

Nae Disha

BUILDING YOUTH RESILIENCE

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Acknowledgements

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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-manual-facilitators>

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/>

CorStone Girls First – India, Adolescent Health Curriculum Teacher’s Manual (www.corstone.org)

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

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Introduction to Nae Disha

Nae Disha is a manual that seeks to promote resiliency, positive mental health, and active learning (i.e. a new approach and angle) among young people. It includes fourteen one to one and a half hour long modules designed to build upon one another. It is anticipated that it would be used among young people aged 14 to 16 years. Ideally it should be facilitated with groups of no more than 20 young people who are of the same sex to maximize participation. Why the focus on resiliency, positive mental health and active learning?

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. 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.

The following are some active learning techniques which are used in this course:

- Group discussion- To encourage all young people to participate and learn from each other
- Small group activities/discussions- Small groups are used for young people 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 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.

Your community may have a lot to get accomplished in a short amount of time. With groups of passionate and knowledgeable people, it is easy to veer off onto other topics or easily get side-tracked. In order to help the group 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 stand-still 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 criticise
 - 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.

Enjoy the journey towards enabling resilient youth in your community!



1 WELCOME

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

Activity: Group discussion, My Rangoli Pattern

Materials: Black board or chart paper, paper and colored pencils or markers

Time: 1 hour

A. For the Facilitator



A.1. INTRODUCTION AND CONFIDENTIALITY

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

- The objective of this program 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 which you will be covering with the young people.
- Explain that this will not be like a class room but as a group where we discuss things and learn from each other. All have ideas and opinions to contribute to the group.
- 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 which they would like to follow for the duration of the program. 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.

1. Respect each member of the group including group members' ideas, opinions and feelings.
2. There are no right or wrong answers in the group, each member's ideas and opinions are important and valid.
3. Everyone should have the chance to participate if they want but no one will be forced to.
4. Everyone should provide positive support for others when they share their personal experiences. It's brave to tell one's story to others.
5. 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 A.1

Things that are OK to share outside of the group	Things that are NOT OK to share outside of the group
Steps for how to control anger Tips for how to cope with tension Signs and symptoms of mental illness How to protect yourself from abuse	A certain group member has a hard time coping with the tension at home A certain group member thinks his/her older brother has a mental illness A certain group member has been abused in the past

Breaking Confidentiality

If a group member shares that they are bring 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.2. MYRANGOLI PATTERN

Facilitators, use the remainder of the session to get to know your young people better. Young people will design their personal Rangoli pattern 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 15 minutes of drawing, young people share their Rangoli designs with the class and describe how they represent them.

B. Lesson/ Activities

B.1. GROUP DISCUSSION

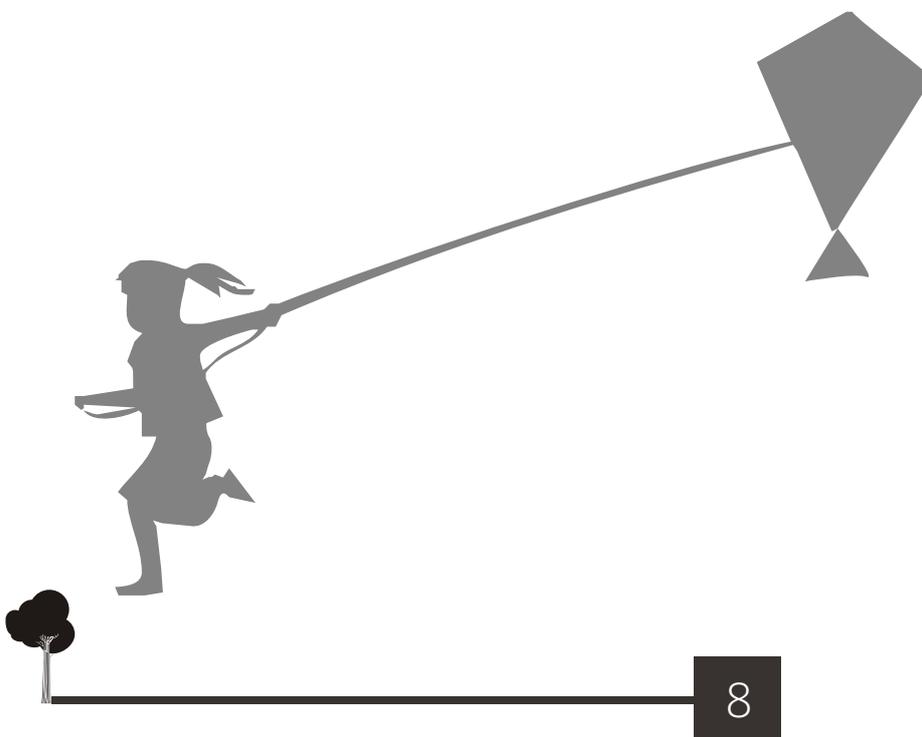
Start the Group discussion with the following prompts. Refer to the sections noted in italics to help facilitate the discussion.

1. Begin by introducing yourself and the course to young people, making sure to cover the key points. *A. 1. (5+ minutes)*
2. Choose one of the icebreakers from Appendix One, focusing on learning names and introducing group members to each other. *(10 - 15 minutes)*
3. Introduce the concept of **group rules** to the young people. Ask young people to brainstorm group rules which they would like to follow. *A. 1. Fill in any missing information once complete. (10 minutes)*
4. Continue to emphasize the concept of confidentiality to the young people. Next, use *Table A.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. *A. 1. (5 minutes)*
5. Ask each young person to share with the class the following: Name, class, where they are from, what animal they identify with – and why. *(10 minutes)*
6. Introduce the **My Rangoli Pattern** activity from section A.2. 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. *(15 minutes)*



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.



2 BUILDING SELF-ESTEEM



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

Activity: Group discussion

Materials: Black board or chart paper

Time: 1 hour

A. For the Facilitator



A.1. WHAT IS SELF-ESTEEM?

Self-esteem is how we think of ourselves, how we belong in our community and hold others views about us. People with high self-esteem are positive about themselves and believe others see them as a positive person. Self-esteem can influence our ability to stand up for ourselves in difficult situations, gives us confidence, and help us make decisions without others influence. The following are characteristics of people with high and low self-esteem:

TABLE A.1

People with High Self-esteem	People with Low Self-esteem
Confident/ outspoken	Not confident/ quiet
Stand up for themselves	Won't stand up for themselves
Make decisions on their own	May rely on others to make decisions
Positive attitude	Negative attitude
Can accept criticism	Very sensitive to criticism
Take risks	Will play it safe
Positive self-image	Poor self-image

Causes of High and Low Self-esteem

For some of us, positive self-esteem comes very easily but others have to work on it. First, we can acknowledge that we are all individuals made by God and created to be unique and beautifully made. In Psalm 139 of the Bible, the song writer says "For you created my inmost being; you knit me together in my mother's womb. I praise you because I am surprisingly and wonderfully made; your works are wonderful, I know that full well." Self-esteem is influenced by what an individual feels that others think. It is also impacted by being part of our own community connected to our faith tradition, the place we live, the language we speak and the jobs our parents do e.g. Parsis, rice growers, shoe makers, people who live in one particular basti etc. If our parents, friends, teachers etc. think of a young person as capable and important then the individual's self-esteem will reflect this. But, if he/she is regarded as useless or stupid, then these aspects can become part of the image the person has of himself/herself.

The following are causes and consequences of low self-esteem:



TABLE A.2

Causes of Low Self-esteem	Impact of Low Self-esteem
Feeling that you are not good enough	Poor mental health
Negative body image	Low self-worth
Feeling hopelessness	Feeling that you are not good enough (both a cause and impact)
Lack of trust in your own abilities	Poor social skills
Comparisons with others	Low achievement in school
Being a perfectionist	Involved in high-risk behaviors like alcohol, drugs, gambling, sexual behavior etc.
Negative self-criticism	Blaming your own failure on others.
Constant criticism from others	

A. 2. HOW TO IMPROVE SELF-ESTEEM

Ways to improve self-esteem:

- Learn to accept yourself with your strengths and weaknesses - no matter what - is a key aspect in building self-esteem.
- Learn to love yourself as a child of God, regardless of what others feel about you.
- Accept your strengths and weaknesses and make plans to improve weaknesses.
- Try to change negative thoughts about weaknesses by considering your strengths. E.g. 'I'm not good at singing, but this doesn't matter because I'm a great dancer'.
- Avoid comparison with others.
- Avoid worry about small issues.
- Follow a healthy life style. Meditation, exercises and activities you like can help.

Positive Self Talk

One of the best ways to build your self-esteem or just feel good about yourself is to practice 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. If you are having trouble thinking of things on your own, use the following **Positive Self Talk Questions** below to get started:

1. What am I good at?
2. What do I like about myself?
3. What positive traits do I have?
4. What do other people like about me?
5. How would my friends/family describe me?
6. What's the last compliment I got?
7. Who do I have similar traits to that I like/admire?
8. What have I been successful at?
9. What are some of my accomplishments?
10. What are some challenges I have overcome?



