APPENDIX – I

TOOL OF DATA COLLECTION

Instructions:

Dear children, this is purely a research study. So please write only actual and true data. This data will be processed under strict confidentiality. All tools attached are described with instructions to fill up.

SOCIO-DEMOGRAPHIC PROFILE

Date:

I Personal profile and educational background of the respondent

1. Name of the children’s home :

2. Name of the respondent :

3. Age : 13/14/15/16

4. Religion : Hindu/ Christian / Muslim

5. School : Government / Private

6. Reason for admission to the children’s Home : Orphan/broken family/economic problems of the parents

7. Age of the respondents at the time of entry to the children’s home :

8. Information about siblings of the respondents :

9. Opinion about facilities in the institution : Good/Average

10. Institute authorities attitude towards you : very loving and affectionate / open and friendly/ strict & disciplined/ not much caring and interactive

11. In which class are you studying : 8/9/10

12. Marks scores by you in the last school examination :
13. Have you failed in any subjects: yes/no

14. Your hobbies:

15. How do you spend holidays:

**II General Health condition of the Respondent:**

16. Do you affect sudden illness frequently: Yes/No

17. What are the common ailments affecting you:

18. When did you attain menarche? At ............years

19. Whom did you inform immediately at the sudden spotting of blood or menarche?

20. Who gave the first information about menarche:

21. Nature of menstrual pad used by the respondent:

22. Do you have the following menstrual problems (put tick wherever applicable):
   
   a. Back ache: Yes/No
   
   b. Head ache: Yes/No
   
   c. Stomach pain: Yes/No
   
   d. Body pain: Yes/No
   
   e. Tiredness: Yes/No
   
   f. Vomiting: Yes/No
   
   g. Fainting: Yes/No
   
   h. Loss of appetite: Yes/No
   
   i. Irritation/Anxiety: Yes/No
   
   j. Laziness: Yes/No
   
   k. Irregular periods: Yes/No
Awareness on developmental changes in adolescence

Please read the following statements and make your responses by ticking the one of the alternatives against each and right your response in words against the open ended questions.

Growth

23. 12 – 19 years is a period regarded as adolescence : True / False/ don’t know

24. Adolescence is a period of growth and development among boys and girls from puberty to maturity : True / False/ don’t know

25. Physical, cognitive and socio emotional changes are take place during adolescence: True / False/ don’t know

26. Acceptance and popularity among peer group is one of more independence in adolescence i.e., influence of friends is significant : True / False/ don’t know

27. Infatuation or crushes towards selected persons is normal in adolescence : True / False/ don’t know

28. In Adolescence need for the intense emotional relationship intensifies : True / False/ don’t know

29. The personal and social behavior of adolescence always create problems in family and society : True / False/ don’t know

30. What are the insignificant physical changes observed during adolescence

In Boys:

1. Body turns muscular : True / False/ don’t know

2. Facial hair and moustache begins to appear : True / False/ don’t know
3. Voice becomes deep: True / False/ don’t know

4. Hair growth in the axilla, chest and around sex organs: True / False/ don’t know

5. Onset of nocturnal emission: True / False/ don’t know

In Girls:

1. Selective fat deposition resulting in feminine contour: True / False/ don’t know

2. Breast development: True / False/ don’t know

3. Development of pubic hair: True / False/ don’t know

4. Peak growth: True / False/ don’t know

5. Menarche: True / False/ don’t know

**Puberty**

31. Name of the female genitalia …………………

32. Name some of the male genitalia ……………

33. What is meant by puberty in girls

   a. Menarche (i.e., first monthly period)

   b. Development of secondary sexual characteristics (i.e. breast development, growth of under arm and pubic hair)

   c. Age between 8 – 14

   d. If any other... please specify

   e. All the above

   f. Don’t know
34. What is meant by puberty in boys?
   a. First nocturnal emission
   b. Time of hair growth and voice change
   c. Age between 8 – 14 yrs
   d. If any other please specify
   e. All the above
   f. Don’t know

**Menstrual cycle and hygiene**

35. What is menstrual cycle?

36. A girl should not engage in physical activities during her periods : True / False/ don’t know

37. If a girl has not had her periods till 14 years if it is a cause for concern: True / False/ don’t know

38. After onset of menarche during the initial period of the menstrual cycle, if the girl has irregular if she twice in one month, it is a cause for concern : True / False/ don’t know

39. What is the normal duration of a menstrual cycle? ............days

40. Duration of menstrual flow for more than 8 days is abnormal : True / False/ don’t know

41. Menstrual hygiene is important to prevent reproductive tract infections, local itching and bad odour : True / False/ don’t know

42. Is it hygienic to use same clothes for menstrual period as pad more than 3 months? True / False/ don’t know
43. How many times do change pad, during the days of heavy flow……………times

44. Is bath advisable during menstrual period : True / False/ don’t know

If yes, how many times? ……..times

Marriage

45. Marriage is necessary : True / False/ don’t know

If it is necessary, please give reasons ( put tick wherever applicable )

   a. To fulfill material, sexual and psychological needs
   b. To obtain love
   c. To be treated as elders
   d. To attain motherhood or fatherhood
   e. To be accepted by the society
   f. If any other specify…..

46. What is the ideal age for marriage among boys :

47. What is the ideal age for marriage among girls :

48. What is the ideal interval between the first marriage and first conception…..years

49. Which one you prefer : love marriage/ Arranged marriage/ love cum arranged marriage

50. Why early marriage is inadvisable

   1. Health will affected
   2. Mental growth will get affected
   3. Infants will get affected
   4. If any other please specify….
Pregnancy, Abortion and Family planning:

51. Pregnancy takes place by union of male and female : True / False/ don’t know

52. The male factor sperm is responsible for pregnancy : True / False/ don’t know

53. The female factor ovum is responsible for pregnancy : True / False/ don’t know

54. Duration of the pregnancy 9 months and 7 days: True / False/ don’t know

55. A girl can get pregnant if she shares under wears with a boy : True / False/ don’t know

56. A girl can get pregnant if she has sex during her period : True / False/ don’t know

57. The female determines the sex of the baby : True / False/ don’t know

58. Ideal age for pregnancy is 20 – 25 : True / False/ don’t know

59. It is right to abort in order to avoid unwanted births : True / False/ don’t know

60. Abortion is legalized in India : True / False/ don’t know

61. What are the objectives of family planning?
   1. to build up a harmonious family life by reducing the number of children
   2. to plan the interval between the consequent pregnancies in accordance with the age of parents
   3. if any other please specify

62. Name few methods of contraception for males:

63. Name few methods of contraception for females:

Teenage pregnancy Pre marital sex and sexual abuse

64. Teenage pregnancy is harmful to mother and baby : True / False/ don’t know

65. In Teenage pregnancy, chance of death due to complication in pregnancy and child birth is more : True / False/ don’t know
66. Teenage girls will get to sexual actions through love affairs: True / False/ don’t know

67. Premarital sex is common: True / False/ don’t know

68. Future of the child birth due to premarital sex not secure: True / False/ don’t know

69. Sex education will prevent the adolescents premarital sex : True / False/ don’t know

70. Sexual abuse may happen in and with: 1- house, 2- school, 3 – neighbors, 4 – relatives, 5 – distant relatives, 6 – friends, 7 – don’t know

71. Informing about sexual abuse happened is not right: True / False/ don’t know

72. Rate of sexual abuse among teenagers are increasing in Kerala : True / False/ don’t know

73. Teenage girls are not aware about sexual abuse of strangers - True / False/ don’t know

74. Sex rackets are behind to attract teenagers for the sex trade : True / False/ don’t know

**Sexuality**

75. Sex drive which is a biological instinct must be controlled in accordance with the norms of the society True / False/ don’t know

76. Virginity should be considered as a main factor to determine the character of a girl before marriage True / False/ don’t know

77. Sexual drive in males is fast and more distinctly genital than females

True / False/ don’t know
78. Girls who disobey or talk loudly about sex are seen as bad girls
   True / False/ don’t know

79. Girls and boys have to be assertive while peers persuades them in having sexual relationships
   True / False/ don’t know

80. There is nothing wrong in having premarital sexual relationship
   True / False/ don’t know

81. Male or female should not go for premarital sexual relationships
   True / False/ don’t know

82. A women should protect her chastity till marriage
   True / False/ don’t know

83. Masturbation is abnormal and immoral : True / False/ don’t know

84. In boys , masturbation is normal and is abnormal in girls :
   True / False/ don’t know

85. Masturbation affects ones mental and general health and creative abilities : True / False/ don’t know

86. Homosexuality normal: True / False/ don’t know

Sexually transmitted infections & HIV AIDS

87. What are STIs?

88. What are the sources of STIs?

89. STIs can be prevented: True / False/ don’t know

90. A person having STIs are at a greater risk of getting HIV/AIDS : True / False/ don’t know

91. A woman has an STD, can this affect her fertility: True / False/ don’t know
92. What happens to someone who has HIV/AIDS?

93. How is HIV/AIDS transmitted?

94. How can people protect themselves from getting AIDS?

95. Do you think HIV/AIDS is curable?

Adolescence health problems

96. Nutritional deficiencies during adolescence retards physical growth, intellectual development and sexual maturation: True / False / don’t know

97. Anemia is prevalent during adolescence: True / False / don’t know

98. Obesity in adolescence persists in adult life and can lead to cardiovascular diseases and hypertension: True / False / don’t know

99. Extreme dieting harmful during adolescence: True / False / don’t know

100. Acne a constant worry for adolescents: True / False / don’t know

101. Excessive hair growth a worrying problem to adolescents: True / False / don’t know

102. Change of life style and food pattern will affect adolescents’ health: True / False / don’t know
Subjective Well-Being Inventory (Nagpal and Sell, 1992)

Instructions

This is a questionnaire on how you feel about some of the aspects of your life. Each question may be answered by any one of the given categories by putting a circle around the number which seems to represent your feeling best. For example, in the first question, if you feel that your life is very interesting, please put a circle around the response '1'. At times you may find that your feeling is not represented perfectly by any of the given response categories. In such cases, just choose the one closest to what you think.

All information given by you will be treated as confidential and will be used only for research purposes.

1. Do you feel your life is interesting?
   Very much 1/ To some extent 2/ Not so much 3

2. Do you think you have achieved the standard of living and the social status that you had expected?
   Very much 1/ To some extent 2/ Not so much 3

3. How do you feel about the extent to which you have achieved success and are getting ahead?
   Very good 1/ Quite good 2/ Not so good 3

4. Do you normally accomplish what you want to?
Most of the time 1/ Sometimes 2/ Hardly ever 3

5 Compared with the past, do you feel your present life is:

Very happy 1/ Quite happy 2/ Not so happy 3

6 On the whole, how happy are you with the things you have been doing in recent years?

Very happy 1/ Quite happy 2/ Not so happy 3

7 Do you feel you can manage situations even when they do not turn out as expected?

Most of the time 1/ Sometimes 2/ Hardly ever 3

8 Do you feel confident that in the case of a crisis (anything which substantially upsets your life situation) you will be able to cope with it(face it boldly)

Very much 1/ To some extent 2/ Not so much 3

9 The way things are going now do you feel confident in coping with the future?

Very much 1/ To some extent 2/ Not so much 3

10 Do you sometimes feel that you and the things around you belong very much together and are integral parts of a common force?

Very much 1/ To some extent 2/ Not so much 3
11 Do you sometimes experience moments of intense happiness almost like a kind of ecstasy or bliss?

Quite often 1/ Sometimes 2/ Hardly ever 3

12 Do you sometimes experience a joyful feeling of being part of mankind as of one large family?

Quite often 1/ Sometimes 2/ Hardly ever 3

13 Do you feel confident that relatives and/or friends will help you out if there is an emergency, e.g. if you lose what you have by fire or theft?

Very much 1/ To some extent 2/ Not so much 3

14 How do you feel about the relationship you and your children have?

Very good 1/ Quite good 2/ Not so good 3/ Not applicable 4

15 Do you feel confident that relatives and/or friends will look after you if you are severely ill or meet with an accident?

Very much 1/ To some extent 2/ Not so much 3

16 Do you get easily upset if things don't turn out as expected?

Very much 1/ To some extent 2/ Not so much 3

17 Do you sometimes feel sad without reason?

Very much 1/ To some extent 2/ Not so much 3
18 Do you feel too easily irritated, too sensitive?

Very much 1/ To some extent 2/ Not so much 3

19 Do you feel disturbed by feelings of anxiety and tension?

Most of the time 1/ Sometimes 2/ Hardly ever 3

20 Do you consider it a problem for you that you sometimes lose your temper over minor things?

Very much 1/ To some extent 2/ Not so much 3

21 Do you consider your family a source of help to you in finding solutions to most of the problems you have?

Very much 1/ To some extent 2/ Not so much 3

22 Do you think that most of the members of your family feel closely attached to one another?

Very much 1/ To some extent 2/ Not so much 3

23 Do you think you would be looked after well by your family in case you were seriously ill?

Very much 1/ To some extent 2/ Not so much 3

24 Do you feel your life is boring/uninteresting?

Very much 1/ To some extent 2/ Not so much 3
25 Do you worry about the future?

Very much 1/To some extent 2/Not so much 3

26 Do you feel your life is useless?

Very much 1/To some extent 2/Not so much 3

27 Do you sometimes worry about the relationship you and your wife/husband have?

Very much 1/To some extent 2/Not so much 3/Not applicable 4

28 Do you feel your friends/relatives would help you out if you were in need?

Very much 1/To some extent 2/Not so much 3

29 Do you sometimes worry about the relationship you and your children have?

Very much 1/To some extent 2/Not so much 3/Not applicable 4

30 Do you feel that minor things upset you more than necessary?

Very much 1/To some extent 2/Not so much 3

31 Do you get easily upset if you are criticized?

Most of the time 1/Sometimes 2/Hardly ever 3

32 Would you wish to have more friends than you actually have?

Very much 1/To some extent 2/Not so much 3
33  Do you sometimes feel that you miss a real close friend?

