Table of Content

	Page
– About YWCA of India	2
– YDEEPA Project	3
– YDEEPA Curriculum: Usage	6
– Conducting a Workshop	7
– Creating Safe Spaces	8
– Timeline for YDEEPA Workshops	

	Chapter	Sub - Section	
1	**My Body, My Rights**	1) Our Body 2) Health and Hygiene	11 24
2	**Sexual and Reproductive Health Rights**	1) Good Touch, Bad Touch 2) Sexuality, Consent and Abstinence 3) Sexual and Reproductive Health and Rights 4) STD's, HIV/AIDS and Contraception	33 38 43 48
3	**Gender Justice**		56
4	**Self Esteem and Confidence**	1) Self Esteem Building 2) Bullying and Cyber Bullying 3) Anger and Stress Management	61 68 74
5	**Adolescent Issues**	1) Substance Abuse and Peer Pressure 2) Eating Disorders	81 94
6	**Education**	1) Purpose driven life, Self - Discipline and Setting Goals 2) Exploring Talents and Choosing a Career. 3) Time Management, Study Skills and Handling Exam Stress 4) Effective Communication and Phone Etiquettes	100 106 110 118
7	**Media and The Social Network**	1) Media and Internet – The Good and The Bad 2) Gaming and Social Media	126 131
– Think Tank			136
– Citations			137

About YWCA of India

The YWCA of India, started in 1896, is one of the first and the oldest NGO in India and is a movement of women working for social and economic change around the world. It advocates for young women's leadership, peace, justice, human rights and sustainable development, both on a grassroots and global scale.

It has a membership of more than 7, 000 women and a global movement of 25 million women and girls in 107 countries. It is spread across more than 87 Local Associations in 19 states and still growing.

Our Vision

To empower women at all levels to struggle for justice.

Our Mission

To reach out to victims of economic and social injustice and those manipulated by socio – religious and political power.

YDEEPA Project

The YDEEPA is a project pioneered by the YWCA in India in the 1960's where, the young people between the age group of 8 to 18 years pledge to engage in community development and advocacy work.

YDEEPA Pledge

'In joining the YWCA with girls all over the world, I seek to cherish health, to follow truth, to love God, and to serve others'.

YDEEPA Goal

Youth Leadership and Social Transformation

YDEEPA Core Objectives

- To create the next line of leaders and torch bearers of the nation
- To engage young people in community development and advocacy
- To create a movement to address key youth issues by the youth and for the youth
- To empower young people, especially women in decision making which is aimed at positive social impact.
- To provide an interactive platform for young people to brainstorm and create sustainable and effective action plans.

YDEEPA Curriculum

The YDEEPA Curriculum is meant to aid trainers and leaders during workshops based on social issues concerning young people in our world today.

The Curriculum has basic information on youth issues, guidelines for further reading and activities which can go along with these workshops to make them interactive, participatory and impactful.

The curriculum is especially designed for the students in their teen years, since these are the crucial years of both physical and psychological change and development.

Besides, in our day and age, access to the internet has allowed us an array of information at the touch of a button, however, learning about essential, verified and accurate information, especially regarding our rights and liberties, for instance, those pertaining to our body or identity, still remain oblivious to most youth. Other issues still remain trapped by society, under the hood of stigma and discrimination.

Therefore, the YDEEPA Curriculum is meant to engage young people in discussing these issues, sharing their views and learning accurate information which affects their lives, in a safe environment, free from discrimination, prejudgment or any other form of harassment or violence.

The curriculum also includes activities and an action plan to reinforce the ideas discussed during the workshop and get young people involved in awareness building and advocacy in their region and creating a young line of informed and empowered leaders for the nation building process.

Priority Areas:

The YWCA of India has prioritized certain issues which have been core concerns of the youth in today's time and age. It has also been found, that many other issues faced by young people have been due to the lack of knowledge about the core concerns.
Therefore, the YDEEPA project and curriculum also focus on addressing issues of:

- Sexual and Reproductive Health Rights (SRHR)
- HIV/AIDS
- Violence Against Women
- Building Youth Leadership

Key Features:

1. Verified and Evidence based topics
2. Comprehensive and includes accurate information about psychosocial and health topics
3. Based on core values and human rights
4. Culturally appropriate, reflecting the diverse circumstances of reality of young people in today's world.
5. Gender Sensitive and inclusive
6. Promotes safe space
7. Academic growth and critical thinking through interaction and participatory response
8. Fosters civic engagement and participation in decision making process

Videos and Presentations:

The YDEEPA curriculum also contains a CD with presentations and videos to go along with the sessions and to aid the trainer in conducting the workshops.

The presentation and videos are categorized as Junior and Senior as per the age group's requirement.

YDEEPA Curriculum: Usage

The YDEEPA Curriculum is meant to be used with groups of students and young people, especially between the ages of 8 – 18 years

The purpose of the curriculum is to:

- Establish a learning environment based on equality, respect and human dignity
- Foster a process that draws on the learner's experience, integrating new information and ideas into what they know and think about a particular topic
- Use a wide range of methods and activities to engage learners
- Build on students power to reflect, study and think critically about the world around them and come up with their own solutions
- Foster student's ability to apply what they learn to their lives and create active citizens for positive change.

Instructions for the Trainer:

- The curriculum topics must be reviewed by the trainer first.
- The notes provided are for helping the trainer gain a basic understanding of the topics, however, the format, sequence and content of the workshops, including the issues to be shared are to be decided by the trainer as per the age level, background, community requirements and knowledge of the issue concerning the young people.
- A time table has also been provided for the trainer to monitor the topics to be covered
- The curriculum also contains basic information such as the time required, age groups, and objectives and learning's for each workshop.
- The trainers are encouraged to consider including current topics, ice breakers and activities which will help build the level of participation of the students.

Conducting a Workshop

The trainers are recommended to use the following guidelines for conducting a workshop.

Based on the flow of the workshop, the trainer may create their notes and timeline for each topic.

Introducing A Code

Understanding the Problem, Using icons which are familiar - to introduce the topic

Research

Sharing infromation relating to the matter.	Initiating open discussions

Hypothesis

Introspection on why the problem exisits.

Consciousness

Recognizing the problem, sources, and possible solutions

Action Plan

Creating a goal oriented task of find practical solutions and steps to address the issue.

Creating Safe Spaces

Most people define their 'world' in different ways. It is in the private spaces of family in homes, bedrooms and kitchens. These intimate spaces should offer love, care, and support, as well as nurture the full potential of every person. Yet too often, these private spaces are where young people, and especially women and girls experience domestic violence, abuse or neglect. It is also the place where they often unknowingly contract HIV and other sexually transmitted infections.

The notion of 'being safe' speaks to the enjoyment of universal human rights and being free from stigma and discrimination.

The YWCA Safe Space Hub provides a place where young people, especially girls can openly share their experiences and challenges, access information, develop more awareness of their rights and build their capacity to claim these rights as empowered leaders, decision makers and change agents.

Safe space also creates opportunity for young people and girls to have friends. These would enable them to discuss challenges and opt for solutions. Having friends to talk to is something that many of us take for granted, however, we often don't realize how important it is for our lives.

Having a safe space for discussion also helps build awareness about issues, bust myths, discuss common concerns, allows people to talk freely without being discriminated or excluded for their identity and views and overcome issues of stigma and fear which can be addressed during the workshops once a safe space is ensured.

The trainer has a great deal of responsibility in ensuring such a space is created by providing an open yet non aggressive safe environment where the participants are ensured that the information they will share will be protected and private within the circle.
That what has been shared will be used for empowering each other without discrimination and prejudgment and preventing stereotypes block opinions of others.

The trainer must also ensure that each person has the right to their opinion, without the need for everyone to accept it in its entirety, and that they can share their views without being condemned.

Thus, a safe space is any place which provides:

- Inclusiveness for all people without discrimination towards their identity
- Freedom of Speech to allow people to share their views without being judged or slammed down for it
- Privacy of the information they share will be kept secure within the group and not used against them
- Where you receive emotional Support and encouragement
- Where people can build Trust and have Dignity and Respect for one another
- Where they have Safe and Accessible Location
- Basically, it is a Space to be yourself

They can be created anywhere where people are willing to be together to discuss and share their ideas and experiences without any fear or prejudgments, in a supportive environment to be themselves, free from any kind of violence. People need safe spaces to be who they are and to grow and learn from each other through love, respect and dignity

The creation of safe spaces for young people is the least expensive intervention technique that can be used, but the most significant way to make positive contributions in the lives of everyone, especially for the advantage and empowerment of women and girls.

~ By Fasika Waltengus (Gender Advisor at Oxfam)

Timeline for YDEEPA Workshops

- Details of workshops planned and the Topics to be discussed:

Time Line (Monthly)		Topics	Estimate Budget	No. of Students	Expected Impact for the Benefit of the Students	Expected Outcome of the Workshop
Month						
Date						
Month						
Date						
Month						
Date						
Month						
Date						
Month						
Date						
Month						
Date						

Chapter 1
MY Body, MY Rights!

Part 1
Our Body

Objective: Understanding our changing body and learning to love and respect it.

Age Group Recommended: 13 – 15 years

Key Learning:

- Understanding our body and the changes it undergoes during Puberty
- To help the group express views on media's portrayal of the 'perfect body'
- Increase their awareness of their own positive qualities
- Enhance sensitivity towards peers

Overview:

- Each member writes about an aspect of their appearance and/or one skill or quality that they feel good about
- In a group, each person writes one quality about every member in their group that they admire.
- The leader and students then discuss the pressures related to physical appearance, especially in the media and in their peer circle.
- The Leader will then end the activity with each person writing a gratitude list of all the things our body helps us do to keep us fit and alive.

Duration: 1 Hour

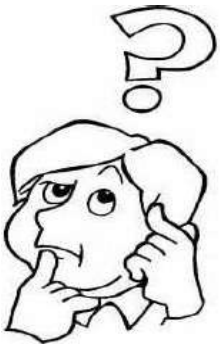
Introduction : 10 Min
Activity 1 : 10 Min
Discussion : 20 Min
Activity 2 : 10 Min
Action Plan : 10 Min

Material:

- White Board or Flip Chart
- Coloured Pens
- Placards or Small Sheets of (Coloured) Paper

Introduction:

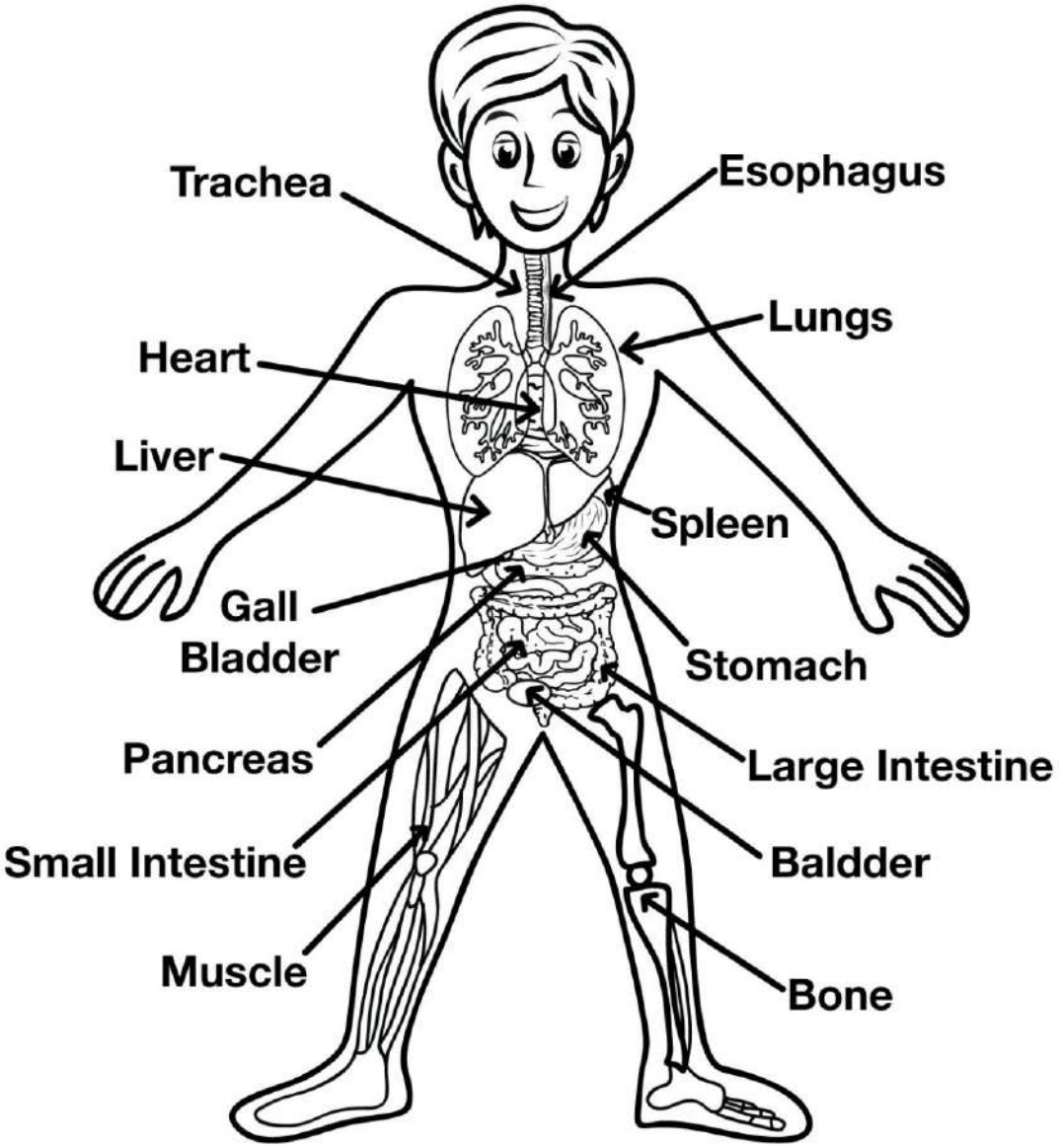
Each of us has a different body that we have to live in all our lives. Learning how to look after it is the key to good health.
As their body changes through puberty, young people need time and space to get used to the new shell they find themselves in, as well as to learn how to look after it.
For many young people, knowing that 'normal' is actually different for every person can be a relief, especially at a time when they are heavily influenced by unrealistic media stereotypes.



Why am I suddenly taller/fatter/thinner than my friend? Why do I have so much body hair now? My nose is a funny shape!
These – and more – are all questions young girls and boys want to ask. There are thus, many factors that influence how we feel about our body. Becoming more confident about our bodies and how it changes can help promote positive self-image and improve self-esteem.

Our Anatomy:

Our body has various functions and just like a big organization, each part has a role to play, and they do their job our entire life, making sure we are at our best at all times, without a fail.



The main systems of the human body and their functions are as follows:

1. Cardiovascular/Circulatory system:

- Circulates blood around the body via the heart, arteries and veins
- Delivering oxygen and nutrients to organs and cells
- Carrying their waste products away

2. Digestive system/Excretory system:

- Mechanical and chemical processes that provide nutrients via the mouth, esophagus, stomach and intestines
- Eliminates waste from the body

3. Endocrine system:

- Provides chemical communications within the body using hormones

4. Integumentary system/Exocrine system:

- Skin, hair, nails, sweat and other exocrine glands

5. Lymphatic system/Immune system:

- The system comprising of a network of lymphatic vessels that carry a clear fluid called lymph
- Defends the body against disease-causing agents

6. Muscular system/Skeletal system:

- Enables the body to move using muscles
- Bones supporting the body and its organs

7. Nervous system:

- Collects and processes information from the senses via nerves and the brain and tells the muscles to contract to cause physical actions

8. Renal system / Urinary system:

- The system where the kidneys filter blood

9. Reproductive system:

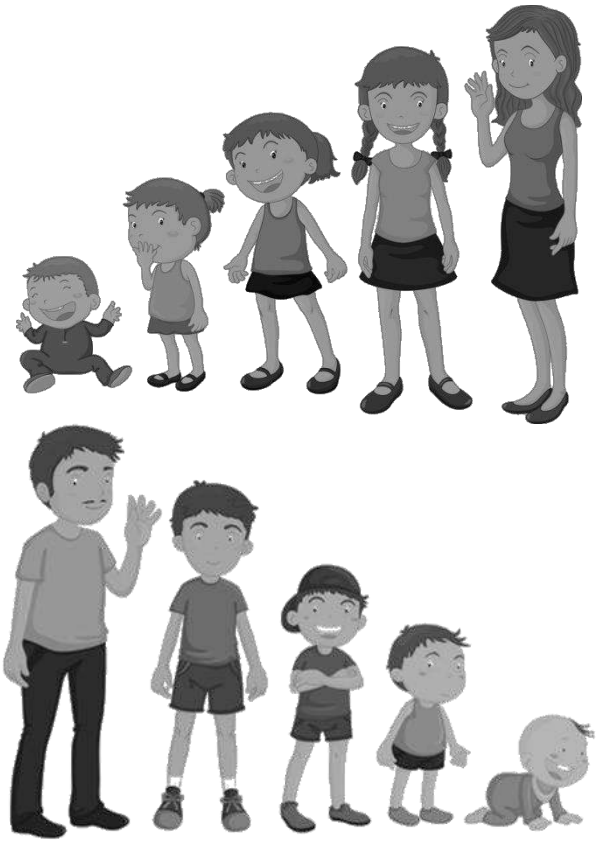
- The sex organs required for the production of offspring

10. Respiratory system:

- The lungs and the trachea that bring air into the body

Puberty in Adolescence:

As we grow older some parts of our body assume new or greater role in our development, such as bring about physical change and development, production of hormones which regulates the changes and the reproductive system matures in a healthy adult.



Some of the changes that our body goes through during the adolescent age are as follows:

1. **Physical changes:**

Girls:

For girls, you might start to see early physical changes from about 10 or 11 years, but they might start as young as 8 years or as old as 13 years.

Physical changes around puberty include:

- Breast development
- The start of Periods (menstruation)
- Changes in body shape and height
- Growth of pubic and body hair

Boys:

For boys, physical changes usually start around 11 or 12 years, but they might start as young as 9 years or as old as 14 years.

Physical changes include:

- Growth of the penis and testes (testicles)
- Changes in body shape and height
- Erections with ejaculation
- Growth of body and facial hair
- Changes to voice.

Wet Dreams:

Sometimes boys wake up with a wet, sticky spot on the underwear or pajama pants. It's not urine, so what is it?

Chances are that they had a "wet dream" — something that can be embarrassing and confusing, but is completely normal. A wet dream is also known as a nocturnal emission. Nocturnal means "at night" and emission means "discharge."

This makes sense because a wet dream is when semen (the fluid containing sperm) is discharged from the penis during ejaculation while a boy is asleep. Usually this happens during dreams that have sexual images. Sometimes guys wake up from a wet dream, but sometimes they sleep through it.

Wet dreams begin during puberty when the body starts making more testosterone, the major male hormone. Although some boys may feel embarrassed or even guilty about having wet dreams, they can't be controlled and you can't stop them from happening — most boys experience them at some point during puberty and even sometimes as adults. Wet dreams usually happen less as boys get older.

Other physical changes in our body include:

- **Brain**

Improved self-control and skills in planning, problem-solving and decision-making.

- **Bones, organs and body systems**

Change in size and capacity. Lung performance improves, limbs grow, and bones increase in thickness and volume.
The chest and shoulders get broader in boys.
In girls, the hips and pelvis get wider.

- **Clumsiness and coordination**

Since growth occurs so fast during this period, their centre of gravity change and the brain might take a while to adjust.

- **Physical strength and sports skills**

Muscle strength and size increase during this period. The hand–eye coordination will continue to improve over time, along with motor skills such as ball-catching and throwing

- **Nutrition and weight**

Weight gain and new nutritional needs. Teenagers' stomachs and intestines increase in size, and they need an increase in energy, proteins and minerals. Foods with plenty of calcium and iron are particularly important at this age to support bone growth and blood circulation.

- **Sleep and rest**

Sleep patterns change, with many children starting to stay awake later at night and then sleeping until later in the day. Also, the brain re-sets the body clock during puberty. Children going through puberty need more sleep than they did just before puberty started.

- **Hygiene**

Sweat glands in the armpits and groin area are activated for the first time during puberty, and this can lead to increased body odour. Bathing and washing clothes regularly is important. All children need to wash their genital area. For boys, washing under the foreskin is also important.

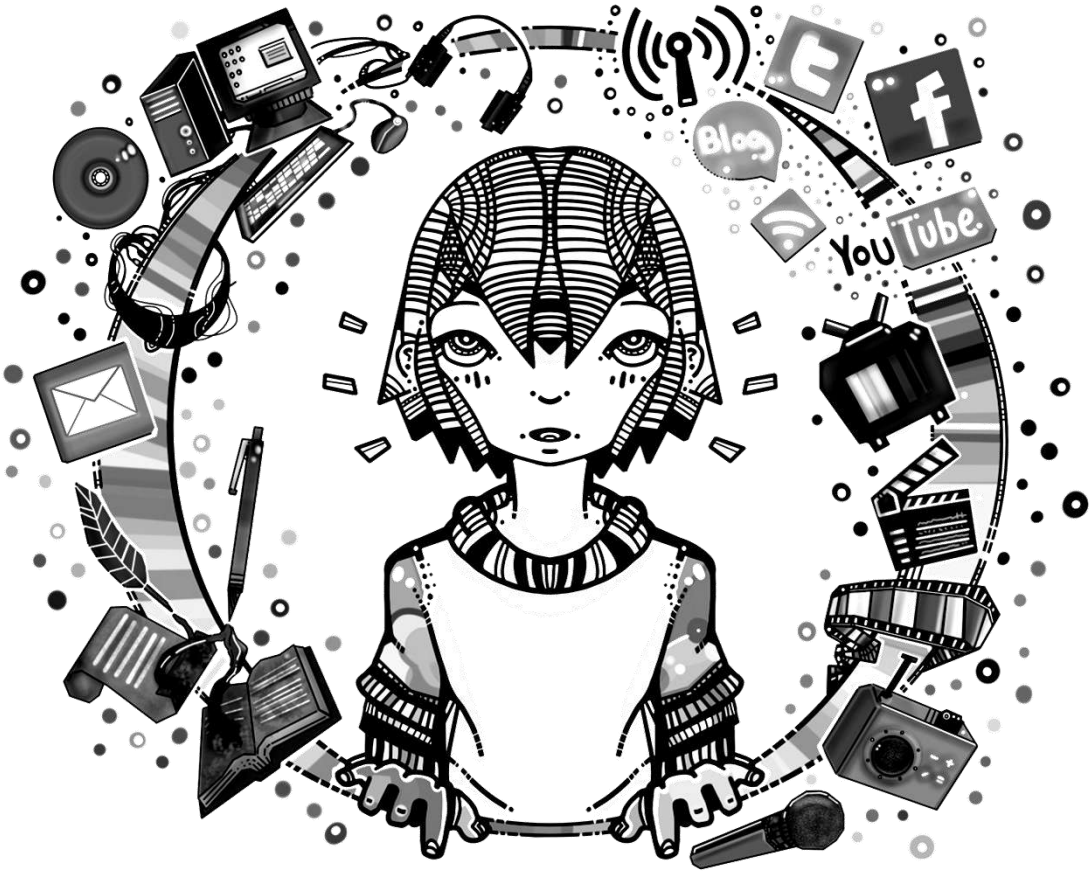
- **Acne and skin problems**

Glands in the skin on the face, shoulders and back start to become more active during puberty, producing more oil. This can lead to skin conditions such as pimples and acne. Teenagers might find their hair gets oilier, and they need to wash it more. This is normal.

- **Dental care**

Children will gain their second molars at around 13 years. Third molars – 'wisdom teeth' – might appear between 14 and 25 years. These teeth can appear in singles, pairs, as a full set of four wisdom teeth – or not at all. Not everyone has wisdom teeth. Brushing twice a day and flossing once a day is important.

II. Social Changes



The Social Changes during this age include the following:

- Searching for **identity**: young people are busy working out who they are and where they fit in the world. This search can be influenced by gender, peer group, cultural background and family expectations

- Seeking more **independence**: this is likely to influence the decisions we make and the relationships we have with family and friends

- Seeking more **responsibility**, both at home and at school

- Looking for **new experiences**: the nature of teenage brain development means that teenagers are likely to seek out new experiences and engage in more risk-taking behaviour. But they're still developing control over their impulses

- Thinking more about **'right' and 'wrong'**: We start developing a stronger individual set of values and morals. Teenagers also learn that they're responsible for their own actions, decisions and consequences. They question more things. Family values and actions shape the child's sense of 'right' and 'wrong'

- Influenced more by friends, especially when it comes to behaviour, sense of self and **self-esteem**

- Starting to develop and explore a **sexual identity**: to start to have romantic relationships or go on 'dates'. These are not necessarily intimate relationships, though. For some young people, intimate or sexual relationships don't occur until later on in life

- **Communicating** in different ways: the internet, mobile phones and social media can significantly influence how we communicate with friends and learns about the world.

- Boys and girls who develop very early or very late might feel more self-conscious, get teased and have body image concerns.
  Girls often reduce physical activity, despite improved strength, because of body image and gender-based self-image concerns.
  Boys who have early physical development will have an earlier growth spurt. They might be bigger and stronger than their peers for a while. Boys who develop later might be more at risk of being teased or bullied, and might be less interested in physical activity.

III. Emotional changes:

- Showing **strong feelings and intense emotions** at different times. Moods might seem unpredictable. These emotional ups and downs can lead to increased conflict. Our brain is still learning how to control and express emotions in a rational and mature way.

- Is more **sensitive to emotions**: young people get better at reading and processing other people's emotions as they get older. While they're developing these skills, they can sometimes misread facial expressions or body language

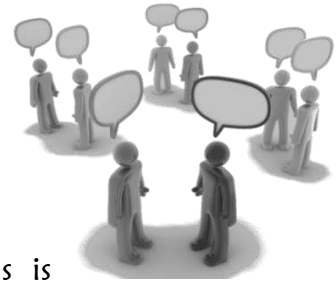
- Is more **self-conscious**, especially about physical appearance and changes. Teenage self-esteem is often affected by appearance – or by how teenagers think they look. As they develop, children might compare their bodies with those of friends and peers

- Goes through a **'bulletproof' stage** of thinking and acting as if nothing bad could happen to him. Since the decision-making skills are still developing; children at this stage are still learning about the consequences of their actions.

- Many people think that adolescence is always a difficult time, and that all teenagers have bad moods and behave in challenging ways. In fact, some studies show that only 5-15% of teenagers go through extreme emotional turmoil, become rebellious or have major conflicts with their parents. Social and emotional changes are part of the journey to adulthood.