B. Lesson/ Activities



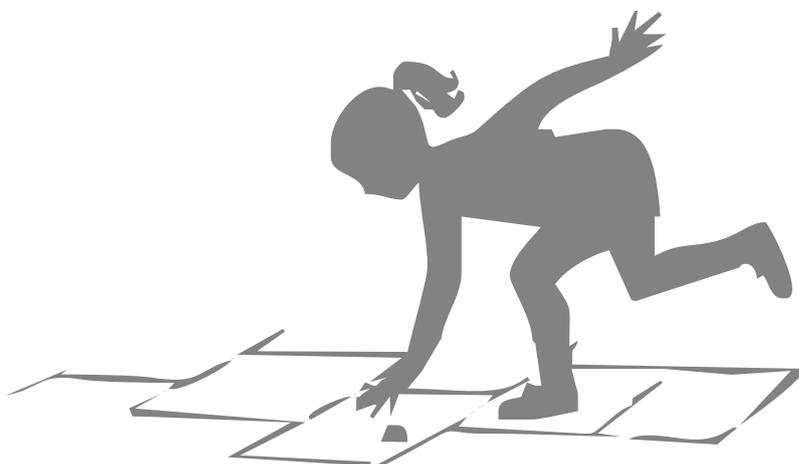
B.1. GROUP DISCUSSION

Start the Group discussion with the following prompts. Usually if we split the young people into smaller groups they feel freer to talk openly.

1. Begin with a small icebreaker. Ask each young person to think of a special talent or something different about themselves that they could show the class. E.g. wiggle ears or nose, tabla playing on the desk etc. Go around the room having each young person share their talent or trait. *(10 minutes)*
2. Introduce the concept of **self-esteem** from section A.1. On the black board or chart paper copy table A.1. 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 with the class their thoughts when complete. Fill in any missing information once complete. *(15 minutes)*
3. Introduce the causes of high and low self-esteem. On the black board or chart paper copy table A.2. Next, ask young people “Can you think of causes of low self-esteem and the impact that may have on a person’s life?” Fill in any missing information once complete. *(10 minutes)*
4. Introduce the concept of **improving self-esteem** from section A.2. *(10 minutes)*
5. Introduce the concept of **positive self-talk** from section A.2. On the black board or chart paper copy down the **Positive Self Talk Questions** and have the young people also copy them down on a piece of paper. Next, have the young people complete the questions for themselves. Once finished, request each young person to share one thing they have written with a friend they are sitting beside. *(15 minutes)*

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 .



3 UNDERSTANDING OUR DIFFERENCES



Objectives: For young people to understand the difference between sex and gender and how gender roles are created in society.

Activity: Small group discussion and work in pairs

Materials: Black board or chart paper

Time: 1 hour

A. For the Facilitator

A.1. UNDERSTANDING GENDER IN OUR SOCIETY

Sex and gender are NOT the same thing. **Sex** is the physical and biological differences between a woman and a man. **Gender** refers to the roles, behaviors, activities, and traits that a given society considers appropriate for men and women. Sex is universal, gender varies from one society to another. To put it another way, “Male” and “Female” are sex categories, while “masculine” and “feminine” are gender categories. The following are more examples of sex and gender categories:

TABLE A.1

Sex/Gender Differences	Girls/Women	Boys/Men
Sex Differences	Menstruation Breasts Giving birth	Testicles More body hair Deep voice
Gender Differences	Take care of the home/family Very emotional Better at talking than boys Let boys/men eat first	Expected to work and earn money for the family Better in mathematics than girls Don't cry

It is important to recognize that we are all created equal and have equal value, with both sexes representing aspects of God. In the first book in the Bible, we are taught “So God created humankind in God’s own image – female and male he created them.” There are a few terms which we should know in order to understand gender in our society.

Gender equality- Equal treatment of women and men in laws and policies, and equal access to resources and services within families, communities and society at large.

Gender discrimination- Any distinction, exclusion or restriction made on the basis of socially made gender roles, which prevents a person from enjoying full human rights.

A.2. GENDER DISCRIMINATION

In our society, discrimination is a common feature in the lives of girls. From birth to death, women are discriminated against in various ways.



Some of them are:

- Abortion of female fetus through sex determination
- Denial of sufficient and/or nutritious food
- Denial of education or proper opportunity for education
- Denial or delay in going to the doctor
- Early marriage
- Eve teasing, rape and sexual harassment
- Dowry
- Divorce for minor reasons

Gender discrimination is seen in many more ways in our society. For example - when girls go out by themselves many think this is a bad thing. Another example you might notice is that a girl is not allowed to go on a picnic whereas, if a boy asks his father for money to go for a picnic, the father happily gives him the money. Similarly, when a boy comes home after playing with his friends, his mother gives him milk to overcome his fatigue but a girl is refused and told that she must learn to control her diet.

A.3. GENDER DIVISION OF LABOR

There is a clear distinction between what most of us regard as jobs for men and women, inside or outside home. Mostly, we have seen women cooking, cleaning, stitching at home, while men get paid to work as a chef, tailor, and washer men outside home. Despite being the same work, there is a clear distinction between who takes it up at home and outside. While men's work outside home is valued, household chores are not even considered real labor. In our society, we can see mostly women occupying jobs characterized by no or low pay, low skill levels, and less chances of advancement. Men tend to hold positions of higher pay, high responsibility and greater chance of advancement.

When a child is born, she/ he does not know how to do work. As children grow up, they learn to do various work. But, society encourages them to do certain specific work. This division of labor is based on sex, and not on individual ability or skill sets. This affects girls and women negatively. Since girls are expected to take care of the family and household from a young age, their education is not a priority for the family. Household chores are not only women's responsibility, they are the household's responsibility and all family members should contribute to it.

When given equal opportunities, girls have shown their abilities and joined professions/ fields earlier considered for boys only. It is important that girls and boys be given equal opportunities to learn and develop their potential and have options to choose their future path based on their interests and skill sets, not based on their sex.

B. Lesson/ Activities



B.1. GROUP DISCUSSION

Start the Group discussion with the following prompts. If you wish to split the young people into smaller groups for some of the activities, please do so. Refer to the sections noted in italics to help facilitate the discussion.

1. Begin with a small icebreaker. Divide the young people into groups of no more than 10 each. Ask them to form a circle, reach their hands in the middle and grasps hands with two other people, forming a giant



- knot. Then have young people race to try and untie the knot without letting go of each other’s hands by climbing over/under each other’s arms. (10 minutes)
2. Introduce the concepts of **sex and gender** from section A.1. On the black board or chart paper, copy *Table A.1*. Next, ask young people to brainstorm sex and gender differences. Fill in any missing information once complete. (10 minutes)
 3. Introduce the terms **gender equality** and **gender discrimination** from section A.1.
 4. Next, ask young people to discuss the following question with their neighbor “Can you think of any examples of gender discrimination from your community or life?” Once finished, ask for examples from the group. Fill in any missing information once complete. A.2. (10 minutes)
 5. Introduce the concept of **gender division of labor** from section A.3. On the black board or chart paper, copy *Table A.2*. Next ask young people who (men/women) normally do these jobs at home or outside of home and fill in the chart with check marks. (10 minutes)

TABLE A.2

Work/Job	Man (does this at home)	Woman (does this at home)	Man (does this outside)	Woman (does this outside)
Tailor				
Cook				
Cleaner				
Waiter (food server)				
Washing clothes (Laundry)				
Teacher				

6. Divide young people into small groups of 3 or 4 to discuss the following questions “Why are these divisions of labor so? Is it because biologically, men and women are designed to do distinct work? Or is it because they are socially prepared to take on certain job responsibilities? What do you think?” A.3. (15 minutes)
7. Finish up with a recap of the key messages below. Ask each young person to think of one thing they would like to discuss at home, or do differently after today’s discussion.

B.2. Key Messages

- Sex is physical and biological differences between a woman and a man while gender is the roles, behaviors, and activities that society creates for men and women.
- Sex is universal while gender is different for each society.
- No gender is better than another, each is of equal value.
- Women are discriminated against in many different ways from birth to death which affect them negatively.
- Men and women are taught by society that some jobs or roles inside and outside of the home should not be done by some sexes.
- Women mostly do work that is low paying or are expected to take care of the home, while men have high paying jobs with great room for advancement.
- Girls and boys should be given equal opportunities to learn and choose their future path based on their interests and skill sets, not based on their sex.



4 MANAGING STRONG EMOTIONS

Objectives: For young people to understand the different types of emotions and how to manage them in a positive way.

Activity: Group discussion

Materials: Black board or chart paper

Time: 1 hour

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.

Six Common Emotions

- **Happiness** is a mental state of well-being characterized by positive emotions ranging from contentment to intense joy.
- **Fear** is a distressing negative sensation caused by a perceived threat. It is a basic survival tool occurring in response to pain or the threat of danger. In short, fear is the ability to recognize danger and flee from it or confront it, also known as the 'Flight or Fight' response.
- **Sadness** is an emotional pain associated with feelings of disadvantage, loss, despair, helplessness, sorrow, and rage. When sad, people often become quiet, less energetic, and emotional. Crying is an indication of sadness.
- **Anger** is an emotion related to one's feelings of having been offended, wronged or denied and wanting to undo that by retaliation.
- **Surprise** is an unexpected event, fact or thing.
- **Love** is an emotion of strong affection and personal attachment. In a philosophical context, love represents human kindness, compassion and affection. Love is central to many religions. Love may also be described as action towards others (or oneself) based on compassion, or as action towards others based on affection.