   Very much 1/To some extent 2/Not so much 3

34  Do you sometimes worry about your health?

   Very much 1/To some extent 2/Not so much 3

35  Do you suffer from pains in various parts of your body?

   Most of the time 1/Sometimes 2/Hardly ever 3

36  Are you disturbed by palpitations/a thumping heart?

   Most of the time 1/Sometimes 2/Hardly ever 3

37  Are you disturbed by a feeling of giddiness?

   Most of the time 1/Sometimes 2/Hardly ever 3

38  Do you feel you get tired too easily?

   Most of the time 1/Sometimes 2/Hardly ever 3

39  Are you troubled by disturbed sleep?

   Most of the time 1/Sometimes 2/Hardly ever 3

40  Do you sometimes worry that you do not have close personal relationship with

    other people? Very much 1/To some extent 2/Not so much 3
Culture Free Self Esteem Inventory (Battle, 1981)

Directions:

Please mark each question in the following way – if the question describes how you usually feel, make a check mark in the yes column. If the question does not describe how you usually feel, make a check mark in the no column. Please check only one column (either yes or no) for each of the 40 questions. This is not a test and there is no right or wrong answers.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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</thead>
<tbody>
<tr>
<td>1. Do you have only a few friends?</td>
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<tr>
<td>2. Are you happy most of the time?</td>
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<td>3. Can you do most things as well as others?</td>
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<td>4. Do you like everyone you know?</td>
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<td>5. Do you spend most of your free time alone?</td>
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<td>6. Do you like being a male? / do you like being a female</td>
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<td>7. Do most people you know like you</td>
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<tr>
<td>8. Are you usually successful when you attempt important tasks or assignment</td>
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<td>9. Have you ever taken anything that did not belong to you?</td>
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<tr>
<td>10. Are you as intelligent as most people?</td>
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<tr>
<td>11. Do you feel you are as important as most people?</td>
<td></td>
<td></td>
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<tr>
<td>12. Are you easily depressed?</td>
<td></td>
<td></td>
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<tr>
<td>13. Would you change many things about yourself if you could</td>
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<td></td>
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<tr>
<td>14. Do you always tell the truth?</td>
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</tbody>
</table>
15. Are you as nice looking as most people? ( ) ( )
16. Do many people dislike you? ( ) ( )
17. Are you usually tense or anxious ( ) ( )
18. Are you lacking in self confidence? ( ) ( )
19. Do you gossip at times? ( ) ( )
20. Do you often feel that you are no good at all? ( ) ( )
21. Are you as strong and healthy as most people ( ) ( )
22. Are your feelings easily hurt? ( ) ( )
23. Is it difficult for you to express your views or feelings? ( ) ( )
24. Do you ever get angry? ( ) ( )
25. Do you often feel ashamed of yourself? ( ) ( )
26. Are other people generally more successful than you are? ( ) ( )
27. Do you feel uneasy much of the time without knowing why? ( ) ( )
28. Would you like to be happy as others appear to be ( ) ( )
29. Are you ever shy ( ) ( )
30. Are you a failure ( ) ( )
31. Do people like your ideas ( ) ( )
32. Is it hard for you to meet new people ( ) ( )
33. Do you ever lie ( ) ( )
34. Are you often upset about something ( ) ( )
35. Do most people respect your views ( ) ( )
36. Are you more sensitive than most people ( ) ( )
37. Are you happy as most people
38. Are you ever sad ( ) ( )
39. Are you definitely lacking in initiative ( ) ( )
40. Do you worry a lot? ( ) ( )
## Adolescent Adjustment Inventory (Reddy, 1964)

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Statements</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you like to live for many years</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
</tr>
<tr>
<td>2</td>
<td>Do you like to mix freely with members of the opposite sex</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
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<tr>
<td>3</td>
<td>Are you generally interested in all subjects taught in your class</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
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<tr>
<td>4</td>
<td>Do you worry unnecessarily</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
</tr>
<tr>
<td>5</td>
<td>Do you find that many persons younger than you are brighter and more capable than you?</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
</tr>
<tr>
<td>6</td>
<td>Do you feel uneasy and embarrassed if you happened to in a gathering of young persons of the opposite sex</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
</tr>
<tr>
<td>7</td>
<td>Do you feel that you are not a studious type</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
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<tr>
<td>8</td>
<td>When the teachers ask you questions do you feel nervous and upset</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
</tr>
<tr>
<td>9</td>
<td>Do you get the feeling of you do not have the ability to many of the tasks you are asked to do</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
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<tr>
<td>10</td>
<td>Do you find it easy to carry on conversation with members of opposite sex, who are strange to you</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
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<td></td>
<td>Question</td>
<td>Answer Options</td>
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<tr>
<td>11</td>
<td>Do you think that parents should allow you more freedom?</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
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<tr>
<td>12</td>
<td>Do you think that the subject taught in school or college should be made more interesting?</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
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<tr>
<td>13</td>
<td>Do you find it difficult to make it quick decisions?</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
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<tr>
<td>14</td>
<td>Do you get the feeling that you are not attractive to members of the opposite sex?</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
</tr>
<tr>
<td>15</td>
<td>Do you feel that your parents still treat you as a baby not showing respect for your individuality?</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
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<tr>
<td>16</td>
<td>Do you feel that successes in life do not depend upon school or college marks</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
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<tr>
<td>17</td>
<td>Are you annoyed and disturbed when you hear a sudden noise.</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
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<tr>
<td>18</td>
<td>Do you hesitate to meet important and highly placed persons</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
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<td>19</td>
<td>Do you feel nervous, when you are with a young person of the opposite sex.</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
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<tr>
<td>20</td>
<td>Do you feel that your parents / guardians do not take enough interest in your future</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
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<tr>
<td>21</td>
<td>Do you get excited very quickly?</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
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<tr>
<td>22</td>
<td>Do you feel bad for having mixed in bad company?</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
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<td>Question</td>
<td>Always</td>
<td>Sometimes</td>
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<tr>
<td>23</td>
<td>In class or in a group, if you get any good idea, do you volunteer to speak it out?</td>
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<tr>
<td>24</td>
<td>Whenever you get idea about persons of opposite sex, do you try to suppress them</td>
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<td>25</td>
<td>Do your parents oppose your deciding your own affairs</td>
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<td>26</td>
<td>Do you feel, there should be more extra curricular activities in school or college.</td>
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<td>27</td>
<td>Do you have strong dislike for certain kind for food</td>
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<td>28</td>
<td>Do you feel that life is full of difficulties and problems</td>
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<td>29</td>
<td>Do you get enough chances for mixing with young persons of the opposite sex</td>
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<tr>
<td>30</td>
<td>Do you feel that parents are backward in many of their ideas and customs</td>
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<tr>
<td>31</td>
<td>Do you feel that your teachers are not good at teaching</td>
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<td>32</td>
<td>When you walk through the streets, do you get the feeling that others are watching you</td>
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<tr>
<td>33</td>
<td>Do you think that if a person fails in a examination two or three times he should stop trying further</td>
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<td>34</td>
<td>After seeing a film do you think about it for a long time</td>
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<tr>
<td>35 Do you feel that people who commit suicide are in many cases, they are doing the right thing?</td>
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<tr>
<td>36 In your conversation with friends do you talk mostly about sex matters</td>
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<tr>
<td>37 Do you feel that your teachers partiality to some students.</td>
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<tr>
<td>38 Do you like to take responsible jobs and do them</td>
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<tr>
<td>39 Do you very much enjoy, day dreaming and thinking you doing various wonderful things.</td>
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<tr>
<td>40 Do you feel that on the whole you are unlucky in many respects</td>
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<tr>
<td>41 Do you feel that it is not right for a boy and a girl to go alone</td>
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<tr>
<td>42 Do your brothers and sisters fight with you</td>
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<tr>
<td>43 Do your teachers take interest in your studies?</td>
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<tr>
<td>44 Do you feel shy when people look at you?</td>
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<tr>
<td>45 Do you like to meet people even if they are strangers?</td>
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<tr>
<td>46 If you fail in achieving successes in job, do you continue to do it till you succeed</td>
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<td></td>
<td>Question</td>
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<tr>
<td>47</td>
<td>Do you feel that the young persons of the opposite sex are puzzling and disturbing</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
</tr>
<tr>
<td>48</td>
<td>Do you consider yourself equal to your brothers and sisters in all aspects</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
</tr>
<tr>
<td>49</td>
<td>Do you think that your teachers understand your difficulties</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
</tr>
<tr>
<td>50</td>
<td>Do you find difficulty in making friendship with others</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
</tr>
<tr>
<td>51</td>
<td>Are you confident that your family will support you if you get into any trouble</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
</tr>
<tr>
<td>52</td>
<td>Do you find that girls or boys respect only those of the opposite sex who are rich</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
</tr>
<tr>
<td>53</td>
<td>Do you feel that your brothers and sisters have been morally better than you</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
</tr>
<tr>
<td>54</td>
<td>Are you satisfied with the study facilities you have</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
</tr>
<tr>
<td>55</td>
<td>When people scold you, do you feel very sad?</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
</tr>
<tr>
<td>56</td>
<td>Are you very much afraid of not getting a job when you finish your studies?</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
</tr>
<tr>
<td>57</td>
<td>Do you find many girls or boys respecting only those of the opposite sex who are attractive?</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
</tr>
<tr>
<td>58</td>
<td>Do you feel that the appearance and surroundings of your home are not as good as you could like them to be</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
</tr>
<tr>
<td>Question</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
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<tr>
<td>Do you meet your teachers in connection with your personal problems?</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
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<tr>
<td>Do you get the feeling that you have committed many sins?</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
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<tr>
<td>Do you feel you were happier when you were a child?</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
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<tr>
<td>Are you disturbed by sex dreams?</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
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<tr>
<td>Do you feel ashamed to bring your friends to your house because your house is not clean and well furnished</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
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<tr>
<td>Do you feel many of your classmates do not understand you?</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
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<tr>
<td>Do you get discouraged easily?</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
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<tr>
<td>Do you feel that you are not using properly the love and facilities provided by your guardians / parents</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
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<tr>
<td>Are you satisfied the teaching in your class?</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
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<tr>
<td>Do your brothers and sisters quarrel with you unnecessarily</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
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<tr>
<td>Do you feel that many of your classmates are proud and showy?</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
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<tr>
<td>Do you have difficulty in sitting still without moving your hands and legs?</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
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<tr>
<td>Do you feel that you are not doing justice to your studies?</td>
<td>Always</td>
<td>Sometimes</td>
<td>Never</td>
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<tr>
<td>Question</td>
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<tr>
<td>72. Do your parents put too many restrictions on you</td>
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<td>73. Do you discuss your personal problems with friends?</td>
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<td>74. Are you afraid of thunder, lightening, a narrow passage, crowds etc.?</td>
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<td>75. Do you get the feeling that your future will be dark and gloomy?</td>
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<td>76. Are you disturbed by useless thoughts</td>
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<td>77. Do your parents/guardians oppose your mixing with some of your friends</td>
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<td>78. Do you take active part in organizing parties, picnics etc.?</td>
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<td>79. Do you find life is full of sorrow and difficulty?</td>
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<td>80. Do you begin many hobbies and seize them easily?</td>
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<td>81. Do you feel that the others are happier than you?</td>
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<tr>
<td>82. Do you feel that your brothers and sisters are given more privileges than you</td>
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<td>83. Whenever you hear a rumor concerning you, are you worried till you know the truth</td>
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<td></td>
<td>Question</td>
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<tr>
<td>84</td>
<td>Do you feel that you are neglected by your father and mother / guardians</td>
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<td>85</td>
<td>Do you dislike meeting strangers?</td>
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<tr>
<td>86</td>
<td>Do you get along well with your classmates?</td>
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<tr>
<td>87</td>
<td>Do you feel that your parents are responsible for many of your difficulties</td>
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<tr>
<td>88</td>
<td>Do you get the feeling that you are not equal to your classmates:</td>
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<tr>
<td></td>
<td>A. Physical appearance</td>
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<tr>
<td>89</td>
<td>B. Academic abilities</td>
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<td></td>
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</tr>
<tr>
<td>90</td>
<td>C. Athletic abilities.</td>
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APPENDIX-II

INTERVENTION PACKAGE

Introduction

At the heart of social work value system there is a concern for the well being of all people, it becomes crucial that the well being as the crux needs to be considered and emphasized as a focus area and field of relevance for research.

Adolescence is a period of experimenting, experiencing and expanding. The World Health Organization (1998) considers adolescence to be the period between 10 and 20 years during which individuals undergo significant psychosexual and psychosocial development involves very complex changes and issues for the individual. Inability to cope with the changes would have a direct impact on adolescents' psychosocial health and the development of interpersonal relationships. The positive changes in social interactions, behavior, and emotional well-being are the indicators of improved well-being among adolescents.

There is very little attention made through intervention by the researchers, social workers, and policy makers among adolescent girls without parental care at a disadvantage in obtaining essential services necessary to their wellbeing. The girls in children’s home were generally lack information about adolescent year’s growth, development, reproductive health, changes, issues, and management, life skills and access to services needed for positive outlook to life.

The Intervention Package

The contents of the Intervention package for the psychosocial well-being of adolescent girls in the children’s home was consolidated based on the pre-intervention assessment findings, the review of published literature, discussion with
the research guide, discussion with children’s home authorities, and the materials already standardized and implemented by the following organizations:

1. Adolescent Education Program-School Level Training (SCERT, 2006-07)
2. Life skill education for plus two students (Child Development Centre, Trivandrum, 2005)
3. Family Life education Module for young adults (Child development centre, Medical college, Tiruvananthapuram, Kerala, 2004).

**Major objective of the package:**

The major objective of the intervention package was to strengthen adolescent girl’s personality to deal effectively with the demands and challenges of everyday life and develop the qualities and capacities in their personality towards a better womanhood which helps themselves, the society and the humankind in real meaning.

Specific objectives are the following:

1. To improve adolescent girl’s awareness on developmental changes in adolescence
2. To provide Life Skill Education
3. To improve legal awareness and sensitivity to gender issues
4. To guide them to choose a proper career and vocation
5. To assess their general health conditions and provide health awareness class
6. To support them to plan their future for Better women hood
7. Train the peer educators for the sustainability of the programme

Contents of the package were Meditation, Developmental changes in adolescence and its management, Life Skill education, Legal Awareness and Gender sensitivity, Career and Vocational Guidance, General Health Check up and awareness class on health, Plan for the future: Better women hood, and peer group training.

The contents of each sessions were then put forth to some of those experts and sections of society who are directly or indirectly concerned with the welfare of the adolescent girls in the children’s homes. Researcher consulted the following a group of people to get the required information, their ideas and suggestions. The group comprised of authorities of Children’s homes, members from Orphanage association of Kerala - President and Secretary, Professional social workers who have experience in working with adolescent girls of children’s homes, destitute homes and Juvenile homes, Doctors, Psychologists, Psychiatrists, and Professors in Social Work. The group gave their suggestions on the sessions of the package proposed for the intervention, time allotted for each of the topics, and the methodology adopted to impart the programme for each of the sessions.

**Methodology adopted for the sessions**

The methodology focuses at the causal level to bring about deep change and not the symptomic level; hence it is universal in their approach. To deal the situation with a scientific approach, the best use of interactive lecturing in combination with participatory methods to retain respondent’s interest, attention and involvement, the following methods have been used in the package.
**Group discussions** - This is a commonly used method because a group discussion uses participants’ own past experiences in a very deliberate manner. In this method the participants are divided into groups of 5 - 15 and given a real life or relevant subject matter or question to discuss. This discussion is carried on by the participants on the basis of their own past experiences, attitudes and values, from which they arrive at new knowledge and new insights. Discussion cannot be hypothetical or speculative. It is important to realize that the discussion is not an end in itself but rather each small group should then present its discussions to the large group and on the basis of their presentations, working principles should be developed.