IV. Changes in relationships:

- Wants to spend less time with family and more time with friends and peers



- Has more arguments with parents: some conflict between parents and children during the teenage years is normal, as children seek more independence. It actually shows that the child is maturing. Conflict tends to peak in early adolescence.

- Sees things differently from parents/older people: this is because teenagers begin to think more abstractly and to question different points of view. At the same time, some teenagers find it hard to understand the effects of their behaviour and comments on other people. These skills will develop with time.

Leader's Instructions:

- Introduce the topic with the write up provided or conduct an icebreaker if the members of the group are new to each other.

Activity 1: What I See In Me

- Ask each person to share their name and pick a colour and to describe how that colour describes them

- After each person has described themselves, talk to them about how unique and beautiful we are in our own way just like the vivid colours of the rainbow.

Discussion

- Open the discussion based on the following guidelines
  (You could also hold a short debate instead)

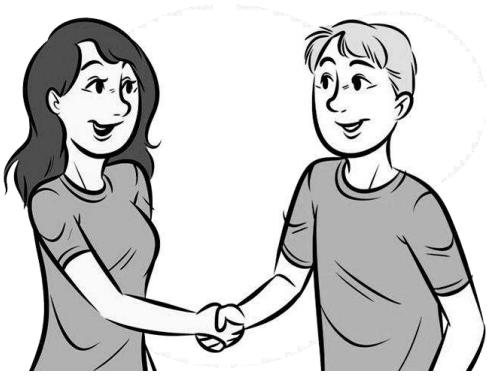
  - Do you think our body right now is strong, healthy and beautiful?
  - Do you think that there is such a thing as a 'perfect body' or is everybody beautiful in its own unique way?
  - Do you think the media influences our image of the 'perfect body'? In what ways?

- Introduce the topic of Puberty and the changes that the body undergoes

    - Do you think that teen age is the most confident and carefree stage in our life?
    - Can you list out the changes that happen at puberty
    - Do you think that teenagers worry too much about their physical appearances? Why so?
    - How do you think we can embrace these changes and build a better body image?

(Each member can express their answers in a range of 1 to 10; with 1 being the lowest and 10 being the highest)

Activity 2: What You See In Me



- Ask each person to write one quality they admire about themselves, it may be physical quality, personality trait, skill or talent they are proud of; and ask them to share it with the rest of the group.

- Ask the members to form small groups (depending on the number of persons present)

- Provide each person with a coloured sheet or placard

- Ask each person to write down one thing they personally like about each member of their group

- Then ask each member of the group to share what they have written about them

- As a leader ensure that what they write only positive things about each other to avoid conflict.

Action Plan:

- Ask each of the students to list out the things that makes their body unique and special and to write a gratitude list of all the things our body helps us do to keep us fit and alive.

- Now ask each person to write out three things they promise to do every month to keep their body fit and their confidence high.

- Ask them to follow it up with four questions:
    - How do I feel about my body right now
    - 3 ways in which I can feel good about myself
    - Practicing these 3 ways every month to keep my confidence high
    - Did the 3 ways help me change and become more confident about myself

Part 2
Health and Hygiene

Objective: Keeping our Body Fit and Healthy

Age Group Recommended: 13 – 16 years

Overview:

- Discussion what is a healthy body and how the concept is different for everyone?
- Introduce the topic and provide the given information, provide any other verified information to the class if necessary.
- To understand healthy eating and exercise routines and importance of outdoor physical activity.
- Following an Action Plan to ensure that a healthy lifestyle is inculcated into their daily routine

Key Learning:

- Understanding our body's requirements for food, exercise and sleep
- Taking steps to ensure regularity in intake of food through charts and activities
- Monitoring exercise and sleep cycles

Duration: 1 Hour

Discussion : 10 Min
Introduction : 10 Min
Activity 1 : 15 Min
Explanation : 05 Min
Activity 2 : 10 Min
Action Plan : 10 Min

Material:

- Pen/Pencils
- Coloured Pens
- Paper

Discussion Questions:

- What is a healthy body?
- Is there a standard for healthy body for everyone? Or is each body different?
- What is BMI (Body mass Index)? What is its purpose?

Introduction:

When you're growing up it's important to stay healthy and know the right way to treat your body. You're going through lots of changes, both in your body but also dealing with things like school and exams. Staying physically healthy can help you stay healthy emotionally too. If you're eating the right food and keeping fit, your body will be strong and help you cope with stress and fight illness.

Being fit is a way of saying a person eats well, gets adequate physical activity (exercise), and has a healthy weight. If you're fit, your body works well, feels good, and can do all the things you want to do, like run around with your friends.
Eating well and taking regular exercise when you are a teenager will also help you to stay in good health later in life.

Sleeping is also a really important way to stay healthy. Having late nights can leave you feeling tired the next day. It can be difficult, but try to have at least 6 – 8 hours sleep each night.
However, both too little and too much sleep is harmful. One must understand how much sleep is required for their body to be fit and healthy.

Smoking, drinking alcohol and indulging in drugs can harm your health and cancel out the effects of a good diet and exercise. Doing these things can lower the immune system and cause mental health problems too.

Some steps to insure health can be taken only by parents — such as serving healthy meals or deciding to take the family on a nature hike. But kids can take charge, too, by choosing to eat healthy food, keeping the body hydrated by drinking water, fruit and vegetable juice and milk, taking time out to play outdoors and sleeping and waking up on time.

Healthy Diet:

It can be hard to get a healthy diet especially when there is a lot of temptation to eat sweets and unhealthy food. It's important to get a balance in your diet of the right amount of each food group. These are listed below with a guide to what one portion should look like:

- **Carbohydrates** - like potatoes, pasta, rice and bread. A portion should be about the size of a fist.

- **Protein** from non dairy sources – like meat, fish and beans. A portion should be about the size of a deck of cards.

- **Dairy**– like milk and cheese. A portion should be about a 200ml of milk, a matchbox size piece of cheese or an average pot (125ml) of yoghurt.

- **Fruit and vegetables** - at least five portions per day. For fresh fruit and vegetables, a portion should be about a cupped hand. For dried fruit, a portion should be about half a cupped hand.

You can allow yourself a treat every now and then so don't feel bad if you do have a sweet tooth and enjoy having some chocolate or crisps occasionally, just not all the time.

At an average, adolescent girls need 1,800 to 2,200 calories per day while adolescent boys need 1,800 to 2,400 calories per day to maintain a healthy active life.

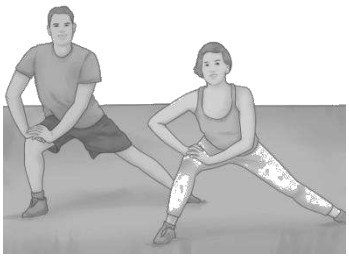
Exercise:

Exercise is a great way to relax after sitting in class all day. You are recommended to take at least half an hour to an hour of exercise every day if you can. You may get some of this through your PE lessons in school, but it's also good to do more exercise outside school if you can.

Joining a sports team outside of school is a great way to stay fit and healthy and also make new friends. Many community centers or leisure centers run team sports at the weekend or after school.

Exercise doesn't have to mean taking part in a team sport or spending lots of money on expensive equipment. Try doing something you do like such as:

- Walking
- Swimming
- Jogging
- Jumping Jacks
- Skipping



- Dancing around to music you like

These are all great ways to keep fit and can be fun too. You can build them into your daily or weekly routine and get your friends involved too which will help motivate you.

Body Mass Index (BMI):

It is an approximate measure of whether someone is over- or underweight, calculated by dividing their weight in kilograms by the square of their height in meters. Ideal BMI is between 19 – 25.
BMI = weight(kg)/height2(m2) (Metric Units)

Dental Hygiene:

Brushing and flossing are a very important part of your daily dental hygiene regimen; therefore, it is very important to use the proper technique to brush your teeth:

- Angle the brush at 45 degrees to the gums.
- Move the brush gently back and forth.
- Brush all surfaces of teeth (outer, inner, and chewing).
- To brush the inner surface of the front teeth, tilt the brush vertically, and brush gently up and down.
- Brush your tongue to remove any bacteria.

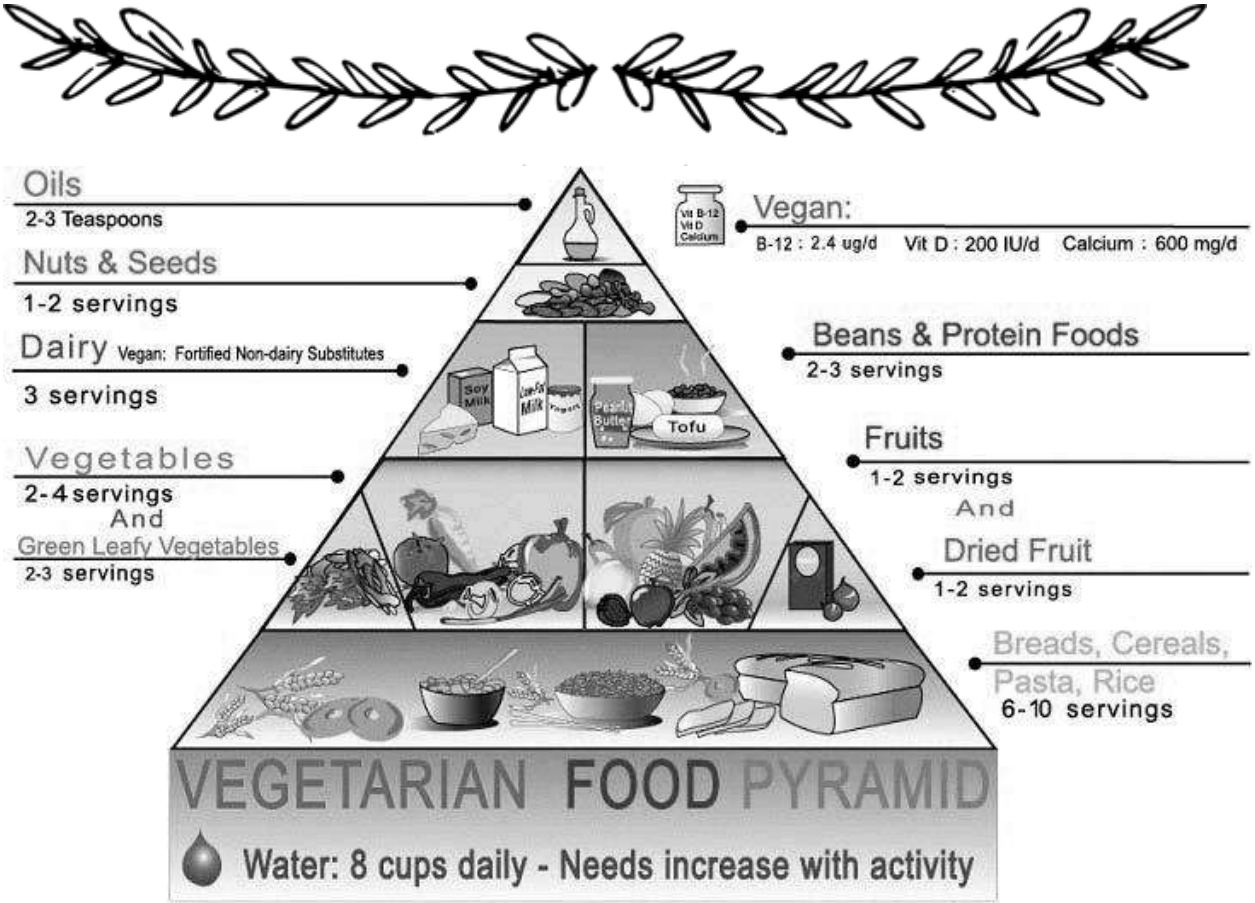
To floss your teeth:

- Cut about 18 inches of floss.
- Wrap one end around one middle finger and the rest around your other middle finger.
- Hold the floss tightly between the thumbs and forefingers, and gently insert it between the teeth.

- Curve the floss into a C shape, and gently move the floss up and down while keeping it pressed against the tooth.
- Floss all the teeth, and do not forget to floss behind the back teeth.

Activity 1: My Healthy Eating Checklist

- Explain the concept of the nutritional requirements through the food Pyramid for daily food intake for the students and draw it to explain the structure.



- Next, share the food chart and explain the daily intake requirements for children in India.

S. No.	Food Type	Serving (in a day)
1	Water	8 Cups or 2 Liters
2	Carbohydrates	6 – 8 Servings
	Eg. Wheat, rice, corn flour, Barley, Oats, Rye, Soya Beans, grains, breads)	
	Eg. Roti, Rice, Cereals, Pasta, Breads, etc.	
3	Vitamins and Minerals	2 – 4 Servings
	Vegetables	
	Eg. Carrots, Spinach, Eggplant, Peas, Tomato, Potatoes, Cabbage	
	Vegetables curry, sabzi, steamed vegetables, etc.	
4	Vitamins and Minerals	1 – 2 Servings
	Fruits	
	Eg. Apple, Banana, Oranges, Strawberries, watermelon, Dry fruits etc.	
5	Protein	2 – 3 Servings
	Dairy Products	
	Eg. Milk, Paneer, Yogurt, Curd, Tofu, Cheese, etc.	
6	Protein	2 – 3 Servings
	Legumes and Beans	
	Eg. Dals, Stew, chickpeas, channa, chole, split peas, rajma, etc.	

7	Proteins	2 Servings
	Meats and Poultry	
	Eg. Chicken, Meat, Eggs, Fish, etc.	
8	Fats, Sugar and Oils	2 – 3 teaspoons

Each portion/serving is approx. 15g or 1 cup or a fist full

- Now ask the students to fill out their daily intake chart based on the nutrition information provided.

What Did I Eat?		Water	Grains	Veggies	Fruits	Dairy	Legumes and Beans	Meat and Eggs	Fats, Sugar and Oils	Other foods
Breakfast										
Snack										
Lunch										
Snack										
Dinner										
Snack										
Total Servings										

- Now, ask each the students to share their daily intake and whether it matches with the nutritional information provided.

- Follow up the activity with the following questions:
  - In what food groups were your choices lower than the recommended amounts?
  - In what food groups were your choices higher than the recommended amounts?
  - What foods do you eat that are not part of a food group?
  - What makes it hard to meet the recommendations?
  - How can we make healthy and tasty food choices?

- Explain to the students that by making small changes to their daily routine and habits, they can become health, strong, smart and fit.

Activity 2: My Physical Activity Checklist

Explanation and Instructions for Leader:

1) Write the words "Strength," "Endurance" and "Flexibility" on the board, and ask students if they can explain what they mean

- (S) Strength – when your muscles move against something hard to move (resistance)

- (E) Endurance – the ability to exert yourself for a long period of time
- (F) Flexibility – the ability to bend easily

a) Explain that strength, endurance and flexibility are three kinds of physical activity that everyone needs to do to stay healthy.

b) Ask students to give some examples of each type of physical activity, and write them on the board. For example:

- Strength – lifting, push-ups, climbing, carrying books or groceries
- Endurance – running, jumping rope, swimming
- Flexibility – gymnastics, stretching, reaching, yoga

c) Point out that most activities include all three types of physical activity (e.g., swimming, dancing, ballet, triathlon, martial arts and team sports).

d) Write the words "Vigorous" and "Moderate" on the board, and explain that many physical activities can be done either vigorously or moderately.

- Vigorous activities make you sweat, feel 'out of breath' and make your heart beat faster, such as running, soccer, jumping rope and basketball.
- Moderate activities don't take as much energy, and cause you to sweat a little and to breathe harder, such as walking briskly, bike riding, skating, swimming and playing outdoors.

2) Have students do one example of each type of physical activity in the gym or another open area, and ask them to describe how each one feels. Examples could include:

- Strength: standing push-ups [i.e., leaning on a wall and pushing yourself upright], lifting loaded backpacks, carrying books, etc.
- Endurance: running around the gym, running in place and doing jumping jacks, etc.
- Flexibility: bending sideways, stretching, etc.

3) Discuss the characteristics of the three types of physical activity. If necessary, prompt discussion with questions such as the following:

a) How does each type of activity differ from the others?

- Strength – uses arm, leg, stomach and back muscles and puts pressure on the bones
- Endurance – uses whole body, makes you breathe heavily, increases your pulse rate and goes on for a long time
- Flexibility – stretches muscles and joints; may be slower than the others, with pauses

b) How do you think each type of activity contributes to good health?

- Strength – builds strong muscles and bones
- Endurance – strengthens heart and lungs
- Flexibility – allows bending and reaching and helps the muscles relax

4. Now ask the students to fill out the 'My Physical Activity Checklist' to check whether the amount of physical activity they do is healthy and how does the particular activity help in their growth.

Time	My Physical Activity (activities I do for at least 10 minutes without stopping)	Type of Activity (Tick whichever applies)			Vigorous or Moderate Activities	Non – active time (not including sleep)
		S	E	F	Approx. Minutes	
Before School						
Recess						
During School						
After School						
At Night						
Total Minutes						

5. Based on the checklist created by the students, the leader can share the following information with the students:

- Get at least 60 minutes of moderate- to vigorous – intensity physical activity every day. This should include:

- Vigorous intensity activities at least 3 days each week.
- Activities that strengthen muscle and bone at least 3 days each week.

- It is recommended that children and youth:

- Reduce the time spent being inactive every day. Swap inactive time with active time. For example:
- Spend no more than 2 hours per day on 'screen time' (e.g., watching television or playing on the computer).
- Spend less time using motorized transport (such as a car or bus).
- Spend less time sitting.
- Spend less time indoors throughout the day.

Action Plan:

- Ask the students to create their own personal My Healthy Eating and My Physical Activities Checklist.

- Ask the students to also monitor the number of hours of sleep they receive every night.

- Ask the students to list and monitor their checklist for a month for each day, while ensuring that they follow the guidelines that have been shared during the workshop.

- Ask the students to share their list and see whether their daily routine has shifted to healthier habits.

- If some students need help in shifting to healthier habits, conduct a group discussion to see how students can change their lifestyle to be healthy.

- Since food and physical activity may differ for each individual, being sensitive to their needs and requirements must be considered and give small margin for variance from the standards provided.

Chapter 2
Sexual and Reproductive Health and Rights

Part 1
Good Touch, Bad Touch

Objective: To teach children to identify the difference between Good and Bad Touch, find help and sharing the information.

Age Group Recommended: 8 – 14 years

Key Learning:

- Understanding Concepts of Child Sexual Abuse (CSA)
- Identify difference between Good and Bad Touch
- Preventing cases of Harassment and Coping strategy
- Busting myths surrounding CSA

Duration: 1 Hour

Introduction : 10 Min
Activity 1 : 10 Min
Discussion : 20 Min
Activity 2 : 10 Min
Action Plan : 10 Min

Material:

- Komal Video on Child Sexual Abuse (CSA)
- Audio Visual Facility
- Board and Marker

Introduction:

Child Sexual Abuse (CSA):

Sexual abuse is when a child or young person is pressurized, forced or tricked into taking part in any kind of sexual activity with an adult or young person.

CSA can involve many activities including:

- Fondling/touching/kissing of genitals and other areas of the body
- Penetration with penis, digit or object
- Exposing genitals or sexual material to child

- Talking to a child inappropriately, graphically and explicitly about sex
- Asking a child to touch their own genitals or another persons
- Non-forced sex with an underage child

What is bad touch?

A sexual abuse touch is something that makes the child feel scared, anxious or uncertain. It is a touch on any part of their body that would normally be covered if they wore a swimming costume. In fact, even areas such as mouth, hands and feet must not be touched if the child feels uncomfortable about it. Explain to them that this touch may feel "nice" or exciting, but that it may also feel strange. If they are asked not to tell anyone about this touch then that is sexual abuse touch. Make it clear that sexual abuse touch can also happen with their clothes on.

What can be reinforced:

- Children must be taught that if something is happening that makes them feel uncomfortable, they must tell somebody they trust.

- Help children realise that they have the right to say 'no' to those who would abuse their authority as adults. We must make children aware that their safety is more important than good manners.

- Teach children in an open way from very young about correct biological names of body parts so that they don't feel embarrassed talking about it and in an abusive situation the child understands what is happening.

- Teach the children the No – Go – Tell approach in case of harassment:

➢ Shout **NO**!

- **GO** away from that person.
- **TELL** a safe adult about the bad touch

Safety Tips:

1. Each child must be aware of their house or parents address and phone number in case of emergency
2. Ensure that the parent and child know of a 'meeting place' in case they are separated in a crowded place
3. Make sure they know how to dial the emergency services and what to say
4. Make sure they also have the number of another trusted adult written down somewhere
5. Teach the child the buddy system – i.e. always try walking in pairs or groups with trusted people.

Talk to them about:

- Good touch is touch that feels safe – or touch that makes us feel warm and makes us smile.
- Bad touch hurts their body or feelings – makes them uncomfortable, shameful and sad.

As a trainer ensure that the child or parent is aware of an adult who

- Refuses children to have their privacy or invade their privacy
- Insists on physical affection even when the child looks uncomfortable
- Insists on a 'special time' alone from other adults and children
- Spends a lot of time with children instead of adults
- Buys children expensive gifts for no apparent reason
- Appears to put a lot of effort into getting close to children
- Has had previous allegations against them before
- Makes you feel uneasy…even if you can't understand why – Rely on Intuition
- The child or other children seem afraid of a person
- The child or other children do not want to be alone with the person

Activity 1:

After sharing a few details on the topic with the participants, screen the *Komal Video* on Child Sexual Abuse by Childline

Discussion:

Follow it up with a discussion on the topic such as:

- What did they see in the video
- What did the Social Worker tell the children
- Which parts did the Social Worker say were areas which must not be touched
- Who can touch and when
- What should be done in case someone harasses
- Helpline number shared in case of any issue arising: ChildLine helpline no. in India is: **1098**

Activity 2:

Share the following Myths and Facts about Child Sexual Abuse:

MYTH 1: CSA is a rare thing

Truth: about 15-20% adults report receiving some form of sex abuse as kids. This abuse ranges from inappropriate and repeated touching to penetrative sex. Abuse almost always starts with inappropriate talk and touch before progressing to worse things.

MYTH 2: CSA only happens in western countries

Truth: Scientific research has proved that CSA is prevalent in all cultures, languages, countries and religions. There are no countries where CSA is not reported. There are differences in legal age for consensual sex in various countries but CSA as defined by local law is found EVERYWHERE!

MYTH 3: In India, CSA happens only in slums

Truth: Though children from lower socio-economic class are more vulnerable to CSA, it is by no means exclusive to that group. Kids from all levels of society are affected.

MYTH 4: CSA happens only with girls

Truth: Till age of 12, boys and girls are equally affected. After adolescence girls are more affected than boys.

MYTH 5: CSA happens with kids of troubled and broken families.

Truth: Though kids in troubled families are more likely to be abused, they are not the only ones. Kids from stable families are abused too ! Having an intact and untroubled family helps children to recover better from abuse but it does not

protect them if they are not armed with the knowledge of UNSAFE TOUCH.

MYTH 6: Abusers are social misfits and easily identifiable

Truth: Almost all abusers look just like you and me. There is no definite way of identifying an abuser from looks alone. Many abusers may be family members with children and from respectable professions like doctors, priests, teachers, etc.

MYTH 7: Abusers are always strangers to the kids

Truth: This is one of the most dangerous myth. 70% of abusers are directly related to the child. They are family members. Another 20% are well known to the family and have free access to kids, e.g. family friends, teachers, neighbors, etc.

Action Plan:

Now that you know about the extent of CSA, take the next step to safeguard kids:

- Educate them about the UNSAFE TOUCH and speak to your family friends and known people about it.
- Make sure everyone around you is aware of what is good and bad touch and the child helpline number.

Part 2
Understanding Sexuality, Consent and Abstinence

Objective: Learning about the concept of Sexuality, Mutual Consent and Abstinence in relationships

Age Group Recommended: 14 – 18 years

Overview:

- Learning the concept of Sexuality especially during the adolescent age
- Understanding and respecting Mutual consent, Abstinence and its implication

Key Learning:

- Concept of Sexuality and the four major components
- Difference between Sexual Consent and Coercion; the types and its implication; Practicing Abstinence
- Mutual respect and Responsibility in a sexual relationship

Duration: 45 Min

Discussion : 10 Min
Introduction : 10 Min
Activity 1 : 15 Min
Action Plan : 10 Min

Material:

- Pen/Pencils
- Coloured Pens
- Paper

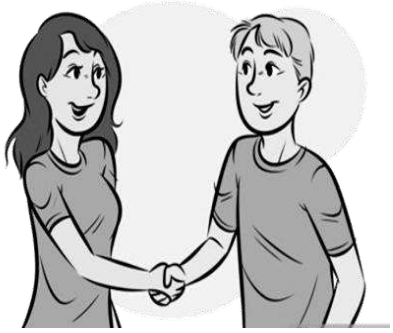
Introduction to Sexuality:

Sexuality among humans is a natural and integral dimension of our existence; and sexual activity is only one aspect of it.

Sexuality involves many aspects of being human. The four major components of sexuality are:

a) Sensuality
b) Intimacy and relationships
c) Gender/sexual identity
d) Sexual health

People experience and express sexuality throughout their lives through different ways and means.
They may experience sexuality through their physical feelings, emotions, thoughts, identity and relationships.
The idea of sexuality is often shaped by cultural norms, individual experiences, family or society, physical attributes, and so on.



Being aware about ones sexual identity is important since:

a) It allows young people to become comfortable with their Body image and sexual preference
b) Discussing sexual issues
c) Understand the importance of consent
d) Mutuality and respect in sexual relationships

Sexuality, when expressed in a mutually consensual and respectful way, with a partner, can enhance happiness, wellbeing, health, and quality of life – and thus, fostering intimacy and trust between partners.

Sexual Consent and Coercion

Consent is defined as permission for something to happen or agreement to do something. Thus, giving sexual consent means agreeing to have sex.

Every person has the right to allow or withhold **sexual consent**. A healthy relationship between partners allows them the freedom to express this right and respect their individual or mutual decision. A person has the right to change their mind about sexual consent at any given point of time.

Coercion on the other hand, refers to the use of force to persuade someone to do something that they are unwilling to do. Coercion is prohibited by law and the victimizer can be booked for criminal offence on being found guilty. However, in terms of Sexual Coercion, the societal norms and laws differ in each country.

Sexual Coercion occurs when someone attempts to force another person to engage in sexual activity against their will.

Although anyone is susceptible to sexual coercion, it is usually the women who are victims of sexual coercion, due to social or physical consequences. Sexual coercion is also an expression of violence against women.

Emotional Manipulation, deception, physical force or threats, intimidation and economic inducements are just come of the ways a person can be sexual coerced. Touching someone's body without their consent is also a form of sexual coercion.
Thus, sexual coercion is always a violation of human rights, no matter where, when or how it occurs.

Sexual Coercion is classified as Molestation or Rape and is prohibited with stringent punishments prescribed for the same under Criminal Law.