A.2. MANAGING EMOTIONS

While emotions are natural, expressing emotions are not. 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, and 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. 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. It 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. Anger is a normal emotion, and there's nothing wrong with feeling mad. What counts is how we manage ourselves when we're angry.
- **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.

5 Steps for Managing Anger

If something happens that makes you feel angry, this approach can help you manage your reaction. Each step involves asking yourself a couple of questions, and then answering them based on your particular situation.

Facilitators, use this example to become more familiar with this process: 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).**

Ask yourself: What's got me angry? What am I feeling and why? 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).** This is where you stop for a minute to give yourself time to manage your anger. It's also where you start thinking of how you might react — but without reacting yet. ?

Ask yourself: What can I do? Think of at least three things. 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).** This is where you think about what is likely to result from each of the different reactions you came up with.

Ask yourself: What will happen for each one of these options? For example: (C) Going out may seem like a real option in the heat of the moment, but likely when you really think it through, it will 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).** 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. ?

Ask yourself: What's my best choice? Once you choose your solution, then it's time to act.



5. Check your progress. After you've acted and the situation is over, spend some time thinking about how it went.

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? 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.

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. Give yourself a pat on the back if the solution you chose worked out well. If it didn't, go back through the five steps and see if you can figure out why.

B. Lesson/ Activities

B.1. GROUP DISCUSSION

Start the Group discussion with the following prompts. You may wish to split the young people into smaller groups. Refer to the sections noted in italics to help facilitate the discussion.

1. Introduce the concept of **emotion** from section *A.1. (5 minutes)*
2. 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 **5 Common Emotions** from section *A.1. (10 minutes)*
3. Take a 5 minute break to do an icebreaker – take ideas from Appendix One. (5 minutes)
4. Introduce the concept of **Managing Emotions** from section A.2. Next, copy *Table A.2.* onto the black board or chart paper. Divide the class into 5 groups. Assign one emotion to each group and ask them to fill in the remaining chart after discussion in the group. (10 – 15 minutes)
5. Introduce the concept of **Managing Anger** from section A.3. Next, introduce the **5 Steps for Managing Anger** and copy down the 5 steps onto the black board or chart paper. Please use something different to the provided example. (10 minutes)

TABLE A.2

Situation	Emotion	Thought	Action	Consequence
You did not complete your chores	Fear	My parents are going to scold me when they get home	Make up an excuse about why the chores were not complete	Being sent to bed without dinner
	Happiness			

6. Have the young people split into groups of 5-6 and give them each a piece of chart paper. Ask the groups to come up with a situation which can cause anger. Then, ask the groups to record how they would manage their anger using the 5 steps. Once finished, have one member of each group present their answers. (15 minutes)

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 5 Steps for Managing Anger to try and cope with our anger in a positive way.

5 WHAT IS MENTAL HEALTH - I?



Objectives: To have understanding of positive mental health and negative mental health
Activity: Group discussion
Materials: Black board or chart paper
Time: 1 hour

A. For the Facilitator

A.1. INTRODUCTION

Mental health is defined by the World Health Organization as a state of well-being in which the individual can realize his or her own abilities, can manage with the normal tension of life, and can contribute to his or her community with healthy relationships. We want to think about mental health as a positive aspect in our lives, not a negative. It covers our emotional condition of well-being, our relationships with friends and family, and our outlook on life. It can be helpful for us to think of our mental health like the sliding scale pictured below. For each individual person this scale can look different. Positive mental health is described above. For some people, negative mental health will show itself as a mental disorder. Mental disorders are defined as an illness affecting the emotions, thoughts or behaviors in a negative way. Tension is not considered a mental illness but can increase risk for development of a mental disorder like depression.

IMAGE A.1



A.2. WHO CAN DEVELOP A MENTAL DISORDER?

Mental disorders are common and can affect people that are young or old, rich or poor, men or women, educated or un-educated. An individual can develop a mental disorder at any point in his or her life. There are some things that can increase the likelihood of an individual having poor mental health or developing a mental disorder, we call these risk factors. The opposite of risk factors are called protective factors. These things can decrease the likelihood of having poor mental health or developing a mental disorder. Just because an individual has one or more risk factors does not mean they will develop a mental disorder. Similarly, just because someone has many protective factors in their life, does not mean they won't develop poor mental health or a mental disorder.



TABLE A.2

Risk factors	Protective factors
Growing up or living in poverty	Having parents who are sensitive to your needs but who are also an authority figure
Family conflict	Having a good education
Growing up with a parent with a mental disorder or substance abuse disorder	Being accountable for your own actions and recognizing that your actions have effects on your life
Physical or emotional abuse as a child	Good physical health
Violence in the home as a child	Strong family unit
Intellectual impairment	Positive role models
Death of a parent or care giver	

A.3. SYMPTOMS OF MENTAL DISORDER

There are 5 types of symptoms which people suffering from mental disorders can experience. Many of these symptoms we all feel at some point in our lives. When these symptoms are excessive or start affecting our lives in a negative way, they may become part of a mental disorder. Symptoms of mental disorder can fit into five categories:

- **Physical**- These affect the body and its physical functions.
- **Feeling**- Emotional symptoms. Many times we associate these with mental illness.
- **Thinking**- Intense negative thoughts a person may have.
- **Behavioral**- Actions which people take.
- **Imaginative**- Experiencing things that are not real but are real to the person. Also called hallucinations.

B. Lesson/ Activities

B.1. GROUP DISCUSSION

Start the Group discussion with the following prompts. If you wish to split the young people into smaller groups for some of the activities, please do so. Refer to the sections noted in italics to help facilitate the discussion.

1. Begin with an icebreaker. Everyone should be standing. Call out a question and have young people form groups with people who have the answer in common. For example: Stand at the back if you have Size 8 shoe size! Stand over here if you have more than 2 siblings! Form a group in the front if you are born in October etc. *(5-8 minutes)*
2. Ask young people "What does Mental Health mean to you?" *A.1.* Ask them to write a definition on a piece of paper and then to discuss with their neighbor. *(7 minutes)*
3. On the black board or chart paper copy *Image A.1. Mental Health Scale* and introduce this concept. Next, divide young people into small groups of 3 or 4 and ask young people to brainstorm indicators of positive and negative mental health. Write the young people's answers on the appropriate side of the scale. *(15 minutes)*
4. Introduce the concepts of who can develop a mental disorder from section A.2. Copy Table A.2. on the black board or chart paper and ask the young people to brainstorm risk factors and protective factors. Fill in any missing information once complete. *(15 minutes)*
5. Introduce the **5 types of symptoms of mental disorders** from section A.3. Write the five categories onto the black board or chart paper for the young people to view later. Read the following case story aloud to the group and then ask them to identify which symptoms fall into each of these groups. Explain that next session will focus more on three particular types of mental disorders. *(15 minutes)*

Case story

Rani is a 16 year old girl who has completed 10th class. She lives with her parents in a 2 room house on the edge of the state capital city. Her father is a peon in the post office and her 2 younger brothers are also studying. In the last 3 weeks Rani has been feeling increasingly sad about her life. She has been waking early in the morning and worrying about her life but also feels there is no point studying, and in fact has missed school three times in the last week. She has talked to her friend, Madhu about how she can't concentrate on her studies and doesn't enjoy anything anymore. She feels that she has no chance of passing in Class XI and doesn't think she will be able to study nursing as her parents were hoping. She has even stopped answering all the SMSs that Madhu has been sending her.

B.3. KEY MESSAGES

- Mental health covers our emotional condition of well-being, our relationships with friends and family and our outlook on life.
- Sometimes when our mental health is low, we can develop a mental disorder such as depression, anxiety or schizophrenia.
- Anyone can develop a mental disorder 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.



6 WHAT IS MENTAL HEALTH - II?

Objectives: To understand the key symptoms and signs of three mental disorders.

To encourage positive attitudes to people with mental disorders.

Activity: Role plays and case studies

Materials: Black board or chart paper

Time: 1 hour

A. For the Facilitator



A.1. INTRODUCTION - DEPRESSION/ ANXIETY/ SCHIZOPHRENIA

In this session we encourage young people to understand three mental disorders that commonly first occur in adolescence. Through case studies, young people learn to identify key features of these three mental disorders. Using role plays they can think through how prevalent stigma and discrimination are towards people with mental disorders, and practice more welcoming behaviour. A further resource or action you may like to use in this session are two inventories which have been validated for use in India to screen young people for depression and anxiety (Basker, Moses et al. 2007).¹ The Beck Depression Inventory (BDI) and SCARED tools are readily available on the internet for download. These may be used with the whole group or with particular individuals who facilitators consider at higher risk.

Depression

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 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 of depression can include some or all of the following:

- **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.
- **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.