**Brainstorming**: Brainstorming is a process for developing creative solutions to problems. It works by focusing on a problem, and then deliberately coming up with as many solutions as possible and by pushing the ideas as far as possible. Brainstorming is most effective with groups of 8-12 people and should be performed in a relaxed environment. If participants feel free to relax and joke around, they'll stretch their minds further and therefore produce more creative ideas. A brainstorming session requires a facilitator, a brainstorming space and something on which to write ideas, such as a board or a chart. It is important not to evaluate ideas but to accept everything and to record everything on the board or a piece of paper. The facilitator's responsibilities include guiding the session, encouraging participation and writing ideas down.

**Audio visual methods**: These include videos, flash cards, flannel graphs, picture scrolls etc. The only reason for treating it separately is, it is a very important medium when dealing with adolescents. It can also be used in a variety of ways: singly, a number of pictures sequentially, video clippings, films related to the adolescents or a number of pictures without any sequence. A story can be substituted with a sequence
of pictures, or else learners can be asked to make a story with a jumble of posters. The various modes of use depend on the purpose.

**Icebreakers and group games:** Icebreakers or icebreaker games can be a wonderful way to ease a group from monotony, for raising energy levels, and for letting people enjoy themselves. Popular games can be modified to give information on health risks. Group Games call for agility and alertness, and help in leading to discussions on sensitive issues and topics in a light-hearted way. An understanding of Personal-Strengths and Weaknesses is promoted.

**Question Box:** The Question Box is an activity in which questions asked by participants are answered by Teachers, Facilitators, or Experts. Adolescents can ask Questions freely without inhibition as the identity of the questioner is not disclosed. Question Box activity creates an enabling environment for organizing learning experiences.

**Role play:** Role play is a simulation in which each participant is given a role to play. Participants are given with some information related to description of the role, concerns, objectives, responsibilities, emotions, etc. Then, a general description of the situation, and the problem that each one of them faces, is given. Once the participants read their role descriptions, they act out their roles by interacting with one another. Role Plays helps in developing interpersonal skills and communication skills, conflict resolution, group decision making, developing insight into one’s own behavior and its impact on others.

**Notes given to the facilitator:**

A facilitator is a person who helps the participants to learn the skills presented in the intervention package. The facilitator should read the package before and work
through the exercises, plan the schedule for the day and plan how to work within. The facilitator have to instruct, motivate and guide the participants by showing enthusiasm for the topics covered in the sessions and for the work that the participants to be done and being receptive to each participant’s question and needs. The facilitator needs to promote a friendly co-operative environment and should respond positively to the question put up by the participants. Facial expressions or making comments that ridicule participants should be avoided. Facilitator should take enough time with participants to fully answer their questions so that both facilitator and the participant are satisfied.

Skills needed for a facilitator

- Listening: The ability to listen carefully and creatively by picking out positive aspects as well as problems
- Observation: The ability to see what is happening and to monitor the groups work objectively.
- Sensitivity/empathy: The ability to see problems from point of view of the participants. To understand their feelings, ideas and values and to focus on structure rather than personalities or competence.
- Diagnosing: The ability to define the problem and choose an intervention and action.
- Supporting/encouraging: The ability to provide verbal and non verbal indicators of encouragement, affirmation, appreciation and caring. To assist in a joint search for solutions
- Challenging: The ability to confront, disagree, or to stop a process without being rude
• Openness: The ability to invite dialogue, to receive feedback and to be prepared to examine one’s own attitudes, values and ideas and to change them, if necessary.

• Modeling: The ability to include oneself as a model in the group

Session Time Frame

In regard to the effectiveness and completeness of intervention programme, the stipulated time for each session was two and half hours. Before Beginning of every session, participants do meditation, then review of the previous session and directly coming to the content of the session. The following are the time frame of all sessions commonly followed.

10 minutes Meditation by concentrating on the breathing
5 minutes Attendance
10 minutes Review of the previous session
45 minutes Lecture cum activities on session concept
10 minutes Break
45 minutes Lecture cum activities on session concept
30 minutes Reflections and experience sharing of the participants
10 minutes Conclusion of the session
5 minutes Information on the next session

By coordinating with resource persons, contents of the sessions informed in advance. There are many activities, games, discussions and role plays in this package, which requires active participation by the participants to make the atmosphere very lively. So, one children’s home selected as the main venue for the intervention programme for participants from all four children’s homes. Sessions conducted during summer holidays, Saturdays and Sundays.
**Reading materials and other resource materials**

A training kit containing a note book, pen and Reading material on the contents of each session printed in 20 pages book in Malayalam prepared by the researcher was distributed to each participant on the first day. Everyday participants were expected to read and come to attend the session to make more effective. Chart papers, sketch pens, marker pens, Black board and chalk, Paper chits and pencil were used along with the presentation.

Other materials used for the intervention programme are posters, charts on reproductive health provided from Community Medicine Department of Amala Medical College Hospital, Thrissur, Kerala and documentary videos on Adolescents from Chetana Media Institute, Thrissur, Kerala

**Anticipate outcome**

This intervention package was prepared in such a way that they were flexible and personally helpful, to cater the adolescent girls’ psychosocial needs and problems. Group participation will bring out an openness which helps them realize their common drawback and how effectively they could overcome them. The participants will be made to think more rationally about themselves to develop awareness about them, to understand the life situations and tries to strengthen the path for the development of their personality.
**PSYCO SOCIAL WELL BEING OF ADOLESCENT GIRLS IN THE CHILDREN’S HOME**

<table>
<thead>
<tr>
<th>Session</th>
<th>Introduction of the intervention programme and Meditation</th>
</tr>
</thead>
</table>

| Objectives | 1. To establish rapport with participants  
|            | 2. To introduce and train meditation technique  
|            | 3. To introduce the intervention programme and give information about forthcoming sessions. |

| Methodology | Interactive lecture, with ice breaking games, exercises |
| Materials needed | Paper, pen, reading material, Chart paper and posters |

| Clock icon | Total Session Time: 150 minutes (2 hours, 30 minutes) |

First session of the intervention programme should start with the support of Children’s Home authority, later facilitator should introduce self and introduce the purpose of the intervention programme and express regards to the authority for the permission to conduct the session.

The following activities are the part of session one:

1. Ice breaking session
2. Introduction and training of meditation to the participants.

3. Introduction of the intervention programme day by day in detail to give information about forthcoming sessions.

<table>
<thead>
<tr>
<th>Activity 1 : Ice breaking session</th>
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<tbody>
<tr>
<td>In this session facilitator should make the participants to divide into pairs and ask them to introduce the partner regarding her name, education, hobbies, ambition, strengths, weakness, future plans and any other information they want to express. Facilitator asks them to come and present their partners. He has to encourage them in each presentation and concludes with appreciation their overall performance. After getting accustomed, facilitator can give the introduction of the intervention programme.</td>
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</table>

<table>
<thead>
<tr>
<th>Introduction and training of meditation to the participants</th>
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</thead>
<tbody>
<tr>
<td>It is important to start any session after preparing the mind peaceful and attentive. Facilitator introduces Meditation as a technique, benefits and trained a simple Meditation technique to the participants – adolescent girls in the children’s home.</td>
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</table>

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<tr>
<th>Activity 2 : Meditation training session</th>
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<tbody>
<tr>
<td>Facilitator can ask the participants sit quietly and invite them to concentrate on their breathing. The simplest form of concentrative meditation is to sit quietly and focus the</td>
</tr>
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</table>
attention on the breath.

Yoga and meditation practitioners believe that there is a direct correlation between one's breath and one's state of the mind. For example, when a person is anxious, frightened, agitated, or distracted, the breath tends to get shallow, rapid, and uneven. On the other hand, when the mind is calm, focused, and composed, the breath is slow, deep, and regular.

Focusing the mind on the continuous rhythm of inhalation and exhalation provides a natural object of meditation. While the participants focus their awareness on the breath, their mind becomes absorbed in the rhythm of inhalation and exhalation. As a result, their breathing will become slower and deeper, and the mind becomes more tranquil and aware.

Facilitator should ask the participants to continue the exercise every day beginning and the end of the session, and before starting studies. Entrust the institutional authorities for its supervision.

## Contents of the session

**Meditation**

Meditation is a mental discipline by which one attempts to get beyond the reflexive, "thinking" mind into a deeper state of relaxation or awareness. Concentration of mind produces the feeling of truth in what one is concentrating upon. Thus, we get feeling of existence or truth in the idea, the thought or the form we are trying to concentrate upon. By nature the mind is restless. It does not want to stay fixed on one object or thought or idea. It wanders here and there. Many thoughts
crowd our mind and we feel that we shall never be able to fix it on God. The goal of meditation is to find a way for you to not pay attention to thoughts that you find disturbing. These disturbing thoughts activate your stress. To avoid stress, you will want to train your mind to briefly clear itself from disturbing thoughts.

When you are trying to relax your mind and an intrusive thought enters, focusing your attention on a word, phrase, sound, or repetitive movement helps you to temporarily let go of the invading thought. It is important that, for a few minutes, you focus on the neutral event rather than the thoughts that are bothersome to you.

Learning to relax will make you more efficient in your everyday life. Meditation will:

- increase your feeling of being calm
- improve your interaction with others
- teach you to slow down and not try to do multiple things at once
- focus your attention on what you are doing at any given time

To get the full benefits from meditation, you must practice and repeat the techniques. Your mind gets better with practice. The more you practice relaxing your mind, the easier and more effective it will become.

**Meditation techniques**

- **Find a quiet place where you can sit:** Find a place that is quiet so that you are not disturbed by noise or trying to listen to something that you may suddenly find interesting. You can close your eyes or leave them open during this technique.
- **Place a clock where you can see it and time yourself:** Practice this for 15 minutes daily while you are learning this technique. As meditation becomes easier for you, practice at least three times a week.

- **Be comfortable:** Make sure your clothes — including your belt, shoes, and underwear — are comfortable.

- **Choose a word:** Choose a word that you will use as a focus of your attention. The word should not have any meaning to you. Some examples are: Peace, quiet, relax, smooth, rest, Om

- **Breathe slowly:** Inhale and exhale slowly through your mouth or your nose.

- **Concentrate:** Sit quietly and think of your word as you exhale. By paying attention to the word and your breathing, you shift your attention away from the thoughts that are disturbing to you. If a thought comes into your mind, consciously direct your attention back to your breathing and your word.

A sitting posture is better for meditation than lying down. This is because lying down is the normal sleep position and meditation lying down could easily lead to sleep. If you are not a person who easily goes to sleep during the day, you may like to meditate in a semi-reclining position on a sofa or large armchair with the back of your head supported.

The benefits of an ongoing meditation practice as it impacts our health can be classified further into three categories: physiological, psychological, and spiritual. Most people who practice meditation do so to reduce stress, anxiety, anger and other negative emotions. Increasingly, physicians prescribe meditation as part of the treatment for a large and growing number of medical conditions.
Activity 3: Introduction of the Intervention Programme in detail

Facilitator introduces the intervention programme day by day in detail to give information about fourth coming sessions, and distribute the reading material prepared for each session along with a folder file containing a pen, a note book and small packet of chocolates. Mix all real time examples, experience in life, and giving illustrations; make the participants interesting, explaining the benefits, fun and experience they get in this activity and inspire them to participate in the activity without any hesitations or fear. Then after reading the pulse of the respondents, facilitator should feel comfortable and start describing the real core meaning of the programme and main aim of the programme, which facilitator try to make them understand that they have to build or develop the qualities, capacities towards a better womanhood which helps themselves, the society and the humankind in real meaning. Ask the participants to read the materials provided before very session.

Contents of the session

Session 1. Introduction of the programme and Meditation: This session aims to introduce the intervention programme, give information about fourth coming sessions, establish rapport with respondents, and introduce and train meditation to the respondents

Session 2. Adolescence- Growth, Development, and Changes: Objective of the session is to make understand the participant about the adolescence growth, development and changes. The following were the topics covered in the session - Growth and Development, stages, growth pattern, physical and psychological changes
happening to the body, puberty, and menstruation and importance of reproductive organs

**Session 3. Adolescence - Sexuality, STDs and HIV/AIDS**: Objective of this session is to make them understand Human sexuality, STDs, and HIV/AIDS, helps them to clarify, misconceptions, teaching preventive measures.

**Session 4. Adolescence –Developmental issues and Management**: Objectives of the session is to make understand them the adolescent girls at risk – on abuse / exploitation, violence, sex rackets etc. to prepare them to respond in the right way - assertiveness, to say NO, to make them understand common factors related to school adjustment, scholastic backwardness, and its management and to make them aware about the problems around them and its management.

**Session 5. Life Skills Session 1. Communication and Interpersonal Skills**: Objectives of the session were to introduce and train the participants to learn communication and inter personal skills to improve day today interactions.

**Session 6. Life skills Session 2 – Decision-Making, Critical Thinking and Creative thinking Skills**: Aim of this session is to introduce and train the participants to learn Decision-Making, Critical Thinking and creative thinking Skills to prepare the participants to deal satisfactorily with the daily events of life.

**Session 7. Life skill Session 3 – Coping and Self-Management Skills**: This session deals to introduce and train the participants to learn Coping and Self-Management Skills, to train the participants to develop realistic self, and improve self esteem, to make them understand the importance of positive self regard., to prepare the participants to deal satisfactorily with the daily events of life and also Identify those participants who are not easy to get along with and discuss and solve their issues.
Session 8. Legal Awareness and Gender issues: Objectives of the sessions is to impart information about our legal system how it support women and children and the existing gender issues in our country

Session 9. Career and Vocational Guidance: Objectives of the session is to guide the respondent to choose a career and perform in fields i.e the right vocation that is most suitable to them

Session 10. General health Check up and awareness class on health: Objectives of the session is to assess the participants general health conditions by consultation of a professionally qualified Doctor, to give a heath awareness class and clarify participants doubts regarding to their health.

Session 11. Plan for the future: Better women hood: Objectives of the session is to sum up all the sessions conducted in the previous days and clarify their doubt regarding the topics / concept, introduce the importance of planning of the future, help each participant on preparation of future plans in life based on the inputs of the intervention programme.

Session 12. Peer group training: Objectives of the session is to conduct one day training to the skills necessary for the peer educators, Select the possible peer educators, impart the skills needed for the peer educator for informational and educational purpose i.e technical, teaching and teamwork skills especially for the inmates of the children’s homes.
<table>
<thead>
<tr>
<th><strong>Session : 2</strong></th>
<th><strong>Adolescence – Growth, Development and Changes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td>To make understand the participants about the adolescent year’s growth, development and changes.- Growth &amp; Development, stages, growth pattern, physical and psychological changes happening to the body, puberty, and menstruation and importance of reproductive organs</td>
</tr>
<tr>
<td><strong>Methodology</strong></td>
<td>Interactive lecture, with visual aids on the topics, group discussion and individual doubt clarification</td>
</tr>
<tr>
<td><strong>Materials needed</strong></td>
<td>Paper, pen, reading material, Charts showing adolescent years growth, developments, Charts showing reproductive organs pictures</td>
</tr>
<tr>
<td><strong>Clock icon</strong></td>
<td>Total Session Time: 150 minutes (2 hours, 30 minutes)</td>
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</tbody>
</table>

Activities to introduce the topics are the following:

**Activity 1: Adolescent Growth & Development, stages, growth pattern, physical and psychological changes happening to the body**

Facilitator explains the following story:

It happened to a 14 yr girl starts playing in a group of children’s, in a function. Seeing this relative/caretaker start scolding the girl saying, she is grown up and matured enough, not to mingle and play with them. Also says that you deserve a better things to do like, taking a small task of helping the elders in their work. Dejected, the girl went and asked the other elders/relatives the work which she can do. Their elders/relative says that for your age you deserve to play and relish/ enjoy playing
with the children and not to behave like a grown ups. Then she was in a mode of fix/dilemma…. Getting confused, she thinks where she fits in, whether child or grown up (adult).