Sexual coercion can result in emotional and psychological problems, such as feelings of insecurity, isolation, severe depression. Besides, coercion also causes physical harm. Coerced sex is likely to result in unintended pregnancy, HIV infections or other STI (Sexually Transmitted Infections).

However, being aware of our rights and knowing the boundaries between what acceptable behaviour is and what is not, and most importantly understanding the concept of consent helps reduce risks of sexual coercion.
Besides, various support groups and government help – lines exist which can help people facing instance of sexual coercion.

In conclusion, we must understand that there are various factors which affect a person's ability to consent to sex which is meaningful. A personas maturity, awareness about one's rights and control over basic aspect's of their life are some important conditions which are essential to making a well informed decision to allow or withhold sexual consent.

Therefore, it is essential to communicate properly and openly about one's preferences, to prevent infection and unwanted pregnancy, which is also part of meaningful consent.

Mutual Respect and Responsibility

Understanding ones choices, perspective and respecting the decisions they make for themselves is the first step to respecting an individual. Mutual respect is thus, the foundation for honesty, trust, and meaningful communication between individuals.

Mutual respect is therefore, an integral part of sexual consent.

Some of the factors which contribute to a mutually satisfying and responsible sexual relationship are as follows:

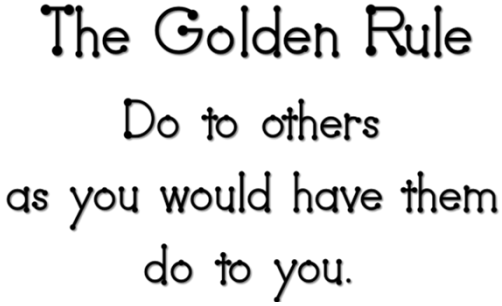
- Knowing that each partner has the same rights, and cooperating to ensure mutual respect, consent and responsibility
- Treating each other as equals – as people, and not just bodies
- Being aware of your desires and comfort level in a relationship
- Being honest with each other about feeling comfortable and communicating what each partner wants or does not want in a relationship
- Being aware and using safe and effective ways to protect yourself and your partner from unwanted pregnancy and sexually transmitted infections, including HIV.

Each person can thus learn to develop better understanding, respect, responsibility and satisfaction in one's sexual relationships with their partner.

Activity 1:

Instruction for conducting activities for Sexuality, Consent and Coercion and Mutual Respect and Understanding are as follows:

- Always start with an icebreaker especially so if the group members are unfamiliar with each other. But it also helps everyone feel comfortable and relaxed in each other's company. This will help introduce the topics with more ease.
- Ensure that the students are made to feel safe comfortable in their surrounding
- Each participant must be familiar with the people around them and the trainer
- Before beginning a discussion, ensure that the participants are informed to keep the privacy of the information shared by everyone.
- The best way to ensure a healthy discussion with the participants is providing through information on the topic and to allow each person to share their understanding and



experiences without being judged, embarrassed or ridiculed for it.

- Also create a set of rules for the students before proceeding such as:
    - We Agree to Respect each other
    - Listen and reflect before we talk
    - Be present – leave phones in pockets
    - Consider each other's feelings
    - Speak up if we're uncomfortable

Depending on the background, cultural norms, education and understanding level of the participants, the trainer may consider adopting the following action plan.

However you may change or introduce new ideas of methods for conducting the activities for the particular session.

1. Debate
2. True and False Statements
3. Myth Busters
4. Quiz

Action Plan:

- The best way to learn more and to reach out and educate more young people is through communication.

- Have each of the members to pledge to speak to at least one more friend about the things they learnt during the workshop and to host a debate in their school or in their peer group to discuss the idea of sexuality, its context in our world today, personal liberty and freedom of expression and the introduction of informed and open communication for sex education in schools.

- Have each side present their views with regard to these aspects and allow open discussion while respecting each perspective presented.

Part 3
Sexual and Reproductive Health and Rights

Objective:

Learning about the concept of Sexual Health and Rights; Reproductive Health and Rights and the laws and facilitating discussions.

Age Group Recommended: 14 – 18 years

Overview:

- To provide an opportunity for participants to think through and discuss various issues related to sexual and reproductive health and rights.
- To discuss sensitive issues related to sexual and reproductive health and rights.
- To dispel any myths about sexuality and reproduction that participants may hold as true.
- To improve participants' ability to protect their sexual and reproductive health and rights.

Key Learning:

- Sexual and Reproductive Health Rights and connecting the concept to Human Rights
- Conducting discussion based on busting concerns and myths surrounding SRHR

Duration: 1 Hour

Discussion : 10 Min
Introduction : 10 Min
Activity 1 : 30 Min
Action Plan : 10 Min

Material:

- Pen/Pencils
- Coloured Pens
- Paper

Introduction to Sexual and Reproductive Health Rights:

Depending on various factors, individuals in a relationship with a good understanding of their sexuality, preferences and body image can lead deeply satisfying and fulfilling lives.

The two ways of improving ones sexual and reproductive wellbeing is by:

1. Ensuring that they have access to correct information from reliable sources, and services in their vicinity

2. Create more just social conditions, such as gender equality, and respect for human rights that enables people to control the circumstance in which they make their choices.

The aspect of Sexual and Reproductive well – being is the subject matter of SRHR.

The term is made of two essential aspects:

- Sexual Health and Rights and
- Reproductive Health and Rights

Sexual Health and Rights:

Sexual Health refers to a state of physical, emotional, mental and social well-being related to sexuality: not merely the absence of disease, dysfunction or infirmity.

Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled.

Thus, **Sexual Rights** then refer to embracing human rights that are already recognized in national laws, international human rights documents and other international agreements.

These include the right of all persons, free of coercion, discrimination and violence, to:

- Receive the highest attainable standard of health in relation to sexuality, including access to sexual and Reproductive healthcare services
- Seek and impart information in relation to sexuality
- Receive sexuality education
- Have respect for bodily integrity
- Have a free choice of partner
- Decide to be sexually active or not
- Have consensual sexual relations
- Have consensual marriage

- Decide whether or not and when to have children
- Pursue a satisfying, safe and pleasurable sexual life

The responsible exercise of human rights requires that all persons respect the rights of others

Reproductive Health which means a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity, in all matters relating to the reproductive system and to its functions and processes.

Reproductive health therefore implies that people are able to have a satisfying and safe sex life and that they have the capability to reproduce and the freedom to decide if, when and how often to do so.

Implicit in this last condition are the rights of men and women to be informed and to have access to safe, effective, affordable and acceptable methods of family planning of their choice, as well as other methods of their choice for regulation of fertility which are not against the law, and the right of access to appropriate healthcare services that will enable women to go safely through pregnancy and childbirth and provide couples with the best chance of having a healthy infant.

Interlined with this concept is the **Reproductive Rights** refers to embracing human rights which are accepted under national laws, international human rights documents and other consensus documents.

These rights rest on the recognition of the basic rights for all couples and individuals to decide freely and responsibly the number, spacing and timing of their children and to have the information and means to do so, and the right to the highest attainable standard of sexual and reproductive health.

They also include the right of all to make decisions concerning reproduction free of discrimination, coercion and violence, as expressed in human rights documents.

So what does it take to meet the right to sexual and reproductive health?

In addition to identifying critical components of SRHR, the ICPD (International Conference on Population and Development Programme of Action) makes recommendations for ensuring these rights are met, including:

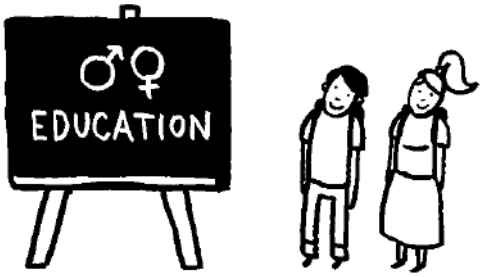
- Freedom from discrimination;
- Universal access to education;
- Control of one's fertility, including the choice of whether and when to marry or have children and protection from forced sterilization;
- Protection of the family structure, with the understanding that there is a great diversity of family structures that are equally deserving of respect and safeguarding;
- Recognition in policy and practice of the links between sexual and reproductive health, development, and the environment;
- Prevention of early or forced marriage and inclusion of adolescents in planning and implementation of services and programs;

- Engagement of men and boys;
- Respect of the sexual orientation and gender identity of all individuals; and
- Full funding at the national and global levels to ensure universal access to basic health care, including SRH.

Human Rights Related To Sexual And Reproductive Health:

- Right to the highest attainable standard of health
- Right to life and survival.
- Right to liberty and security of person.
- Right to be free from torture, cruel, inhuman or degrading treatment.
- Right to decide freely and responsibly the number and spacing of one's children and to have the information and means to do so.
- Right of women to have control over and decide freely and responsibly on matters related to their sexuality, including sexual and reproductive health, free of coercion, discrimination and violence.

- The same right of men and women to marry only with their free and full consent.
- Right to enjoy the benefits of scientific progress and its applications, and to consent to experimentation.
- Right to privacy.
- Right to participation.
- Right to freedom from discrimination (on the basis of sex, gender, marital status, age, race and ethnicity, health status/disability).
- Right of access to information.
- Right to education.
- Right to freedom from violence against women



Activity 1:

Objectives:
To enable participants to anonymously share challenges with their sexual and reproductive health and rights, and develop solutions to these challenges.

You will need:
- Paper and pens of pencils for each participant
- Small bag or basket
- Garbage bag or bin

Preparation:
Arrange seats in a circle

Activity overview:

Participants take some time and anonymously write down a problem or challenge they, or someone close to them are currently experiencing. All pieces of paper with problems written on them are crumpled and placed in a bag or basket. The facilitator then randomly chooses problems from the basket and reads them to the group. The group then discusses solutions and volunteers act out the solution chosen by the group.

Instructions for facilitators:

1. Hand out pieces of paper and pens or pencils to all participants.
2. Ask them to write down a problem related to sexual and reproductive health and rights, that they are facing, or that they know of.
3. Assure participants that the process is anonymous.
4. When participants have finished writing down the problem, ask them to crumple the paper and place it in the basket or bag.
5. While sitting in a circle, randomly choose a problem from the basket or bag and discuss solutions to the problem with the group.
6. Ask some volunteers to act out some of the solutions.
7. Lead group discussions on the effectiveness of each solution. When the group agrees on a satisfactory solution to a problem, pass the paper around the group so that each young woman can rip it once before throwing it into the bin or garbage bag. This signifies that the problem has been solved and is no longer part of the young women's lives.

Action Plan:

Information without services, leave young people with the understanding that choices exist, but not for them. When young women are sexually harassed and have nowhere to turn for legal advice and emotional support, they can only 'decide' to keep silent. When healthcare workers insult pregnant teenagers, frightened young women may 'choose' to forego prenatal care.
Real options for young people must include information alongside legislation, and unbiased access to healthcare and other services.

Young people can help building awareness on these issues by:

- Educating others in their families and communities
- Promoting the policies and practices that they believe are just
- Helping plan and implement programs for advocacy
- Encourage their friends to join campaigns.
- Ask your school principal to organize a sexual and reproductive health workshop for students.

Part 4
STD's, HIV/AIDS and Contraception

Objective:

Learning about the Sexually Transmitted Infections – Causes and Symptoms, HIV/AIDS – Prevention and myth buster, methods of contraception.

Age Group Recommended: 14 – 18 years

Overview:

- Sexually transmitted Infections, Causes and Symptoms and Contraceptives available
- HIV and AIDS, Causes, Symptoms, Prevention
- HIV/AIDS Myth buster

Duration: 1 Hour

Discussion : 10 Min
Introduction : 10 Min
Activity 1 : 30 Min
Action Plan : 10 Min

Material:

- Pen/Pencils
- Coloured Pens
- Paper

Introduction to Sexually Transmitted Infections:

A **Sexually Transmissible Infection** (STI) is an infection that can be passed on through vaginal, anal or oral sex. Most STIs are transmitted through the exchange of sexual fluids, but some can be passed on through skin to skin genital contact or passed to a baby before it is born, during child birth or at the time of breastfeeding.
Most STI's are curable, but not all.

It is important to get to know our own body, and to know what is normal and healthy for you. When something seems different, it is important to get it checked by a trained medical professional. It is important to keep in mind that the body won't always show signs and symptoms, and that's why it is important to have regular STI testing for anyone who is sexually active whether or not they have any symptoms.

Types of STIs:

Some of the common types of STI's are as follows:

STI	Symptoms	Curability	Availability of Vaccine
HIV/AIDS	HIV does not have symptoms in its early stages. It usually leads to AIDS People affected with AIDS suffer from various infections and cancers which are caused due to weakening of the immunity.	No, AIDS is a chronic and ultimately fatal disease Treatment (Antiretroviral Therapy) can slow the progress of the disease.	No
Hepatitis B	Some people experience flu – like symptoms, jaundice and dark coloured urine. Some may not experience any symptoms.	No, But the body usually clears the infection by itself. Proper care and medical supervision should be followed.	Yes
Herpes Simplex Virus	Recurrent episodes of painful sores on genital or anus.	No, But symptoms can be controlled through treatment	No
Human Papiloma Virus (HPV)	Patient can be a carrier for a disease or infection but may experience no symptoms. But the diseased can transfer the infection.	No, But symptoms can be controlled through treatment. Strains can develop into cervical cancer among women.	Yes, Vaccine prevents strains causing cervical cancers and genital warts.
Syphilis	Stage 1: Painless sores on the genitals, rectum or mouth. Stage 2: Skin rashes, lesions on mucus membranes, fever, and malaise.	Yes, If treated at an early stage. Without treatement, infection remains in the body. Can cause damage to internal organs and become fatal.	No

Symptoms:

Some other general symptoms that might accompany STIs are as follows:

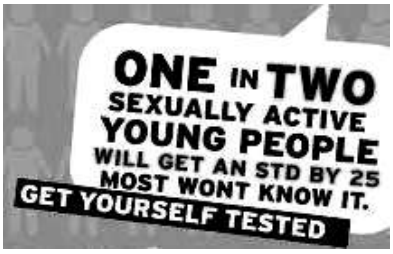
- Sores or blisters on the genitals on or around the anus, or mouth
- Irregular growths (warts) in genital area
- Vaginal or penile discharge (may be unusual-smelling or discoloured)
- Genital itching
- Pain with urination or having a bowel movement
- Pain with intercourse
- Vaginal bleeding or spotting after sexual intercourse
- Lower abdominal pain
- Pain or swelling of glands in groin area
- Rash

Proper treatment can often reduce symptoms and slow the progress of those STI's that cannot be cured.

Preventives:

People can prevent acquiring of STIs by the following ways:

- Getting tested for STI regularly by a proper health care provider
- If tests are positive, notify your partner about it
- Also, ensure that your partner is tested and if required, treated for STIs
- Safe sex through use of condoms or abstinence
- Obtaining vaccination for STIs which can be prevented
- Open communication with your partner on these issues.
- Spreading awareness on this issue among your family and community



Introduction to HIV/AIDS:

Young women make up 62% of people between the ages of 15 and 24 living with HIV worldwide.
These alarming statistics signal the need for a closer look at what makes young women so vulnerable to infection, and what can be done to turn the tide.

HIV (Human Immunodeficiency Virus):

Human – This virus survives and replicates in humans only.

Immunodeficiency – This means that the virus eventually the immune system becomes deficient and not able to fight effectively.

Virus – This is a name given to a special type of germ. It is so small that you cannot see it without a strong magnifying glass. We have been able to send someone to the moon and back but we still have not been able to find a cure for the flu virus let alone HIV. You cannot even use an antibiotic to fight a virus.

Being HIV positive means that you have the virus inside your body that causes AIDS. HIV is not like the flu virus, where a person falls ill within 24 – 48 hours after infection. It could take up to 7 - 10 years (depending on the person) before you start seeing symptoms of AIDS.

A person's immune system is made up of different types of white blood cells. Over a period of time 7 - 10 years, a person has fewer and fewer T cells (which are the types of white blood cells that fight to keep us healthy). When this happens a person is vulnerable to 'opportunistic infections'. They are called this because they take advantage of the weak immune system that exists. We now say that a person now has AIDS.

AIDS (Acquired Immune Deficiency Syndrome):

Acquired – Meaning that a person is not born with this. A person would have to get it from another infected person. It has to enter the body.

Immune – If you are immune to something it means that you are safe. If you are immune to a disease it means that you will not fall ill from that disease.

The immune system is your body's defense system. It protects the body against germs and infections from bacteria and viruses. It is made up of different types of white blood cells.
These cells are constantly searching the body for foreign organisms and if they find something like this, they fight it.

Deficiency - This means a lack of something. When a person has AIDS it is because the immune system has become deficient.

Syndrome – A syndrome is a collection of signs and symptoms or diseases that start occurring in a person.

HIV is transmitted through direct contact of fresh blood or body fluid (Eg. blood, semen, vaginal fluid, or mother's milk).

For instance, by

- Sexual Contact
- Transfer from infected mother to child during child birth
- Injection or Drug Use (through infected needles)
- Unsupervised Blood Transfusion or Organ Transplant
- Occupational Hazard – especially those dealing with blood and injections (Needle Stick Injury)

Prevention for HIV/AIDS is the best protection against contracting the disease, which is by getting tested for it and knowing our status.

Myths and Facts about HIV/AIDS:

Some of the myths and facts relating to HIV/AIDS are as follows:

Myth #1: HIV is the same as AIDS.

Fact: HIV and AIDS are two different things. HIV is the name of a virus – the human immunodeficiency virus. The term AIDS is short for acquired immune deficiency syndrome. An HIV-infected person is said to have an AIDS diagnosis when HIV has weakened their immune system to the extent that they either have, or are at unusually high risk of getting, certain diseases that are uncommon in persons with a healthy immune system. It is important to know that not all HIV-infect people develop AIDS. Effective HIV treatment can often slow or stop the progression of HIV disease and keep a person from developing AIDS.

Myth #2: I'm straight and not a drug user. HIV/AIDS has nothing to do with me.

Fact: Unprotected sex between men and injection drug use are common ways people become infected with HIV. However, a substantial number of HIV-infected men and most HIV-infected women are infected through heterosexual contact.

Myth #3: Living around HIV positive people can be very dangerous.

Fact: You can only get HIV if you are exposed to blood, semen, vaginal fluid, or mother's milk from an HIV-infected person. There is no record of HIV transmission through tears or saliva. So if you are around people infected with HIV, there is no danger of becoming infected with the virus by:

- Breathing the same air as them.
- Eating food handled, prepared, or served by them.
- Sharing toilets, phones, or clothing with them.
- Sharing forks, spoons, knives, or drinking glasses with them.
- Touching, hugging or kissing them.

Myth #4: I can get HIV from mosquito bites.

Fact: Although HIV can be spread though blood, there is no evidence that mosquito bites can transmit HIV, even in areas where there are many HIV-infected persons and lots of mosquitoes. In fact, when mosquitoes bite, they don't inject the blood of the person or animal they have last bitten.

Myth #5: Not sharing hypodermic needles is adequate to prevent me from being infected with HIV.

Fact: Not sharing hypodermic needles is an important step for preventing HIV infection during injection drug use. However, just using clean needles is not enough. Injection drug users should also avoid sharing drug preparation equipment, such as cotton filters, cookers, and rinse water, since these can also spread HIV.

Myth #6: HIV-infected pregnant women always pass HIV on to their babies.

Fact: Mother-to-infant transmission is one way HIV can spread. HIV-infected pregnant women who are not treated for the disease have about a one in four chance of passing the infection to their babies. When both mother and infant receive proper treatment and care before, during, and after birth, there is only about a 1 to 2% chance that an infected mother will pass HIV to her child.

Myth #7: AIDS is a death sentence.

Fact: In the 1980s, there was a very high death rate from AIDS. However, today there are many antiretroviral drugs (ARVs) that have improved the health and quality of life of many people living with HIV. Thanks to ARVs and to high-quality medical care, many HIV-infected persons can now expect to live a relatively, healthy life.

Myth #8: Current medications can cure AIDS, so it's no big deal if I get infected.

Fact: Today's medications have cut the death rate from AIDS dramatically. They are also easier to take than the earlier ARVs. However, it is important to understand that the medications do not cure HIV infection. The drugs may still cause side effects, and they must be taken consistently for a person's entire life. If a person misses too many doses, HIV can develop resistance to their medications, and the drugs may no longer work.

Myth #9: If I'm receiving treatment, I can't spread the HIV virus.

Fact: When HIV treatment works well, it can reduce the amount of virus in a person's blood to an "undetectable" level. This means that the level of HIV is so low that it can't be measured in usual blood tests. Nevertheless, small amounts of the virus still remain in the body. So even if a person has an undetectable viral level, it is still essential for them to practice safe sex and use clean needles and works if they are injecting drugs. These steps will help keep them from passing HIV infection to others.

Contraception Methods:

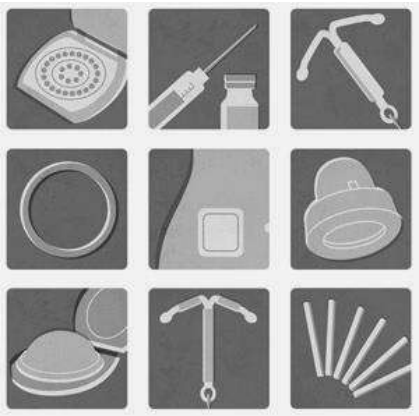
Safe sex is by far, the best way to protect oneself against STI. Some of the contraceptive methods available in India are as follows:

- Male Condoms:
  Double protection against most STI, HIV/AIDS and Pregnancy

- Female Condoms:
  Enables women to protect themselves and their partners
  Protects against most STIs, HIV/AIDS and Pregnancy

- Oral Contraceptives (Pills):
  Contains synthetic hormones which prevent unwanted pregnancy
  Does not prevent STIs

- Intrauterine Devices (UIDs):
  It is inserted by a trained medical provider.
  Prevents pregnancy for a period of time.
  Does not prevent STIs



Discussion Topics for Trainer:

- MSM (Men having Sex with Men) and the risk of HIV
- Myths concerning HIV/AIDS and STIs and how it spread
- Testing Centers
- Safe use and method of Contraception

Activity 1:

Objectives:

To give participants an opportunity to think through solutions to the challenges of HIV and AIDS

You will need:

- Seats in a circle
- List of situations (provided)

Preparation:

- Arrange seats in a circle
- Talk to two of the more extroverted participants privately and ask them to volunteer first for the activity, to get the ball rolling.

Activity overview:

- Two participants will be asked to act in a local soap opera, and will move to the middle of the circle and improvise a situation that the facilitator will describe.
- Facilitator will act as director and say, "cut" at key points in the drama, and give an opportunity to other participants to suggest ways to overcome the challenge portrayed.

Instructions for Trainer:

1. Explain to the group that a new soap opera has come to town, and it focuses on the challenges of HIV and AIDS.
2. Read a situation from the list provided and ask for two volunteers to act it out.
3. Explain that you will be the director, and when you say, "cut" the actors will freeze, and the group will help the characters to solve their problems.
4. Let the group know that they can give the actors directions, replace an actor and dramatize the solution, or join the play as an additional character.
5. Allow the group to discuss and act out several solutions to each situation.

Soap Opera Sample Situations:

Sonya is a brilliant student and she won a scholarship to a top university. After the required medical exam, Sonya finds out she is HIV positive, and the Admissions office at the University calls to tell her the scholarship has been revoked.

Chandler and Monica have been going out for six months. Chandler is ready to have sex; Monica is concerned about HIV infection.

Sofia's husband works in another town and is away from home for three months at a time. She is concerned about HIV infection and has convinced him to use condoms. However, now she wants to have a baby.

Three weeks ago Carolina received the happy news that she was pregnant. At her doctor's visit today she finds out that she is also HIV positive.

Amika is HIV positive and hasn't told anyone but the medical staff at the clinic she goes to for health checkups. Tanya, a nurse from the clinic, sees Amika walking hand in hand with her good friend Fayola's son. She is almost certain that neither Fayola nor her son know Amika's status.

Keisha and her husband are both HIV positive. When she became ill a local AIDS service organisation helped her to access ARV treatment and she has been doing well since. Now her husband is getting ill, neither the health centre nor the organisation that helped her can provide medication for her husband.

Satiya has been raped. She is worried that she may have been infected with HIV.

Action Plan:

- Find out your HIV status. If you are HIV positive, commit to living a full and productive life. If you are HIV negative, commit to doing all you can to protect yourself from infection
- Teach your siblings and friends how to use male and female condoms.
- Challenge your church, school and workplace to declare themselves against discrimination of people living with HIV and AIDS.
- Ask your school principal to organise an AIDS awareness workshop for students
- Contact a local organisation of HIV positive young women and find out what you can do to help.
- Organize a media campaign and support the importance of testing to know the status and to provide counseling for those with a positive status.

Chapter 3
Gender Justice

Objective:

Learning about the meaning of Gender and Sex (Physical and Biological) difference and the gender norms connected. Question the role of society and media and importance of Gender Equality.

Age Group Recommended: 8 – 18 years (depending on the group)

Overview:

- Gender Justice: Biological and Social identity
- Gender Norms in society
- Aspect of Gender Equality
- Understanding difference between Sex and Gender

Duration: 1 hour and 20 Min

Introduction : 10 Min
Activity 1 : 10 Min
Activity 2 : 10 Min
Activity 3 : 20 Min
Activity 4 : 20 Min
Action Plan : 10 Min

Material:

- Pen/Pencils
- Coloured Pens
- Paper

Introduction to Gender Justice Concepts:

Gender norms are the way people act, what they do and say, to express being a girl or a boy, a woman or a man. These characteristics are shaped by society to structure ones position and way of behaviour with others.

On the other hand, Sex refers to the biological identity of a human, which is usually identified as male or female.
In most cultures across the world, gender norms are created based on the sex of a child.

Gender roles are varied and diverse across cultures, ethnic groups, beliefs, social classes and so on. But every culture has gender roles — they all have expectations for the way women and men, girls and boys, should dress, behave, look or act.

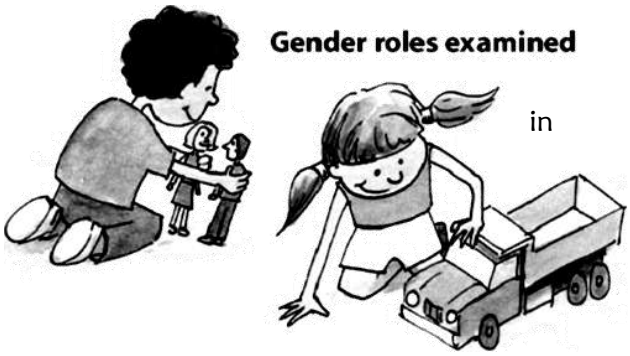
Children learn gender roles from an early age — from their parents, friends and relative, their religion, and their culture, as well as the outside world, including television, magazines, and other media. As children grow, they adopt behaviours that are rewarded by love and praise. They stop or hide behaviours that are ridiculed, shamed, or punished. This happens early in life. By age three, children have usually learned to prefer toys and clothes that are "appropriate" to their gender.