Anxiety

We all experience worries, fear or nervousness in our lives. For some people, these feelings are intense and

¹ Basker, M., P. Moses, S. Russell and P. Russell (2007). "The psychometric properties of Beck Depression Inventory for adolescent depression in a primary-care paediatric setting in India." *Child and Adolescent Psychiatry and Mental Health* 1(1): 8.



dominate thoughts, persisting when we don't want them to. When they begin to interfere with someone's life we call this an anxiety disorder. Individuals with anxiety disorders may be worried about one constant thing in their life or more generally worried about many life events. Many times people with anxiety have trouble sleeping. Sometimes they do not realize that the cause of their sleeping problems is from worrying at night. Panic disorder is when someone feels sudden and intense fear in inappropriate situations leading to an anxiety attack. These attacks can produce many physical symptoms. Symptoms of Anxiety disorders can include some or all of the following:

- **Physical-** Sleeping problems, muscle tension, rapid heartbeat, dizziness, shaking, headaches, fainting, rapid breathing, sweating.
- **Feeling-** Feeling that something very bad is going to happen, intense fear.
- **Thinking-** Excessive worrying.
- **Behavioral-** Avoiding certain situations, irritability.

Schizophrenia

People with schizophrenia 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 quite uncommon and affects around 1 person out of 100. Symptoms of schizophrenia can include some or all of the following:

- **Physical-** Sleep disturbances.
- **Feeling-** Agitation or restlessness, showing no emotions, lack of motivation.
- **Thinking-** Unable to think clearly, believe they are destined to do great unrealistic things in life such as saving the world.
- **Behavioral-** Talking to oneself, talking more than normal or at a rapid pace, poor hygiene, social withdrawal from friends and family, unable to hold a conversation or speaking unclearly, loss of speech, spending time in strange places like the jungle.
- **Imaginative-** Believing unrealistic things about yourself, hallucinations- hearing, feeling or seeing things which are not real, delusions- strong beliefs in things that are not reasonable or realistic.

Case studies

Case Study A. 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".

Case Study B. Raju is a 17 year old studying at a large Senior Secondary Government school. Over the past few weeks his family and friends have noticed increasingly bizarre behaviours. On many



occasions they've overheard him whispering in an agitated voice, even though there is no one nearby. Lately, he has refused to answer or make calls on his cell phone, claiming that if he does it will activate a deadly chip that was implanted in his brain by a devta.

His parents have tried to get him to go with them to a psychiatrist for an evaluation, but he refuses. He has accused them on several occasions of conspiring with the devtas to have him killed so they can remove his brain and put it inside one of their own. He has stopped attending classes altogether. He is now so far behind in his classwork that he will fail if something doesn't change very soon. Although Raju occasionally drinks beer with his friends, he's never been known to abuse alcohol or use drugs.

Case Study C. Abdul is a very quiet 14 year old boy. At our first meeting, he was very shy and turned his eyes from me, but he did shake hands and gave a genuine smile. He explained 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, except for his cousins who lived next door, and his family. He goes home straight after school and doesn't like to spend time with class mates. The more time he has to worry and stew about these situations, the more anxious, fearful and uncomfortable he feels.

B. Lesson/Activities



B.1. GROUP DISCUSSION

1. Start with a 5 minute ice-breaker from Appendix I.
2. Introduce the concepts **Depression, Anxiety and Schizophrenia** from section A.4. Explain that it is during the ages of 15 – 20 years that many people first develop problems with depression or other mental disorders. *(15 minutes)*
3. Photocopy or print out copies of the three case studies on three different pages. Ask students to discuss the five types of symptoms/ signs that are evident in each of these cases and to assess which mental disorder each person has. The facilitator can circle and visit each group but they don't need to present to the larger group. *(10 minutes)*
4. Collecting the whole group together, talk about attitudes in society towards people with mental disorders. Are they treated with discrimination or stigma? What are ways that people with mental disorders may be treated negatively at school? When looking for food at the railway station? By children in their community? *(5 minutes)*
5. Ask each group to prepare and then perform a short role play of the person they discussed earlier in the session (i. e. either Pushpa, Abdul or Raju) which shows their friends or family interacting in a welcoming and positive way at school or at home. *(20 minutes)*
6. Finish the session summarizing the mental disorders 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. *(5 minutes)*



7 COPING WITH TENSION

Objectives: To have young people understand what causes tension, its effects and how to properly cope with tension in the future.

Activity: Group discussion

Materials: Black board or chart paper

Time: 1 hour

A. For the Facilitator

A.1. UNDERSTANDING TENSION

Tension is how the body responds to hard or emotional situations. Many things can cause tension for different people. Tension is both good and bad in our lives. Small amounts of tension can drive us to be better. When tension influences a person’s life negatively it affects mental health. Tension can be caused by any event that a person considers a threat to him or herself.

Causes of Tension

Young people are faced with many challenges in today’s world. Pressure is placed on young people by parents, peers and media. Constant striving to live up to expectations set by themselves or others is a major cause of tension. Facing the future can also be a trigger for tension in this age group. Many young people will be ending school, starting work or getting married in the near future. Feeling a lack of freedom or choice in one’s life when facing these changes adds to the tension felt by many.

A.2. EFFECTS OF TENSION

Tension can affect each person differently. It’s important for us to learn at an early age how tension affects us so we can recognize it and effectively cope. Tension can show its effects on us physically, emotionally or even in our behaviors.

TABLE A.2

Physical Immediate	Physical Long Term	Emotional	Behavioral
Increased heart beat	Stomach ulcers	Anger	Under or over eating
Rapid breathing	Arthritis	Anxiety	Sleeping less
Tight muscles	Heart attacks or heart disease	Depression	Increased crying
Nausea	Chronic headaches	Irritability	Smoking/Drinking
Sweating		Poor decision making	Decreased school/ work performance
		Over sensitivity to criticism	

A.3. COPING WITH TENSION

Positive Coping Strategies

Coping with tension is when you can recognize 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 emphasize to young people that finding the way/ways which works for you is key.

- **Exercise**- Exercise relaxes you, increases self-esteem and can create a distraction from daily life. Find a form of exercise that you enjoy. Stretching, Yoga, long walks or deep breathing can all be helpful for relaxation.
- **Behavioral changes and self-control**- Try to control the situation before it takes control of you. Change the way you think about the situation or your behavior so that you act differently. Believe that “I am in charge of my life!” Sometimes just waiting out the situation can help. Accepting the situation for what it is and thinking “Nothing will last forever” requires little physical effort but lots of positive thinking. Try to not compare yourself with others and instead compare yourself with yourself. Think about how you have acted in the past in similar situations and how you are acting better this time.
- **Increase social support**- Form relationships with trusted friends or adults who are good listeners. Talking the situation out with someone and having them help you reflect and offer support is very helpful.
- **Do what you love**- Find things that make you happy and do them. Schedule time for yourself to do these things each day or week.
- **Counselling**- Many people can be helped by having a confidential listener - someone who can help them identify strengths, weaknesses and ways to help them change their behavior. If you are feeling overwhelmed by your tension, talking to your school counselor may be an excellent way to cope.

Negative Coping Strategies

While we are learning about positive ways to cope with tension, we must also know and recognize negative ways in which we manage tension.

Negative ways of managing tension include:

- Drinking alcohol
- Taking drugs
- Faking illness
- Over sleeping
- Over eating or under eating
- Avoiding people or activities
- Acting out or yelling at others
- Bottling up your feelings

A.4. COPING WITH TENSION THROUGH PROBLEM SOLVING

An important aspect in coping and reducing tension is to develop a system for problem solving. We should try and strive to recognize tension as something that can be coped with then reduced. It's important to emphasize to young people: Don't expect to be perfect, just give the process your best shot. If you don't cope with tension well at this point, you can learn from it and try to handle it better in the future.

Use the following 6 Steps for Problem Solving:

1. Identify the problem
2. Define it as a problem that can be solved
3. Think of many possible solutions to the problem



4. Think of the possible outcomes of each solution
5. Choose a solution and take action on it
6. Evaluate the results, start over again if necessary

This system for problem solving will be effective for many situations in life. We will come back to these steps for the duration of our activities.

B. Lesson/ Activities



B.1. GROUP AND PAIR WORK

Start the Group discussion with the following prompts. If you wish to split the young people into smaller groups for some of the activities, please do so. Refer to the sections noted in italics to help facilitate the discussion.

1. "What does the word 'tension' mean to you?" Write a definition on a piece of paper – share it with a friend and discuss together the common causes of tension for each of them and in their community *A.1. (5 minutes)*
2. On the black board or chart paper, copy *Table A.2*. Next divide young people into 3 groups and assign one of the following to each group; Physical (Immediate and Long Term), Emotional and Behavioral effects of tension. Ask groups to brainstorm the effects of tension and then report back to the class and fill in the chart. Fill in any missing information once complete. *(15 minutes)*
3. Introduce the concept of **coping** from section A.3. With the whole group discuss each positive way of managing tension. When finished with each section, ask one young person to briefly share their experience of different types of coping, giving an example from their own lives. Ask for a quick brainstorm by the large group of negative ways of coping. Finally introduce the concept of counseling to the young people but do not ask the young people if they have used this strategy before. *(15 minutes)*
4. Introduce Image A.4. **6 Steps for Problem Solving** by writing them on the board or chart paper. Once finished have the class divide into three small groups. Then prompt the young people to come up with a scenario which may have caused them or someone else tension. Ask the young people to write down or role play (if you have time) the 6 Steps for Problem Solving for their scenario. *(20 minutes)*
5. Finish the session by prompting the class to recall the key messages below. *(5 minutes)*

B.2. KEY MESSAGES

- Tension is how our body responds to emotional and hard situations.
- Tension can have effects on us physically, emotionally or in our behaviors.
- People cope with tension in both positive and negative ways. Find which positive ways work best for you and try to reduce the negative ways in which you act.
- Use the **6 Steps for Problem Solving** when tension is very large and feels uncontrollable.
- How you cope with tension will be a life-long process. Learning ways in which you can cope now will help you to cope with even greater tension in the future.