Based on this story, facilitator asked the questions like:

- Have you come across this kind of situation ever?
- If met, what did you felt at that time?
- What was your reaction at that time?
- What decision you come finally?
- What you feel about elders/relatives?
- What emotions you came across at that time?

Facilitator will be asking the participants to find out the differences between 4 year old and 14 year old boy/girl. Ask them to write the same on a paper and facilitator will group them in three areas of adolescent development namely physical, cognitive or intellectual, psychological and social developments.

After the discussion, facilitator observes if any points are left out. To accesses the group information on those points, facilitator should ask questions before providing the answers. For eg: one of the group had not written the point on the changes in body proportions, facilitator can ask whether if there are any changes in body proportions, rather than providing the information directly.

Facilitator can summarize the discussion, by clarifying the misconceptions of the participants and elaborating on the information of the students using the content given below:
Adolescent Years – Growth, Development and Changes

The period of adolescence can be divided into early, middle and late period. Early adolescence (10-13) is characterized by a spurt of growth, and the beginnings of sexual maturation. Young people start to think abstractly. In mid-adolescence (14-15) the main physical changes are completed, while the individual develops a stronger sense of identity, and relates more strongly to his or her peer group, although families usually remain important. Thinking becomes more reflective. In later adolescence (16-19) the body fills out and takes its adult form, while the individual now has a distinct identity and more settled ideas and opinions. These changes take place at a different rate for each individual and can be a period of anxiety as well as pride.

Characteristics of adolescence

- Adolescence is an important period: Adolescence is important for physical and psychological effect. During the adolescence period, rapid mental development and physical development occur. These give rise to need for mental adjustments and the necessity for establishing new attitudes, values and interests.

- Adolescence is a transitional period: Adolescence is passage from one stage of development to another. During the adolescence period, individuals learns new pattern of behavior and attitudes.

- Adolescence is a period of change: Physical and psychological changes are taking place in the adolescence.

- Adolescence is a problem age: Adolescents are difficult to cope with new situation. Adjustmental problem for the physical and psychological changes.
• Adolescence is a time of search for identity: The identity, the adolescent seeks to clarify is who he is, what his role in society is to be. Is he a child or is he an adult?

• Adolescence is a dreaded age: Popular stereotypes have also influenced the self concepts and attitudes of adolescents toward themselves.

• Adolescence is a time of unrealism: Adolescents see themselves and others as they would like them to be rather than as they are.

• Adolescence is the threshold of adulthood: Adolescents begin to concentrate on behavior that is associated with the adult status – smoking, drinking, using drugs and engaging in sex. They believe that this behaviour will create the image they desire.

Striking characteristics of adolescence

Ego, Cannot accept rejection, Interest in the opposite sex, Idealistic / Moralistic, Dependence on friends, Mood changes, Hostility to parents/ caretakers, Anxiety, Mob reaction.

Activity: 2 Puberty, menstruation, anatomy, functions and importance of reproductive organs

1. Facilitator should ask the participants to write their doubts regarding Puberty, menstruation, anatomy, functions and importance of reproductive organs and put in a box.

2. Facilitator can ask the participants to identify the different parts in the picture of reproductive organs provided in the class. Also ask them to explain the functions of the various parts, what is puberty, and menstruation.
Puberty

Puberty is a period in the development of the individual that is characterized by the beginning of the functioning of sexual organs. Puberty signifies sexual maturity. Puberty refers to the physiological changes that the adolescent undergoes in order to reach sexual maturity. It is best characterized as the gradual onset of mature reproductive hormonal activity, triggered by the central nervous system, mainly the hypothalamus.

Growth in girls

In girls, growth spurt is in the following order:

- Selective fat deposition resulting in a feminine contour,
- Breast development – enlargement of breasts, areola and nipples,
- Development of the pubic hair,
- Growth of hair in the armpits and around external genital organs,
- Peak growth – increase in height, weight, widening of the hips and
- Menarche – onset of menstruation
In Boys growth spurt in the following order:

- Body more muscular
- Increase in amount of bodily and facial hair and moustache begins to appear
- Voice becomes deep
- Grow hair in the axilla, chest and around sex organs
- Onset of nocturnal emission

The female reproductive organs

The female reproductive organs include the vagina (a muscular passage that connects the cervix with the external genital organs - one of which is a sensitive mound of tissue called the clitoris), the cervix (the lower part of the uterus that separates the
The menstrual (monthly) cycle – the onset of menarche only means that you are “capable of becoming a mother”. It means 3 – 5 days of blood loss along with discarded uterine lining, occurring once a month, It will continue till the late forties or early fifties. For the first one year, the periods may not be regular, and the length of the cycle varies between women but on an average, it is 28 days from the start of one menstrual period to the next.

The periodic uterine bleeding is one of the key physiological functions of the female body. Ovulation is release of a matured egg from the ovary. Around the 14\textsuperscript{th} day of the cycle, the ovary releases a mature ovum. One egg / ovum is released from each of the two ovaries (left / right). Some of you may feel pain during this day in the lower abdomen at time the release of the ovum. During ovulation if the egg does not get fertilized (does not meet the sperm), it disintegrates and is released along with the
inner lining of the uterus, (endometrial) causing bleeding, the blood is shed through the vagina. This process is known as menses or menstrual period and is a normal physiological process.

Menstrual cycle (Time between two periods) usually averages 28 days in length with normal variation ranging from 21 to 35 days. The day a period starts is counted as day 1 of the menstrual cycle. When the two-seven days of your period are over, the ovary begins ripening another egg ready for release during the next ovulation. Meanwhile the uterus begins to build up another inner lining ready to receive the fertilized egg.
Ovulation normally occurs fourteen days before beginning the next period, regardless of the length of the cycle. So a woman with a 28 day cycle would tend to ovulate on day 14. The woman with a 32 day cycle would tend to ovulate on day 18 (32-14). The lifetime of the egg is brief - only 24 hours. So to get pregnant the sperm should reach the egg during this fertility period.

**Premenstrual syndromes**

Some may feel certain physical and behavioral discomforts prior to the onset of menstruation. The cause for this may be the increase in the extra cellular water content throughout the body, probably due to excessive production or release of hormone. Common PMS symptoms include: Breast swelling and tenderness, Acne, Bloating and weight gain, Pain - headache or joint pain, Food cravings, Nausea and vomiting, Fatigue, Dizziness or fainting, nervousness, Irritability, mood swings, crying spells and depression.

**Menstrual hygiene**

Menstrual hygiene is very important to prevent reproductive tract infections, local itching and bad odour.

- Take bath twice daily and always wear neat sun dried cotton clothes and under garments.
- After attending toilet, wash with soap and water. The inner thighs and labial folds should be cleaned properly in squatting position.
- Use of cloth or sanitary pad is your personal choice, but make sure you change them frequently depending on the quantity of flow.
• Used clothes should be washed well and sun dried before reuse and do not use them for more than three months

• Clothes used should not be too rough or too thick for it may cause irritation and itching.

• While using sanitary pads, follow the instructions given in the package.

• Before the onset of flow, it is advisable to trim the hair around the gentilia. Shaving is not at all recommended.

“Good personal hygiene will definitely boost your self confidence “

**Vaginal discharge**  Some pearly white discharge during the period of ovulation and prior to having menses is quite normal. Abnormal discharge may be due to bacterial or fungal infections and should be treated promptly. Consult a doctor only if the discharge is smelly, colored and profuse, produces itching in the genital area and causes pain and burning while passing urine. Do not hesitate to consult your doctor and preventing urinary infection is a priority. Girls often, neither avoid drinking water nor may pass urine at school because of dirty toilets. This may result in urinary tract infection.

• Drink at least 8 glasses of water daily and pass urine as and when desired and make sure to wash in squatting position (labia get separated automatically)

• After passing motion, wash thoroughly from front to back to avoid faeces contaminating the urethral opening

• Maintain proper hygiene during menstruation.

• You may be curious to know that boys have to wash daily retracting foreskin of the penis to prevent dirt getting collected there.

“*The most beautiful women are the most hygienic women “
Normal menstruation – things to know

- Normal duration of the cycle varies from 23 – 39 days, the mean being 29 days.
- There are no clots in the menstrual blood
- Normal duration of flow varies from 2 – 7 days, mean being 5 days.
- Duration more than 8 days should be considered abnormal.
- On an average, you will have to change the pad cloth thrice a day.
- Irregular periods, decreased or increased flow are all normal during the first few days of menstruation.

Absent Menses (Amenorrhea)

Absent Menses is normal (Physiological) before puberty, during pregnancy and lactation and during menopausal period.

Abnormal (Pathological) Menstruation

Primary Amenorrhea: delay in menarche such that there is;

- No menstrual period or secondary sex characteristics by 14 years of age or
- No menses in the presence of secondary sex characteristics by 16 years of age.

Secondary Amenorrhea: it is defined as absence of menses for at least three cycles after regular cycles. The commonest reason for secondary amenorrhea is physiological as in pregnancy. Severe emotional stress, poor nutritional status, certain
severe organic diseases and psychiatric abnormalities can result in secondary Amenorrhea.

Note:

- Do not hesitate to consult a doctor
- Reproductive health is most essential for women to give birth to a healthy normal baby.
- Every women should have the privilege and opportunity to ensure this

**Male reproductive system**

The external structures of the male reproductive system include the penis and scrotum. The internal structures include the vas deferens, testes (testicles), urethra, prostate gland, and seminal vesicles.

Sperm, which carries the man's genes, is made in the testes and stored in the seminal vesicles. During ejaculation, sperm is transported along with fluid called semen through the urethra.
Marriage

Marriage is one of the oldest institutions which legally allow two people to live together and have children. Society generally considers this as a very important task for both girls and boys. How one chooses their life partner is entirely a personal matter. In a love marriage, the couple decides whether they would like to get married. In an arranged marriage the elders/ responsible persons/ parents decide with or without involvement of the persons to be married. One must think seriously about the kind of life partner one wants before deciding on marriage. You need enough time to get to know the person and feel comfortable with them, more so in the case of an arranged marriage.

Sexual reproduction

Sexual reproduction is the process of producing offspring for the survival of the species, and passing on hereditary traits from one generation to the next. The male and female reproductive systems contribute to the events leading to fertilization. Then, the female organs assume responsibility for the developing human, birth, and nursing. The reproductive system comprises the reproductive organs. In the male, the organs include the testes, accessory ducts, accessory glands, and penis. In the female, the organs include the uterus, uterine tubes, ovaries, vagina, and vulva.

Fertilization

Fertilization also known as conception is the process involves a sperm fusing with an ovum, which eventually leads to the development of an embryo. The timing of sexual intercourse is very important for fertilization to occur. The egg can only be fertilized for about 18-24 hours after it is released, so sperm must be present in the fallopian
tubes around the time of ovulation. Once fertilized, an egg normally takes a few days to travel into the womb where it will need to implant itself in order for a viable pregnancy to begin. If this implantation happens the pregnancy hormone called Human Chorionic Gonadotrophin (HCG) starts to be produced. This hormone is vital for the maintenance of the lining of the womb and the new embryo and the amount of hormone produced rises rapidly, doubling approximately every two days, reaching a peak 60 to 80 days after conception. Soon after conception tiny amounts of this hormone can be detected in a woman's urine and this is what the early pregnancy test kits measure.

Pregnancy

Pregnancy is the carrying of one or more offspring, known as a fetus or embryo, inside the uterus of a female. Childbirth usually occurs about 38 weeks after conception, i.e., approximately 40 weeks from the last normal menstrual period (LNMP) in humans. The World Health Organization defines normal term for delivery as between 37 weeks and 42 weeks. The calculation of this date involves the assumption of a regular 28-day period.

Family planning

Family planning is the planning of when to have children, and the use of birth control and other techniques to implement such plans. Other techniques commonly used
include sexuality education, prevention and management of sexually transmitted infections, pre-conception counseling and management, and infertility management. Family planning is sometimes used as a synonym for the use of birth control, though it often includes more. It is most usually applied to a female-male couple who wish to limit the number of children they have and/or to control the timing of pregnancy (also known as spacing children).

Family Planning methods can be divided into natural and artificial. Natural procedures: Safe period method and Withdrawal method. Artificial methods: Condoms, IUD insertion, Birth control pill, Vaccination, Permanent prevention. The choice of method also depends upon your health, age and desired size of the family. Consult your primary healthcare centre for details

<table>
<thead>
<tr>
<th>Activity 3. Group discussion about puberty, menstruation, anatomy and functions of reproductive organs</th>
</tr>
</thead>
<tbody>
<tr>
<td>After content session, facilitator should divide the group into three. Before dividing the group, explain that in the exercise the groups would be discussing puberty, menstruation, anatomy and functions of reproductive organs, facilitator can ask the group to be comfortable in discussing this topic. Ask the group to do the following, after discussing, within the group.</td>
</tr>
<tr>
<td>• Discuss and write on paper the functions related to the individual part of reproductive organs.</td>
</tr>
</tbody>
</table>
• Discuss and write on a paper, the changes takes place in the reproductive system in girls and boys, during puberty.

• Allow the group fifteen minutes to discuss amongst them.

• Ask a member from the group to volunteer and present their discussion on the key areas (topic).

• Group leaders can present the discussion points. After the presentation of each group, discuss what was correct or wrong in their presentation, with the participants, and suggest changes or modification. In this session facilitator can identify their knowledge gain before and after the session.

Facilitator can sum up the various points rose in the group and clarifies doubts they raised in the beginning of the session and makes clear them well about the process of growing up from the reproductive and anatomical perspective, puberty, understand the differences in sexual maturation in girls and boys, menstruation, and understand the importance of observing hygiene of genital organs.
Session : 3  Adolescence - Sexuality, STDs and HIV/AIDS

<table>
<thead>
<tr>
<th>Objectives</th>
<th>To make understand the participant about Human sexuality, STDs, and HIV/AIDS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methodology</td>
<td>Interactive Lecture with role play on the topics, group discussion and individual doubt clarification.</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Paper, pen, reading material, charts, photographs, article cuttings regarding the sexuality, HIV/AIDS and adolescent vulnerability towards this issue</td>
</tr>
</tbody>
</table>

Total Session Time: 150 minutes (2 hours, 30 minutes)

**Activity 1 : To introduce the topics Sexuality, STIs, AIDS/HIV**

Divide the participants into group and ask them to discuss the following:

i. Who is a good man / women?

ii. Where a male looks when he first sees a female? And what do they think?

iii. Do you like repeated looks /

iv. How should one react to all these responses/

v. A man can flirt with a girl but not vice versa

vi. A good girls/ boy will not have any sexual thoughts

vii. Have you heard of STIs, What are STIs?

viii. What is HIV/AIDS?

ix. Explain the various sources to get infected HIV/AIDS

x. An HIV/AIDS patient should be stay away from the society
Group’s opinions are coded and presented after the content session by the facilitator with the explanations by charts. The contents of session are the following:

### Contents of the session

**Teenage identity crisis**

Adolescence is a face of multiple identity crises. They always try to impress others and make others acknowledge that they are also grown ups and more like adults. Adolescents often complain they are misunderstood unduly restricted and unfairly treated by their caretakers/parents/elders. They usually fail to understand the emotional changes taking place in the adolescents and complain that the adolescents fail to communicate their feelings in a hostile manner.