Since Gender norms govern much of an individual's personal and social space, it usually impacts their well – being, including aspects of their sexual health as well as access and freedom to exercise these rights.

Gender norms are instilled in individuals through the process of socialization, and therefore, these are not innate or natural and can change, especially, if they hamper the growth or restrict an individual's opportunity to a healthy and fruitful life.

The 21st century has seen a shift in gender roles due to multiple factors such as new family structures, education, media, and several others. With time, many young people across the globe, regardless of their sexes are embracing greater gender equality by changing their perspectives, becoming more inclusive and flexible in their understanding of gender roles, which can help people, get more opportunities and develop to their fullest capacity as a human being.

Therefore, transforming the way we think about gender norms is a key step towards achieving gender equality because:



- Equality between Males and Females is a matter of Human Rights as stated in Article 1.
- It helps foster the growth of a healthy and prosperous community
- Gender Equality is one of the key development goals of the United Nations
- More importantly, it helps combat certain issues that plague our society such as HIV/AIDS, Child Marriage, unwanted pregnancy, and female foeticide, which mostly affect the young population, and especially women.

Activity 1: *My Hobbies*:

- Begin by asking each of the students their hobbies or their favorite activity they enjoy pursuing.

- Segregate their activities under the title of boys and girls – and then explain to them how most of the activities for boys involve outdoor sports or similar, while girls most prefer indoor activities as they grow older.

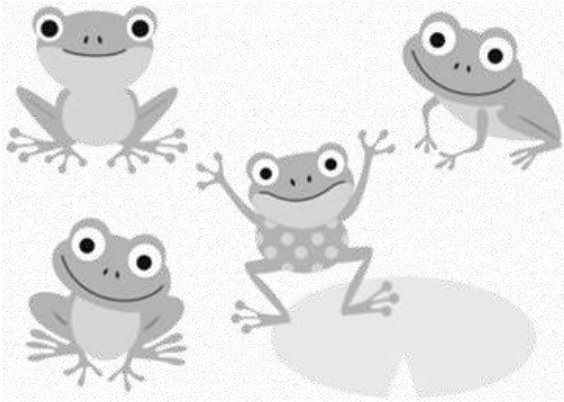
- Ask them whether they think that these activities should be reserved for only the particular gender or can both boys and girls take part in these activities, why or why not?

Activity 2:

Story of the two frogs:

Note: Introduce the story of the two frogs to the students and at the end of the workshop, lead a discussion and ask them to guess the gender of the frogs. Ask them to give reasons for choosing their answer.

Once Upon a Time there were two frogs who lived together in a small house by a pond
One frog was short and strong and while the other frog was thin and tall
One night, when it was raining heavily, with thunder and lighting, and while the frogs lay asleep, there was a knock on the door
The thin frog was extremely frightened and hid under the bed
But the strong frog was brave and went to open the door



Who do you think was the male and who was the female? Why?

Response:

- Engage the students in a short discussion and reasons for choosing the particular gender of the frog.
- List out the possibilities on a board or chart.

Example:

Thin and Tall Frog	Short and Strong Frog
Female	Male
Male	Female
Male	Male
Female	Female

- Ask the students the reasons for choosing the gender
- At the end of the workshop, explain to them that without knowing the biological difference it is not possible to know the sex of the frogs and since the details are not provided in the story, one cannot be sure which is Male and Female.

Activity 3: Gender Relay

Material:

- 2 Coloured Board
- Marker
- Duster

Instructions:

- On a board mark two columns: **Boys** and the other as **Girls**
- Ask the students to make two straight equal lines, one group will be called Girls and the other will be called Boys (irrespective of their gender)
- Line each team before their column as mentioned on the board
- Then ask them to think of the particular characteristic or qualities that comes to their mind when they think of the word Girl/Boy
- Explain to them, that each person in the team by turn must write one word that they thought of in the form of a list on the board.
- Once a team mate finishes writing, they must hand over the marker to the next person behind him/her.
- The team with the maximum number of qualities will win

- Once the teams have finished writing read out the list to them
- Now, interchange the headings of both the columns
- Now read out the list again and explain how there are similarities in both the sexes, and give examples of the same. For instance, if the Girls column lists Beautiful, explain that even men can be good looking too, or if it says hard working for Men, explain that women too are hard-working. Use real life examples to reinforce the same.
- As you read, strike out similarities written on both sides, and social differences, leaving only the biological attributes.
- Explain to them that gender norms are created by society and are fluid; the only difference between a male and female is the biological differences.
- Ask them to list out the main biological difference between male and female, i.e. their reproductive organs are different. Example:

Female	Male
Can Produce Babies	Can help in the process of reproduction
Have Breasts	The voice becomes thicker
Have a Vagina	Have a Penis
Undergo Monthly Menstruation cycle	They grow a Moustache and Beard

- Explain that these concepts are universal and are the same for humans all over the world

- However, explain that there are exceptions, for instance many women grow beards because of hormonal difference. Some men prefer to dress as women and such decisions are personal choices of people.
- Each person is unique, has the right to life and dignity and has the right to choose their lifestyle and ways of expression. Such difference between us should not be used to discriminate or isolate one another.

Activity 4: Sex v Gender Statements

- Ask the participants to group together in the centre together
- Take two sheets of paper and write Sex on one and Gender on the other.
- Now stick the sheets of paper on opposite sides of the room
- One by one read out Gender Statements to the group.
  For example:

  - Only women can give birth to babies (Sex Based)
  - Women cannot play football (Gender Based)
  - Men cannot take care of babies (Gender Based)
  - Men grow beards, women don't (Sex Based)
  - Only Women should work in the kitchen, Men cannot help
  - Only men should work and earn money

- Explain that these statements must be explained in the usual context and not considering exceptional cases – such as women who may have beards or men who are physically varied.
- Ask those who think that the statement is Gender based will stand on the side with the corresponding sheet while those who think the statement is Sex based will stand on the other side.
- Ask participants from each side to explain the reason for their choice.
- Help them understand the concept of Physical differences which are granted at Birth vs the Gender Norms created by society which are not natural to humans.

Action Plan:

- At the end of the discussion session, divide the students into groups or into pairs (preferably one male and one female) and ask them to discuss the new learning's they received from the session.
- Ask them how it has been useful in changing their perception about gender norms in society.
- Conduct a workshop in your school or for the management of your organization and help them learn about gender justice principles. You can also be creative and share the message through graphic art or painting in designated public places or through social media.

Chapter 4
Self Esteem and Confidence

Part 1
Understanding and Building Self Esteem

Objective:

Introspect on ones personality, to build self confidence and self esteem and promote positive body image.

Age Group Recommended: 8 – 18 years (depending on the group)

Overview:

- Understanding Self Esteem and Confidence
- Building healthy body image
- Ways of improving self esteem
- Questioning social stereotypes for body image

Duration: 60 Min

Introduction : 10 Min
Activity 1 : 10 Min
Activity 2 : 10 Min
Activity 3 : 20 Min
Action Plan : 10 Min

Introduction to Self Esteem Building and Confidence:

Confidence means the feeling or belief that one can have faith in or rely on someone. It is about whether or not you trust yourself to get the job done, while, self – esteem is about how you value yourself.

Self-esteem is made up of the thoughts, feelings, and opinions we have about ourselves. That means self-esteem isn't fixed. It can change, depending on the way we think. Over time, habits of thinking about our own worth and confidence in our abilities can either strengthen or lower our self esteem.

Self-esteem begins to form in early childhood. Factors that can influence self-esteem include:

- Your own thoughts and perceptions

- How other people react to you
- Experiences at home, school, work and in the community
- Illness, disability or injury
- Culture or religion
- Role and status in society
- Media messages

Relationships with those close to you — parents, siblings, peers, teachers and other important contacts — are important to your self-esteem. Many beliefs you hold about yourself today reflect messages you've received from these people over time. If your relationships are strong and you receive generally positive feedback, you're more likely to see yourself as worthwhile and have healthier self-esteem. If you receive mostly negative feedback and are often criticized, teased or devalued by others, you're more likely to struggle with poor self-esteem. Still, your own thoughts have perhaps the biggest impact on self-esteem — and these thoughts are within your control. To have a healthy self esteem it is important to know your strengths and weaknesses to fully accept yourself as you are.

Self-esteem tends to fluctuate over time, depending on your circumstances. It's normal to go through times when you feel down — or good — about yourself. Generally, however, self-esteem stays in a range that reflects how you feel about yourself overall. Consider how to recognize the extremes of your self-esteem.

Low self-esteem:

When you have low or negative self-esteem, you put little value on your opinions and ideas. You focus on your perceived weaknesses and faults and give scant credit to your skills and assets. You believe that others are more capable or successful. You might have difficulty accepting positive feedback. You might fear failure, which can hold you back from succeeding at work or school.

Healthy self-esteem:

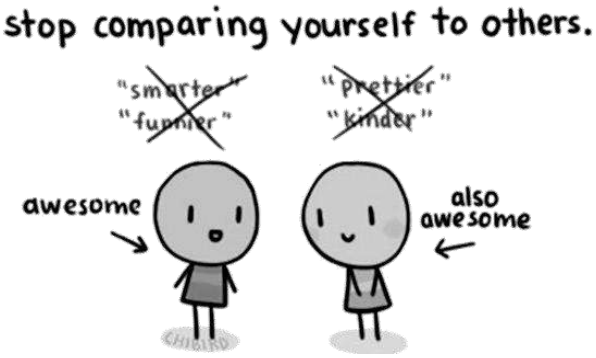
When you have healthy self-esteem it means you have a balanced, accurate view of yourself. For instance, you have a good opinion of your abilities but recognize your flaws.

When self-esteem is healthy and grounded in reality, it's hard to have too much of it. Boasting and feeling superior to others around you isn't a sign of too much self-esteem. It's more likely evidence of insecurity and low self-esteem.

When you value yourself and have good self-esteem, you feel secure and worthwhile. You have generally positive relationships with others and feel confident about your abilities. You're also open to learning and feedback, which can help you acquire and master new skills.

With healthy self-esteem you're:

- Assertive in expressing your needs and opinions
- Confident in your ability to make decisions
- Able to form secure and honest relationships — and less likely to stay in unhealthy ones
- Realistic in your expectations and less likely to be overcritical of yourself and others
- More resilient and better able to weather stress and setbacks
- Less likely to experience feelings such as worthlessness, guilt and shame
- Less likely to develop eating disorders



Self-esteem affects virtually every facet of your life. Maintaining a healthy, realistic view of yourself isn't about blowing your own horn. It's about learning to like and respect yourself — faults and all.

Healthy Body Image:

Body image is the way you see yourself and imagine how you look. Having a positive body image means that, most of the time, you see yourself accurately, you feel comfortable in your body, and you feel good about the way you look.

Your body image can be influenced by your own beliefs and attitudes as well as those of society, the media and peer groups.
That is to say, we get both positive and negative messages about our bodies from family and friends all the time — starting from when we're very young. For example, we may develop a love of exercise and a sense of being strong and capable if our parents share their own enjoyment of physical activity with us. On the other hand, we may develop a negative body image if our parents or friends criticize the way we look, and ridicule or condemn aspects of our body.

Besides, body image is also influenced by the natural aging process and our life experience. We have different feelings about our bodies when our bodies change. Certain times in life, like puberty or menopause and andropause, are key times when a person's body image may change. If people are hurt, sick, or disabled, their body images may be affected, too.

However, a negative body image is self – depreciating and harmful to us and affects our, mental, physical and social well – being.
It is important to remember that you cannot change some aspects of your appearance. Height, muscle and bone structure are determined by your genes and endowed at birth.

Thus, there is no right or wrong when it comes to body shape or appearance. Everybody is different in body size and shape and appearance and we can celebrate this diversity and individuality.

Tips to Boost Self Esteem:

- Manage your inner critic.

Notice the critical things you say to yourself. Would you talk to a best friend like that? A harsh inner voice just tears us down. If you're in the habit of thinking self-critically, re-train yourself by rewording these negative unkind thoughts into m

- Focus on what goes well for you.

Are you so used to focusing on your problems that they're see? Next time you catch yourself dwelling on proble complaints about yourself or your day, find something positi counter it. Each day, write down three good things about you and/or three things that went well that day because of y action or effort.

- Aim for effort rather than perfection.

Some people get held back by their own pressure to be pe They lose out because they don't try. If you think, "I won't auc for the play because I probably won't get the lead," it's guaran that role will go to someone else.

- View mistakes as learning opportunities.

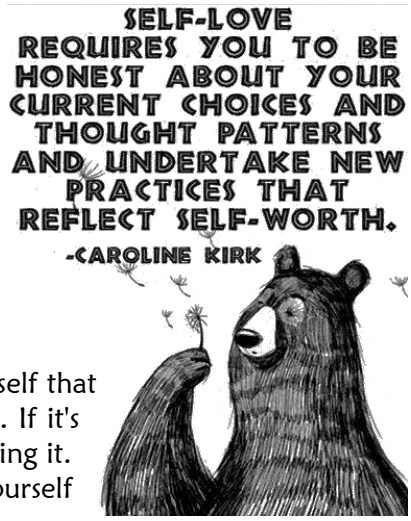
Accept that you will make mistakes. Everyone does. They're part of learning. Instead of thinking, "I always mess up" remind yourself that it's not about always, just this specific situation. What can you do differently next time?

- Edit thoughts that get you feeling inferior.

Do you often compare yourself with others and come up feeling less accomplished or less talented? Notice what you're thinking. Something like: "She's so much better than I am. I'm no good at basketball. I should just stop playing" leads to feeling inferior, not to feeling good about yourself.

- Remind yourself that everyone excels at different things.

Focus on what you do well, and cheer on others for their success. Thinking more like this: "She's a great basketball player — but the truth is, I'm a better musician than athlete. Still, I'll keep playing because I enjoy it." helps you accept yourself and make the best of the situation.



- Try new things, and give yourself credit.

Experiment with different activities to help you get in touch with your talents. Then take pride in your new skills. Think about the good results. For example: I signed up for track and found out I'm pretty fast! These positive thoughts become good opinions of yourself, and add up to self-esteem.

- Recognize what you can change and what you can't.

If you realize that you're unhappy with something about yourself that you can change (like getting to a healthy weight), start today. If it's something you can't change (like your height), work on accepting it. Obsessing about our "flaws" can really ruin your opinion of yourself

and bring down your self-esteem. Most of the time, other people don't even notice these things!

- Set goals.

Think about what you'd like to accomplish. Then make a plan for how to do it. Stick with your plan, and keep track of your progress. Train your inner voice to remind you of what you are accomplishing. For example: "I've been following my plan to exercise every day for 45 minutes. I feel good that I've kept my promise to myself. I know I can keep it up."

- Take pride in your opinions and ideas.

Don't be afraid to voice them. If someone disagrees, it's not a reflection of your worth or intelligence. That person just sees things differently from you.

- Accept compliments.

When self-esteem is low, it's easy to overlook the good things people say about us. We don't believe it when someone says a nice thing. Instead, we think, "…yeah, but I'm not all that great…" and we brush off the compliment. Instead, let yourself absorb a compliment, appreciate it, and take it seriously. Give sincere compliments, too.

- Make a contribution.

Tutor a classmate who's having trouble, help clean up your neighborhood, participate in a walkathon for a good cause, or volunteer your time in some other way. When you can see that what you do makes a difference, it builds your positive opinion of yourself, and makes you feel good. That's self-esteem.

- Exercise!

Being active and fit helps you feel good about yourself. You'll relieve stress, and stay healthier, too!

- Relax and have fun.

Do you ever think stuff like "I'd have more friends if I were more attractive"? Thoughts like these can set you on a path to low self-esteem because they focus on what's not perfect instead of making the best of what is. Spend time with the people you care about, do the things you love, and focus on what's good. That helps you feel good about yourself, just as you are.

Activity 1: My Positive Name

Material:

- Pen and Paper (Preferably Coloured)
- Safety Pins

Instructions:

- Ask all the persons in the group to form a circle and then each person calls their name out loud, so that each person has heard it well
- Now, ask them to write the name of the person on their right on a piece of paper and to write one positive name or attribute you would like to call them by, without letting the other person see.

- Once they are done, they can read out the name they gave to their partner on the right and then pin the name tag to their shirt with a safety pin.

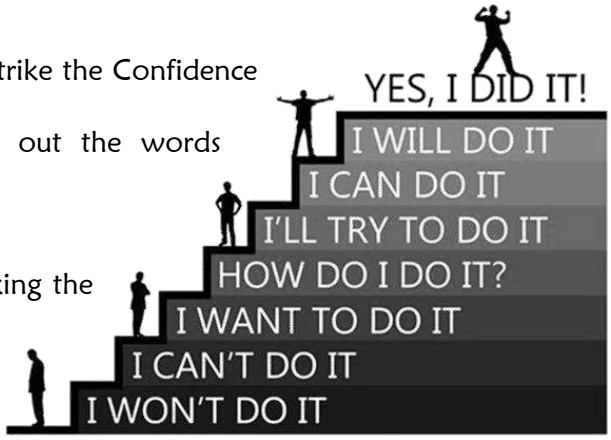
    - Ask how the participants felt on receiving their new names.
    - Ask how they felt when they were writing the new names
    - Does the new name help them appreciate themselves more?
    - Does the name boost their confidence of being around other people and how they perceive them and themselves?

Activity 2: Striking Confidence

Body language makes a big difference in how we perceive ourselves and positive body image helps build our self esteem.

Instructions:

- Ask the participants to stand up and 'Strike the Confidence Pose'.
- Follow the image below and shout out the words written alongside:

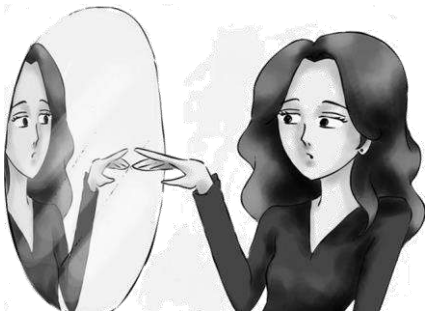


- Ask the participants how they felt striking the particular poses
- Contrast the low self –esteem posture with the Confident one and ask how they felt

Activity 3: Positive Body Image

- Work in pairs to prepare a role play. Label yourselves Person A and Person B.
- Read the scenarios below and practice how to respond when you see images in professional media.
- Person B will explain to Person A why it's not possible for anyone to look like the people we see in professional media. Tell them why it is not realistic or fair to compare themselves to these images.

If you are feeling stuck, you could start your conversation like this:



Person A: Wow, look at them; they look great! I wish I had their ..... because .....
Person B: It's not possible to look like them because .....
We shouldn't bother to compare ourselves because .....
(Remember why we want to challenge these images – how do they make us feel?)
You could also try swapping roles, or acting out a different scenario.

Note:
You could refer to advertisements on TV, magazines, newspaper or online and look at for the following for example:

1. Fairness Creams
2. Hindi Drama Serials
3. Bridal Fashion Magazine
4. Weight Loss/Weight Gain Advertisements
5. Beauty Apps

Also, observe the tag lines that come along with these advertisements and share your views on this. You can add more instances as required or as per the number of participants

- Now get the participants to work in pairs to discuss – 'How could you challenge appearance pressures in personal and social media?
- Think about what they could do differently when commenting on a friends' photos. Could you change the type or style of photos you choose to upload?
- Ask them to write their thoughts and share it with the rest of the group

Action Plan:

- Ask the participants to List at least 10 things they love about themselves
- Then ask them to read their list out before the group
- Ask them to put the list up on their wall in their house and to read it out loud to themselves – while looking into the mirror every day – for at least a month – and believe in everything good they wrote about themselves
- They can continue to add good qualities to the list as they learn and grow.

Part 2
Bullying and Cyber Bullying

Objective:
Understand concept of bullying and cyber bullying and discussing preventative means.

Age Group Recommended: 13 – 18 years

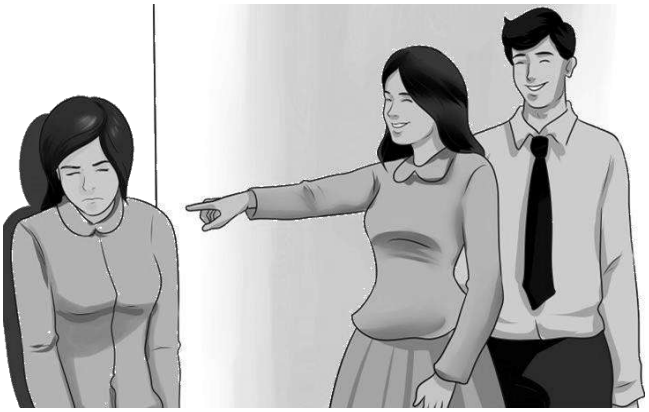
Overview:

- Aspects of Bullying, characteristics of bullies and preventative steps against bullying
- Aspects of cyber bullying and preventative steps

Duration:

Introduction : 10 Min
Discussion : 20 Min
Activity : 20 Min
Action Plan : 10 Min

Introduction to Bullying:



Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Kids can bully others, they can be bullied, or they may witness bullying. When kids are involved in bullying, they often play more than one role. Sometimes kids may both be bullied and bully others or they may witness other kids being bullied.
When referring to a bullying situation, it is easy to call the kids who bully others "bullies" and those who are targeted "victims," but this may have unintended consequences.

When children are labeled as "bullies" or "victims" it may:

- Send the message that the child's behaviour cannot change
- Fail to recognize the multiple roles children might play in different bullying situations
- Disregard other factors contributing to the behaviour such as peer influence or school climate

Instead of labeling the children involved, focus on the behaviour. For instance:

- Instead of calling a child a "bully," refer to them as "the child who bullied"
- Instead of calling a child a "victim," refer to them as "the child who was bullied"
- Instead of calling a child a "bully/victim," refer to them as "the child who was both bullied and bullied others."

Kids Involved in Bullying:

The roles kids play in bullying are not limited to those who bully others and those who are bullied. Some researchers talk about the "circle of bullying" to define both those directly involved in bullying and those who actively or passively assist the behaviour or defend against it. Direct roles include:

- **Kids who Bully:**

These children engage in bullying behaviour towards their peers. There are many risk factors that may contribute to the child's involvement in the behaviour. Often, these students require support to change their behaviour and address any other challenges that may be influencing their behaviour.

- **Kids who are Bullied:**

These children are the targets of bullying behaviour. Some factors put children at more risk of being bullied, but not all children with these characteristics will be bullied. Sometimes, these children may need help learning how to respond to bullying.

Even if a child is not directly involved in bullying, they may be contributing to the behaviour. Witnessing the behaviour may also affect the child, so it is important for them to learn what they should do when they see bullying happen.

Roles kids play when they witness bullying include:

- **Kids who Assist:**

These children may not start the bullying or lead in the bullying behaviour, but serve as an "assistant" to children who are bullying. These children may encourage the bullying behaviour and occasionally join in.

- **Kids who Reinforce:**

These children are not directly involved in the bullying behaviour but they give the bullying an audience. They will often laugh or provide support for the children who are engaging in bullying. This may encourage the bullying to continue.

- **Outsiders:**

These children remain separate from the bullying situation. They neither reinforce the bullying behaviour nor defend the child being bullied. Some may watch what is going on but do not provide

feedback about the situation to show they are on anyone's side. Even so, providing an audience may encourage the bullying behaviour.

These kids often want to help, but don't know how. It is important to learn how to be "more than a bystander."

- **Kids who Defend:**

These children actively comfort the child being bullied and may come to the child's defense when bullying occurs.

Most kids play more than one role in bullying over time. In some cases, they may be directly involved in bullying as the one bullying others or being bullied and in others they may witness bullying and play an assisting or defending role. Every situation is different. Some kids are both bullied and bully others.

It is important to note the multiple roles kids play, because:

- Those who are both bullied and bully others may be at a higher risk for negative outcomes, such as depression or suicidal ideation.
- It highlights the need to engage all kids in prevention efforts, not just those who are known to be directly involved

Bullying can happen anywhere, but depending on the environment, some groups may be at an increased risk. Learning what factors increase the risk of children being bullied or children more likely to bully others and what warning signs to look out for can prevent bullying to a large extent.

There are two types of kids who are more likely to bully others:

- Some are well-connected to their peers, have social power, are overly concerned about their popularity, and like to dominate or be in charge of others.
- Others are more isolated from their peers and may be depressed or anxious, have low self esteem, be less involved in school, be easily pressured by peers, or not identify with the emotions or feelings of others.

Children who have these factors are also more likely to bully others;

- Are aggressive or easily frustrated
- Have less parental involvement or having issues at home
- Think badly of others
- Have difficulty following rules
- View violence in a positive way
- Have friends who bully others

Remember, those who bully others do not need to be stronger or bigger than those they bully. The power imbalance can come from a number of sources—popularity, strength, cognitive ability—and children who bully may have more than one of these characteristics.

Preventing Bullying:

Parents, school staff, and other adults can help young children develop skills for getting along with others in age-appropriate ways.

- Model positive ways for young children to make friends.
  For example, practice pleasant ways that children can ask to join others in play and take turns in games. Coach older children to help reinforce these behaviours as well. Praise children for appropriate behaviour. Help young children understand what behaviours are friendly.

- Help young children learn the consequences of certain actions in terms they can understand.
  Encourage young children to tell an adult if they are treated in a way that makes them feel uncomfortable, upset or unhappy, or if they witness other children being harmed.

- Set clear rules for behaviour and monitor children's interactions carefully. Step in quickly to stop aggressive behaviour or redirect it before it occurs.

- Use age-appropriate consequences for aggressive behaviour.
  Young children should be encouraged to say "I'm sorry" whenever they hurt a peer, even accidentally. The apology should also be paired with an action.
  For example, young children could help rebuild a knocked over block structure or replace a torn paper or crayons with new ones.

- Keep the lines of communication open.
  Check in with kids often. Listen to them. Know their friends, ask about school, and understand their concerns.

- Encourage kids to do what they love.
  Special activities, interests, and hobbies can boost confidence, help kids make friends, and protect them from bullying behaviour.

Being More than a Bystander:

Anyone at any time can become a victim of bullying. So, if you see an instance of Bullying, step and take action by following guidelines to prevent it, such as:

- Informing a trusted adult immediately

- If possible, without getting in the way of harm, create a distraction to temporarily disrupt the act of bullying.
- Never give bullying an audience. Cheering or prompting may aggravate the situation.
- Be a friend to those being bullied, sometimes they just need someone who they can trust
- Always set a good example by neither participating nor encouraging bullying – set a zero tolerance code towards bullying among peers.