8 BOUNCING BACK

Objectives: To understand that failure is part of life, including disappointing parents, and how to manage failure.

Activity: Group discussion and role plays

Materials: Black board or chart paper

Time: 1 hour

A. For the Facilitator

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.

IMAGE A.1



Stopping the cycle of failure before it begins is an important step in coping with failure. We can use different techniques to change our attitudes and behaviors 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 can lead to negative behaviours which some people regret later, e.g. attempting suicide, drinking too much alcohol or giving up efforts to study. Let's remember the proverb "Failure is a Stepping Stone to Success". Coping with failure effectively can increase self-esteem and confidence. Successful coping with every failure leads to emotional growth, further understanding of life events and mental maturity. Successful people face failures by finding alternatives, creating solutions and using them to move forward. Recognizing 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. Failure can be related to increased periods of tension in life.



It can be helpful to use the **6 Steps for Problem Solving** when we are faced with failure:

1. Identify the problem
2. Define it as a problem that can be solved
3. Think of many possible solutions to the problem
4. Think of the possible outcomes of each solution
5. Choose a solution and take action on it
6. Evaluate the results, start over again if necessary

A.2. PARENTAL EXPECTATIONS

Parents can play a big part in our fear of failure. Many young people feel as though they owe it to their parents to be successful and a good son/daughter. Parents can have very high expectations of their children, which can drive many to be successful in life. 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.

Young people may not be able to live up to parental expectations no matter how hard they try. If this is the case, it's important to understand what they are able to control and what they are unable to control. Young people might not be able to change how their parents think or feel, but they can change how they act and react. Having foresight that one may not meet their expectations and preparing to cope with the disappointment can help young people stay in control over their emotions. If one is not meeting parental expectations, think of what you can change so you can try to meet those expectations. For example, if your mother is always angry that you do not keep your things orderly, what changes can you make so that you can keep your things more orderly?

If young people are finding themselves in a conflict situation with their parents about their expectations, inform them that we will be learning conflict resolution skills later which can be put to use. It is also important to recognize that parents are not perfect, they make mistakes and it is important for us to be able to forgive them when they have got things wrong.

Parental Comparisons

It is very common for parents to compare their children to others. They might feel that this comparison will motivate their children to work harder. This can sometimes contribute to developing low self-esteem in youth. Young people may not be able to stop these comparisons but they can control how they react and respond. 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!" or "I may not get as good marks as my sister, but my marks are much better than they were last year!" Thinking in a positive way about the criticism or comparisons made by parents can help handle ones emotions. Forgiving them when they make a mistake is also important.

B. Lesson/ Activities



B.1. CLASSWORK 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. Refer to the sections noted in italics to help facilitate the discussion.

1. Begin with a short icebreaker. Ask each young person to think of their favourite animal. Then have one young person at a time act out their favorite animal, without making noises, in front of the group. The



group should try and guess which animal they are acting out. (5 minutes)

2. Ask young people to discuss with their neighbor “What thoughts or feelings come up when you hear the word ‘Failure?’” A.1. (5 minutes)
3. Introduce the concept of **coping with failure** A.1. On the black board or chart paper copy down *Image A.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 class. A.1. (10 mins)
4. Reintroduce the **6 Steps for Problem Solving** and how failures can be associated with increased tension 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?” A.2. (15 minutes)
5. Next, ask two young people to volunteer to participate in a 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?” A.2. (20 minutes)
6. Wrap up the session giving prompts to the group to recall the key messages below. (5 minutes)

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 your emotions.
- There are no instant answers to challenges in life and failure is a major challenge. Using the **6 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



9 LEARNING TO COMMUNICATE CONFIDENTLY



Objectives: For young people to understand the different styles of communication and listening and to incorporate confident communication into their lives.

Activity: Group work and discussion

Materials: Black board or chart paper

Time: 1 hour

A. For the Facilitator



A.1. STYLES OF COMMUNICATION

Communication is exchange of information between two people, a group of people or from a source to hundreds of people. Communication can be verbal; for example, speaking and writing. Non-verbal communication 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 you 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 apologizing 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
- 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. Table A.1. describes specific behaviors of these styles of communication.

TABLE A.1

Passive Communication	Confident Communication	Aggressive Communication
May give in to others easily or can't say no	Will not allow others to disregard their rights	May dominate, criticize, blame or attack others
May allow others to disregard their rights	Will use "I" statements	May not listen well
May not express their wants, needs, feelings or opinions	Will state their wants, needs, feelings or opinions clearly and respectfully	May get angry easily
May apologize frequently	Will listen well	May interrupt others when speaking
May have poor eye contact, slumped shoulders and a quiet or soft voice	Will not interrupt others when speaking	May be very demanding with their wants, needs, feelings or opinions
May believe others are more important than themselves	Will have good eye contact, relaxed body language, and a calm but clear voice	May have harsh eye contact, aggressive body language and speak in a loud voice
	Will believe that they have equal importance to others	May believe they are more important than others

A.2. TIPS FOR CONFIDENT 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
- Respect the other person's right to say 'No'

Using I messages

We can use "I messages" to express how we feel when we have relationship problems (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 behavior 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, it makes me 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

One part of maintaining relationships is being a good communicator. Many people think communicating is talking or expressing our feeling, but a large part of communicating is listening. In order for us to have healthy relationships and to be a good friend we should learn how to listen to others. There are two types of listening that are really important to practice:

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' preventing 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 and ask her about how she really is feeling.

B. Lesson/ Activities

B.1. GROUP DISCUSSION

1. Start with an icebreaker chosen from Appendix One. Split the young people into smaller groups for the following discussion prompts. Refer to the sections noted in italics to help facilitate the discussion. (5 minutes)
2. 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 minutes)
3. On the blackboard or chart paper use *table A.1*. and ask groups of young people to brainstorm behaviours which passive, confident and aggressive people may show at home, or school. Fill in any missing information once they have run out of ideas. (10 minutes)
4. Introduce the **tips for confident communication** from section A.2. and give examples of the "I messages" from section A.2. (10 minutes)
5. Give the two scenarios below. For each of them, 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 pairs of students to read their "I messages" aloud. (15 minutes)

Scenario A – Preeti is preparing for her 10th Board exams. She has her Maths exam tomorrow morning and has been studying hard. At 3pm there is a knock on the door – her Mausi from Delhi has come to visit. Preeti's mother asks her to make chai, and then to start on making subzi and roti for the evening meal for their visiting relative. Preeti feels really upset that she has to leave her studying. How should she respond to her mother's request?

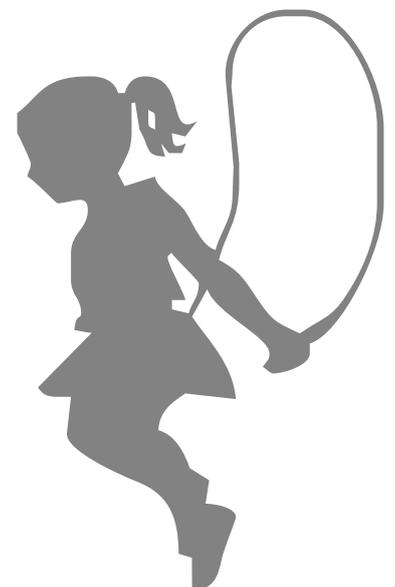


Scenario B – Arjun’s friend Arvind, was visiting his home, and was playing a game on Arjun’s mother’s new mobile phone. He jumps up and then he drops the phone and breaks the screen. He says sorry and says he’ll go home quickly. Arjun knows his mother and father will be very upset and angry, and he wants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

6. Introduce the idea of active and empathic listening (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. (15 minutes)

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 .



10 STOPPING BULLYING



Objectives: For young people to understand the consequences of bullying and techniques to handle bullying in the future.

Activity: Bullying Role Play, Group discussion

Materials: Black board or Chart paper

Time: 1 Hour

A. For the Facilitator



A.1. INTRODUCTION

Bullying is when a person of relatively stronger position, size or height teases, threatens, causes discomfort or hurts another person. Bullying is experienced by boys and girls. Most people are bullied at some time in their lives by brothers, sisters, neighbours, adults and other children. Bullying can make people feel scared and vulnerable and can result in low self-esteem or poor mental health in the victim. It is important to remember that no one deserves to be bullied.