The identity crisis in teenage can be summarized as follows:

- Physical – becoming comfortable with ones bodily changes
- Sexual - becoming comfortable with ones own sexuality.
- Spiritual – not hurting anybody and not allowing one to get hurt.

**Sexuality**

Sexuality is a natural, normal part of being a whole human person: a man or woman. It is about love and intimate relationships, about feelings, values and attitude. People express their sexuality through positive and negative attitudes and behaviors. Sexuality is expressed through a relationship involving mutual respect. it is expressed negatively, through violence, exploitation or abuse.
Masturbation

To a younger group, the introduction of the word is not necessary. But if there is a need, the word can be explained further – self stimulation or masturbation is normal. This will help to relieve tension from your body by any means, but care to be taken, not to overdo. Up to certain level it is normal, but beyond that it indicates bad mental health.

Sexually Transmitted Infections (STIs)

Sexually Transmitted Infections STIs pose a serious threat to your health as well as your future family life. The term itself is self explanatory i.e., they are spread by sexual contact. A single encounter with an infected person can contract disease. The infections can be seen only in sexually active persons. There are many types of STIs caused by bacteria and virus. Some of the common STIs are Gonorrhea, Syphilis, Cancroids’, Herpes II and Chlamydia. Among the STIs, Chlamydia is emerging as a serious problem among sexually active adolescents. If a person has STI, his / her chances of getting HIV/AIDS increases ten folds, since the virus can enter through the sores and ulcers of STI.

Symptoms of STIs

All STIs do not have the same symptoms. It is extremely important to note that many women and some men have STI, without any sign or symptom. the following complaints could indicate the presence of a STI in a sexually active person.

- Sores, bumps, blists, painful ulcers on or near sex organs.
• Burning or pain while urinating
• Swelling in the groin (area around the sex organs)
• Pain in the pelvic area, between naval and sex organs
• Boys: an urethral discharge from the penis or ulcer on the penis
  (yellow/green colour)
• Girls: an unusual foul smelling discharge from the vagina. Bleeding
  from the vagina which is not menstrual flow.

This symptom may not always be due to STI. But if you were sexually active, it
would be safe to check and ensure that you are free from STI.

All STIs except HIV/AIDS, Hepatitis – B and Herpes II can be completely treated.
For proper treatment, it is important to get an early diagnosis from a qualified doctor
and complete the course of treatment. Do not leave the treatment in between, after the
initial symptoms have subsided. These serious and painful diseases infect the sexual
and reproductive organs and are capable of causing infertility, miscarriage and still
births. In order to have a healthy baby, follow safe sexual practices. If you had some
sex encounters, feel free to talk to your doctor. It will ensure that you have not
contracted the disease and even if you have, by detecting early, you could be treated.

**Prevention:**

All STIs including AIDS are preventable through abstinence, delaying sex till
marriage and practicing safe sex behavior. A casual encounter, momentary pleasure is
just not worth the life long trouble.

**Premarital SEX:**

Sexual relation is a very intimate and private aspect of marital life and hence
something which has to be taken seriously. Although it may not be anymore
fashionable to say so, pre-marital sex has to be avoided, as after marriage it is your partner and children who suffer for your irresponsible pre-marital sexual life.

**HIV/AIDS**

Acquired Immunodeficiency Syndrome (AIDS) was first recognized as a new condition in 1981. The Human Immunodeficiency Virus (HIV) is an infection which can sometimes develop into AIDS. It is most commonly passed on by sexual contact. The virus attacks the infection fighting cells of the immune system which, over time, weakens and becomes unable to defend the body against bacteria, viruses and germs.

**HIV**

HIV is a virus. Viruses infect the cells of living organisms and replicate (make new copies of themselves) within those cells. HIV virus can also damage human cells, which is one of the things that can make an infected person to become ill. People can become infected with HIV from other people who already have it, and when they are infected they can then go on to infect other people. Basically, this is how HIV is spread. HIV stands for the ‘*Human Immunodeficiency Virus*’. Someone who is diagnosed as infected with HIV is said to be ‘HIV+’ or ‘HIV positive’.

**AIDS**

A damaged immune system is not only more vulnerable to HIV, but also to the attacks by other infections. As time goes by, a person who has been infected with HIV is likely to become ill more and more often until, usually several years after infection, they become ill with one of a number of particularly severe illnesses. It is at this point that they are said to have AIDS – when they first become seriously ill, or when the number of immune system cells left in their body drops below a particular point.
Different countries have slightly different ways of defining the point at which a person is said to have AIDS rather than HIV. AIDS (Acquired Immune Deficiency Syndrome) is an extremely serious condition, and at this stage the body has very little defense against any sort of infection.

Without drug treatment, HIV infection usually progresses to AIDS in an average of ten years. This average, though, is based on a person having a reasonable diet. Someone who is malnourished may well progress to AIDS and death more rapidly. Antiretroviral medication can prolong the time between HIV infection and the onset of AIDS.

How can you acquire HIV – AIDS?

- *Unprotected sexual intercourse* with an infected person, Sexual intercourse without a condom is risky, because the virus, which is present in an infected person’s sexual fluids, can pass directly into the body of their partner. This is true for unprotected vaginal and anal sex.

- *Contact with an infected person’s blood* If sufficient blood from an infected person enters someone else’s body then it can pass on the virus.

- *From mother to child* HIV can be transmitted from an infected woman to her baby during pregnancy, delivery and breastfeeding. There are special drugs that can greatly reduce the chances of this happening, but they are unavailable in much of the developing world.

- *Use of infected blood products* Many people in the past have been infected with HIV by the use of blood transfusions and blood products which were contaminated with the virus – in hospitals, for example. In much of the world this is no longer a significant risk, as blood donations are routinely tested.
- *Injecting drugs* People who use injected drugs are also vulnerable to HIV infection. In many parts of the world, often because it is illegal to possess them, injecting equipment or works are shared. A tiny amount of blood can transmit HIV, and can be injected directly into the bloodstream with the drugs

**You can not be infected with HIV – AIDS through:**

- sharing crockery and cutlery
- insect / animal bites
- touching, hugging or shaking hands
- eating food prepared by someone with HIV
- toilet seats

**Teenage vulnerability facts:**

- They are at a phase of heightened body awareness - both physical & sexual
- Risk taking behavior and outright rejection of advice are quiet prevalent.
- Peer group pressure and media influences often overrule safety and discretion at this age.
- Lack of awareness of facts of life may predispose them to be taken advantage of by sexually exploitative adults.
- Striving to be popular/fear or reprisal/embarrassment prevents them from saying a strong no to sexual advances from strangers / acquaintance / relatives.
- Earlier the age of first sexual intercourse higher the chances of acquiring STIs and AIDS.
The only method of protection against HIV/AIDS is to practice healthy sexual behavior, which means sticking to one sexual partner, who is also faithful; avoid multiple sexual partners.

Through Lecture, group discussion, visual media and individual doubt clarification make the participant comfortable with one’s own sexuality and spiritual – not hurting anybody and not allowing oneself to be hurt and understand the HIV/AIDS – social evil and their role to protect themselves to lead a proper way of life.
<table>
<thead>
<tr>
<th>Session: 4</th>
<th>Adolescence - Developmental issues and Management</th>
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</table>
| **Objectives** | 1. To make understand the adolescent girls at risk – on abuse / exploitation, violence, sex rackets etc.  
2. To prepare them to respond in the right way - assertiveness, to say NO  
3. To make them understand common factors related to school adjustment, scholastic backwardness, and its management  
4. To make them aware about the problems around them and its management. |
| **Methodology** | Lecture with visual aids on the topics, role plays group discussion, and individual doubt clarification. The threats of the adolescents from the society along with paper cuttings on the news. Video documentary shows on issues faced by the adolescents in the current scenario |
| **Materials needed** | Paper, pen, reading material, charts, photographs, Video clippings and paper cuttings |
| | Total Session Time: 150 minutes (2 hours, 30 minutes) |

**Topic: Adolescence developmental issues**

To impart the information on adolescent years, developmental issues and management facilitator divides the participants into different groups and giving the following role play themes before introduction of the session
Activity 1: Training to say “NO” to situations threatening to the life of adolescent girls

Facilitator introduces the way to respond the fascinating world around adolescent girls, through proper way of giving training to say “NO” to situations threatening to the life of adolescent girls. Theme for the role plays on different situations is usually an Adolescent girl has to face in her life like,

1. Good touch and bad touch from known person and unknown person of opposite sex
2. Stranger behaves like a known person and persuading the adolescent girl
3. Common eve teasing inside the bus.
4. Womanizer interaction with adolescent girls

Procedure for Role Play:

- Facilitator asks the group members to talk about situations where one says “YES”,
  But keep on feeling bad as to why she did not say no.
- Ask them to identify, one such situation, which most of the group members agree.
- Ask the members to who would like to volunteer to enact the situation.
- Ask them to assume that they have the permission and freedom to say what they want.
- Prepare the observers to support the identity, with the role players.
- Allow them to perform the dramatization. Time should be about 5-10 minutes.
- After the role play allow free discussion and analysis to uncover the feelings.
• Identify the wrong actions, modalities. Ask the members to discuss and suggest the assertive ways of coping with the situations

Facilitator can show the video documentary related to these issues and directly start the topic on Abuse, the ways to respond assertively through the following contents.

After the session presentation, facilitator can ask the participants to repeat the role play again with modified and improved assertive coping styles. And last compare the first modality with the second and allow free discussion.

<table>
<thead>
<tr>
<th>Contents of the session</th>
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<tr>
<td><strong>Abuse</strong></td>
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Sexual abuse affects individuals and families regardless of class, income, profession, religion or race. Most victims tend to be children and adolescents, since they are in a position of powerlessness.

**Sexual abuse**

Sexual abuse is when someone is used for the sexual stimulation of the perpetrator (any contact – physical, visual, verbal or psychological without the permission of the person).

Sexual abuse consists of sexually inappropriate and non – consensual actions:

- Exposure to sexual materials (such as pornography)
- The use of inappropriate sexual remarks or language
- Not respecting the privacy of a child or individual (walking in on someone while dressing or in the bathroom)
- Fondling, exhibitionism, oral sex and forced sexual intercourse (rape)
Keeping oneself safe from Abuse and Violence

As a teenager you are likely to face situations when you are a victim of verbal, emotional or physical abuse. There is much that you can do to protect yourself by learning what abuse is and how you can deal with it you will feel more confident when faced with an unpleasant situation. There are several ways in which a young person can be harassed or abused. Some of these are described below. Bullying includes being called names, being pushed, hit or attacked, having one’s bag and other possessions taken, having roomers spreads about a person, being ignored and left out, being forced to hand over money or possessions or being attacked because of one’s religion, caste or color.

Safety measures: Coping with harassment:

- Choose a friend you can talk to and ask for help, it will be harder for the bully to pick on you if you have a friend company and support.
- Try to ignore the bullying or say no really firmly, then and turn and move away. It is very hard to bully someone who won’t stand to listen.
- Do not show that you are upset or angry. Bully’s love to get a reaction – it is fun. If you keep calm the bully might get bored and leave you alone.
- Do not fight back, if you can help it. Most bullies are stronger or bigger than their victims and if you fight you could make the situation worse or get hurt.
- Think up funny or cleverer replies in advance. Practice saying in the mirror at your place.
- Using prepared replies works best, if the bully is not too threatening and just needs to be put off.
- Avoid being alone in places where bully is likely to pick on you. Sticking with a group helps bullies tend to pick on people when they are on their own.
• Asking bullies to repeat what ever they have said can take the wind out of their sails. Often bullies are not brave enough to repeat the remark exactly, so they tone it down. If they repeat it, you will have to make the bully do something they hadn’t planned on and this gives you control of the situation.

• Practice walking tall in a mirror, bullies tends to pick on people they think are weak or timid and they often think shy quiet people make easy targets.

Saying NO to pressure:

Adolescents should be able to define peer pressure, identity the pressure, both positive and negative. Adolescents should be assertive as a way to say “NO”. The very “assert means to state positively, assuredly, plainly, strongly, smoothly and convincingly.

• Being assertive does not mean being aggressive.

• Recognize abuse situations and attempts

• In order that you do not hurt your self or become a victim of abuse-physical, sexual, and psychological- you need to remember that most abusers are apparently normal looking person in some authority, a familiar family friend or a relative.

• Do not blame yourself and be bold enough to seek help from a trust – worthy family or a doctor.

One can avoid attempts to a great extent if one knows how to :

• Stand up for ones own values and needs
• Control ones own feelings
• Trust and value one’s own feelings
• Recognize the attempts of others to control
• Recognize and use non – verbal communication
• Be proud and take pleasure in saying “No” when one wants to say so.

**Topic: Management of Adolescent scholastic backwardness**

To impart the skill to tackle the adolescent scholastic backwardness facilitator should introduce the following group activity and explanation and tips to improve the study skills.

**Activity 2: Management of Adolescent scholastic backwardness**

- Divide the participants into different groups and asked them to write down their problems related to the studies and asked them to code it and present.
- Give sessions through introducing successful stories of Thomas Alva Edison, Albert Einstein, – they were scholastically backward students but later world identified them as grate scientists through their contributions to the mankind.
- Motivate the participants as this is common among students. And proper study skills they can develop and manage most of their problems related to studies.
- Ask them to practice meditation everyday before and after the study time.

Facilitator can start the topic to make them understand the problems in their studies and give tips to improve it. The content of the session are the following:

**Contents of the session**

**Scholastic backwardness**

Scholastic backwardness or poor academic performance in students may be due to various factors in the family (parents related / genetical), school (teacher related) and environment (friends related). Factors in the adolescent are: poor study habits, low
intelligence, impaired vision/hearing, physical disability/ chronic illness, psychological / emotional problems, and specific disabilities.

**Tips to improve study skill:**

Many of them, you may feel sleepy when you sit to study or you feel headache with books around you. Almost all students face the same situation when they try to study specially during the exams. Here are a few tips to make sure you are on the right track when it comes to studying.

**Planning**

Priority of effective studying is to set aside regular study hours.