- **Introduction to Cyber Bullying:**

Cyber bullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites.

Examples of cyber bullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.

Preventing Cyber Bullying:

- Establish rules about appropriate use of computers, cell phones, and other technology. For example, be clear about what sites they can visit and what they are permitted to do when they're online. Show them how to be safe online.
- Help them be smart about what they post or say. Tell them not to share anything that could hurt or embarrass themselves or others. Once something is posted, it is out of their control whether someone else will forward it.
- Encourage kids to think about who they want to see the information and pictures they post online. Should complete strangers see it? Real friends only? Friends of friends? Think about how people who aren't friends could use it.
- Tell kids to keep their passwords safe and not share them with friends. Sharing passwords can compromise their control over their online identities and activities.
- Report instance of cyber bullying immediately

Discussion:

Start conversations about bullying with questions like these:

- What does "bullying" mean to you?
- Describe what kids who bully are like. Why do you think people bully?
- Who are the adults you trust most when it comes to things like bullying?
- Have you ever felt scared to go to school because you were afraid of bullying? What ways have you tried to change it?
- What do you think parents can do to help stop bullying?
- Have you or your friends left other kids out on purpose? Do you think that was bullying? Why or why not?
- What do you usually do when you see bullying going on?
- Do you ever see kids at your school being bullied by other kids? How does it make you feel?
- Have you ever tried to help someone who is being bullied? What happened? What would you do if it happens again?

Activity 1:

- Divide the group and ask the participants to prepare an act of an instance of bullying and possible ways in which they can prevent it.
- Hold a discussion on the observations the participants learnt from the play they performed.

Action Plan:

Here are three steps that you can take to develop a system to further this goal:

- Agree on a written public proclamation that declares your institution or group's commitment to promoting a culture of caring, safety, and respect for all its members;
- Establish a written plan of action that involves everyone within your institution or group – children, parents, teachers, administrators, etc. – and that includes skills, training, and support for implementing zero tolerance towards bullying and methods of preventing it.
- Establish and uphold written policies that specify what the rules are and an ongoing system for addressing failures and problems.
- Ensure that cases of bullying are dealt with immediately and with severe action to prevent them from being repeated in the future, as per the policies framed.

Part 3
Anger and Stress Management

Objective: Understanding Anger and Stress and ways of coping with it.

Age Group Recommended: 13 – 18 years

Overview:

- Anger and Stress Management
- Coping strategies to prevent stress and anger and activities to be followed

Duration: 1 Hour; 5 Mins

Introduction : 30 Min
Activity 1 : 20 Min
Action Plan : 15 Min

Introduction to Anger and Stress Management

Anger management is a term used to describe the skills you need to recognize that you, or someone else, is becoming angry and take appropriate action to deal with the situation in a positive way. However, anger management does not mean internalizing or suppressing anger.
Anger is a perfectly normal human emotion and, when dealt with appropriately, can even be considered a healthy emotion. We all feel angry from time to time, yet this feeling can lead us to say or do things that we later regret. Anger can reduce our inhibitions and make us act inappropriately.

Anger management concerns recognizing the triggers for anger as early as possible and expressing these feelings and frustrations in a cool, calm and collected way.

Stress Management:

We all respond to stress differently so, there's no "one size fits all" solution to managing stress. But if you feel like the stress in your life is out of control, it's time to take action. Stress management can teach you healthier ways to cope with stress, help you reduce its harmful effects, and prevent stress from spiraling out of control again in the future.

No matter how powerless you may feel in the face of stress, you still have control over your lifestyle, thoughts, emotions, and the way you deal with problems. Stress management

involves changing the stressful situation when you can, changing your reaction when you can't, taking care of yourself, and making time for rest and relaxation. The first step is to recognize the true sources of stress in your life – What are the sources of stress in your life?

Then **start a stress journal.**
A stress journal can help you identify the regular stressors in your life and the way you deal with them. Each time you feel stressed, keep track of it in your journal. As you keep a daily log, you will begin to see patterns and common themes.

Write down:

- What caused your stress (make a guess if you're unsure)
- How you felt, both physically and emotionally
- How you acted in response
- What you did to make yourself feel better

It's easy to identify sources of stress following a major life event such as changing jobs, moving home, or losing a loved one, but pinpointing the sources of everyday stress can be more complicated. It's all too easy to overlook your own thoughts, feelings, and behaviours that contribute to your stress levels. Sure, you may know that you're constantly worried about work deadlines, but maybe it's your procrastination, rather than the actual job demands, that is causing the stress.

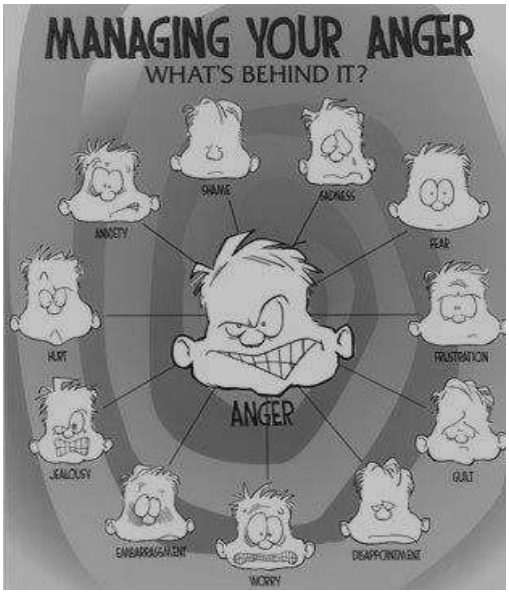
To identify your true sources of stress, look closely at your habits, attitude, and excuses:

- Do you explain away stress as temporary ("I just have a million things going on right now") even though you can't remember the last time you took a break?

- Do you define stress as an integral part of your work or home life ("Things are always crazy around here") or as a part of your personality ("I have a lot of nervous energy, that's all")?

- Do you blame your stress on other people or outside events, or view it as entirely normal and unexceptional?

- Until you accept responsibility for the role you play in creating or maintaining it, your stress level will remain outside your control.

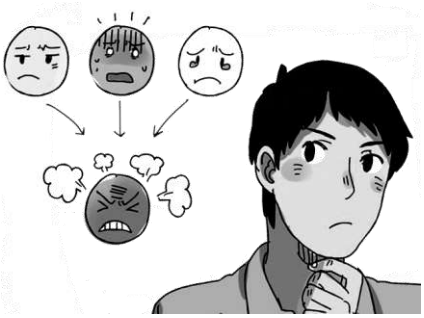


How do you currently cope with stress?

Think about the ways you currently manage and cope with stress in your life. Your stress journal can help you identify them. Are your coping strategies healthy or unhealthy, helpful

or unproductive? Unfortunately, many people cope with stress in ways that compound the problem.

These coping strategies may temporarily reduce stress, but they cause more damage in the long run:



- Smoking
- Drinking too much
- Bingeing on junk or comfort food
- Zoning out for hours in front of the TV or computer
- Withdrawing from friends, family, and activities
- Using pills or drugs to relax
- Sleeping too much
- Procrastinating
- Filling up every minute of the day to avoid facing problems
- Taking out your stress on others (lashing out, angry outbursts, physical violence)

Coping with Stress and Anger:

- *Get Moving*
  The first step is to get yourself up and moving. Here are a few easy ways:

  - Put on some music and dance around
  - Spent time and play with your pet
  - Walk or cycle to the grocery store
  - Use the stairs at home or work rather than an elevator
  - Park your car in the farthest spot in the lot and walk the rest of the way
  - Pair up with an exercise partner and encourage each other as you workout
  - Play ping-pong or an activity-based video game with kids

- *Reach out and build relationships:*

  - Reach out to a friends
  - Help someone else by volunteering
  - Have lunch or coffee with a friend
  - Ask a loved one to check in with you regularly
  - Accompany someone to the movies or a concert
  - Call or email an old friend
  - Go for a walk with a workout buddy
  - Meet new people by taking a class or joining a club

- *Avoid the stress:*

  It's not healthy to avoid a stressful situation that needs to be addressed, but you may be surprised by the number of stressors in your life that you can eliminate.

  - Learn how to say "no" – Know your limits and stick to them. Whether in your personal or professional life, taking on more than you can handle is a surefire recipe

for stress. Distinguish between the "shoulds" and the "musts" and, when possible, say "no" to taking on too much.

- Avoid people who stress you out – If someone consistently causes stress in your life, limit the amount of time you spend with that person, or end the relationship.
- Take control of your environment – If the evening news makes you anxious, turn off the TV. If traffic makes you tense, take a longer but less-traveled route. If going to the market is an unpleasant chore, do your grocery shopping online.

- *Alter the Situation:*

  If you can't avoid a stressful situation, try to alter it. Often, this involves changing the way you communicate and operate in your daily life.

- Express your feelings instead of bottling them up.
  If something or someone is bothering you, be more assertive and communicate your concerns in an open and respectful way. If you've got an exam to study for and your chatty roommate just got home, say up front that you only have five minutes to talk. If you don't voice your feelings, resentment will build and the stress will increase.

- Be willing to compromise.
  When you ask someone to change their behaviour, be willing to do the same. If you both are willing to bend at least a little, you'll have a good chance of finding a happy middle ground.

- Manage your time better.
  Poor time management can cause a lot of stress. But if you plan ahead and make sure you don't overextend yourself, you'll find it easier to stay calm and focused.

- *Adapt to the stress trigger:*
  How you think can have a profound effect on your stress levels. Each time you think a negative thought about yourself, your body reacts as if it were in the throes of a tension-filled situation.

- Regain your sense of control by changing your expectations and attitude to stressful situations.

- Reframe problems. Try to view stressful situations from a more positive perspective. Rather than fuming about a traffic jam, look at it as an opportunity to pause and regroup, listen to your favorite radio station, or enjoy some alone time.

- Look at the big picture. Take perspective of the stressful situation. Ask yourself how important it will be in the long run. Will it matter in a month? A year? Is it really worth getting upset over? If the answer is no, focus your time and energy elsewhere.

- Adjust your standards.
  Perfectionism is a major source of avoidable stress. Stop setting yourself up for failure by demanding perfection. Set reasonable standards for yourself and others, and learn to be okay with "good enough."

- *Accept the things you can't change:*
  Many sources of stress are unavoidable. You can't prevent or change stressors, such as the death of a loved one, a serious illness, or a national recession. In such cases, the best way to cope with stress is to accept things as they are. Acceptance may be difficult, but in the long run, it's easier than railing against a situation you can't change.

- Don't try to control the uncontrollable. Many things in life are beyond our control—particularly the behaviour of other people. Rather than stressing out over them, focus on the things you can control such as the way you choose to react to problems.

- Look for the upside. When facing major challenges, try to look at them as opportunities for personal growth. If your own poor choices contributed to a stressful situation, reflect on them and learn from your mistakes.

- Learn to forgive. Accept the fact that we live in an imperfect world and that people make mistakes. Let go of anger and resentments. Free yourself from negative energy by forgiving and moving on.

- Make time for fun and relaxation:

  Beyond a take-charge approach and a positive attitude, you can reduce stress in your life by nurturing yourself. If you regularly make time for fun and relaxation, you'll be in a better place to handle life's stressors.

- Don't get so caught up in the hustle and bustle of life that you forget to take care of your own needs. Nurturing yourself is a necessity, not a luxury.

- Set aside relaxation time. Include rest and relaxation in your daily schedule. Don't allow other obligations to encroach. This is your time to take a break from all responsibilities and recharge your batteries.

- Do something you enjoy every day. Make time for leisure activities that bring you joy, whether it be stargazing, playing the piano, or working on your bike.

- Keep your sense of humor. This includes the ability to laugh at yourself. The act of laughing helps your body fight stress in a number of ways.

- Develop a "stress relief toolbox":
  Come up with a list of healthy ways to relax and recharge. Try to implement one or more of these ideas each day, even if you're feeling good. For Example:

  - Spend time in nature
  - Play a competitive game of tennis or racquetball
  - Write in your journal
  - Take a long bath
  - Light scented candles
  - Savor a warm cup of coffee or tea
  - Work in your garden
  - Get a massage
  - Curl up with a good book
  - Listen to music
  - Watch a comedy show/movie

Activity 1: Gratitude List

Ask the group to choose a coloured paper and list out 10 good things that happened in their day

Ask them to share it with the group

The list could vary from any of the following, depending on the situation, for example:

- Today I learnt a new way of using an application on the computer
- I made a new friend
- The weather remained pleasant the whole day
- I was complimented by my senior
- I loved the food/lunch I had today
- I saw children playing in the park which made me smile, etc.

Ask the participants to continue compiling new things to their list each day and to read it to themselves before going to bed. Gratitude for simple things makes us feel happier about ourselves and the life around us.

Action Plan:

- Create a stress Management Checklist:
  Use this checklist to track your progress using these strategies to manage stress. Compare how you feel on days when you make lots of ticks on the checklist to those when you make few or none.

Stress Management Self-Help Checklist								
Positive Choices I Made Today	*Mon*	*Tues*	*Wed*	*Thurs*	*Fri*	*Sat*	*Sun*	*Notes*
Updated My Gratitude Journal								

Exercised For 30 Minutes Or More Avoided Unnecessary Stress, Such As A Stress-Inducing Person Or Situation								
Talked Face To Face With A Good Listerner								
Altered A Stressful Situation By Expressing My Feelings And/Or Managing My Time Better								
Adjusted My Attitude To A Stressor By Reframing The Problem, Focusing On The Positive, Or Looking At The Big Picture								
Accepted The Stressors I Can't Change								
Did At Least One Activity From My "Stress Relief Toolbox"								
Avoided Self-Medicating With Alcohol, Food, Or Drugs								

- Or create follow a 30 Days of Gratitude photo contest with your group:

For example:

Chapter 5
Adolescent Issues

Part 1
Substance Abuse and Peer Pressure

Objective:

- Understanding substance abuse, its repercussions, ways of preventing and overcoming addiction.
- Understanding Peer pressure, causes and remedies

Age Group Recommended: 13 – 18 years

Overview:

- About Substance Abuse and forms of psychoactive substances
- Causes of abuse
- Overcoming addiction and prevention
- Peer pressure, causes and remedies available

Duration: 2 Hours 10 Min

Introduction : 1 Hour
Activity 1 : 1 Hour
Action Plan : 10 Min

Introduction to Substance Abuse

Substance abuse refers to the harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs. Use of psychoactive substance can lead to dependence syndrome - a cluster of behavioural, cognitive, and physiological phenomena that develop after repeated substance use and that typically include a strong desire to take the drug, difficulties in controlling its use, persisting in its use despite harmful consequences, a higher priority given to drug use than to other activities and obligations, increased tolerance, and sometimes a physical withdrawal state.

Policies which influence the levels and patterns of substance use and related harm can significantly reduce the public health problems attributable to substance use, and interventions at the health care system level can work towards the restoration of health in affected individuals.

Most frequently abused substances include:

- alcohol
- tobacco

- marijuana
- over-the-counter drugs
- inhalants
- narcotic painkillers

Causes of substance use and abuse:

Substance abuse can have many causes. For most teenagers, curiosity and peer pressure leads to their first drug experience. It is natural for teenagers to engage in risky behaviour. They do it for excitement or to fit in with their peers.

Some teenagers find that marijuana or other drugs can help relieve anxiety or depression, which is known as 'self-medication'. Other drugs like Ecstacy or cocaine offer a jolt of energy and heightened sensation. They may offer a short-term escape from conflicts in life. Substance abuse can occur when teenagers use drugs as a coping strategy to deal with their emotional problems.

Being around family members or peers that encourage drug use may influence the child's substance abuse. Many studies show that once the child starts using drugs, genetic factors may influence whether they develop an addiction.

Drugs contain chemicals that tap into the brain's communication system and disrupt the way nerve cells normally send, receive, and process information.
There are at least two ways that drugs cause this disruption:

(1) By imitating the brain's natural chemical messengers and
(2) By over stimulating the "reward circuit" (dopamine) of the brain.

The overstimulation of this "reward system" (dopamine), which normally responds to natural behaviours linked to survival (eating, spending time with loved ones, etc.), produces euphoric effects in response to psychoactive drugs. This reaction sets in motion a reinforcing pattern that "teaches" people to repeat the rewarding behaviour of abusing drugs.

As a person continues to abuse drugs, the brain adapts to the overwhelming surges in dopamine by producing less dopamine or by reducing the number of dopamine receptors in the reward circuit. The result is a lessening of dopamine's impact on the reward circuit, which reduces the abuser's ability to enjoy not only the drugs but also other events in life that previously brought pleasure. This decrease compels the addicted person to keep abusing drugs in an attempt to bring the dopamine function back to normal, but now larger amounts of the

drug are required to achieve the same dopamine high—an effect known as tolerance. Long-term abuse causes changes in other brain chemical systems and circuits as well.

Together, these changes can drive an abuser to seek out and take drugs compulsively despite adverse, even devastating consequences; such is the nature of addiction.

Alcoholism:

Alcoholism is the most serious form of problem drinking, and describes a strong, often uncontrollable, desire to drink. Sufferers of alcoholism will often place drinking above all other obligations, including work and family, and may build up a physical tolerance or experience withdrawal symptoms if they stop.

More than a fifth of respondents **ages 12-20** said they had had an alcoholic drink in the previous month

More than 35 percent of **15-year-olds** said they had at least one drink in their lives

More than 14 percent of **15-year-olds** in the age group engage in binge drinking

Nearly 4% percent of **15-year-olds** drink heavily

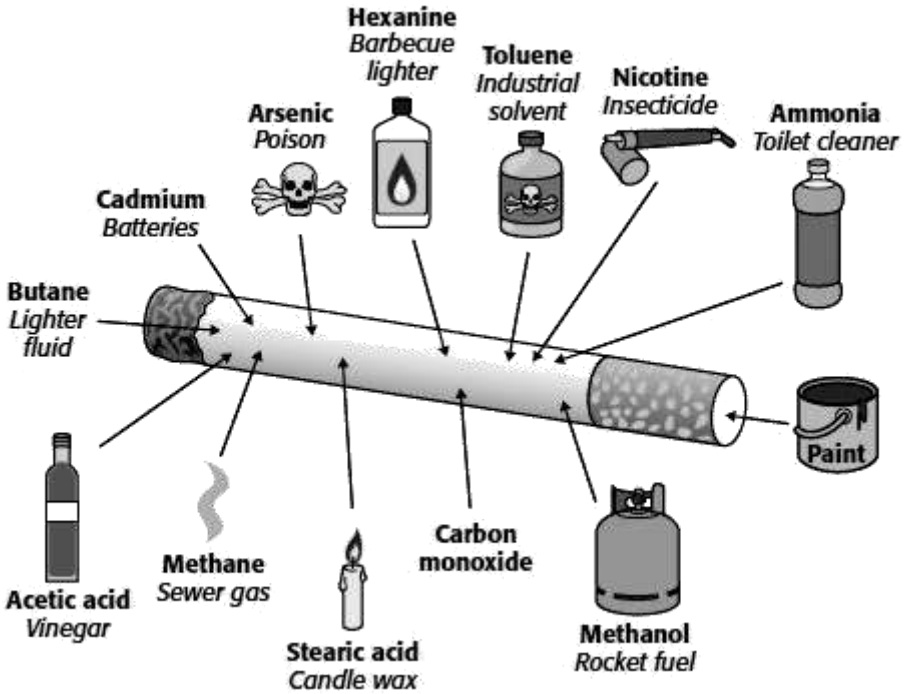
A doctor will diagnose alcoholism when three or more of the following have been present together in the past year:

- An overwhelming desire to drink
- An inability to stop or to control harmful drinking
- Withdrawal symptoms when stopping drinking

- Evidence of alcohol tolerance
- Pursuing the consumption of alcohol to the exclusion of alternative pleasures
- Continuing to drink despite clear evidence of harmful consequences

Smoking Addiction:

Smoking is a hard habit to break because tobacco contains nicotine, which is highly addictive. Like heroin or other addictive drugs, the body and mind quickly become so used to the nicotine in cigarettes that a person needs to have it just to feel normal.



People start smoking for a variety of different reasons. Some think it looks cool. Others start because their family members or friends smoke. Most adults who started smoking in their teens never expected to become addicted. That's why people say it's just so much easier to not start smoking at all.

The consequences of this poisoning happens gradually. Over the long term, smoking leads people to develop health problems like heart disease, stroke, emphysema (breakdown of lung tissue), and many types of cancer — including lung, throat, stomach, and bladder cancer. People who smoke can develop skin problems like psoriasis (a type of rash), and are more likely to get wrinkles. Also, they have an increased risk of infections like bronchitis and pneumonia.

Hookahs and E-Cigarettes:

It's not only cigarettes that get people dependent on tobacco. Hookahs, staples of Middle Eastern café society, are water pipes used to smoke tobacco through a hose with a tapered mouthpiece. There's a myth that hookahs

are safer because the smoke is cooled when it passes through the water.

But take a look at the black, resinous gunk that builds up in a hookah hose. Some of that gets into users' mouths and lungs. Indeed, experts say hookahs are no safer than cigarettes — and since they don't have filters and people often use them for long periods, the health risks might be even greater. Hookahs are usually shared, so there's the additional risk from germs being passed around along with the pipe.

Also beware of electronic cigarettes (e-cigarettes), which contain cancer-causing chemicals and other toxins, including a compound used in antifreeze. These battery-operated devices use cartridges filled with nicotine (highly addictive), flavorings, and other chemicals and convert them into a vapor that's inhaled by the user.

The types of drug abuse problems are diverse, but can include:

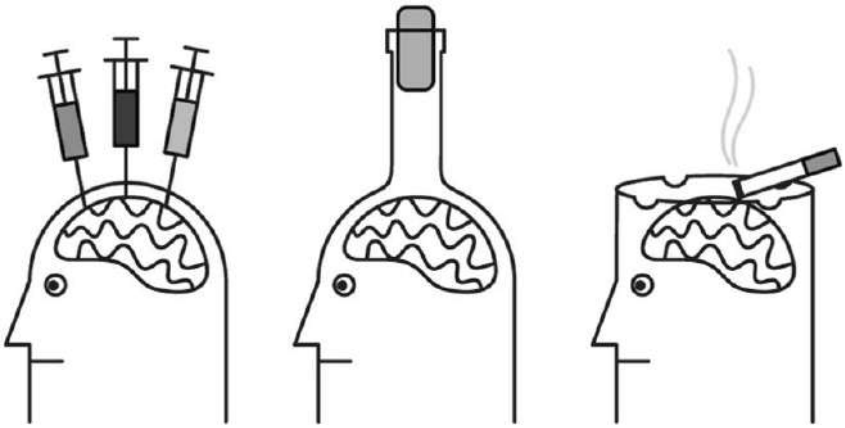
- Detrimental effects to one's work or employment.
- Family and social issues.
- Serious legal troubles.
- Short- and long-term health issues.
- Mental and behavioural issues associated with drug use.

A successful treatment has several steps:

- detoxification
- behavioural counseling
- medication (for opioid, tobacco, or alcohol addiction)
- evaluation and treatment for co-occurring mental health issues such as depression and anxiety
- long-term follow-up to prevent relapse

Medications can be used to manage withdrawal symptoms, prevent relapse, and treat co-occurring conditions. While, behavioural therapies help patients:

- modify their attitudes and behaviours related to drug use
- increase healthy life skills
- persist with other forms of treatment, such as medication



Overcoming Addiction:

Most people know that addiction can be overcome with treatment. But like many other diseases, it is often a long road to get there.
So, what are the steps to a healthier, drug-free life?

- Seek treatment.

The first step to recovery is to decide to seek treatment. It's hard for people to recognize or admit they have a problem, even when they are putting their lives – or the lives of others – at risk. It doesn't help that the brain's decision-making center is impaired when under the influence of drugs or alcohol. Treatment may mean medications, behavioural counseling, or a combination of the two.

- Learn new habits.

Relapse (or returning to drug use) is common with addiction and is an expected part of treatment. Returning to the people, places, or things associated with former drug use can actually trigger relapse—before the addicted person is even aware of it. Behavioural therapy can teach the person in recovery to avoid these triggers and learn new coping skills so they can make better decisions.

- Take it one step at a time.

Recovery takes time. Treatment works best when it is long-term, at least 90 days in most cases. And because people treated for drug addiction are vulnerable to relapse even after they've been off drugs for a long while, most treatment professionals would say that someone with a past drug or alcohol problem is "in recovery" for a lifetime.

- Create Small Goals:

Devise a plan for quitting. This might mean choosing a stop date, going to the doctor to discuss about a nicotine replacement, stay focused once you choose to stop, and figure out a good way to reward yourself when you reach different points.

- Find treatment.

If you are interested in finding drug abuse treatment for yourself or a friend or family member, look up facilities near you.

Prevention:
However, addiction is a brain disease and prevention is the only best cure for it. Knowing and being fully aware of the repercussions each of the above mentioned addictives have on the physical, social and psychological aspects of our life can help us make better and more informed decisions about our choices. Knowledge of substance abuse will not only help us prevent ourselves from being caught in the whirlpool of addiction, but we can also help others by educating them about the problems caused.

Peer Influence and Pressure:

Teen years can be tough. You're figuring out who you are, what you believe, what you're good at, what your responsibilities are, and what your place in the world is going to be.
It's comforting to face those challenges with friends who are into the same things that you are. But you probably hear adults — parents, teachers, guidance counselors, etc. — talk about peer pressure more than the benefits of belonging to a peer group.

Positive Peer Influence:

You might not hear a lot about it, but peers have a profoundly positive influence on each other and play important roles in each other's lives:

- **Friendship.**

Among peers you can find friendship and acceptance, and share experiences that can build lasting bonds.

- **Positive examples.**

Peers set plenty of good examples for each other. Having peers who are committed to doing well in school or to doing their best in a sport can influence you to be more goal-oriented, too. Peers who are kind and loyal influence you to build these qualities in yourself.

- **Feedback and advice.**

Your friends listen and give you feedback as you try out new ideas, explore belief, and discuss problems. Peers can help you make decisions, too: what courses to take; whether to get your hair cut, let it grow, or color it; how to handle a family argument. Peers often give each other good advice. Your friends will be quick to tell you when they think you're making a mistake or doing something risky.

- **Socializing.**

Your peer group gives you opportunities to try out new social skills. Getting to know lots of different people — such as classmates or teammates — gives you a chance to learn how to expand your circle of friends, build relationships, and

work out differences. You may have peers you agree or disagree with, compete with, or team with, peers you admire, and peers you don't want to be like.