Forms of Bullying

Bullying can take on many forms:

- Teasing, name calling or “ragging”
- Physical violence
- Taking someone’s things e.g. Money or food
- Spreading rumors
- Ignoring or leaving someone out
- Forcing someone to do things they don’t want to do
- Cyber bullying on the internet or using mobile phones

Effects of Bullying

The effects of bullying will differ for each person. Some children can shake of bullying very easily while others are extremely effected. Effects can be long lasting for a person’s self-esteem or mental health.

- Low self-esteem
- Unwillingness to go to school
- Lower grades
- Increased tension
- Low mental health
- Increased substance abuse
- In some extreme cases suicide



A.2. TECHNIQUES FOR YOUNG PEOPLE HANDLING BULLYING

The following are some ways in which young people can handle being bullied.

- Always use assertive communication skills when speaking to a bully.
- Do not show that you are afraid, upset or angry. Bullies love the reaction they get, don't give it to them.
- Walk away from the situation if possible.
- Do not fight with the bullies, by fighting back you are giving them the reaction they want.
- It is not worth hiding your things or money if a bully is threatening to hurt you badly. Preventing physical injury is more important than losing your things.
- Make a funny comment or joke when one encounters the bully.
- Be in the company of your friends so that you get support even if bullied.
- Tell a close friend, teacher, parent or other significant adults if you are being bullied.
- If you feel very upset by the bullying write a diary of your feelings. This may help you to handle it without much fear and anger.

A.3. TEACHER/FACILITATOR TECHNIQUES FOR ENDING BULLYING

You as a teacher/facilitator play an important role in ending bullying. Bullying should not be tolerated in any way. A bully thinks that he/she is superior/stronger, but it is not so. A bully lacks ability to impress peers/others in a socially acceptable way. They lack social skills and empathy. Bullying is a weakness. The following are some additional ways in which you can help stop bullying.

- Have a Bullying Awareness Week.
- Have adults share experiences of their bullying and how they handled it then.
- Insist that bullying does not show that one is better.
- Encourage young people to support each other in the prevention of bullying or report it when it is severe.
- Repeatedly tell young people that bullying will be dealt with harshly.

One way of stopping bullying is to realize that bullies need help too. Bullying gives people power. Recognizing why a child feels the need to bully is important for stopping it.

- Family problems
- Bullies are being bullied by others
- They have been forced to bully by others so they don't get bullied
- They may not have friends
- They feel bad about themselves and want to make others feel bad too
- They don't understand how the victim feels, they have poor empathy skills

B. Lesson/Activities



B.1. GROUP DISCUSSION

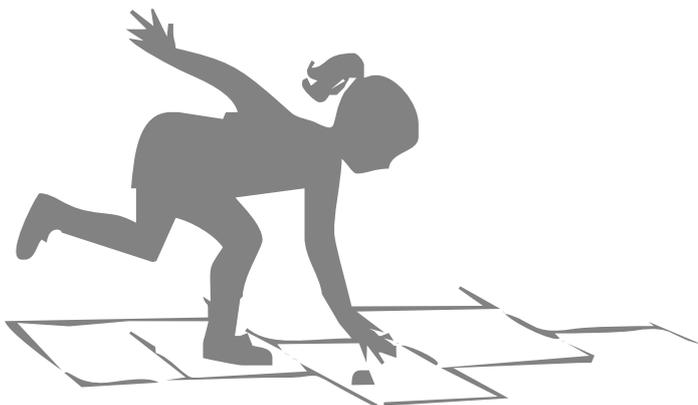
1. Start the group with an icebreaker from Appendix One. (5 minutes)
2. Initiate group discussion with the following prompts. *Refer to the sections noted in italics to help facilitate the discussion.* Ask young people "What does the word 'Bullying' mean to you?" A.1. (5 minutes)
3. Ask young people to discuss with their neighbor "What are some ways that you have noticed other young



- people or people in your community be bullied?" A.1. Copy down responses onto the black board or chart paper. Fill in any missing information once complete. (10 minutes)
4. Introduce the **effects of bullying** from section A.1.
 5. Ask young people "What are some negative techniques in which people respond to bullies? Why do you think those techniques don't work?" Write responses on the black board or chart paper. Fill in any missing information once complete A.2. (10 minutes)
 6. Divide young people into groups of 3 or 4 and ask "What are some good techniques for people to respond to bullies? Why do you think those techniques work?" Write the responses on the black board or chart paper. Fill in any missing information once complete A.2. (10 minutes)
 7. Choose one young person to come forward and play a bully in a role play. Choose the situation from one of the situations mentioned earlier by young people for Question 2 in section B.1. Then choose one younger person to come forward and respond to the bully using positive techniques. (10 minutes)
 8. Ask the other young people to comment on how the young person responded.
 9. Repeat step 1 with different young people and new bullying situations. (10 minutes)

B.3. KEY MESSAGES

- Bullying is a big problem occurring in schools, homes, neighborhoods and market places.
- Bully's primary intention is to cause hurt.
- All of us are vulnerable to being bullied in various situations.
- Practice good techniques to handle a bully to stop them bullying and build self-confidence.
- Talking about any kind of abusive experience to friends, parents or teachers is a must.



11 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

Activity: Group discussion, My Community Map

Materials: Black board or chart paper

Time: 1 hour

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.

The UN Convention on the Rights of the Child has been ratified by India and requires the right for children to participate and express their opinions:

Article 12:

... the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

Article 13

The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

We can all begin contributing to our communities at a young age. Adolescents can contribute in ways which adults cannot. Often adolescents are the best resource to know what other adolescents need. See The child Reporters of India for an example (<http://www.youtube.com/watch?v=Is1ievJK8-U&feature=related>). Doing something for the greater good beyond ourselves is important to gain a sense of purpose in life. Seeing the good which you have done can also be very motivating for many young adults. We can all take steps to create change and makes 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
- Will stand up for what is right

We all have the power within ourselves to create change in this world.

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.

1. **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!
2. **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.
3. **Resources**- 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.
4. **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. GROUP DISCUSSION

Start the Group discussion with the following prompts. If you wish to split the young people into smaller groups for some of the discussion, please do so. Refer to the sections noted in italics to help facilitate the discussion.

1. Begin with a short icebreaker. Have one young person stand up and say one thing that they have never done, for example- travelled in an air plane, visited Delhi, eaten dosa etc. Everyone else who has never done that should stand up and switch seats. Whoever is left without a seat will share next. *(10 minutes)*
2. Ask young people to discuss with their neighbor “What is the definition of citizenship?” Introduce to young people the alternative concept of citizenship *A.1. (5 minutes)*
3. Ask young people “Can we think of examples of good citizens in our community?” “How would we describe



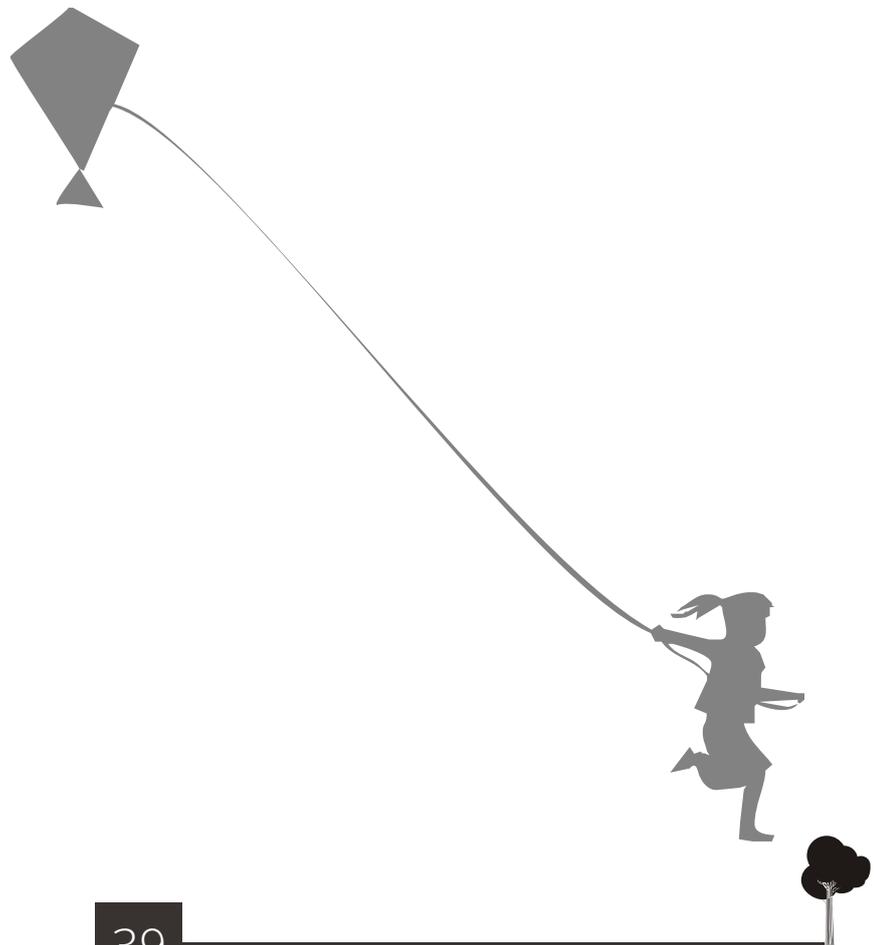
these people, what kind of traits do they show that make them good citizens?" Record answers on the black board or chart paper. (Refer to A.1.) (5 minutes)

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 A.2. (40 minutes)

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.