- Write down your present routine
- Examine how much time you spend on an average on your studies, time pass, sports and sleep
- Note down your main goal of studying e.g. Getting a certain percentage or passing in all subjects
- Ask yourself “is the time spent on my studies, enough to achieve my goals/
- Reschedule accordingly
- Check whether you plan is achievable with an elder or a friend as sometimes we may overestimate the amount of work we can get done in a certain amount of time.

**Concentration** – one of the most common difficulties that make learning difficult is, not able to concentrate. Problems in concentration could arise because of:

- Disinterest or difficulty with the subject
- Tiredness
- Desire to do something other than study
- Distraction in environment such as TV, phone calls or music
• Worry about personal affairs

Here are some tips to improve your concentration while studying:

• The first step would be to look for probable causes and tackle them

• Set aside a fixed place for study and see area has good lighting, is airy and free from distractions like TV radio etc.

• Divide your work into small, reachable goals and have a reward system for success

• Before you start studying, write your goals in bold and place it in front of you.

• Strengthen your ability to study by placing a memento on your desk every time you sit to study. This short ritual helps you to get down to work

• If your mind wanders, stand up and face from your books. Don’t just sit staring at your book as then, it tends to become a habit while studying. The physical act of standing up gets you back on track.

• Don’t start any unfinished business just before your study time. Keep a reminder pad next to you. If while studying you think of something that needs to be done jot it down. You can note down anything that is worrying you too.

• Finally have a regular routine of eating, sleeping and exercise

**Remembering:** “I study hard but just cannot remember all that I learn” this is a common complaint among students. Remembering depends on whether one has:

• Understood thoroughly what one has to learn

• Stored in memory in a systematic manner

• Tried to link the new knowledge being learnt to old knowledge

One systematic method that could help is SQ3R method (S – survey, Q – question, R – read, R – Recite and R – review)
• Survey: survey the chapter – its main headings. The purpose of the chapter, what it covers, its relevance and the chapter summary.

• Questions - as you do so jot down any questions that occur to you. Who, what, when, where and how. This motivates and gives purpose to the learners.

• Reading: read the first section slowly and thoroughly. Underline key words

• Recite: try to briefly recite in your own words what you read. Jot down few key phrases that help you remember the section. If you cannot remember, repeat reading and recite. Do this for each section until the entire lesson is complete.

• Review: when the lesson is completed set aside time to review the whole lesson. Look at the key phrases you have written down while doing this.

• When there is matter that is difficult to memorize try acronyms like VIBGYOR for rainbow colors.
<table>
<thead>
<tr>
<th>Session : 5</th>
<th>Life Skills education- Part : 1 - Communication and Interpersonal Skills</th>
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| **Objectives** | 1. To introduce and train the respondents to learn communication and interpersonal skills  
2. To prepare the respondents to deal satisfactorily with the daily events of life.  
3. Identify those respondents who are not easy to get along with and discuss |
| **Methodology** | Group games, brainstorming and role plays to get the concept clarification – from real life experience, A lecture on the concept with stories, life experiences, doubt clarification and Group discussions |
| **Materials needed** | Paper, pen, reading material and charts |
| **Total Session Time** | Total Session Time: 150 minutes (2 hours, 30 minutes) |

**Topic: Communication skills**

Introduce the terms through the activities and give explanations

**Activity 1: Effective communication skills**

Divide the participants into groups and train them in different types of communication styles, and its outcome. Asked them to present it as skit and allow them to evaluate and choose the right way of communication. The theme are as follows:
In a mutual communication process, one person only talking other person is not getting chance to talk

In a mutual communication process, while one person talking, other person changes attention to other things

In mutual communication process, both persons are getting chance to talk, and while talking other person is looking at the eyes the other and showing concern, attention towards the other person and allowing other person to talk

After this session, facilitator can ask the members to explain their experience.

Facilitator can start the topic to make them understand the importance of communication skills. The content of the session are the following:

**Contents of the session**

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**Life skills**

Developing life skills helps adolescents knowledge, attitudes and values into healthy behavior, such as acquiring the ability to reduce special health risks and adopt healthy behavior that improve their lives in general (such as planning ahead, career planning, decision-making, and forming positive relationships).
Life Skills for Adolescents

Life skills are essential for those abilities, which help, promote mental well-being and competence in young people as they face the realities of life. Most development professionals agree that life skills are generally applied in the context of health and social events.

The World Health Organization (WHO) categorizes life skills into the following three components:

   a) **Interpersonal/Communication skills** – include verbal and non-verbal communication, active listening, and the ability to express feelings and give feedback. Also in this category, are negotiation/refusal skills and assertiveness skills that directly affect ones’ ability to manage conflict. Empathy, which is the ability to listen and understand others’ needs, is also a key interpersonal skill. Teamwork and the ability to cooperate include expressing respect for those around us. Development of this skill set enables the adolescent to be accepted in society. These skills result in the acceptance of social norms that provide the foundation for adult social behavior.

   b) **Critical thinking skills/Decision-making skills** – include decision making/problem solving skills and information gathering skills. The individual must also be skilled at evaluating the future consequences of their present actions and the actions of others. They need to be able to determine alternative solutions and to analyze the influence of their own values and the values of those around them.

   c) **Coping and self-management skills** refer to skills to increase the internal locus of control, so that the individual believes that they can make a difference in the world and affect change. Self esteem, self-awareness, self-evaluation skills and the ability to set goals are also part of the more general category of self-management skills. Anger, grief and anxiety must all be dealt with, and the individual learns to
cope with loss or trauma. Stress and time management are key, as are positive thinking and relaxation techniques.

**Communication**

The ABC’s of Communication. Like any other process, communication also has its ABC and it is interesting to note that the ABCs of communication are:

- A - Attractiveness
- B - Brevity
- C - Clarity

**Verbal/Nonverbal Communication:** Communication is not just a vital skill, it is a necessity. Communication is one of the most fundamental assets we have as human beings.

Effective communication is all about conveying your messages to other people clearly and unambiguously. Communication is generally classified into a couple of types. The classifications include Verbal and Non-verbal - Verbal skills encompass all forms of word usage. Verbal means that both oral and written words come under this first category. People use this type of skill actively everyday, although it can be argued that some people do not use it as much as others. Non-verbal - type of skill makes use of symbols other than words to convey meaning. Generally, this type depends upon the interpretation of the person receiving the message.

Tactful Conversations are **T** = Think before you speak, **A** = Apologize quickly when you blunder, **C** = Converse, don’t compete, **T** = Time your comments, **F** = Focus on behavior – not personality, **U** = Uncover hidden feelings and **L** = Listen to feedback

**Components of communication are**

- 55% facial: – eye contact, length of glance, expression
- 38% vocal: – tone of voice, loudness, hesitations or pauses, firmness
Tips for improving your communication skills:

**Be Clear**

- Make sure you understand what you want to say before you start.
- Explain the context of your point so your listener clearly understands why you're talking to them.
- Use simple words and language to express your point.

**Stay Positive**

- Phrase your ideas and suggestions in a positive, rather than critical way.
- Be confident. Don't assume that what you have to say isn't worthwhile.
- Keep in mind that a listener's silence doesn't necessarily mean consent or disapproval. It may just mean that the person needs to think about a response before answering.

**Listen Actively**

- Make sure you understand what the other person is trying to say. Try paraphrasing someone's point—"So, what you're saying is..."—and see if you got it.
- Don't get so preoccupied planning what you'll say next that you don't pay attention.
- Keep an open mind. Be flexible about compromises and alternate solutions.
- Make sure you understand someone's point before you react. Speak with self-control—don't just say the first response that comes to mind.
Learn from Experience

Review situations in which you had to communicate with different people, Ask yourself:

- How did I handle the situation?
- Was I able to make my point understood?
- Did the discussion have a positive outcome? If not, why?
- What could I have done differently?

Active listening

When interacting, people often are not listening attentively to one another. They may be distracted, thinking about other things, or thinking about what they are going to say next, the latter case is particularly true in conflict situations or disagreements. Active listening is a structured way of listening and responding to others. It focuses attention on the speaker. Suspending one’s own frame of reference and suspending judgment are important in order to fully attend to the speaker. The benefits of active listening include getting people to open up, avoiding misunderstandings, resolving conflict and building trust. All elements of communication, including listening, may be affected by a barrier(s) that can impede the flow of conversation between individuals. Some of these barriers include distractions, trigger words, vocabulary, and limited attention span to name a few.
Ways to Improve Listening Skills are Stop talking, Teach yourself to concentrate, Take time to listen, Listen with your eyes, Listen to what is being said, not only how it is being said, Suspend judgment, Do not interrupt the speaker and Remove distractions.

**Expressing feelings; giving feedback (without blaming) and receiving feedback**

Giving feedback is a verbal or nonverbal process through which an individual lets others know his perceptions and feeling about their behavior. When soliciting feedback, an individual is asking for other’s perceptions and feelings about his behavior. Most people give and receive feedback daily. Effectively giving and receiving feedback implies certain key ingredients: caring, trusting, acceptance, openness, and a concern for the needs of the others. tips on receiving feedback are Listen to the feedback without getting defensive, Do not blindly accept what you are told as the ultimate truth, Paraphrase the feedback to make sure that you are understanding correctly what is being said to you, Remember that all feedback is good, because it gives you a chance to see how others view your work.

Ways to Improve Feedback Skills are using paraphrasing- repeat the message to the sender in your own words, Repeat the last word or words of the message, use descriptive rather than evaluative, use specific rather than general feedback, use constructive rather than destructive feedback and give feedback that is helpful to the sender.

**Topic: Effective interpersonal skills**

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<tr>
<th>Activity 2. Effective interpersonal skills</th>
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<tr>
<td>▪ Ask a question to participants about when you see someone you think you’d like to become friends with, what are some good ways to initiate things? Ask</td>
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the participants to brainstorm this and make a list.

- Ask the participants about their relationship with friends and any level they had problems raised. Asked them to brainstorm the ways to be a good friend.

  - How would this make you feel?
  - What is a positive way to deal with it?
  - What is a harmful way to deal with it?

After the brainstorming session, Facilitator can directly start the topic the components of the interpersonal relationships:

## Contents of the session

### Interpersonal skills

Interpersonal skills are how people relate to one another. 10 helpful tips for improving interpersonal skills like Smile, Be appreciative, Pay attention to others, Practice active listening, Bring people together, Resolve conflicts, Communicate clearly, Humor them, See it from their side, and Don't complain.

- **Smile.** - Maintain a positive, cheerful attitude about work and about life. Smile often. The positive energy you radiate will draw others to you.

- **Be appreciative** - Be generous with praise and kind words of encouragement. Say thank you when someone helps you.

- **Pay attention to others** - Observe what’s going on in other people’s lives. Acknowledge their happy milestones, and express concern and sympathy for difficult situations such as an illness or death. Make eye contact and address people by their first names. Ask others for their opinions.
• Practice active listening - To actively listen is to demonstrate that you intend to hear and understand another’s point of view.

• Bring people together - Create an environment that encourages others to work together. Treat everyone equally, and don't play favorites. Avoid talking about others behind their backs. Follow up on other people's suggestions or requests.

• Resolve conflicts. - Learn how to be an effective mediator. By taking on such a leadership role, you will garner respect and admiration from those around you.

• Communicate clearly - Pay close attention to both what you say and how you say it. A clear and effective communicator avoids misunderstandings.

• Humor them - Use your sense of humor as an effective tool to lower barriers and gain people’s affection.

• See it from other side. Try to view situations and responses from another person’s perspective.

• Don't complain. There is nothing worse than a chronic complainer or winner. If you must verbalize your grievances, vent to your personal friends and trustable elders, and keep it short. Spare those around you, or else you’ll get a bad reputation.

Negotiation

Negotiation is a method by which people settle differences. It is a process by which compromise or agreement is reached while avoiding argument. In order to achieve a desirable outcome, it may be useful to follow a structured approach to negotiation.
Communication is the key for a successful negotiation. Negotiation skill is directly related /proportional to the skill of communication and many good negotiators are using their language skills for better negotiation. Close observation the body language of people can unearth what is in their mind during the negotiation. With this close observation, you can adjust your talk to convince him better

**Conflict management**

Conflict management refers to the long-term management of intractable conflicts. It is the label for the variety of ways by which people handle grievances—standing up for what they consider to be right and against what they consider to be wrong. Conflict is when two or more values, perspectives and opinions are contradictory in nature and haven't been aligned or agreed about yet, including: Within yourself when you're not living according to your values; when your values and perspectives are threatened; or Discomfort from fear of the unknown or from lack of fulfillment. Conflict management is the process of planning to avoid conflict where possible and organizing to resolve conflict where it does happen, as rapidly and smoothly as possible.
**Assertiveness skills**

Assertiveness is a way of thinking and behaving that allows a person to stand up for his or her rights while respecting the rights of others. Nonassertive people may be passive or aggressive. A truly assertive person possesses the following assertive qualities:

1. Assertive persons feel free to reveal him/her through words and actions.
2. He/she can communicate effectively with people, strangers, friends and family.
3. He/she has an active orientation to life and make things happen, instead of leaving them to happen.
4. He/she acts in a way he/she respects himself/herself.

**Refusal skills** are a set of skills designed to help children avoid participating in high-risk behaviors. Building self-esteem means thinking positively, praising one, accepting ones strengths and weaknesses and putting the values within. Making good friends can also help you learn refusal skills. To make and keep good friends, you need to be dependable, communicate, accept others, value others and share your hobbies and interests. How you say no is as important as what you say.

**Ways to Say NO!**

There are several methods of saying NO, which works for different people. Suppose someone tries to pressure you - "Come on, try it! You could: Switch topics, Use humor, State the facts, Come up with another idea, Walk away, Use an excuse,
Challenge the speaker, Don't pay any attention and Be polite. Practice saying NO with family and friends. It's easier to say NO, once you decide what works best for you.

**Empathy**

Ability to listen and understand another's needs and circumstances and express that understanding is a great skill which every human being has to learn. Empathy means being able to put our self in someone else’s shoes and understand how they feel. Learning empathy requires that you understand and feel someone else’s pain. A little self-examination is a good start. Self-awareness will help one determine how to interact with others. An aspect of self-awareness is - knowing one's personal biases, values, desires and concerns.

Be sincere - this means to really care about what happens to the other person. Always remember that no matter how rude or irritating the other person is, be grateful that you are not in their shoes. It is always worse to be the one beset by problems.

Be helpful and learn to listen - Let the person know you are actually giving them extra attention. Other important ways to learn empathy would be to deepen your understanding of the intention of the other person. Respond to challenging situations without losing connection with others. Develop ease in being present to another person's pain without a desire to judge, blame or fix. Learn to express your own feelings and needs without sacrificing the integrity of your position and remaining honest.
Cooperation and Teamwork

Everyone is responsible for saving their future. It's because it takes teamwork to do big things. The cooperation is on you so we all have to pitch in and help one another. The best teamwork usually comes from having a shared vision or goal, so that leaders and members are all committed to the same objectives and understand their roles in achieving those objectives. There may be a lack of trust and openness that blocks the critical communication and leads to loss of coordination in the individual efforts. This is why every team needs a good leader who is able to deal with all such team work issues.