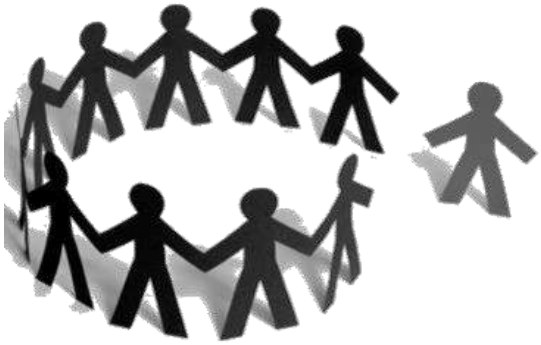
- **Encouragement.**

Peers encourage you to work hard to get the solo in the concert, help you study, listen and support you when you're upset or troubled, and empathize with you when they've experienced similar difficulties.

- **New experiences.**

Your peers might get you involved in clubs, sports, or religious groups. Your world would be far less rich without peers to encourage you to try sushi for the first time, listen to a CD you've never heard before, or to offer moral support when you audition for the school play

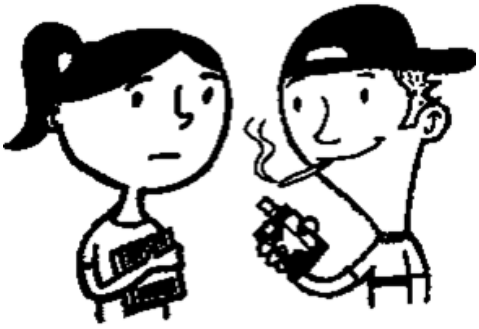
Peer Pressure



Sometimes the stresses in life can actually come from peers. They may pressure you into doing something you're uncomfortable with, such as shoplifting, doing drugs or drinking, taking dangerous risks when driving a car, or having sex before you feel ready.
This pressure may be expressed openly ("Oh, come on — it's just one beer, and everyone else is having one") or more indirectly — simply making beer available at a party, for instance.

The pressure to conform (to do what others are doing) can be powerful and hard to resist. A person might feel the pressure to do something just because others are doing it (or say they are). People may feel the pressure to conform so that they fit in or are accepted, or so they don't feel awkward or uncomfortable. When people are unsure of what to do in a social situation, they naturally look to others for clues about what is and isn't acceptable.

The people who are most easily influenced will follow someone else's lead first. Then others may go along, too — so it can be easy to think, "It must be OK. Everyone else is doing it. They must know what they're doing." Before you know it, many people are going along with the crowd — perhaps on something they might not otherwise do.



Responding to peer pressure is part of human nature — but some people are more likely to give in, and others are better able to resist and stand their ground. People who are low on confidence and those who tend to follow rather than lead could be more likely to seek their peers' approval by giving in to a risky challenge or suggestion. People who are unsure of themselves, new to the group, or inexperienced with peer pressure may also be more likely to give in.

Using alcohol or drugs increases anyone's chances of giving in to peer pressure. Substance use impairs judgment and interferes with the ability to make good decisions.

Nearly everyone ends up in a sticky peer pressure situation at some point. No matter how wisely you choose your friends, or how well you think you know them, sooner or later you'll have to make decisions that are difficult and could be unpopular. It may be something as simple as resisting the pressure to spend your hard-earned babysitting money on the latest MP3 player that "everybody" has. Or it may mean deciding to take a stand that makes you look uncool to your group.

But these situations can be opportunities to figure out what is right for you. There's no magic to standing up to peer pressure, but it does take courage — yours:

- **Listen to your gut.**

If you feel uncomfortable, even if your friends seem to be OK with what's going on, it means that something about the situation is wrong for you. This kind of decision-making is part of becoming self-reliant and learning more about who you are.

- **Plan for possible pressure situations.**

If you'd like to go to a party but you believe you may be offered alcohol or drugs there, think ahead about how you'll handle this challenge. Decide ahead of time — and even rehearse — what you'll say and do. Learn a few tricks. If you're holding a bottle of water or a can of soda, for instance, you're less likely to be offered a drink you don't want.

- **Arrange a "bail-out" code phrase**

You can use this with your parents without losing face with your peers. You might call home from a party at which you're feeling pressured to drink alcohol and say, for instance, "Can you come and drive me home? I have a terrible earache."

- **Learn to feel comfortable saying "no."**

With good friends you should never have to offer an explanation or apology. But if you feel you need an excuse for, say, turning down a drink or smoke, think up a few lines you can use casually. You can always say, "No, thanks, I've got a belt test in karate next week and I'm in training," or "No way — my uncle just died of cirrhosis and I'm not even looking at any booze."

- **Hang with people who feel the same way you do.**

Choose friends who will speak up with you when you're in need of moral support, and be quick to speak up for a friend in the same way. If you're hearing that little voice telling you a situation's not right, chances are others hear it, too.
Just having one other person stand with you against peer pressure makes it much easier for both people to resist.

- **Make an Excuse to escape:**

"Are you kidding? If my mom found out, she'd kill me, and her spies are everywhere." If a situation seems dangerous, don't hesitate to get an adult's help.

It's not always easy to resist negative peer pressure, but when you do, it is easy to feel good about it afterward. And you may even be a positive influence on your peers who feel the same way — often it just takes one person to speak out or take a different action to change a situation. Your friends may follow if you have the courage to do something different or refuse to go along with the group. Consider yourself a leader, and know that you have the potential to make a difference.

Activity 1:

Materials

- Newsprint and markers
- Paper and pencils
- Internet access (optional but very helpful)

Procedures:

- Insure that the workshop is a safe space for the participants to openly share their thoughts and experience without infringement of their privacy, or being judged.
- Begin the lesson by asking participants why they think people experiment with drugs.
- Write their ideas on a piece of newsprint.
- Then ask students why they think that some young people go from experimentation and social use to more serious drug dependency, which eventually results in addiction, or a physiological dependence on a given drug.
- Write down any ideas students may have about why drug experimentation escalates.
- Then put away both sheets until later in the lesson.

Discuss with students the cycle of addiction, and why experimentation with drugs can lead to addiction.

The cycle of addiction includes the following steps:

- A young person is feeling pain and discomfort because of family or school problems.

- The individual is looking for ways to feel better, so he or she starts to take drugs.

- At first, the drugs seem to work because they dull the pain the person is trying to escape from. So the person keeps taking the drug.

- From this point, it often doesn't take long for the person to become addicted because he or she has developed a physical dependence—an addiction—to the substance. Now the person can think only about getting more of this drug just to function.

- At this stage, a serious downward spiral begins. The person will sacrifice anything—family, friends, school, or work—for drugs. Changed by drugs both physically and mentally, the person is now an addict.

Discuss the cycle of addiction with the class. You may have a whole-class discussion

After participants have some understanding of the cycle of addiction, present the two scenarios below. Focus on why such a cycle gets set into motion. You may copy the scenarios

or read them aloud to students. Then ask students to answer the questions that follow. Students may work alone or in small groups to complete the activity.

Scenario 1:

Prerna was having a bad year. After years of not getting along, her parents had finally decided to get a divorce. While there was a lot of tension in the house, her parents were trying hard to be polite to each other and considerate of Prerna's and her younger brother's feelings. Always a good student, Prerna continued to find comfort in studying hard and getting good grades in school. Her best friend, Meera, had really been there for her, too. Every weekend Meera had planned something fun for them to do by themselves or with other friends. Over the past several months, Prerna and Meera had gone ice-skating on a regular basis, seen many movies, and gone bowling. Prerna had also continued to play soccer on her school's team. Throughout the year, Prerna had been able to talk to her parents about the pending divorce. Prerna's parents had been willing to listen to her concerns and discuss her anger about this big change in her life. Prerna felt really sad, but she also felt that she was going to be all right.

Scenario 2:

Lata felt as if her life was falling apart. Her parents had just told her that they were getting a divorce. Although her parents hadn't gotten along for years, Lata had always hoped that they would find a way to stay together so they could continue to be a family. Instead, her parents didn't seem to have any time to talk to her about her feelings. Lata had always thought that she had a few good friends, but she wasn't feeling like she could turn to them now. Her friend Kriti had a boyfriend, and she didn't get a chance to meet her much anymore. Lata had always been a good student, and she continued to complete her assignments on time. But she had noticed that it was becoming increasingly difficult to concentrate on her school work. Because she was feeling lonely and isolated, Lata was considering going to a party with Kriti. She had heard that some kids brought drugs to these parties. For that reason, she had always stayed away. Now, however, she thought that it might be a way to get out of the house and forget about her problems for a little while. It might be fun. Lata thought that she could let herself indulge in some 'fun', after all, she deserved to be happy too.

Role Play:

Divide students into two groups. Assign one group to the Prerna scenario and the other to the Lata scenario. Have students develop a script dramatizing each girl's situation. Students can add other characters, specific examples to make the points more dramatic, and a conclusion to each scenario. Then have students perform their skits for the class. What additional information did students learn about each girl?

Questions:

- Which girl is more vulnerable to becoming involved with drugs? Why?
- What role do friends play in both girls' lives? Do you think friends are an important influence? Give reasons to support your ideas.
- What role does family play in the girls' lives? Do you think the family is an important influence? Give reasons to support your ideas.

- Do you think that Prerna is going to turn to drugs? Why or why not? What factors in her life will help her decide not to use drugs? How do you think those factors will affect the way she makes decisions about other issues in her life?

- Do you think that Lata is going to turn to drugs? Why or why not? What factors in her life will affect the way she makes a decision about drugs and other issues in her life?

- What do you think are some characteristics of people who turn to drugs? What are some characteristics of people who cope in other ways? Give examples to support your ideas.

Give students time in class to answer the questions. Then discuss their responses. Which girl did students think was more likely to turn to drugs? What reasons did students give?

Make a class list of characteristics of people who begin using drugs.

Students will probably say that people who turn to drugs have the following characteristics:

- They are lonely.
- They are unhappy.
- They feel isolated.
- They are looking for ways to ease their pain.

Then make a class list of characteristics of people who cope in other ways. Characteristics of people who don't turn to drugs include the following:

- They are involved with people.
- They find satisfaction in outside interests.
- They are able to talk about their feelings in order to ease their pain.

Ask students to compare the two lists. What healthy actions could Lata take to feel better?

Then bring out the two lists made in step 1 of reasons why young people experiment with drugs and why experimentation can escalate into addiction. Have the students' ideas changed as a result of learning about the cycle of addiction? If so, how? What conclusions can they draw about the causes of drug use among young people?

Conclude the lesson by discussing with the class how they make decisions in their lives. What role does family play? What role do peers play? What role do teachers, coaches, or other adults play? How can these influences help them make better choices?

Discussion Questions

- Do you see peer pressure as positive, negative, or both? Give examples.
- Describe a situation in your life where you had to make a difficult choice. What factors influenced you during that time? What choice did you make?
- Imagine that you are Lata's best friend. What advice would you give her? As her friend, what would you do to support her during this difficult time in her life?

Action Plan:

- Create a safe space within your institution to help people who may be going through or prone to addiction, to be able to freely share their concerns.
- Ask your teacher to deploy counselors who are experienced and open to helping students overcome such issues
- Create an awareness week, to help your community learn about the types of substance abuse, and ways of preventing addiction.

Part 2
Eating Disorders

Objective: Understanding Eating disorders and recognizing signs and symptoms for prevention and care.

Age Group Recommended: 13 – 18 years

Overview:

- Concept and types of Eating Disorders
- Spotting Eating Disorder and Coping strategies
- Busting Myths about Eating Disorder

Duration: 1 Hour

Introduction : 20 Min
Activity 1 : 30 Min
Action Plan : 10 Min

Introduction to Eating Disorders:

There is a commonly held view that eating disorders are a lifestyle choice. Eating disorders are actually serious and often fatal illnesses that cause severe disturbances to a person's eating behaviours. Obsessions with food, body weight, and shape may also signal an eating disorder. Common eating disorders include anorexia nervosa, bulimia nervosa, and binge-eating disorder.

Eating disorders include a range of conditions that can affect someone physically, psychologically and socially. The most common eating disorders are:

Anorexia nervosa – when a person tries to keep their weight as low as possible; for example, by starving themselves or exercising excessively

Bulimia – when a person goes through periods of binge eating and is then deliberately sick or uses laxatives (medication to help empty the bowels) to try to control their weight

Binge eating disorder (BED) – when a person feels compelled to overeat large amounts of food in a short space of time

Eating disorders are often blamed on the social pressure to be thin, as young people in particular feel they should look a certain way. However, the

causes are usually more complex.
An eating disorder may be associated with biological, genetic or environmental factors combined with a particular event that triggers the disorder. There may also be other factors that maintain the illness.

Risk factors that can increase the likelihood of a person having an eating disorder include:

- having a family history of eating disorders, depression or substance misuse
- being criticised for their eating habits, body shape or weight
- being overly concerned with being slim, particularly if combined with pressure to be slim from society or for a job – for example, ballet dancers, models or athletes
- certain underlying characteristics – for example, having an obsessive personality, an anxiety disorder, low self-esteem or being a perfectionist
- particular experiences, such as sexual or emotional abuse or the death of someone special
- difficult relationships with family members or friends
- stressful situations – for example, problems at work, school or university

Spotting an eating disorder in others:
It can often be very difficult to identify that a loved one or friend has developed an eating disorder.

Eat without food being an issue — *Dieting Emotional Eating* — *Anorexia Bulimia*

Acceptance of body size and shape — *Focus on weight and shape* — *Compulsive Eating*

Warning signs to look out for include:

- missing meals
- complaining of being fat, even though they have a normal weight or are underweight
- repeatedly weighing themselves and looking at themselves in the mirror
- making repeated claims that they've already eaten, or they'll shortly be going out to eat somewhere else and avoiding eating at home
- cooking big or complicated meals for other people, but eating little or none of the food themselves
- only eating certain low-calorie foods in your presence, such as lettuce or celery
- feeling uncomfortable or refusing to eat in public places, such as at a restaurant
- the use of "pro-anorexia" websites

It can be difficult to know what to do if you're concerned about a friend or family member. It's not unusual for someone with an eating disorder to be secretive and defensive about their eating and their weight, and they may deny being unwell.

Myths about Eating Disorders

Myth #1:
You have to be underweight to have an eating disorder.

People with eating disorders come in all shapes and sizes. Many individuals with eating disorders are of average weight or are overweight.

Myth #2:
Only teenage girls and young women are affected by eating disorders.

While eating disorders are most common in young women in their teens and early twenties, they are found in men and women of all ages.

Myth #3:
People with eating disorders are vain.

It's not vanity that drives people with eating disorders to follow extreme diets and obsess over their bodies, but rather an attempt to deal with feelings of shame, anxiety, and powerlessness.

Myth #4:
Eating disorders aren't really that dangerous.

All eating disorders can lead to irreversible and even life-threatening health problems, such as heart disease, bone loss, stunted growth, infertility, and kidney damage.

Helping people with Eating Disorder:

Be careful to avoid critical or accusatory statements, as this will only make your friend or family member defensive. Instead, focus on the specific behaviours that worry you.

- Focus on feelings and relationships, not on weight and food.
  Share your memories of specific times when you felt concerned about the person's eating behaviour. Explain that you think these things may indicate that there could be a problem that needs professional help.

- Tell them you are concerned about their health, but respect their privacy.
  Eating disorders are often a cry for help, and the individual will appreciate knowing that you are concerned.

  Do not comment on how they look.
  The person is already too aware of their body. Even if you are trying to compliment them, comments about weight or appearance only reinforce their obsession with body image and weight.

- Make sure you do not convey any fat prejudice, or reinforce their desire to be thin.
  If they say they feel fat or want to lose weight, don't say "You're not fat." Instead, suggest they explore their fears about being fat, and what they think they can achieve by being thin.

- Avoid power struggles about eating.
  Do not demand that they change. Do not criticize their eating habits. People with eating disorders are trying to be in control. They don't feel in control of their life. Trying to trick or force them to eat can make things worse.

- Avoid placing shame, blame, or guilt on the person regarding their actions or attitudes.
  Do not use accusatory "you" statements like, "You just need to eat." Or, "You are acting irresponsibly." Instead, use "I" statements. For example: "I'm concerned about you because you refuse to eat breakfast or lunch." Or, "It makes me afraid to hear you vomiting."

- Avoid giving simple solutions.
  For example, "If you'd just stop, then everything would be fine!"

- Seeking professional help and proper treatment

Make sure you have your own support, so you can provide it in turn. Whether that support comes from a trusted friend, a support group, or your own therapy sessions, what matters is that you have an outlet to talk about your feelings and to emotionally recharge. It's also important to schedule time into your day for de-stressing, relaxing, and doing things you enjoy.

Recovering from an eating disorder takes time. There are no quick fixes or miracle cures, so it's important to have patience and compassion. Don't put unnecessary pressure on your loved one by setting unrealistic goals or demanding progress on your own timetable. Provide hope and encouragement, praise each small step forward, and stay positive through struggles and setbacks.

Activity 1:

Based on the information and the knowledge shared by the participants, introduce a discussion based on some of the following pointers.

Case 1:
Do siblings have an influence on each other and can they have an impact on developing an eating disorder?
For instance, how does a younger sister/brother view an older sister/brother in the clutches of anorexia, bulimia or binge eating?

Case 2:
Major life changes can be a trigger to those fighting an eating disorder. Beginning college is no exception. The young man or woman is leaving home, friends, and family to venture off to the unknown. College can be challenging and difficult for all students, but more so for others. This progression into adulthood is often a significant life altering event, and this can sadly trigger or lead to an eating disorder.

Case 3:
The media can be a culprit for generating images that falsify the reality of human bodies, but what drives an individual to idealize the representation of body perfection? As scientists unfold the blueprint of our genetic make-up, it is evident that both environment and genetics play an integral role in the formation of body image

Action Plan:

We can all be advocates for eating disorders prevention: taking steps to educate ourselves and others, challenging the notion that there's a 'right' way to look and spreading the word about eating disorders can be powerful actions with far-reaching effects.

Educate Yourself:
Learn all you can about anorexia nervosa, bulimia nervosa, binge eating disorder and OSFED. Genuine awareness will help you avoid judgmental or mistaken attitudes about food, weight, body shape and eating disorders.

Avoid categorizing foods as "good/safe" vs. "bad/dangerous." Remember, we all need to eat a balanced variety of foods.

Challenge the Thin Ideal:
Choose to challenge the false belief that thinness, weight loss and/or muscularity are desirable, while body fat and weight gain are shameful or indicate laziness, worthlessness or immorality.

Avoid attitudes or actions that communicate, "I will like you better if you lose weight, don't eat so much or change your body shape."

Discourage the idea that a particular diet, weight or body size will automatically lead to happiness and fulfillment.

Decide to avoid judging others and yourself on the basis of body weight or shape. Turn off the voices in your head that tell you that a person's body weight or muscularity says anything about their character, personality or value as a person.

Talk About It:
Be a model of healthy self-esteem and body image. Recognize that others pay attention and learn from the way you talk about yourself and your body. Choose to talk about yourself with respect and appreciation. Choose to value yourself based on your goals, accomplishments, talents and character. Refrain from letting the way you feel about your body weight and shape determine the course of your day. Embrace the natural diversity of human bodies and celebrate your body's unique shape and size.

If you think someone has an eating disorder, express your concerns in a forthright, caring manner. Gently but firmly encourage the person to seek trained professional help.

Take Action!
Become a critical viewer of the media and its messages about self-esteem and body image.

Speak up about media promoting 'ideal beauty' standards when you hear a comment or see an image that promotes this, at all costs. Write to the editor about advertisements or articles in magazines that make you feel bad about your body shape or size.

Volunteer:
Support local and national nonprofit eating disorders organizations by volunteering your time.

Chapter 6
Education

Part 1
Purpose driven life, Self - Discipline and Setting Goals

Objective: Forming Purpose in life, through self discipline, setting goals and creating action plans.

Age Group Recommended: 13 – 18 years

Overview:

- Finding Purpose through self introspection
- Working on Self Discipline
- Creating SMART Formats
- Setting Goals and Creating Action Plans

Duration: 1 Hour and 15 Min

Introduction : 30 Min
Activity 1 : 30 Min
Action Plan : 15 Min

Introduction to A Purpose Driven Life:

Greatest problem faced by human kind is the need to have purpose and meaning in life and our greatest fear is isolation and failure, in our pursuit of happiness.

But do we pin our hopes and dreams, our goals on something permanent – something concrete?

We often make decisions without putting in a conscious effort of thought and will, to avoid taking a chance at risking failure or change. Or we make decisions at a whim in pursuit of temporary happiness without thinking of the long term repercussions of our decisions, or the effect it may have upon us, and others around us. But happiness is not a goal; it follows once we know our purpose and when we pursue it. Having purpose and meaning means bringing awareness to every moment, making conscious choices, and having acceptance of the results.

Creating Purpose:

Follow the following steps to understand what drives you in life – create steps and link them towards creating purpose, whereby you can create a goal for yourself.

- Value:

Think of what is important or precious to you? What aspect or quality do you want to cherish in your life. It could be the idea of happiness, family, honesty, spirituality, change – whatever you value the most. What aspect of your life do you want to retain?
Once you know your basis, you can use this as your building block and work on creating purpose in life, aligned with your core beliefs.

- Strengths:

Evaluate your strengths and skills. Find out what you are naturally good at, what you can improve and what you can learn. These will be your strengths which will help you achieve and reach your goals.

- Passion:

Think of what you are passionate about. Ask yourself – What makes drives me or makes me enthusiastic? What compels and motivates me?
Your passion will build your strengths and keep you moving forward even in times of failure or distress.

- Service:

Now that you know your core beliefs, your strengths and skills and the aspects that keep you motivated, think of the place where you can use them to build and grow for the benefit of not only others, but your personal development.
You may think of some of these questions while you do so:

- Which Place requires my skill and enthusiasm?
- Where can I contribute?

Once you have managed to figure out your purpose, stick to the goal and create pathways to achieving it, with timelines. There is no need to be a perfectionist, especially if the goal is new for you. But self discipline is essential in attaining any goal we create for ourself.
More importantly, remember, purpose in life keep changing as we grow and learn. Once we have achieved our goal, look for new ventures and challenges in life to keep growing. People with purpose and goals have a better chance at experience life's myriad opportunities, and this helps make more informed, rational decisions on a daily basis without feeling overly stressed or upset with ourselves and life.

Self Discipline:

There are many important qualities that can contribute to a person's achievements and happiness, but there is only one that begets sustainable, long-term success in all aspects of life: self discipline. Whether in terms of diet, fitness, work ethic or relationships, self discipline is the number one trait needed to accomplish goals, lead a healthy lifestyle, and ultimately, be happy.
The regimen will help you to establish good habits, break bad ones, and improve your control by making simple changes to your everyday routine. Improved self discipline will allow you to live a freer life by helping you to make healthy choices, not emotional ones.

Some of pointers to keep in mind which will help us stay focused and disciplined are:

- Remove temptations:

Self control is often easiest when abiding by the old saying, "out of sight, out of mind." Removing all temptations and distractions from your environment is a crucial first step when working to improve yourself discipline. If you are trying to have better control of your eating, toss the junk food. Ask your office intern to leave you off of the daily lunch order email. If you want to improve your focus while working, turn off your cell phone and remove the clutter from your desk. Set yourself up for success by ditching the bad influences.

- Eat regularly and healthily and always make time for Exercise:

Studies have shown that low blood sugar often weakens a person's resolve. When you're hungry, your ability to concentrate suffers as your brain is not functioning to its highest potential. In order to stay on track, make sure that you are well fueled throughout the day with healthy snacks and meals every few hours. Eating often regulates your blood sugar levels and improves your decision making skills and concentration. Allow your brain to focus on your goals and priorities instead of on a growling stomach.

- Don't wait for it to "feel right.":

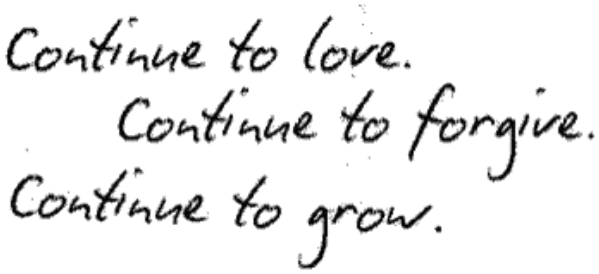
Improving yourself discipline means changing your normal routine, which can be uncomfortable and awkward. When behaviour becomes habit, we stop using our decision-making skills and instead function on auto-pilot. Therefore, breaking a bad habit and building a new habit not only requires us to make active decisions, it will feel wrong. Your brain will resist the change in favor of what it has been programmed to do. The solution? Acknowledge that it will take a while for your new regime to feel right or good or natural. Keep chugging along. It will happen.

- Schedule breaks, treats, and rewards for yourself:

Self discipline does not mean your new regimen needs to be entirely cold turkey, hard core, or drill sergeant-like in execution. In fact, giving yourself zero wiggle room often results in failures, disappointments, and giving into your old ways. While practicing self control, schedule specific breaks, treats, and rewards for yourself. Dieting? Designate Saturday as ice cream sundae day. Working on controlling your spending? Allow yourself a $25 splurge at the mall on Sunday. Self discipline can be hard. Reward your effort.

- Forgive yourself and move forward:

Instituting a new way of thinking won't always go according to plan. You will have ups and downs, fabulous successes, and flat out failures. The key is to keep moving forward. When you have a setback, acknowledge what caused it and move on. It is easy to get wrapped up in guilt, anger, or frustration, but these emotions will not



help build improve self discipline. Instead, use the hiccups in your plan as learning experiences for the future. Forgive yourself, and get back in the saddle as soon as possible. The longer you're off your game, the harder it is to keep going in a positive direction.

Setting Goals:

Having goals for things we want to do and working towards them is an important part of being human. The path towards our goals may not always run smoothly or be easy, but having goals, whether big or small, is part of what makes life good. It gives us a sense of meaning and purpose, points us in the direction we want to go and gets us interested and engaged, all of which are good for our overall happiness.

- Decide.

Think of something you want to do or work towards. It should be something you want to do - ideally something you're interested in or feel excited by. It should be something you want to do for its own sake not for something or someone else. And it often helps if it's something that's just a little bit beyond what you currently can do - goals that stretch us can be motivating!

- Write it down.

Writing down our goals increases our chances of sticking with them. Write down how you will know you have reached your goals and when you'd like to have achieved it by. Ask yourself: what it will 'look' like and how will you feel when you've done it? How does it connect to who or what you value in your life?
Describe your goal in specific terms and timescales e.g. 'I want to plant lettuces, carrots and peas in the empty patch in my garden by the end of May' rather than 'I want to do some gardening.'
Write your goals in terms of what you want, not what you don't want. For example: 'I want to be able to wear my favourite jeans again', rather than 'I don't want to be over-weight anymore'.

- Create a SMART Plan:

Specific—your goals must identify exactly what you want to accomplish in as much specificity as you can muster.

Measurable—as the old adage says, "you can't manage what you can't measure." If possible, try to quantify the result. You want to know absolutely, positively whether or not you hit the goal.