12 MAINTAINING RELATIONSHIPS FOR LIFE



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

Activity: Practice active listening in pairs and discussion

Materials: Black board or Chart paper

Time: 1 Hour

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 Relationship

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 relationship 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 recognizing 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 recognize 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 favorite 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
- Apologize 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.

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, therefore parents and their children are trying to deal with this transitional phase.
- Young people are going through many physical and emotional changes, which 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:

1. **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); c) express disagreement maturely, without fighting.
2. **Communicating** – openly and honestly with parents. Young people can try to share their thoughts and feelings with their parents, and seek their advice.
3. **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.
4. **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

1. Introduce **the three types of relationships** from section A.1. giving examples from your own life. (10 minutes)
2. 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?" A.2. Fill in any missing information once complete. (10 minutes)
3. Introduce the concept of **conflict resolution** from section A.4. Next, ask the young people "Why do you think so many parent-child conflicts happen around your age?" A.3. Fill in any missing information once complete. (10 minutes)
4. On the black board or chart paper, copy down the **four tips for conflict resolution** from section A.3. and introduce this concept. (5 minutes)
5. 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. Have these first volunteers 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. (20 minutes)
6. Check on the progress of the **Change in My Community Projects** which should be starting on step 2 for the next session **How to Get There**. Refer back to the I Can Create Change module on page 36 for further details. (5 minutes)

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.



13 SAYING NO TO TOBACCO AND ALCOHOL

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

Activity: Group discussion

Materials: Black board or chart paper

Time: 1 hour

A. For the Facilitator



A.1. TOBACCO USE

Tobacco use is very common all over the world and prolonged use is a common cause of early death. Tobacco is a legal drug which is very addictive. Tobacco use typically starts in adolescence and is common in both young men and women. Many regular smokers experimented with tobacco at a young age. If use is continued into adulthood there is an increased risk of early death from tobacco related diseases.

Tobacco is used in many forms:

- Cigarettes
- Beedies
- Cigars
- Chewing tobacco
- Gutka
- Paan masala
- Please include any other local forms of tobacco

There are a number of factors that lead young people to experiment with tobacco:

- Peer pressure
- Curiosity
- Availability and easy access to cigarettes/beedies
- A positive attitude towards smoking
- Role modeling from parents, friends or celebrities
- Promotion of smoking by advertisements
- High levels of social acceptability

Research however has shown that there is a strong relationship between tobacco use, especially smoking cigarettes, and poor health:

- Increased respiratory infections



- Development of various forms of cancer, especially lung cancer
- Stomach ulcers
- Heart disease including heart attacks and blocked blood vessels (strokes)
- Smoking during pregnancy may have poor effects on fetus and increased risk of miscarriages
- Cosmetic signs like yellow fingers, yellow teeth, early wrinkles
- You can also suffer from the effects of smoking when you are around others who smoke regularly

A.2. ALCOHOL USE

Alcohol is a common legal drug of abuse. It is used all over the world socially and for pleasure. While there is a lot of awareness regarding alcohol related problems, more and more young people use it for pleasure in the company of their peers. Alcoholism is a chronic progressive illness, defined as repeated and excessive drinking of alcoholic beverages which negatively affects a person’s life. We consider alcohol and drug abuse as a mental disorder. If not treated in time, an alcoholic could die of medical complications, accidents or suicide. It is wrong to think that all people who use alcohol are alcoholics. However, it is a problem that many people suffer from at times of increased tension or when their mental health is low.

There are many reasons why young people may experiment with alcohol and why people may turn to excessive drinking. They include personal, social, and genetic factors.

TABLE A.2

Personal Factors	Social Factors	Genetic Factors
Curiosity Increased tension Escape from reality Poor impulse control Low self-esteem	Peer pressure Role modeling Easy availability of alcohol Culture Family environment Advertising pressure	Family history of alcoholism in parents or near relatives

Effects of Alcohol

When alcohol enters the body it is not digested in the stomach like food is. It will directly enter the bloodstream so it can affect us very quickly. When alcohol enters your body it mainly affects your brain and behaviors. You may at first feel relaxed, confident and talk more openly than you would otherwise. Slowly as the person becomes more intoxicated, movements become clumsy, speech becomes slurred and there is a loss of judgment. If an extremely large amount of alcohol is drunk you can become unconscious.

Long term and regular use of alcohol can have long lasting effects on your body:

- Stomach diseases
- Liver diseases such as hepatitis and jaundice
- Heart diseases
- Permanent damage to the brain

Long term alcohol use can also affect us socially:

- Accidents and deaths due to high risk behavior – Accidents caused by driving while under the influence of alcohol are extremely common
- Unprotected sex



- Violence at home
- Financial problems which can lead to stealing, sending children to work rather than to school, increased debts
- Job related problems like not going to work regularly and decreased efficiency in work
- Marital issues and even divorce
- Family problems

A.3. 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. Young people may not want to say “No”, especially to friends, due to various reasons including: peer pressure, not wanting to be made fun of, or fear of losing friends. Having good assertiveness skills is an important part in saying “No” to things that may not be in your values. Find creative ways to say “No” and practice being assertive in order to be confident saying “No”.

The following are tips on how you can say “No” to tobacco or alcohol:

- Give an excuse or reason
- Use humor
- Suggest an alternative or walk away
- Avoid the situation or ignore them
- Surround yourself with others who also want to say “No”

B. Lesson/ Activities



B.1. GROUP DISCUSSION

1. Start the Group with an icebreaker for 5 minutes from Appendix one. If you wish to split the young people into smaller groups for some of the following, please do so. Refer to the sections noted in italics to help facilitate the discussion. *(5 minutes)*
2. Introduce the topic of **tobacco use** from section A.1. Ask young people, “Can you think of some of the ways people use tobacco?” Then ask the young people to discuss with their neighbor, “Why do you think some young people use tobacco?” A.1. Fill in any missing information once complete. *(5 minutes)*
3. Distribute paper and colored pencils or markers to each person. Ask the young people to draw what an older person looks like after they have smoked for many years. Have the young people share with the class what effects have come from smoking in their drawings. Fill in any missing information once complete. A.1. *(15 minutes)*
4. Introduce the topic of **alcohol use** and **alcoholism** from section A.2. On the black board or chart paper, copy Table A.2. Next, ask the young people to think of personal and social factors related to drinking. Fill in any missing information once complete. *(5 minutes)*
5. Ask the young people to discuss with their neighbor, “What social effects have you seen come from excess drinking in your community?” A.2. Fill in any missing information once complete. *(5 minutes)*
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. *(5 minutes)*
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 minutes)*



8. Check on the progress of the **Change in My Community Projects**. Young people should be starting on step 3 for the next session **Resources Needed**. Refer back to the I Can Create Change module on page 37 for further details. (5 minutes)

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 behaviors.
- 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.



14 PROTECTING OUR SELVES



Objectives: For young people to understand the types of sexual abuse and harassment and how to protect themselves from abuse.

Activity: Group discussion

Materials: Black board or chart paper

Time: 1 hour



A. For the Facilitator



A.1. SEXUAL HARASSMENT

Sexual harassment is any unwanted sexual attention/behavior. We often call sexual harassment “eve teasing”. Sexual harassment is a type of sexual abuse. The small difference is, usually in sexual harassment there is no sexual contact. Young girls are subjected to sexual harassment more than older women or boys or men. Girls are usually harassed by other boys or men in public places like crowded markets or buses. Sexual harassment can also be done by a known person.

There are two types of sexual harassment: verbal and non-verbal.

TABLE A.1

Verbal Harassment	Non-verbal Harassment
Passing jokes or comments with sexual content. Making indirect/direct sexual advances. Inappropriate comments on someone’s body or clothes. Making inappropriate phone calls, texts, internet messages or letters. Using language with double meaning. Spreading sexual rumors about an individual.	Stalking Staring Sexually suggestive graffiti (writing or drawing about the person on wall, board with sexual content). Inappropriate sounds or gestures. Exposing genitals/masturbation in a public area Inappropriate displays of sexually suggestive pictures, objects etc.

A.2. SEXUAL ABUSE

Sexual abuse is any unwanted sexual act that makes you feel uncomfortable. Sexual abuse is unfortunately common in many societies. Men, women and children can be abused. Even if two people are married, abuse can still happen. A husband should never force unwanted sexual acts on his wife.

The following are some examples of sexual abuse:

- Touching your body in an uncomfortable way
- Touching your private parts or someone forcing you to touch their private parts
- Someone trying to look at you with out your clothes on in a sexual way
- Someone showing you pornographic pictures
- Someone trying to or forcing you to have sex with them



Who are abusers?