Teamwork (Co-operation) is an active component, and facilitation of, team effectiveness; taking actions that demonstrate consideration for the feelings and needs of others; being aware of the effect of one's behaviors on others. Active cooperation by every member is vital to team success. Team members cannot sit back and observe or allow others to do the work; they must work proactively to achieve group goals and facilitate cohesiveness. Effective teams are not just collections of people. Rather, they are an entity that is greater than the sum of its parts. This means that team members must work together closely and make every effort to support and cooperate with each other.

Advocacy Skills

Advocacy is a type of problem solving designed to protect personal, and legal rights, and to insure a dignified existence. Self-advocacy skills can help you obtain reasonable and necessary accommodations in both public and private settings. The
regular exercise of self-advocacy skills will empower you to gain more control over your life.

_Influencing skills & persuasion_

The power of influence offers an advantage to induce others to adapt to our opinions and pursue certain actions. The level of our influence and persuasion skill is a vital factor in your success with your career, personal and professional relationships. The level of your influence and persuasion skill is a vital factor in your success with your career, personal and professional relationships. The power of influence offers an advantage to induce others to adapt to your opinions and pursue certain actions.

Here are some of the ways you, too, can work towards improving these essential skills in persuasion and influence.

1. Talk to new people everyday and reflect through the interaction process.

2. Pay attention to your communication and its impact unto others’ behavior.

3. Be receptive to the outcome of human behavior and beliefs, whether they are intended or unintended. Accept that each one of your action affects the next reaction of others around you.
Influence and persuasion strategies

- Communication style. - Adopt a communication style that appeals to others. People perceive you from the way you talk and present yourself.

- Using the right words - A few people may get turned off when they hear a certain word repeated. When you consistently use "I" in your conversation, people assume that you are self-centered and care more for yourself than their interests. Avoid using negative words or phrases if you intend to lead, influence and persuade. Your language affects your ability to influence. Pay attention to your language and gestures and use those that will encourage others.

- Tell a good story.- You can narrate a good story or use humor, to expand his mind. You can use a good story to motivate and inspire people to take action. You can use humor and wit to make others feel comfortable and interrupt patterns of thoughts. Reading the writings of inspiring people and events give you the added material to share with others.

- Your image and the first impression - A good self-image and having a significant amount of self-esteem build your self-confidence. Your personality, charisma and attitudes are contributing factors in influence and persuasion.

- Give people the reasons for change and a different point of view - The need for influence and persuaision happen because you need to change a person's point of view. It is either to agree to do something that they are not motivated to do or to get someone to buy from you; your product or ideas.
• Give before you take - Listening attentively is a gift of friendship and shows that you are interested in others. Before others will listen to you, you need to hear. People need attention and by giving that you become likeable.

**Networking and motivation skills**

Networking is a great way to expand the world we live in. Networking from early days of career can be the right way of keeping us in the proper track. Networking skills help and there are various ways of initiating the approach of networking from our end. We want to fulfill our dreams and to achieve the desired satisfaction, it is indeed essential to have proper contacts. We search for far and wide contacts but it is prudent to start networking just from the door step. Opportunities remain, just grab it.

Motivation is one of the most important assets a person can have en route to self improvement. It is something you need on a daily basis. Without motivation, your thoughts of self improvement will dissipate and fade quite rapidly. You will be looking for reasons, or rather excuses, not to continue with any programme of self improvement.

**Here are some quick self motivation tips, helps you going when you feel down**

**Look Back**

Remember how you were a person with no or very low motivation, no success, no purpose and no self esteem? Can you notice the change you made in yourself? Did you notice the change in your attitude and outlook and opinion on things? Well, you sure have come a long way and it’s good to look back because these are all positive things. You have achieved them through your hard work and you must be proud about it.
Take Some Time Out

You’ve been working hard since a long time and now its time to break. What’s even better is that you DESERVE this break more than anyone else because you worked hard to get where you are right now. You developed your self motivation skills through constant practice and it is time that you took some time off your normal course of life to sit back and enjoy the usual nuances. Spend some time with your family and friends, eat out, go for a picnic, visit a new place - do whatever you love doing. This will keep you going and give you a chance to recharge your self motivation and self understanding.

Plan Again

You had set a plan for yourself when you begin and you have executed at least some of its parts. It is now time to compare your performance with your plan? Did you achieve what you set out to achieve? Whatever place you are at, compare your performance and make a new plan again taking into consideration your shortcomings in the last plan. This will act as a new source of self motivation and give your necessary inspiration in moments.

Motivation always comes from within. There is no book, guide or a coach etc, who can motivate you to do something. People, books, events can only “inspire” you to take action but the real motivation comes from within you. To motivate yourself from the inside you need “external stimuli”. You need a very strong reason that keeps you focused on what you are doing. This is the “stimulant” - your REASON for doing something.
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<th>Session : 6</th>
<th>Life Skills education – Part : 2</th>
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<tr>
<td></td>
<td><strong>Decision-Making , Critical Thinking and creative thinking Skills</strong></td>
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</table>

| Objectives | 1. To introduce and train the participants to learn Decision-Making, Critical Thinking and creative thinking Skills.  
2. To prepare the participants to deal satisfactorily with the daily events of life. |
| Methodology | Group discussions, brainstorming, Group games, role plays, and doubt clarification to get the concept clarification. A lecture on the concept with stories, life experiences sharing, |
| Materials needed | Paper, pen, reading material and charts |
| Total Session Time | 150 minutes (2 hours, 30 minutes) |

### Decision making and problem solving Critical thinking and creative thinking

Introduce the term through the brainstorming session, followed by group discussion

#### Activity 1: Decision making and problem solving Critical thinking and creative thinking.

- Invite 5 participants to stand and close their eyes with kerchief
- Give one small rope to this group and ask them to make rope a square
- Then ask other 5 participants from the audience to write down the way the group communicating.
- One member of the group may make the square by taking the leadership with the support of the other members

After the activity, explain them that, beginning 5 members of the group were free, later closing their eyes they lost their freedom. Then there started problem. And again one more problem in front of them was making of a square

**Activity 2: Decision making, problem solving, Critical thinking and creative thinking.**

- Ask the participants to imagine the institution got fire
- Ask them what all the materials they will carry while escaping from the fire attack
- Ask them to read the materials they had written and allow those who had written the same into one group and discuss, on their decision

Explain to them that any decision making process there will be one positive and one negative aspect. Through these activities, facilitator can give focus on creativity, decision making capacity, and problem solving capacity, critical thinking, communication skills, empathy, and teamwork with other members.

After the activity session facilitator can directly start the topic critical thinking, and creative thinking through the following content
Contents of the session

Decision making / problem solving skills

Decision-making is a process of selecting one course of action from several alternative actions. It involves using what you know (or can learn) to get what you want. A significant part of decision making skills is in knowing and practicing good decision making techniques. Practical decision and simple decision making steps are as follows: Identify the purpose of your decision, Gather information, Identify the principles to judge the alternatives, Brainstorm and list different possible choices, Evaluate each choice in terms of its consequences, Determine the best alternative, Put the decision into action, and Evaluate the outcome of your decision and action steps.

Dos and Don’ts in decision making

Dos

- BE HONEST in identifying the problems, setting goals and priorities, evaluation information etc
- ACCEPT THE RESPONSIBILITY for making decisions, in your life and on the job
- USE TIME WISELY when you make decisions; take as much as possible without creating more problems.
- HAVE CONFIDENCE in your ability to make good decisions and to learn from mistakes
Don’ts

- HAVING UNREALISTIC EXPECTATIONS for yourself – you are bound to make the wrong decision sooner or later.
- FOOL YOURSELF by choosing solutions that is easy and comfortable – but fails to address the problem.
- Making a decision is easy – but making the RIGHT one requires skill and knowledge.

Critical thinking skills

Critical thinking is purposeful and reflective judgment about what to believe or what to do in response to observations, experience, verbal or written expressions, or arguments. Critical = Evaluative. Critical thinking is not necessarily being "critical" and negative. The result of evaluation can range from positive to negative, from acceptance to rejection or anything in-between. By thinking critically, you will be able to discriminate the different points of view associated with a situation. The skill will enable you to find every possible way of solving the problem.

Following are tips to improve critical thinking:

- Determine the problem that you are trying to solve. Make sure you remain open-minded and objective when looking at the problem. Be aware of your own biases and set them aside.
- Develop an outline on a possible solution. Brainstorm other possible solutions. Thinking critically involves being open to new ideas. Outline the pros and cons of each solution.
• Gather information regarding the problem including information that supports and contradicts your position. Gather information supporting and refuting all possible solutions. You need all the facts to make an intelligent unbiased decision. Find your information in more than one place so that you know you have a full perspective on the problem.

• Analyze all the gathered facts and analyze each part of the problem. Don't assume anything. Look at the facts objectively taking into consideration where the information came from and how current it is.

• Evaluate your information and how it backs up or refutes your hypothesis. Question every answer you find. Make sure the information came from reliable sources and look at the biases of people providing the information.

• Determine a reasonable conclusion based on all the facts. Question your conclusion analytically and decide whether it is a reasonable conclusion.

• Make sure your facts are accurate and don't assume anything is true without proof. You may assume that A causes B but there might be a third factor C, that causes both.

Critical thinking is described as analyzing and developing possibilities to: compare and contrast many ideas; improve and refine ideas; make effective decisions and judgments; and provide a sound foundation for effective action

*Analyzing peer and media influences*

The media exert tremendous influence over how we look, what we wear, the foods we eat, and even our self-image. Advertisements manipulate teens’ perceptions, and they are not making any better-informed choices and develop more realistic expectations.
Peer influence is high in adolescent years. Even though these peers are not well informed, their influence is great to impart the wrong knowledge too. Tips to identify the peer and media influence are Identify your information gathering skills by thinking of the types of information you need, the places in which you gather it, and the ways in which you gather it.

**Creative thinking**

Creativity is the ability to imagine or invent something new. Some creative ideas are astonishing and brilliant, while others are just simple, good, practical ideas that no one seems to have thought of yet. Everyone has substantial creative ability. Creativity is also an attitude - the ability to accept change and newness, a willingness to play with ideas and possibilities, a flexibility of outlook, the habit of enjoying the good, while looking for ways to improve it. Different ways to improve Creative thinking are as making and communicating connections to: think of many possibilities; think and experience in various ways and use different points of view; think of new and unusual possibilities; and guide in generating and selecting alternatives.

**Characteristics of the Creative Person are:**

Curiosity, seeking problems, enjoying challenge, optimistic approaching, will be able to suspend judgment, comfortable with imagination, sees problems as opportunities, and sees problems as interesting, problems are emotionally acceptable, challenges assumptions, doesn't give up easily and perseveres, works hard. He can overcome some negative attitudes that block creativity where many people avoid or deny problems until it's too late, largely because these people have never learned the appropriate emotional, psychological, and practical responses. The attitude ‘It can’t be done’ is in effect, surrendering before the battle will not be in his thinking. The comments like that's childish, what may people think? I might fail etc., are not given room in his style of operations.
### Life Skills education – Part : 3

#### Coping and Self-Management Skills

| Objectives | 1. To introduce and train the participants to learn Coping and Self-Management Skills  
2. To train the participants to develop realistic self, and improve self esteem  
3. To make them understand the importance of positive self regard.  
4. To prepare the participants to deal satisfactorily with the daily events of life.  
5. Identify those participants who are not easy to get along with and discuss |
<table>
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<tbody>
<tr>
<td>Methodology</td>
<td>Group discussions, brainstorming, Group games, role plays and doubt clarification, to get the concept clarification. A lecture on the concept with stories, life experiences</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Paper, pen, reading material and charts</td>
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<td></td>
<td>Total Session Time: 150 minutes (2 hours, 30 minutes)</td>
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</table>

*Activities to introduce the topics are the following:*

**Activity 1: Self awareness and self esteem**

- Ask one participant to sing a song. Ask other members to evaluate that singer’s quality. Ask them to check the qualities like, attractive, happy, easy going, flexible, singer, graceful, punctual, intellectual, musical, funny, and friendly etc…
- Ask them to write the qualities they do not have and ask them to read.
- Divide them to two groups, allow them to sit in a place, where they have accumulated things they can. Ask them to tell things they are not getting insight to know things other than tangible.
- Ask them to give overall self appraisal.

Provide them individual attention on their areas of strength and weaknesses

**Activity 2**

Ask the participants to imagine that Self-esteem can be compared to a bucket of water. It starts out full when we're born. But whenever we develop negative beliefs about ourselves, it's like poking little holes in that bucket and our self-esteem drips out.

Have the group brainstorm a list of things we do or say to ourselves or to others that pokes holes in the self-esteem bucket. Put this list on the wall to serve as a constant reminder.

**Activity 3**

Ask the participants for each of the situations given below, and ask three questions:

Situations are as below:

- Feeling when you're blamed for something you didn't do.
- Feel when someone keeps fouling you on the basketball court
- Feeling if you are expecting to see a friend, and he or she backs out at the last moment for no good reason.
- Feeling when you work really hard for something and you succeed.
• Feel when your team keeps losing.
• Feel when a teacher praises your work.
• Feeling when you do poorly on an exam because you didn't study.

Questions to be asked:

1. Name the feeling.
2. What's a helpful way to deal with it?
3. What's a harmful way to deal with it?

All participants should give their feelings in writing and ask them to analyze after the session. After the activity session, facilitator can directly start the content of the topic to get more clarity to the objective

Contents of the session

Coping and Self-Management Skills

Coping skills are the ability to handle life's challenges in the most effective ways, maximizing the chances of success or survival, and minimizing the damages and other negative consequences. The ability to cope well and stay in control depends most on the strengths in the following two areas: the person’s actions and emotions. The effectiveness in that will mainly be determined by his/her thinking skills and abilities. Learning to cope with stress can be a powerful weapon in your fight against depression.
**Skills for increasing internal locus of control**

Locus of control refers to a person's perception of control or responsibility for his/her own life and actions. People who view the world as the primary contributor to their life situations and believe forces outside of themselves are responsible for their misfortunes or success subscribe to an exterior locus of control. Interior locus of control develops slowly throughout the life span. Those who view their life and destiny as a result of their own doing subscribe to an interior locus of control. Developing an interior locus of control requires maturity and a healthy balanced life allowing the individual to make decisions and experience the rewards of positive choices as well as suffer the consequences of poor choices.

**Self awareness**

Self-awareness is the awareness that one exists as an individual, separate from other people, with private thoughts and individual rights. It may also include the understanding that other people are similarly self-aware. Self-awareness helps to identify gaps in their skills, which promotes skill development. But self-awareness also helps them to find situations in which they will be most effective, assists with intuitive decision making, and aids stress management and motivation of oneself and others.
Self-esteem

Self-esteem is the positive or negative way in which one evaluates one's values, feelings, attitudes, beliefs, fears and desires, and strengths and weaknesses. Self-esteem is a central component of personality and identity. It is a self-evaluation, or an evaluation of one's self-worth or self-acceptance. More specifically, self-esteem is confidence in one's ability to think and to cope with the challenges of life and confidence in one's right to be happy. Having low self-esteem may have negative results such as depression which could even lead to suicide. In order to understand how these issues are related, we need to examine these terms closer. Self-esteem is viewed as a person's evaluation of all the things that he or she uses to describe him or her self. Therefore, a positive self-esteem is indispensible to normal and healthy adolescent development because it provides resistance, strength, and a capacity for regeneration.