Actionable—every goal should start with an action verb (e.g., "quit," "run," "finish," "eliminate," etc.) rather than a to-be verb (e.g., "am," "be," "have," etc.)

Realistic—you have to be careful here. A good goal should stretch you, but you have to add a dose of common sense. I go right up to the edge of my comfort zone and then step over it. (If I am not out of my comfort zone, I'm not thinking big enough.)

Time-bound—every goal needs a date associated with it. When do you plan to deliver on that goal? A goal without a timeframe is just a dream. Make sure that every goal ends with a 'by when' date.

- Break your goal down:

This is especially important for big goals. Think about the smaller goals that are steps on the way to achieving your bigger aim. Sometimes our big goals are a bit vague, like 'I want to be healthier'. Breaking these down helps us be more specific. So a smaller goal might be 'go running regularly' or even 'to be able to run around the park in 20 minutes without stopping'. Write down your smaller goals and try to set some dates to do these by too. Having several smaller goals makes each of them a bit easier and gives us a feeling of success along the way, which also makes it more likely that we'll stay on track towards our bigger goal.

- Plan your first step:

An ancient Chinese proverb says that the journey of 1000 miles starts with one step. Even if your goal isn't to walk 1000 miles, thinking about the first step on the way will really help to get you started. Even if you don't know where to start there's no excuse - your first step could be to research 'how to…' on the internet or think of people you could ask or to get a book on the subject from the library. Then think of your next step…and the next.

Keep going:

Working towards our goals can sometimes be difficult and frustrating - so we need to persevere. If a step you're doing isn't working, think of something else you could try that still moves you forward, even a tiny bit. If you're struggling, ask people you know for their ideas on what you could do. They may help you see a different way. Thinking about different ways of reaching our goals makes it more likely we'll be successful. If you're really struck - take a break and then re-read the goal you wrote down when you started. If you need to adjust your goal - that's ok too. Then have another think about a small next step…

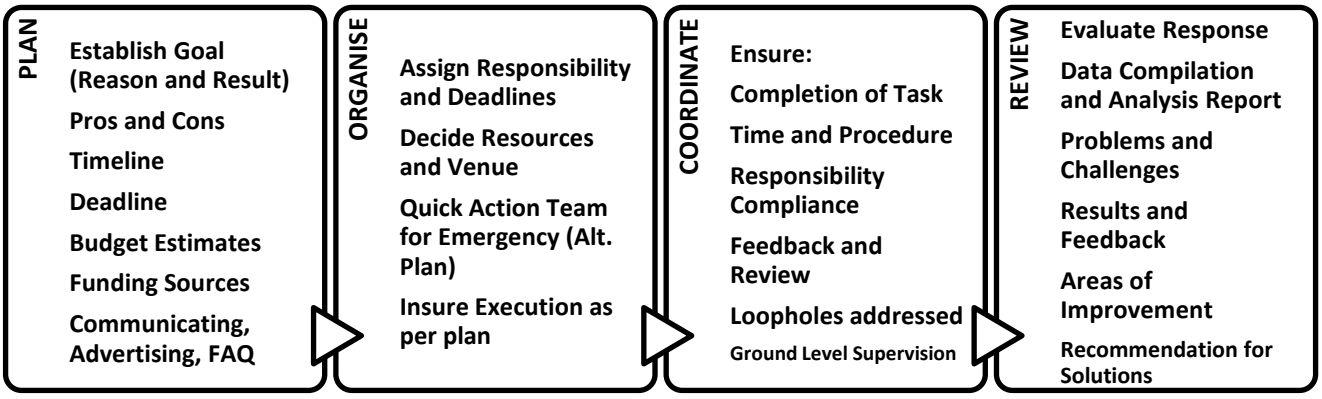
- Celebrate:

When you reach your goal take time to enjoy it and thank those that helped you. Think about what you enjoyed and learned along the way. Now, what is your next goal or project going to be?

Creating an Action Plan:

Now that your purpose and goal is intact, think of a proper plan and layout for achieving these aims.

Start with the following flow chart:



Activity 1: Creating Goals

Material:
Pen and Paper

Instructions:
Ask the students to create a purpose chart based on the information shared in the curriculum.
Link the 4 aspects of value strength passion service to creating goals.
For instance:

If a person's writes the following for:

- Value : Compassion
- Strength : Good Listener
- Passion : Helping Others
- Service : Volunteering

Explain that their goal can be to serve the community or help others, by being a counselor or by being connected with a hospital agency

Then ask them to structure their goal by using the SMART format:

For instance, I will volunteer with a health care organization (name) and provide counseling services every weekend for two hours in the morning.

Action Plan:

- Ask each participant to share their goal and how they plan to achieve it.
- Ask them to lay down their plan, steps to achieve it and with realistic timelines.
- Thereon, ask them to follow through with their plan
- Remember, some goals may be short or long term, depending on their nature.
- You can create more goals as you go along depending on the time and resource required to accomplish.

Part 2
Exploring Talents and Choosing a Career

Objective: Exploring talents and alternate skills, making career choices

Age Group Recommended: 15 – 18 years

Overview:

- Introspecting and learning about hidden talents and improving skills
- Making career choices based on interests and skills

Duration: 1 Hour and 30 Min.

Introduction : 15 Min
Activity 1 : 30 Min
Activity 2 : 30 Min
Action Plan : 15 Min

Introduction to Exploring our Talents

Each of us is gifted with a multitude of talents and skills which we discover in the course of our life. Some talents are obvious, such as singing, dancing, public speaking, painting and so on, and some people are naturally inclined towards it since birth. However, some of us have other kinds of talents which are innate and special to us, even if we are not perfect at it. For instance, being good listener, a sharp memory, the ability to organize and plan well, coordinate color schemes, bring out creative and unconventional ideas, etc.

Some of us develop talents later in life or when we encounter new opportunities, and learn new things. For instance, we may discover that we are good at creative writing or debaters when we take part in competitions. Or we may find out that we are good at cooking when we try a new dish for the first time. Irrespective, none of us is ever devoid of talents, and sooner or later, depending on the number of opportunities we take, and get in our life, the better, our chance of discovering our 'hidden' talents.

Activity 1:

- Ask each of the students to list out the talents they feel they posses in them.
- Do they think they are good at it? And how do they think they can work on becoming better at it.
- How can they help others with the talent they have?
- Then ask them to list the things they would like to be talented in.
- Ask them to explain how they would work towards gaining that talent and
- What will be the benefit of acquiring the talent

Once they have completed that list, tell each of the participants to retain the paper as a reminder of the multiple talents they posses. They can create plans using the SMART format and work on improving or acquiring new talents that will help them in the journey of life.

Making Career Choices:

Choosing a career path is, for most of us, a confusing and anxiety-riddled experience. Many will tell you to "follow your passion" or "do what you love," but this is not very useful advice.

We all want to choose a career that will make us happy, but how can we know what that will be? Research suggests that human beings are remarkably bad at predicting how they will feel when doing something in the future. It's not hard to find someone who started out thinking that they would love their chosen profession, only to wind up hating it. In fairness, how are you supposed to know if you will be happy as an investment banker, or an artist, or a professor, if you haven't actually done any of these things yet? Who has ever, in the history of mankind, taken a job and had it turn out exactly as they imagined it would?

So if passion and expected happiness can't be your guides, what can be? Well, you can begin by choosing a career that fits well with your skills and values. Since you actually have some sense of what those are, this is a good starting place.

Activity 2:

Provide the following instruction to the participants. Working on the same paper, where the participants created their list of talents, ask them to continue the following activity:

Inform the participants, that once they have discovered their talents and developed their skills, and continue to improve on them in a persistent and planned manner, the next step is to figure out what career choices would be most suitable for them, keeping in mind the following factors:

a) Your Skills:

These could include one or any of the following:

- Teamwork
- Computing
- Organizing
- Problem Solving
- Creative thinking
- Logical

b) Your Interests:

These could include one or any of the following:

- Artistic
- Social
- Outdoor/Active
- Scientific inventions

c) Your Personality:

These could include one or any of the following:

- Determined
- Curious
- Outgoing
- Calm

d) Core Values and Motivations:

These could include one or any of the following:

- Work – life balance
- Helping Others
- Money
- Security

e) Your Qualifications

f) Location and Contacts available:

- Once they have created a list with the categories mentioned above, ask them to connect and analyze the profession which would be most suitable, and will match their list.
- Ask them to create a list of the possible professions and list out all the requirement of that particular career.
- Ask them to match the one most suited to their personality, skill/qualification and talent.
- Short list at least 3 career choices that suit the most and create a plan of action to be followed for achieving it.

Note: While choosing a career, do not keep any preconceived notionshe or hearsay about any particular careers; make a choice based on researched facts and figures. Also, take insight from people who are already a part of the career and understand the basic requirements of the profession, the growth and learning opportunities and the day to day activities which are followed.

Once you have a clearer picture, try answering the following questions:

i) If I could choose one friend to trade jobs with, I'd choose _____ because, _____

ii) I've always wondered what it would be like to do _____. It's interesting to me because _____

iii) If I had the right education and skill set, I'd definitely try _____ because, _____

iv) When I go to college, I'd like to specialize in _____ because, _____

v) My friends and family always say I'm great at _____ because, _____

vi) The thing I love most about _____ career is _____ because _____

vii) If you had a free Saturday that had to be spent 'working' on something, I'd choose _____ because _____.

viii) When I retire, I want to be known for _____, because _____

Action Plan:

- Once the student have created their list of talents and skills and career choices, ask them to follow through on their plan and put in effort to continue developing skills and qualifications that will help them in attaining their career.
- Inform the students that there is no profession which is good or bad, and one must evaluate the pros and cons connected with each profession, without shadowing our decision with others point of view.
- First think of the practical perspective of choosing a particular profession and only later, the social and cultural notion of it.

Part 3
Time Management, Study Skills and Handling Exam Stress

Objective: Learning Time management skills, study tactics and coping with exam stress

Age Group Recommended: 13 – 18 years

Overview:

- Understanding and learning time management skills
- Creating priority matrix
- Learning to be organized and study skills
- Managing Exam stress

Duration: 2 Hours

Introduction : 1 Hour
Activity 1 : 30 Min
Action Plan : 30 Min

Introduction to Time Management

"Time management" is the process of organizing and planning how to divide your time between specific activities. Good time management enables you to work smarter – not harder – so that you get more done in less time, even when time is tight and pressures are high. Failing to manage your time damages effectiveness and causes stress.
Spending your day in a frenzy of activity often achieves less, because you're dividing your attention between so many different tasks. Good time management lets you work smarter – not harder – so you get more done in less time.

The key to good time management understands the difference between urgent and important
'Urgent' tasks demand your immediate attention, but whether you actually give them that attention may or may not matter.
'Important' tasks matter and not doing them may have serious consequences for you or others.
Use a grid, like the priority matrix, to organize your tasks into their appropriate categories:

Study Skills:

Applications of time management have proven to be effective as good study habits:

- Blocks of study time and breaks.

As your school term begins and your course schedule is set, develop and plan for, blocks of study time in a typical week. Blocks ideally are around 30 – 50 Minutes. Some difficult material may require more frequent breaks. Shorten your study blocks if necessary – but don't forget to return to the task at hand!

What you do during your break should give you an opportunity to have a snack, relax, or otherwise refresh or re-energize yourself.
For example, place blocks of time when you are most productive: are you a morning person or a night owl? Ask yourself:

  - Jot down one best time block you can study.
  - How long is it?
  - What makes for a good break for you?
  - Can you control the activity and return to your studies?

- Dedicated study spaces

Determine a place free from distraction (no cell phone or text messaging!) where you can maximize your concentration and be free of the distractions that friends or hobbies can bring! You should also have a back-up space that you can escape to, like the library, departmental study center, even a coffee shop where you can be anonymous.

- Weekly reviews

Weekly reviews and updates are also an important strategy. Each week, like a Sunday night, review your assignments, your notes and your academic calendar. Be mindful that as deadlines and exams approach, your weekly routine must adapt to them!

- Prioritize your assignments

When studying, get in the habit of beginning with the most urgent or important subject or task. You'll be fresh, and have more energy to take them on when you are at your best.

- Achieve "stage one"--get something done!

Details of an assignment are not always evident until you begin the assignment. Another adage is that "perfection is the enemy of good", especially when it prevents you from starting! Given that you build in review, roughly draft your idea and get going! You will have time to edit and develop later.

- Postpone unnecessary activities until the work is done!

Postpone tasks or routines that can be put off until your school work is finished!
This can be the most difficult challenge of time management. Distracting activities will be more enjoyable later without the pressure of the test, assignment, etc. hanging over your head. Instead of saying "no" learn to say "later".

- Identify resources to help you

Are there tutors? An expert friend? Have you tried a keyword search on the Internet to get better explanations? Are there specialists in the library that can point you to resources? What about professionals and professional organizations. Using outside resources can save you time and energy, and solve problems.

- Use your free time wisely
- Review notes and readings just before class as well
- Review lecture notes just after class
- The first 24 hours are critical. Forgetting is greatest within 24 hours without review!
- Try something you have a good chance of following through and accomplishing first

Managing Exam Stress:

1. KEEP IT IN PERSPECTIVE:

- Exams aren't everything.

Whatever happens in your exams, you can still be successful in life afterwards. So if you don't do as well as you had hoped, try to keep things in perspective.

- Employers don't just look at your exam scores.
  They're just as interested in your attitude, your transferable skills and how well you'll get on with other people.

- Exam success doesn't define you as a person.
  There's so much more to you and your personality than how well you can tackle a highly specific exercise that is in any case almost never a perfect gauge of your ability in that subject.

- Think about how far you've come already.
  You've already done incredibly well, and stopping or failing exams at this point isn't 'throwing away' your past success.

- Once you've done an exam, try to forget about it.
  There's nothing you can do about it, and worrying won't change your mark.

2. GET ORGANISED:

- Picture your exams as a time-bound project.
  Are the exams 60 days away? That's your 60-day challenge. Best of all, there's a definite end point.

- Work out the basics
  Which exams you have, how the marks are allocated, and how much you have to learn for each one. Don't expect to learn everything; but having in mind where you'll get the marks can help you prioritise.

- Break your revision down into small chunks, and form a plan.
  Once you've got a plan, you won't have any more dilemmas at the start of the day about what to work on.

- Schedule in plenty of free time to unwind, and protect this time.
  Nobody can work all day every day. Give yourself plenty of rest and you can do the same amount of work in half the time or less.

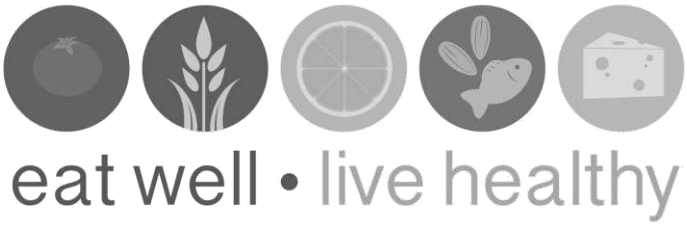
- Equally, don't panic if you go slightly off schedule - tomorrow is another day.

3. GET INTO SOME GOOD HABITS:

- Take frequent breaks.

Psychologists say we can only concentrate properly for 30-45 minutes. There are lots of online services like Pomodoro that help you take regular breaks. When you're on your break, do something completely different - move away from your desk, walk about, or make some tea!

Eat well.
Keep blood sugars level to avoid highs and lows of energy, by eating slow-release foods like bread, rice, pasta, fruit and veg.



- Drink lots of water.
  People often underestimate how much hydration helps!

- Think about when and where you work best.
  Some of us aren't morning people, and not everybody finds themselves productive in the library. There's no one best place or time to work - it's about what works for you!

- Keep active.
  Even a short walk will do. Exercising is one of the quickest and most effective ways to de-stress. Fresh air will clear your head and perk you up.

- Sleep!
  Try to get about 8 hours' sleep a night. If you're stressed about not being able to sleep, there are lots of ways you can overcome sleep problems.

- Find activities that help you relax.
  Maybe it's a hot bath, watching a TV show, or a creative activity. Schedule this down-time into your timetable.

4. AVOID THESE HABITS:

- Don't set yourself ridiculous goals.
  Nobody can revise 10 topics in a day! Avoid setting the day up to be a disappointment.

- Don't cut out all the enjoyment from your life.
  It's tempting to decide you'll just knuckle down to work and "focus", but this is counterproductive - it's impossible to focus without giving your brain rest by doing other activities.

- Avoid stimulants.
  Caffeine, alcohol and drugs impede your energy and concentration in the long term. It'll also make it more difficult to get that much-needed sleep.

5. GET SUPPORT FROM FAMILY AND FRIENDS

- Don't be put off by peers saying they're doing huge amounts of revision.
  As already mentioned, that's probably not actually working out for them. One of the key reasons we feel exam stress is from comparing ourselves to others. It's important not to forget that your exam results are just a small part of who you are.

- If you can, discuss with your parents what they're expecting you to achieve.
  Parents with steep or unrealistic expectations will just add unnecessary pressure. It's helpful to let them know what you think you have the capacity to achieve, and to insist that the best way to get there is to have support from your parents, not pressure.

- If you're feeling really worried or anxious, chat to a good friend, family member, or tutor.
  It helps to get it out of your system, and they may well be able to help think about practical strategies to deal with exam stress.

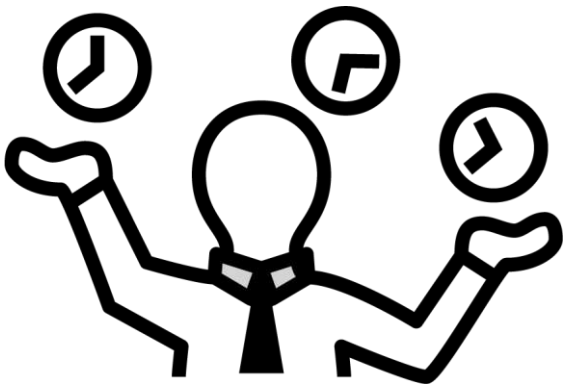
Activity 1: How Do I Use My Time?

Material:
- Pen and Paper

Part 1

Think back over the last 24 hours and calculate how much time you have spent on the following activities. Blanks are provided for you to add other categories if needed.

I spend,
_____ minutes on sleeping.
_____ minutes with my family.
_____ minutes eating
_____ minutes on TV or video games.
_____ minutes talking to my friends
_____ minutes on activities.
Any other,
_____ minutes on _____
_____ minutes on _____



Part 2

Now let's test how you spend your time on school. If your answer to the question below is always, put down a
(3) Not Usually
(2) Sometimes
(1) Always

6. For studying each day. _____
7. I write my assignments down and check the list regularly. _____
8. I always have the materials I need when I start to study. _____

9. I rarely distract myself with wandering away from the task when studying. _____
10. I do assignments in chunks to avoid last minute work. _____

Part 3

Reflect on how you answered the questions above and fill out the chart below.

- What are the things that I could do only sometimes, certainly not every day?
- What are the things that I need to do regularly every day?
- What are the really important things that need more time?

Share the details with the rest of the participants and think of ways in which you could become more efficient in time management, especially during exams, to avoid stress.

Action Plan: Creating Workplan Checklist

Creating workplan will help sort out our priorities and sort our schedule so we have ample time to decide where and what work needs our attention the most and what other work can be adjusted in the schedule as time goes on. Grouping tasks helps us understand the work already assigned to us, and how we can use the hours we have at hand to accomplish the tasks

Material:
- Pen and Paper

Create the following chart, with these headings:

Sample Chart 1: For Month of January

S. No.	Work/School		
	Task	Deadline	
		Time	Date
1	History Assignment	10 AM	4th
2	Math's Quiz	12 AM	10th
3	First Semester Exams - English	9: 30 AM	20th
	Personal		
	Task	Deadline	
		Time	Date
1	Meet Friends at Reunion	12 PM	12th
2	Dentist Appointment	4 PM	14th
3	Buy new Notebook and Pens	6 PM	18th
	Household		
	Task	Deadline	
		Time	Date
1	Stock Grocery	6 PM	2nd
2	Pay Electricity Bill	12 PM	5th
3	Repair broken shelf	3 PM	6th
	Family		

	Task	Deadline	
		Time	Date
1	Meet Grandma	10 AM	17th
2	Pick Uncle from Station	3 PM	3rd
3	Shopping with Mom	4 PM	5th

- Once you have created your own workplan checklist, continue to fill in as many details as you are aware of.
- Leave space for other task that may come up and continue adding them to the list
- Make sure however, that you arrange the date and time in a chronological order to avoid overlapping.
- It is best to either create a digital checklist so you can edit it as and when required, or else, to maintain a diary, which has space for writing your schedule.
- Work according to the workplan provided. Always give yourself a margin on 1 – 2 days between each task to avoid delay.
- If you would like to be more specific, categorize the activities based on their importance or urgency, as per the matrix provided.
- Ensure that you follow through on the workplan to avoid last minute panic and stress
- Also, make sure other around you are also aware of your workplan so that it does not intervene in their schedule.

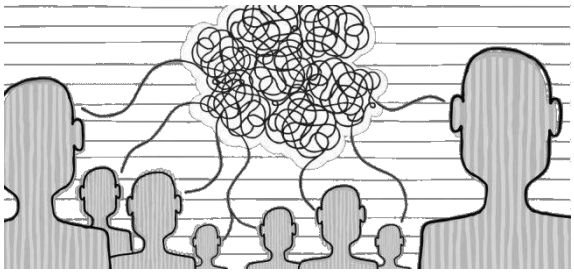
Part 4
Effective Communication and Phone Etiquette

Objective: Learning components of effective communication skills, body language and professional telephone etiquettes.

Age Group Recommended: 13 – 18 years

Overview:

- Understand effective communication skills
- Learning non - verbal skills
- Being Assertive in conversation and busting myths



Duration: 2 Hours

Introduction : 1 Hour
Activity 1 : 15 Min
Activity 2 : 30 Min
Action Plan : 15 Min

Introduction to Effective Communication - Improving Social Skills

Building good relationships with other people can greatly reduce stress and anxiety in your life. In fact, improving your social support is linked to better mental health in general, since having good friends can act as a "buffer" for feelings of anxiety and low mood.

Social situations are an opportunity to:

- Build up confidence for interacting with others
- Develop strong communication skills that would increase the chance for successful relationships

Why Are Communication Skills Important?

Communication skills are the key to developing (and keeping) friendships and to building a strong social support network. They also help you take care of your own needs, while being respectful of the needs of others. People aren't born with good communication skills; like any other skill, they are learned through trial and error and repeated practice.

3 areas of communication that you may want to practice are:

- Non-verbal communication
- Conversation skills
- Assertiveness

Nonverbal Communication

A large part of what we communicate to each other is nonverbal. What you say to people with your eyes or your body language is just as powerful as what you say with words. When you feel anxious, you might behave in ways that are designed to avoid communicating with others. For example, you may avoid eye contact or speak very softly. In other words, you are trying *not* to communicate, likely to avoid being judged negatively by others. However, your body language and tone of voice does communicate powerful messages to others about your:

- Emotional state (e.g. impatience, fear)
- Attitude towards the listener (e.g. submissiveness, contempt)
- Knowledge of the topic
- Honesty

Body Language:

Below are some steps that can help you get started in identifying any deficits and improving your non-verbal skills.

- Posture (e.g. head up and alert, leaning forward)
- Movement and gestures (e.g. keeping arms uncrossed)
- Physical distance (e.g. standing closer when talking to others)
- Eye contact (e.g. making appropriate eye contact when talking)
- Facial expression (e.g. smiling warmly)
- Volume of voice (speaking at a volume easily heard)
- Tone of voice (e.g. speaking with a confident tone)

Note: Many of the above examples are culturally related. For example, in Western societies, it is generally accepted that frequent eye contact while listening, and looking away slightly more often while speaking, are appropriate.

Practicing Non-verbal skills:

- Ask a trusted friend or relative to give you some feedback on your non-verbal behaviour. This is useful, as often, we do not really know how we appear to others.

- Try videotaping yourself having a conversation, and note what your body language may be communicating. Once you have identified a couple of trouble spots, practice the appropriate body language. You could try practicing your new non-verbal skills in front of a mirror.

- Once you have gained a little confidence and practice using nonverbal communication skills at home, try it out in real interactions.
- For example, try increasing the amount of eye contact you make when talking with others; smile more and pay attention to the reactions of others.

Conversation Skills:

- Start a conversation by saying something general and not too personal, for example talk about the weather ("Gorgeous day, isn't it?"); pay a compliment ("That sweater looks great on you"); or introduce yourself.

  - Talk to your neighbours:

e.g. about the weather or something going on in the neighbourhood.

  - Interact with friends:

e.g. chat with peers during break or at lunch.

  - Have friends over for a get-together:

e.g. invite a co-worker or acquaintance over, meet someone for coffee, or throw a birthday party for a relative. Make sure you interact with your guests.

- You don't need to say anything extremely funny or witty. It's better to be sincere and genuine.

- Once you have talked for a while, especially if you have known the person for some time, it might be appropriate to move on to more personal topics, e.g relationships; family matters; personal feelings; spiritual beliefs; etc.

- Remember to pay attention to your nonverbal behaviour – make eye contact and speak loud enough so that others can hear you.

- A conversation is a 2-way street – don't talk too little, or too much. As much as possible, try to contribute to about one-half of the conversation when speaking 1-on-1.

- Disclose some personal information about yourself, such as your weekend activities, your favourite hockey team, or a hobby or interest. Personal information does not need to be "too personal"; you can start with giving your opinion about movies and books, or talking about things that you like doing.

- Ask questions about the other person but when you are first getting to know someone, take care not to ask questions that are too personal.

- Try to ask open-ended questions rather than close-ended questions. A close-ended question is one that is answered by a few words, such as yes or no, for example, "Do you like your job?" In contrast, an open-ended question invites much more detail; for example, "How did you get into your line of work?"

Remember: People generally like to talk about themselves, especially if the other person is showing genuine interest.

- ***Tips for Ending a Conversation:***

Think of a graceful way to end the conversation. For example, you can promise to continue the conversation at a later time or date (e.g. "Hope we'll have a chance to chat again," or "Let's have lunch together soon.")

Assertiveness:

Assertive communication is the honest expression of one's own needs, wants and feelings, while respecting those of the other person. When you communicate assertively, your manner is non-threatening and non-judgmental, and you take responsibility for your own actions.

- ***Tips for Communicating Assertively:***

- When making a request, it can be helpful to start by saying something that shows you understand the other person's situation.

- Next, describe the situation and how you feel about it. For example, "This presentation is due next Friday and I am feeling pretty overwhelmed, and worried that I won't be able to get it done in time."

- Then, describe what you would like to see happen. Be as brief and positive as possible. For example, "I'd really like to figure out how we can share more of the work responsibilities."

