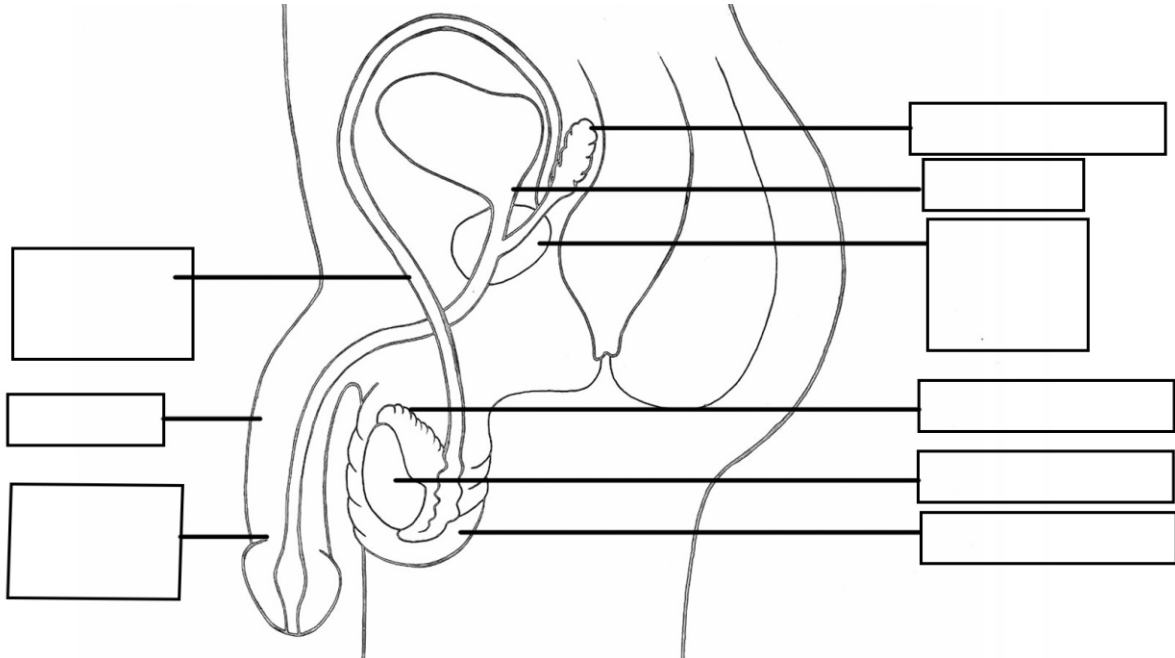
Uterus  
Cervix  
Fallopian tube  
Vagina  
ovary

Clitoris  
Outer labia  
Inner labia  
Urinary opening  
Vaginal opening

# Student Handout 2 - Module 11

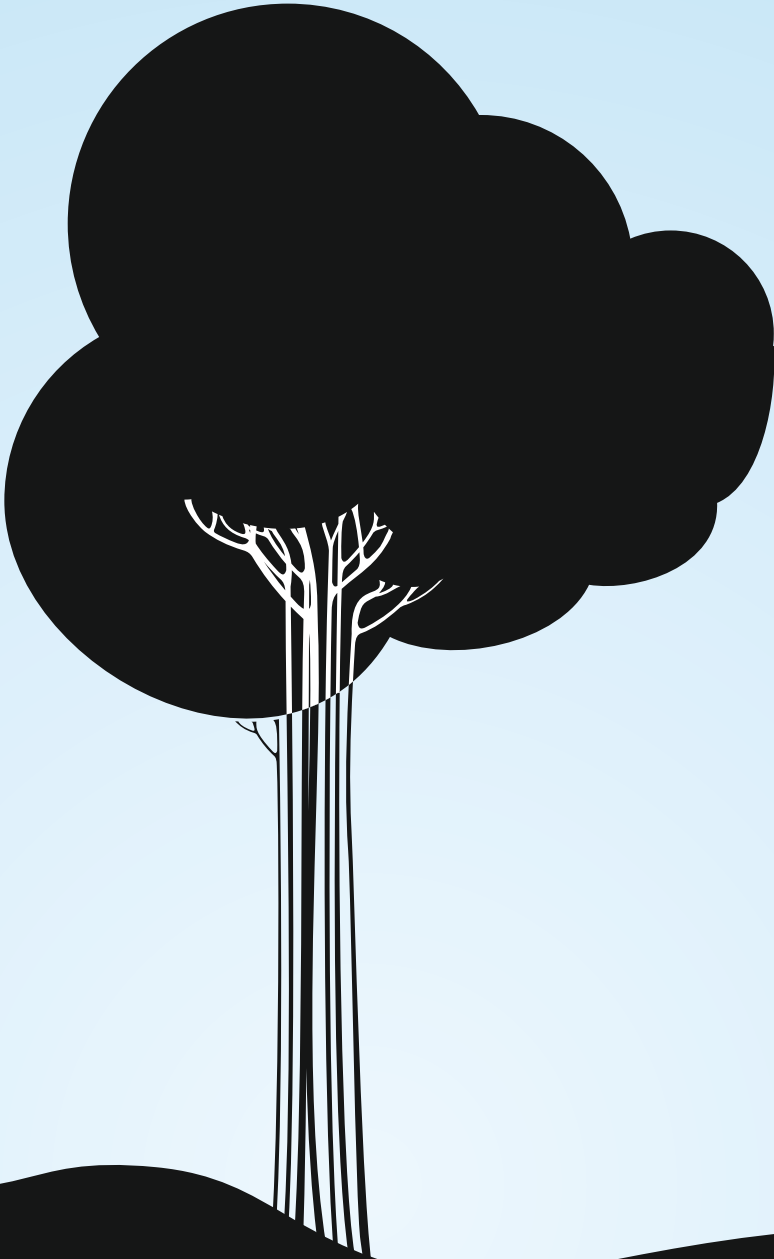
Attach the correct label on the diagram below

## Male



Ductus deferens  
Penis  
Spongy urethra (urinary pipe)  
Testis  
Scrotum

Epididymus  
Prostate gland  
Bladder  
Seminal vesicle  
Urinary opening



EMMANUEL  
HOSPITAL  
ASSOCIATION

808/92 DEEPALI BUILDING  
NEHRU PLACE, NEW DELHI - 110019  
[www.aha-health.org](http://www.aha-health.org)