TABLE A.2

Questions	True	False
Only men are abusers		X- Most abusers are men but women can also be abusers
Abusers are always old		X- Young people can also abuse other young people or children
Only girls can be abused		X- Boys can also be abused
It's easy to know what an abuser looks like		X- Abusers don't have a certain "look" they can be anyone
Abusers can be your family	X- Sometimes abusers are close family	
Abusers are normally people who the children know and trust	X- Many times the abuser knows the child and is trusted to be alone with them	
You can tell when a child has been sexually abused		X- Sexual abuse is not easily visible like some physical abuse is

A.3. PROTECTING YOURSELF FROM HARASSMENT OR ABUSE

No one deserves to be abused or harassed. Standing up for yourself and protecting your self is brave. One should never feel ashamed or embarrassed if they have been abused or harassed. The government and many other organizations have schemes in place to help protect children. The following are some things you can do to protect yourself and ask for help if being harassed or abused:

- Tell an adult who you trust if someone is currently hurting or abusing you, or has done in the past.
- If you are being harassed in the same place, try to avoid that place if possible.
- Lodge a complaint with the police after discussing with your parents.
- Call the Childline help center to talk to a friendly adult to get you help. **Dial 1098 for toll free help.**

More Information for Facilitators

If you would like more information on protecting children please visit the following websites:
 Government of India Ministry of Women & Child Development- Integrated Child Protection Scheme
<http://wcd.nic.in/icpsmon/home1.aspx>

Child Line India

<http://www.childlineindia.org.in>

Save the Children India

<https://www.savethechildren.in/what-we-do/child-protection.html>

A.4. SCENARIOS FOR DISCUSSION IN SMALL GROUPS – PROTECTING YOURSELF

A 15 year old girl, Nilofer, catches the city bus home from school every day. Frequently on the bus a group of older boys stand around her and make rude comments about her appearance and ask if she would like to come with them to ride on their scooter. Several times they have tried to touch her though she has turned her face away from them and tries to ignore their comments. What are ways she could protect herself or deal with this situation?

A 16 year old boy, Arjun, is quite short for his age. He walks home from school along the same road as a group of Class 12 girls. They often pat him on the head and talk about him being their sweet baby



brother. Several times they have commented about his baby fuzz face and teased him that his voice has not broken. He feels embarrassed and wishes they would treat him like other boys his age. How could he respond to this situation?

14 year old Anjali really hates it when her Chacha comes to visit. He always makes her sit on his knee and touches her in ways she doesn't like and that make her feel uncomfortable. He has made some whispering comments about her changing body shape when others aren't around. How can she respond to this situation?

B. Lesson/Activities

B.1. GROUP DISCUSSION

Start the Group discussion with the following prompts. If you wish to split the young people into smaller groups for some of the activities, please do so. Refer to the sections noted in italics to help facilitate the discussion.

1. Begin with a short icebreaker. Tell young people they are to line up according to their birthdays without speaking. Label one corner of the room to be January and the other to be December. Once finished go through the line and check to see if they were able to line up correctly. *(5 minutes)*
2. Ask the group "Can anyone tell me what sexual harassment is?" A.1. Clarify further and discuss the objectives of today's module.
3. On the blackboard or chart paper, copy down table A.1. Divide the class into two groups and assign one Verbal Harassment and one Non-Verbal Harassment. Ask them to think of actions of harassment for each and report back to the class. *(15 minutes)*
4. Introduce the concept of **sexual abuse** from section A.2. Ask young people "Can you think of some bad behaviors that may be considered sexual abuse?" A.2. Fill in any missing information once complete. *(5 minutes)*
5. Next, tell the young people they are going to take a quiz, which is not graded, to test their knowledge on sexual abuse. Read a question from table A.2. and ask young people to mark on a piece of paper if the question is true or false and then go through and clarify any misunderstandings. *(15 minutes)*
6. Give each group of 4 students a different scenario from A.4. and ask them to discuss "What do you think someone could do to get help if being harassed or abused?" After discussion time, groups can present back to the group. Fill in any missing information once complete from A.3. *(15 minutes)*
7. Check on the progress of the Change in My Community Projects. Young people should be preparing for their project presentations at the next and final session. Refer back to the I Can Create Change module on page 36 for further details. *(5 minutes)*

B.2. KEY MESSAGE

- Sexual harassment is any unwanted sexual attention/behavior, many times we think of sexual harassment as eve teasing.
- There are two types of sexual harassment. Verbal harassment like passing inappropriate jokes or comments about someone, and non-verbal harassment like stalking or staring.
- Sexual abuse is any unwanted sexual acts that makes you feel uncomfortable. Both men and women can be abusers and both can also be abused. Abusers are often someone you know or even a member of your family.
- There are many people and schemes in place to help children when they are being hurt. It's brave to ask for help!

15 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

Activity: Group discussion, Change in My Community Presentations

Materials: Black board or chart paper

Time: 1 hour

A. For the Facilitator



B. Lesson/ Activities



B.1. GROUP DISCUSSION

Start the Group discussion with the following prompts. If you wish to split the young people into smaller groups for some of the discussion, please do so. Refer to the sections noted in italics to help facilitate the discussion.

1. This session will be devoted to the groups presenting their Change in My Community Projects. Allow 10 minutes for each group to present, allowing 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. One option to consider is 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 or ?? and perhaps a certificate of participation in the fifteen module course.

B.2. 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!



Appendix One

ICE BREAKERS/ INTERACTIVE GAMES TO FACILITATE POSITIVE INTERACTIONS IN THE GROUP

INTRODUCTORY ICE BREAKERS

Introductory ice breakers are used to introduce participants to each other and to facilitate conversation amongst the participants.

The Little Known Fact: Ask participants to share their name, department or role in the organization, length of service, and one little known fact about themselves. This "little known fact" becomes a humanizing element that can help break down differences such as grade / status in future interaction.

True or False: Ask your participants to introduce themselves and make three or four statements about themselves, one of which is false. Now get the rest of the group to vote on which fact is false. As well as getting to know each other as individuals, this ice breaker helps to start interaction within the group.

Interviews: Ask participants to get into twos. Each person then interviews his or her partner for a set time while paired up. When the group reconvenes, each person introduces their interviewee to the rest of the group.

Problem Solvers: Ask participants to work in small groups. Create a simple problem scenario for them to work on in a short time. Once the group have analyzed the problem and prepared their feedback, ask each group in turn to present their analysis and solutions to the wider group. Choose a fairly simple scenario that everyone can contribute to. The idea is not to solve a real problem but to "warm up" the group for further interaction or problem solving later in the event. The group will also learn each other's styles of problem-solving and interaction.

Counting body parts – Form participants into two groups – the leader calls out a Body Part Challenge to see which group can complete the action in a short time. I.e. The groups are required to put the correct number of body parts on ground as specified – e.g. 5 hands 6 legs 4 elbows. After 10 challenges, see which group has won the most times.

Fruit salad (this game requires a large central space that is clear of chairs or desks – and requires participants to sit on the ground) – All group members pair up with a friend and they choose a fruit that represents them. All sit on the floor in a line with their feet touching each other. The facilitator calls out the name of the fruit – and each member of the pair must race to the front of the line and then jumping everyone's legs, run to the back of the group – and then sit back in their place. A point is given to the side (Left or Right) who completes first each time.



TEAM-BUILDING ICE BREAKERS

Team-building ice breakers are used to bring together individuals who are in the early stages of team building. This can help the people start working together more cohesively towards shared goals or plans.

The Human Web: This ice breaker focuses on how people in the group 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 the person to introduce him- or her-self and their role in the organization. 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 emphasize the interdependencies amongst the team, the facilitator then pulls on the starting thread and everyone's hand should move.

Ball Challenge: This exercise creates a simple, timed challenge for the team to help focus on shared goals, and also encourages people to include other people.

The facilitator arranges the group in a circle and asks each person to throw the ball across the circle, first announcing his or her own name, and then announcing the name of the person to whom they are throwing the ball (the first few times, each person throws the ball to someone whose name they already know.) When every person in the group has thrown the ball at least once, it's time to set the challenge – to pass the ball around all group members as quickly as possible. Time the process, then ask the group to beat that timing. As the challenge progresses, the team will improve their process, for example by standing closer together. And so the group will learn to work as a team.

Hope, Fears and Expectations: Best done when young people already have a good understanding of their challenge as a team. Group people into 2s or 3s, and ask people to discuss their expectations for the event or work ahead, then what they fears and their hopes. Gather the group's response by collating 3-4 hopes, fears and expectation from pairing or threesome.

TOPIC EXPLORATION ICE BREAKERS

Topic exploration ice breakers can be used to explore the topic at the outset, or perhaps to change pace and re-energize people during a session

Word association: This ice breaker helps people explore the breadth of the area under discussion. Generate a list of words related to the topic of your event or training. For example, in a health and safety workshop, ask participants what words or phrases come to mind relating to "hazardous materials". Participants may suggest: 'danger,' 'corrosive,' 'flammable,' 'warning,' 'skull and crossbones,' etc. Write all suggestions on the board, perhaps clustering by theme. You can use this opportunity to introduce essential terms and discuss the scope (what's in and what's out) of your training or event.

Burning questions: This ice breaker gives each person the opportunity to ask key questions they hope to cover in the event or training. Again you can use this opportunity to discuss key terminology and scope. Be sure to keep the questions and refer back to them as the event progresses and concludes.



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