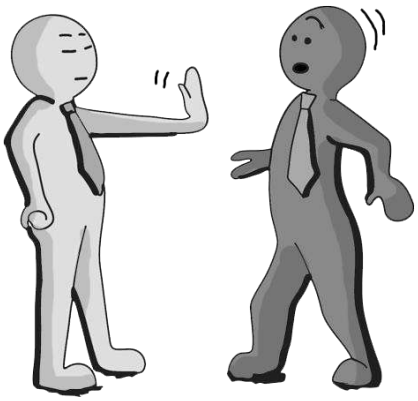
- Last, tell the person what would happen if your request was honoured. How would you feel? For example, "I would be grateful to you if you helped me finish the team assignment due this Friday'.

Many people have trouble expressing their views openly. Perhaps you wait for others to give their opinion first, and will share yours only if you happen to agree.

Being assertive also means being willing to consider new information, and even changing your mind. However, it does not mean changing your mind just because others think differently.

- *Tips for Saying "No"*

Saying "No" can be difficult if you are usually more passive. However, if you are not able to say no to others, you are not in charge of your own life.



When saying "No", remember to use assertive body language (e.g. standing straight, eye contact, speaking loudly enough that the other person can hear).

Before you speak, decide what your position is. For example, think about how you will say "No" to a request, such as, "I would like to help you out but I already have quite a bit of

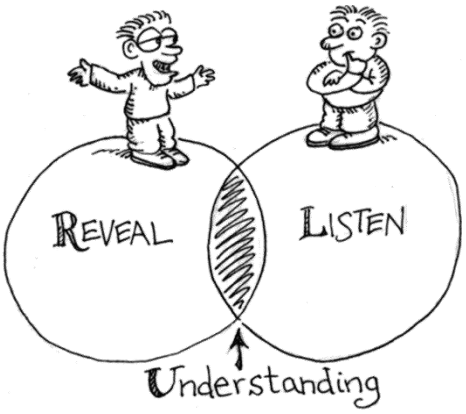
work to get done this week."

Take care not to apologize, defend yourself or make excuses for saying "No" when it is not necessary.

If saying "No" right away is too difficult, practice telling someone.

Remember: Everyone has the right to say "No!"

Myths about Assertiveness



Myth #1: Assertiveness means getting your own way all the time
This is not true.
Being assertive means expressing your point of view and communicating honestly with others. Telling others how you feel and trying to work out a compromise shows respect for both yourself and others.

Myth #2: Being assertive means being selfish
This is false.
Just because you express your opinions and your preferences does not mean that other people are forced to go along with you.

Myth #3: Passivity is the way to be loved
This is false.
Being passive means always agreeing with others, always allowing them to get their own way, giving into their wishes, and making no demands or requests of your own. Behaving this way is no guarantee that others will like or admire you. In fact, they may perceive you as dull and feel frustrated that they can't really get to know you.

Myth #4: It's impolite to disagree
This is not true.
Although there are some situations where we don't give our honest opinion (e.g. most people say how beautiful a friend looks in her wedding dress, or we only say positive things on the first day in our new class). Much of the time, however, other people will be interested in what you think. Think how you would feel if everyone always agreed with you.

Myth #5: I have to do everything I am asked to do
False.
A central part of being assertive is setting and keeping personal boundaries.
Other people cannot possibly know how busy you are, how much you dislike a particular task, or what other plans you have already made unless you tell them.

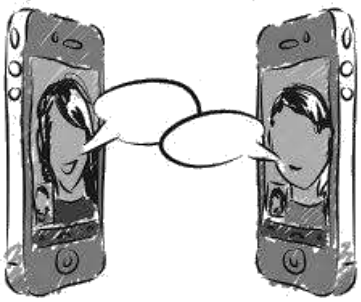
Suggestion:
Although it is important to test skills out and use the trial and error process, we can learn a lot from observing others. Ask yourself who you feel comfortable interacting with – what do they do (lean forward, smile etc.). Try to identify some of the things that other people do that make you feel good interacting with them and then try doing those things yourself.

Also, Active listening is an essential part of a good conversation.

Passive, Aggressive, and Assertive Responses		
Passive	**Aggressive**	**Assertive**
Indifferent	Hostile	Speaks clearly and confidently
Doesn't care	Sarcastic	Honest
Avoids the problem	Blaming	Deals without anger
"I'm not good enough"	Selfish	Appropriate language
"It doesn't matter"	Acts out in anger	Deals with the problem
Builds anger	Demanding	Active
Does not convey the issue	Fighting	Considers rights of the other person
Lacks confidence	Attacks person verbally or physically	Cares about self, the result and the situation
Non active		

Telephone Etiquette:

Here are some tried and tested tips on telephone etiquette to help us become aware of the courtesies that could easily be overlooked.



- Try to answer the phone within three rings.
- Answer with a friendly greeting.
- Smile - it shows, even through the phone lines; speak in a pleasant tone of voice - the caller will appreciate it.
- Ask the caller for their name, even if their name is not necessary for the call. This shows you have taken an interest in them.
- If the caller has reached a wrong number, be courteous. Sometimes a caller is transferred all over campus with a simple question and the caller gets frustrated. If possible, take the time to find out where they should be calling/to whom they should be speaking.
- Use the hold button when leaving a line so that the caller does not accidentally overhear conversations being held nearby.
- Exercise the Golden Rule - Do unto others as you would have them do unto you. Speak with respect to one another on the phone or in a text.
- Don't text or talk on your handset while you're driving.
- Don't snap pictures or video someone without their permission
- Anger can blind you and result in doing or saying things that you later regret. Don't text when you're angry
- Ask them if it's convenient to talk now. Are you interrupting anything?
- Observe courtesies like "Hello, Please, Thank you and Good bye"
- Be an attentive listener; don't do other jobs at the same time
- Don't interrupt while the other person is speaking.

Activity 1:

Material:

- Pen and Paper

Instructions:

1. Read out the statements below and ask the participants to point out the category these responses belong in. Add more situations and response as you go along.

2. Ask them the reason for choosing the particular answer

3. Explain the result of a passive or aggressive response in comparison to an assertive response. For Example:

   Aggressive: Getting loud, angry, rude, intimidating, ridiculing.

   Passive: Expressing in an apologetic, self-effacing way – so that others easily disregard them, not taking a firm stand, being unsure or unclear through words

   Assertive: Clear and Confident, Thinking and then speaking, making a point without being offensive

Analyze This Response					
S. No.	Conflict	Response	Aggressive	Passive	Assertive
1	Person A is upset that hishe or her friend has been making fun of her to Person B A says:	I'm upset that you were making fun of me.			✓
		You are the most foolish person I know. I never want to speak to you again.	✓		
		Hmm...so, she's your best friend now.		✓	
2	Two friends are conversing about their pending homework Person A asks Person B for help. Person B responds	I will not be able to help you since my work is yet to be completed.			✓
		Um…okay…fine		✓	
		Can't you see I'm loaded with work? You just think of yourself.	✓		
3	Person A shows up late for meeting Person B Person B responds:	How dare you come so late! Do you think I have nothing better than to wait here all day!	✓		
		You're never on time…		✓	
		I've been waiting for you for really long. Do ensure that you are on time in the future.			✓
4	Person A is invited by her/his friends for a Birthday party, but tomorrow is her/his exam Person A responds:	I need to study. I will join you for a get together another time.			✓
		Um…sure, how does it matter		✓	
		Why do you keep asking me when you know I can't go!	✓		

Activity 2: Interview and telephone

Material:
Prop for Skit (if required)

Instructions:

- Divide the participants into three equal groups (or as per the number of participants present).

- Give each of them the following scenario and ask them to act it out before the other two groups based on the communication skills they have learnt.

- Once a group has performed, ask the other groups to add alternate ideas and suggestions to improve the scenario presented and add dimensions of handling the situation depicted in different ways.

- Add more scenarios as most suited.

Scenario 1:
A job interview between a potential candidate and a panel of judges/managers from the company
Or
A college interview between a potential student and a panel of professors from the college

Scenario 2:
A group of friends/peers working on a group assignment
Or
A group of students organizing a program with the help of their leader/teacher

Scenario 3:
Group Discussion on a social issue

Action Plan:

- Chart out a list of areas you feel you need to improve your communication skills.
- Each day, focus on one aspect and continue to build on it, till it becomes a practice.
- Ensure that the verbal skills and body language is followed in your daily conversation
- Try practicing the skills with people who you know and who can help you improve
- Follow and read up articles on effective communication skills, especially pertaining to specific situations
- Focus on listening and observing before you speak, it helps build a good conversation and to learn more about the speaker.

Chapter 7
Media and the Social Network

Part 1
Media and Internet – The Good and The Bad

Objective: Effect of social media, it impact and usage, etiquettes to be followed online

Age Group Recommended: 13 – 18 years

Overview:

- Social media as a means of communication, benefits and negatives of its usage
- Leaning Social media etiquettes

Duration: 2 Hours

Introduction : 1 Hour
Activity 1 : 30 Min
Action Plan : 30 Min

Introduction to Social Media:

Social Media is the future of communication, a countless array of internet based tools and platforms that increase and enhance the sharing of information. This new form of media makes the transfer of text, photos, audio, video, and information in general increasingly fluid among internet users. Social Media has relevance not only for regular internet users, but business as well.
Platforms like twitter, Facebook, and Linkedin have created online communities where people can share as much or as little personal information as they desire with other members. The result is an enormous amount of information that can be easily shared, searched, promoted, disputed, and created.

There is incredible value and social networking may be transformative in the way we communicate and in the way we connect the world over. So why might you want to get involved and discover this value? Let's explore.

The Why

Social networking lets you connect to the world around you in unprecedented, powerful ways. You can easily learn more about what interests you as obscure as it might be.
You can shape and influence things that are important to you even if they have previously felt inaccessible.
You can demand and get better services out of companies you work with.

And you connect with people in new and exciting ways.

The Good

There is so much "good" by being involved with social networking. There are three benefits in particular worth highlighting as you consider getting involved in the first place:

- availability of information
- connections galore
- improved service

- *Information at the touch of a button:*

Social networking makes nearly all information available to you at your fingertips. Just about anything you want to know more or learn about or discuss is available to you. And that information can arrive to you with such pace and velocity it can be breathtaking. For instance:
Learn about an earthquake in Kabul an hour before traditional media reports on it.
Find out that a neutrino has (and then has not) travelled faster than the speed of light moments after it happens.
Whatever it is, you can find outlets on social networking platforms.

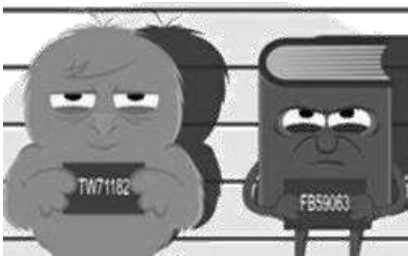
- *Connect with Friends and Family across the globe:*

Social networking also offers you ways to connect with family and friends in an intimate and authentic ways. You may have family and friends who you only see from time to time, but would like to keep up with a bit more. You can know what's going on in one another's lives between those infrequent get-togethers. The next time you visit one another, you'll be much better connected than in the past. Or follow friends on Twitter to share important information and ideas.

- *Better access to services:*

Allows you to participate in the next major workshop without having to attend it
Follow online websites you often frequent to discover special deals they are offering or new services available.

The Bad:



All these positive benefits are accompanied by some negatives.

- **Miscommunication of Information:**
  Social networking delivers information directly without interference from outside sources. This is great for rapid delivery of unfiltered information, but it also means information can be wrong or just an opinion or even a downright lie.

- **Time Consumption:**
  Social networking technology is also evolving at a tremendous pace. It's even harder to decide where to commit the time you allow for social networking in your life.
  One must designate and establish their own time limit for using the social media.

- **Sensory overload** is a common symptom of heavy social networking use. Follow just a couple hundred people on Twitter and the stream of information is entirely overwhelming. Make that a thousand followers and the information overload is stunning!

- **Cyberbullying** is another issue that has got its hold on social media, creating a chain of miscommunication and circulation of false or malicious information.

Yet there's so much good stuff being shared, it can be hard to pull away and not try to keep up with everything.

Many of the concerns we have with social media has been due to the way we have perceived the information we share or see on such websites. Ensuring basic privacy is the duty of a social media website, but preventing the misuse of information, especially without prior proper understanding of it leads to issues online giving social media a bad name.
It is essential that we ensure proper language and decorum while speaking to others online.

Social Media Etiquettes:

Whether online or offline, many of the same social manners apply

- Be polite.
- Treat others the way you want to be treated.
- If you can't say anything nice, don't say anything at all!
- Use the three magic words, they always help
- *Remember "The Grandma Rule":*
  Is what you're sharing or posting something you'd want your grandmother, parents to see? If not, it's probably not a great idea to post it.
- *Don't Talk to Strangers:*
  Anonymity is a common feature of social media, but the truth is, dedicated predators know how to learn more about a person with even the tiniest amounts of information. They know how to fake their own identities to befriend and manipulate children.
- *You can't take it back!*
  Once a message or picture is posted or sent, it leaves a digital print that will never be completely destroyed. What you say can be taken out of context by people you don't know and used against you. And once it's out there, there's nothing you can do to stop it—so better not to put it out there in the first place.
- *Don't post things when you're angry.*
  It's never a good idea to post something when you're emotional. Take some time to clear your head before you deal with the situation.
- *Don't post pictures of yourself* or others unless you mind them being shared with everyone.
  Be very selective of what you upload on the computer. Always have your parents review it before you post it.

Activity 1: Debate

Material:

- Pen/Pencil
- Paper/Note Book

Instructions:

- Divide the participants into groups
- Give each of them a topic concerning social media and to prepare their views on the issue.
- Ask them to come up with the pros and cons of social media usage and to have enough supporting arguments while presenting it before the rest of the participants.

Some of the questions are as follows:

- What types of communication do you think social networks are best for?
- What kind of information do you hope to get via and share over social networks?
- What kind of information is appropriate to share, and what isn't?

Other Topics can include:

- "Social media is made up of *people*. Social media corporations didn't make you do this—you did it." – Validate or refute
- **Cyberbullying** - Discuss what it is, and what to do when you encounter inappropriate behaviour online.
- **Privacy** - Kids' personal information is the most important asset that they have. Educate them as to why they must work hard to protect it.
- **Scams** - Learn how to spot fraudulent content on social network services, whether it's Twitter DMs or fishy status updates on Facebook, and potential consequences of falling prey to these schemes.
- **Information Permanence**: As a way to impart the permanence of information, go ahead and Google yourself (chances are your students have already done so) and talk about the results that show up.

Action Plan:

- Create a social media group or campaign for a social cause or even against cyber bullying by talking or by talking about positive ways in which we can use social media.

- You could also create an online support group or page where you can bust popular myths and provide appropriate information for others. However, make sure the language remains impersonal and non offensive.

- Set time parameters on how long you're on the computer. The computer will never take the place of a person. Too much of anything is unhealthy, so don't let cyberspace consume your life.

- It's important that we help maintain an appropriate balance between computer use and face to face interaction. While technology is exciting and constantly changing, one thing remains the same - we need to know how to interact with one another.

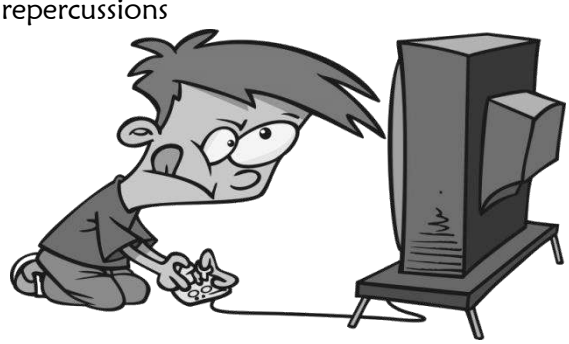
Part 2
Gaming and Social Media

Objective: Introduction to video gaming and the virtual world, and dealing with profanity in the media.

Age Group Recommended: 13 – 18 years

Overview:

- Video gaming in the virtual world, benefits and repercussions
- Profanity, Violence and Obscenity in Media



Duration: 2 Hours and 30 Min

Introduction : 1 Hour
Activity 1 : 1 Hour
Action Plan : 30 Min

Introduction to Video gaming in the virtual world

The video game business has been on a constant rise since it was first introduced about thirty years ago. At first, a lot of the games were one dimensional and not all people had access to them. But since then, the breakthrough of computer technology has provided a dramatic increase in the popularity, convenience, entertainment, and access of video gaming.

Some of the benefits of video gaming are:

- Teach Problem-Solving Skills and Creativity
- Inspire Interest in History and Culture
- Help Kids Make Friends
- Encourage Exercise
- Let Kids Share the Joy of Competition
- Give Kids a Chance to Lead:
  When children play video games in groups, they often take turns leading and following, depending on who has specific skills needed in that game.
- Provide an Opportunity to Teach and share ideas with others
- Can help bring Parents and Kids Together

And just like the excessive exposure to various media like television, music, and the internet, online gaming addiction can also lead to severe consequences. These consequences may include health deterioration, abnormal sleeping habits, creating an aloof and outcast personality, low performance in school and academics, and so forth.

What's very addictive about online gaming is the fact that it creates a virtual refuge for the teen. Thousands of teens in the country suffer from bullying, domestic and family problems, and attitude and behavioural issues. Because of this, they tend to avoid socializing with other

people, even their own family. But as soon as they discover the fun in online gaming, they realize further that everything in it is not just about fun. It is actually a new life for them. They start to create a new and promising world in these online communities free from the harsh realities of the outside world.

Though most of these entertainment features seem to benefit a lonely teen, the long term effect is actually the opposite. There is always the possibility that he or she will meet someone in the community who's posing as a gamer, but is actually a predator. Additionally, she or he may also correspond with people who can influence her/his behaviour and thoughts in a negative way.

Some of the drawbacks of Video Gaming are as follows:

- Results in an Inactive social life
- An unhealthy addiction
- Tampers creativity
- Vulnerable to cyber crimes
- Has an ill effect on education
- Can cause depression
- Can lead to insomnia
- Strains the eyes, causes poor eye sight and causes headache
- Poor posture causes body-ache
- Can result in overeating and obesity
- Creates tendency to skip meals
- Causes poor blood circulation and Lack of Physical Activity
- Time wastage while doing unproductive activities
- Exposure to violence and sexual content

Online gaming addiction can be fought off by simply helping out young people in realizing that too much attention given to it can result in painful consequences.
The reason why teens resort to escapism online; they don't have anyone to talk or socialize with them. Chatting and encouraging them to make friends with neighbors or do some community work will help them in realize that mingling with people in the real world can also be fun and much more fulfilling.

Profanity, Violence and Obscenity in Media:

When children are exposed to violence on TV and in video games, studies show they tend to become more aggressive themselves. But a new study reveals that even just exposure to swear words in media may lead children to become more physically aggressive as well.
Children who are more aggressive are known to be more likely to bully. So controlling youngsters' exposure to profanity may be one way to stem the tide of bullying among teens.

Similarly, content warnings regarding profanity exist for video games; however, they do not account for profanity use in the "live" component of the games (in which participants can chat

with each other). Indeed, game producers have little control over the use of profanity during such sessions. Therefore, adolescents might be exposed to vast amounts of profanity while playing video games that might be fairly innocuous according to their ratings.

While some games have educational content, many of the most popular games emphasize negative themes and promote:

- the killing of people or animals
- the use and abuse of drugs and alcohol
- criminal behaviour, disrespect for authority and the law
- sexual exploitation and violence toward women
- racial, sexual, and gender stereotypes
- foul language, obscenities, and obscene gestures

Also, in most music today especially rap and heavy metal most of the lyrics contain references to violence, sex, and/or drugs. While many argue that this is dangerous for children to hear we know that a modern day teenager often faces violence, drugs, suicide, pregnancy, and other aspects of this music. While we find that lyrics may be dangerous to a child we must ask ourselves whether the child fully understands and comprehends what the artist is saying.
Similarly, music videos show an increased tolerance in deviant behaviour among both males and females. Music videos add reinforcement to what is being heard with the use of visuals. Now an extra sense is being used. Videos often exhibit sexual innuendo, acts of aggression, and gender stereotypes.

Besides music videos and video games, many websites provide free or low cost profane and pornographic material which is easily accessible. Often times, the web user need not even search of the particular website, since they often appear as pop-ups or links which are often unavoidable and may even contain viruses. Hacking and cyber crimes have also encouraged the spread of obscene material online.

However, it is the first study, to our knowledge, to reveal that exposure to profanity in media is associated with harmful outcomes for adolescents. Parents and policy-makers should consider the appropriateness and implications of adolescents' exposure to profanity in media.

Suggestions for handling profanity in media:

Exposure to media messages is a part of modern life, but you can help children work out what's worth paying attention to.

- You can start by checking out the music, TV shows, movies, computer games and celebrities that the child likes. When you know what she or he's interested in, you might be able to spot the images and messages the child is most likely to be influenced by.

- It's easy for teenagers to watch content like YouTube videos on mobile phones, so you won't always know what she or he's watching or listening to. But you can monitor what the child watches by keeping an eye on what she or he's watching on TV or at the cinema and negotiating some rules and limits.

- The best way to help the child navigate media influences is to talk about the messages. For example, if the child loves Girls (or Boys), you could talk together about female/male friendships, sexuality, self-esteem and life choices.

- Or if the child is into a computer games which is known for violence, you could talk about the violence, exploitation of women and the criminal activity. You could talk about how the child would handle these situations in real life.

- Monitoring the child's media choices doesn't mean banning him from watching or playing – just getting him/her to be more aware of the messages she or he's taking in. It's best to talk about these messages regularly, not just once. And it's a good idea to limit the time spent for such activity.

- On the other hand, you might choose to ban certain games, apps or shows. If you do this, you'll need to explain 'why' to the child. If appropriate, you might need to negotiate the issue with her/him.
  You can encourage the child to interpret media by suggesting some questions she or he could ask about it.

  Pick out a magazine or TV ad and ask the child:

  - Who's behind it?
  - What's their motivation?
  - What do they want from you?
  - Whose voice is missing?
  - How does the ad make you feel?
  - Do they want you to feel that way? Why?

- You can do the same for celebrity role models. Encourage the child to ask herself/himself:

  - Why do I like these people?
  - Are they being presented in a realistic way?
  - Are they like this in real life? What values does this person portray?
  - How do they make me feel about myself?

Activity 1: Group Discussion

Material:
- Pen/Pencil
- Paper

Instructions:
- Divide the participants into groups
- Ask them to choose a particular popular movie or music video or game, which is known for portraying violence and explicit material.
- Encourage them to discuss among themselves along the following lines.
  - What are the similarities between videos/games/lyrics? What are the differences?

- How are the people depicted in videos? Such as
    - visible minorities
    - teenagers
    - women
    - men
    - parents
    - authority figures
  - What lifestyle choices are promoted in these videos, in terms of tobacco and alcohol use, or sexual activity?
  - Is the video an effective marketing tool for the artist?
  - What trends in popular culture have been inspired by these videos?

Further, ask them to discuss and consider the following aspects:

- an awareness of the different types of violence found in the media
- a knowledge of the classification systems that govern videos, media language and computer games
- an understanding of their own attitudes towards violence in media.

- Thereafter, ask them whether profanity has a negative or positive effect upon a person's growth and life choices. Why or Why not.
- Discuss why violence is depicted in media in the first place, the need for it, the effect of its exposure and what can be done to either curtail or modify its depiction.
- Ensure that your perception of the idea of profanity does not influence the discussion. Encourage students to provide both aspects of their understanding of profanity in media and what they feel should be the next step to dealing with issues of violence in our society and among teenagers.

Action Plan:

- Create a campaign in your school or community area, either online or through public booths where you can talk to people about the issue of violence and profanity in the media.
- Allow people to share their views on the issue, or organize a debate to understand the different views people have regarding the media and its influence on our life.
- Talk about the negative and positive impact it has and the aspect of media censorship versus, privacy and dignity of human life.
- Speak of the laws that govern the aspects of profanity in the media and what the government has been doing to monitor activities and website

Think Tank

Note Page

CITATIONS

Articles:

- Young Women's Voice: Exploring the notion of Safe Space by Fasika Waltengus – World YWCA
- Effective Tooth brushing by Dental Health Foundation, Ireland
- Sexual and reproductive health: Gender and human rights by World Health Organization
- HIV/AIDS – World Health Organization
- What is a Sexually Transmitted Infection (STI) by
- Origins of HIV and the AIDS Pandemic by Paul M. Sharp and Beatrice H. Hahn
- Improving Self Esteem at KidsHealth.org
- Stress Management: How to Reduce, Prevent, and Cope with Stress by Helpguide.Org
- Health topics: Substance abuse by World Health Organization
- 5 Proven Methods For Gaining Self Discipline by Jennifer Cohen for Forbes.com
- The Beginner's Guide To Goal Setting by Michael Hyatt
- The surprising science of happiness by Dan Gilbert
- The Key to Choosing the Right Career - Harvard Business Review by Heidi Grant Halvorson
- Effective Communication - Improving your Social Skills by AnxietyBC
- The Good, The Bad, The Ugly AND The Why of Social Networking by Nathan
- The Disturbing Reality of Online Gaming for Teens - Child Refuge
- The Effects Of Violent Music Content On Teens - Rense.com
- It's All One Curriculum – Guidelines, published by Population Council New York, 2009
- Problem Posing Methodology inspired by Paulo Freire and Approach by Nina Wallerstein, Elsa Auerbach

Websites:

- KidsHealth.org
- http://www.stopbullying.gov/
- http://www.skillsyouneed.com/ps/anger-management.html
- http://patient.info/health
- http://www.nhs.uk/Conditions/Eating-disorders/Pages/Introduction.aspx
- https://www.mindtools.com/: Time Management
- http://www.studygs.net/timman.htm
- http://www.studentminds.org.uk/exam-stress.html
- https://www.st-andrews.ac.uk
- http://nobadtouch.com/ - Preventing Child Sexual Abuse

Video Links from Youtube:

- Komal – ChildLine India
- Babar - Jean de Brunhoff
- Balanced Diet – Smart Learning For all
- Consent – Blue Seat Studio
- Human Body – Appu Series
- Good Touch Bad Touch – Barbara Sinatra Centre
- A Day in the Life of – CareerRx
- Bullying – Mormon Messages
- Addiction – Kurzgesagt: In a Nutshell
- Does Life have a purpose – AtheneWins
- Finding Your Meaning of Life – The Journey of Purpose TJOP
- Managing Time – WellCast
- Reading Body Language – Business Insider
- The Boy Who Was Swallowed By The Drug Monster – Sue Jackson
- The Science of HIV/AIDS – AsapScience
- Six Pillars of Self Esteem - FightMediocrity
- What is SRHR – The Greens: European Free Alliance
- The Impossible Dream – United Nations