Self-esteem is an important factor in an adolescent’s life. It indirectly effects the way he or she thinks and feel about him or her self. Having low self-esteem may have negative results such as depression which could even lead to suicide. In order to understand how these issues are related, we need to examine these terms closer.

Self-esteem is viewed as a person's evaluation of all the things that he or she uses to describe him or her self. For example, an adolescent who describes him or her self as
an average athlete may feel that he or she needs to be a superior athlete in order to be popular. This person has a low self-esteem because he or she is not measuring up to his or her own evaluations. If this person had high self-esteem, he or she would accept the fact that they are average in athletics and this would be fine in their mind. Since low self-esteem has negative results for adolescents it is necessary to understand the characteristics of low self-esteem. They are as follows:

- moodiness
- sadness
- withdrawal

**Tips to enhance self-esteem**

The way we feel about ourselves has a huge affect on the way we treat ourselves and others, and on the kinds of choices we make. Here are some things you can do to protect, raise, or reinforce your self-esteem.

- Spend time with people who like you and care about you.
- Ignore (and stay away from) people who put you down or treat you badly.
- Do things that you enjoy or that make you feel good.
- Do things you are good at.
- Reward yourself for your successes.
- Develop your talents.
- Be your own best friend - treat yourself well and do things that are good for you.
- Make good choices for yourself, and don’t let others make your choices for you.
- Take responsibility for yourself, your choices, and your actions.
- Always do what you believe is right.
• Be true to yourself and your values.
• Respect other people and treat them right.
• Set goals and work to achieve them.

To battle low self-confidence, here are some ways to nurture and develop self-esteem that will show not only who you are but will show your core and inner values as well.

Discover who you are, Figure out the things that you can and can’t control, Find responsibility in your actions, Turn all the anxieties that you have into positive reinforcement, Keep in mind that mistakes are opportunities in disguise. Spend some time with people who influence you greatly, don’t be afraid to make mistakes, Do something that is out of your league, and Filter out from your mind

Self-confidence is an important key to success in any walk of life. People with self-confidence are noticed more. They achieve their goals relatively easily. In contrast, people who lack self-confidence often end up being losers. You too need to build your self-confidence if you want to do well in life.

Here are ten tips that can help you build that elusive self-confidence:

• Self-confidence is found in people who have a healthy self-esteem. They know their personal worth, and act accordingly. A good way to improve your personal worth is to make a list of your accomplishments every day. You will be surprised to know how many positive acts you perform every day in life, but which you don’t notice. Once you start looking at this list, your self-confidence will boom.

• Be clear about your goals. If need be, break your goals into smaller, more manageable tasks. Pat yourself every time you achieve a minor goal. It will boost you’re a self-confidence, and help you achieve bigger goals.
• Find a mentor who can help you reach your goal. Most people, who have done well in life, have a mentor who has traveled the same road on which they are traveling today. Meet your mentor regularly, and seek his advice and support as a routine. You will find that you are learning something valuable every day.

• Socialize with people who are positive and supportive, who like and respect you. Give them the same support and respect that they give you. Avoid people who are negative and critical of you. Such people erode your self-confidence. They make you look at your negative self, and not your positive self. After some time, you get enveloped in their cynical and negative world-view. Nothing can be more damaging than that. Dump such friends as soon as you can.

• Pay attention to how you look. Take pleasure in wearing good clothes and being well groomed. It makes you feel good. People too look at you differently. Remember that every human being wants to be found in the company of smart, intelligent, successful people. You can soon be a centre of attraction if you radiate a positive, smart look. It can very easily make the difference between success and failure.

• Don’t be afraid of failures. Take them in your stride and move on. Say to yourself that you will succeed the next time. Never make the mistake of allowing your failures to overwhelm you. They will force you into a shell, and destroy your self-confidence. A better way is to shrug your failures as something inconsequential, and take on a new challenge. Of course, you must learn from your mistakes, and be realistic about your abilities. People who try to over-reach often fall down. You should not allow that to happen in the name of self-confidence.
• Keep yourself fit by exercising regularly and controlling your diet. A fit and healthy person is much more active and achieves more in his career. Physical fitness, like self-confidence, glows on your face.

• Have a wide range of interests, and take an active interest in what’s going on in the world. Meet and talk to a lot of people. Don’t focus all your attention only on your problems. Divert your attention to new interests, and new tasks. This will keep your mind happily occupied, and boost your self-confidence.

• Take part in activities that you are good at. You may have excelled at things in the past and then given them up due to lack of time. Return to those activities again and see your self-confidence grow.

• Pick up a new hobby or craft that interests you. It will keep you occupied. It will also increase your self-confidence as you become more skilled in it.

**Topic: Management of emotions**

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<thead>
<tr>
<th>Activity 4 : Management of emotions</th>
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<tr>
<td>Ask the following questions to the participants, allow them to discuss and share their feeling.</td>
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</table>

  1. Do you agree or disagree: It's never okay to feel angry!

  2. Do you ever have big mood swings? Describe what they're like.

  3. Have you ever been confused about your feelings -like you knew you were feeling a strong emotion, but you didn't know what?

  4. Have you ever thought you were feeling one thing when, really, you were feeling something else?
5. Do you think it's important to understand what it is you are feeling? Why? What can happen if you don't?
6. Do you think there's something wrong with you if you don't always feel wonderful? Is it okay to sometimes feel blue? Why, or why not?
7. Are some emotions more difficult to express than others? Which are they? Why are they hard to express?
8. Are there times when we ought to stop and think about how we want to express our emotions? What are they?
9. How do we decide when and how it is appropriate to express our feelings?

Facilitator can directly start the session after the activity to understand the skill to develop to manage the emotions.

**Anger management**

Anger is a completely normal, usually healthy, human emotion. But when it gets out of control and turns destructive, it can lead to problems—problems at work, in our personal relationships, and in the overall quality of our life. And it can make us feel as though we are at the mercy of an unpredictable and powerful emotion. Ways to manage anger through learning empathy, stress management skills, forgiveness, changing how they speak about themselves or others and improving optimism.

Try these self-help anger management tips:

- Ask yourself this question: "Will the object of my anger matter ten years from now?" Chances are, you will see things from a calmer perspective.
• Ask yourself this question: "Did that person do this to me on purpose?" In many cases, you will see that they are just careless or in a rush, and really did not mean you any harm.

• Try counting to ten before saying anything. This may not address the anger directly, but it can minimize the damage you will do while angry.

• Try some "new and improved" variations of counting to ten. For instance, try counting to ten with a deep slow breathe in between each number. Deep breathing -- from your diaphragm -- helps people relax.

• Or try pacing your numbers as you count. The old "one-steamboat-two-steamboat, etc." trick seems kind of lame to me. Steamboats are not the best devices to reduce your steam. How about "One-chocolate-ice-cream-two-chocolate-ice-cream", or use something else that you find either pleasant or humorous.

• Visualize a relaxing experience. Close your eyes, and travel there in your mind. Make it your stress-free oasis.

• If these tips do not help and you still feel you lack sufficient anger management skills, you might need some professional help.

**Dealing with grief and anxiety**

Grief is a multi-faceted response to loss. It includes the emotional numbness, disbelief, separation, anxiety, despair, sadness, and loneliness that accompany the loss of someone that is loved. Grief Management instructions are to accept the reality of the loss, experience the pain of grief, adjust to the changed environment and withdraw emotional energy from the deceased and reinvest the energy in another relationship.

Anxiety is a normal reaction to stress. It may help a person to deal with a difficult
situation. When anxiety becomes excessive, it may fall under the classification of anxiety disorder nervousness. Everyone experiences these feelings at one time or another. Anxiety can be accompanied by physical effects such as heart palpitations, fatigue, nausea, and chest pain, shortness of breath, stomach aches, or headaches. Blood pressure and heart rate are increased, sweating is increased, blood flow to the major muscle groups is increased and immune and digestive system functions are inhibited. External signs of anxiety may include pale skin, sweating, trembling, and papillary dilation. Someone suffering from anxiety might also experience it as a sense of dread or panic.

Suggestions to cope with life’s difficulties:

- Identify those situations or events that make you feel stressed.
- Imagine how your friends would respond to these situations, especially friends who you feel are able to cope with stress better than you.
- List as many ways you can think of to make these situations less stressful.
- Imagine yourself doing these things.
- Rehearse a situation before you face it.
- Share your stress with others, such as friends, caretakers, family or teachers.
- Do not be embarrassed to see a counselor or psychiatrist if required.

**Topic: Values**

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<th>Activity 5: Assessment on Values</th>
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<tr>
<td>Ask the following questions to the participants and discuss.</td>
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<tr>
<td>1. When somebody says &quot;just be you&quot; what does that mean?</td>
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</table>
2. Is it always easy to be you, or can it sometimes be difficult? Why? How? Give examples.

3. Does being in a group sometimes make it harder to be yourself? How? In what way? Examples?

4. How do you know what your values are?

Break the participants into small groups. Have each group make a list of values to live by (no more than ten) in order of importance. Then, have a leader from each group present the list to the class along with any needed commentary. Put all the lists up on the wall. What values did all groups share? Were there any serious differences between the groups? Discuss the differences and see if it's possible to develop a list that everyone will buy into.

Activity 6: Assessment of goals

Ask the participants to write down their goals in life in a paper and remind them the criteria to meet to achieve the goals like - The goals must be, Conceivable, Achievable, Believable, and Achievable within a Certain Time Frame, Clearly Defined, and Flexible. Allow them to discuss after the content presentation. Facilitator starts the session after the activity with explanation relating all activities.

Contents of the session

Values

Our values are our personal inventory of what we consider most important in life. We all have values, but unless we take the time to think about those values, we can easily overlook them when we're making important choices. Values are those things that
really matter to each of us, the ideas and beliefs we hold as special. Clarifying your personal code of values forms a strong foundation for personal growth and development. A life consciously based on personal values is fulfilling and meaningful and may help you answer the question: what is the meaning of life?

**Goal setting skills**

A goal is something we want to achieve; the end to the means, so to speak. In order to achieve a goal, we need to exert some energy. Goals can be put in long-term and short-term goals. Long-term goals are goals that we should be able to achieve in about three to five years. Short term goals are goals that you should be able to reach in one to three years. Facilitator introduce goal setting as the process of deciding what they want to accomplish and devising a plan to achieve the result they desire. The goals must be, Conceivable, Achievable, Believable, and Achievable within a certain time frame, clearly defined, and flexible.

Every person in the world devotes countless hours to thinking of their future and their present situation in life. Almost everyone wishes that there was something that they could change in their life. Whether it is their family life; their friendships; relationships or finances, everyone wants to change something. The first step to doing that is to set goals.

**By setting goals you can:**

- Achieve more in your lifetime
- Improve your overall performances in life
- Increase your motivation to achieve the most out of life
- Increase your pride and satisfaction in your achievements
- Improve your self-confidence
- Plan to eliminate attitudes that hold you back and cause unhappiness
People who use goal-setting effectively:

- Suffer less from stress and anxiety
- Concentrate and focus better
- Show more self-confidence
- Perform better in all areas of life
- Are happier and more satisfied with life

Goal Setting Also Helps Self-Confidence

By setting goals, and measuring their achievement, you are able to see what you have done and what you are capable of. The process of achieving goals and seeing their achievement gives you the confidence and a belief in yourself that you need to be able to achieve higher and more difficult goals.

Providing that you have the self-discipline to carry it through, goal setting is also relatively easy. The following section on goal setting will give you effective guidelines to help you to use this technique effectively.

Time Management

Time management is very much a product of effective planning and balancing of your life activities, but there are also plenty of tools and resources that can help you in your quest for a more peaceful life.
Goals of Time Management

- To be able to have control over your life - manage your time, don't let it manage you!
- To be healthier and happier (less stress).

Seven Suggestions for Effectively Managing Your Time

1. Be Organized

- Use time saving tools: "to do" lists, file folders, etc.
- Have an organized place (don't waste time constantly looking for your work).
- Use "to do" lists for both long-term and for each day/week.

2. Plan Ahead (Schedule it and it will happen!)

- Determine how long your tasks will take (do this before agreeing to take on a task!)
- Consider whether any activities can be combined.
- Determine if big tasks can be broken down into smaller tasks that may be easier to schedule (such as studying for exams and visiting the library as part of an assignment to write a term paper).

3. Prioritize Your Tasks

- Use an A-B-C rating system for items on your "to do" lists with A items being highest priority.
- Set goals for both the short term and long term as to what you want to accomplish.
• Look at all of your “to do’s” to gauge the time requirement and whether additional resources will be needed to accomplish them (if yes, schedule time to obtain those resources). Don't postpone the small tasks (a sense of accomplishment is good and overlooked small tasks can become larger tasks.)

4. Avoid Overload

• Include time for rest, relaxation, sleep, eating, exercise, and socializing in your schedule.
• Take short breaks during study and work periods.
• Don't put everything off until the last minute (for example, don't cram for exams).
• Learn to say "no" when appropriate and to negotiate better deadlines when appropriate.

5. Practice Effective Study Techniques

• Have an appropriate study environment.
• Split large tasks into more manageable tasks.
• Read for comprehension, rather than just to get to the end of the chapter.
• Be prepared to ask questions as they come up during study, rather than waiting until just before an exam.
• Do the most difficult work first, perhaps breaking it up with some easier tasks.
• Don't wait until the last minute to complete your projects.
• Read the syllabus as soon as you get it and note all due dates (and "milestone" times) on your calendar.
• Be a model student! (be attentive and participative in class, and punctual, prepared, and eager to learn)

6. Be Able to be Flexible

• The unexpected happens (sickness, car troubles, etc.); you need to be able to fit it into your schedule.
• Know how to rearrange your schedule when necessary (so it doesn't manage you - you manage it).
• Know who to ask for help when needed.

7. Have a Vision (why are you doing all of this?)

• Don't forget the "big picture" - why are you doing the task - is it important to your long-term personal goals?
• Have and follow a personal mission statement (personal and career). (Are your activities ultimately helping you achieve your goals?)
• Know what is important to you. (What do you value most?)

Have a positive attitude!

Topic: Stress management

Activity 7: Stress management

Ask the following questions to the respondent and discuss.

1. What stress are you under?

2. Is all pressure bad, or can some stress be good?
   - Name some good stress. Why are those good?
   - Name some bad stress. Why are those bad?
How do you tell the difference between good and bad stress?

3. In what ways are the stresses on you changing as you get older?

4. What is the most serious stress you are feeling?

5. Are most of the pressures you feel internal pressures or external pressures? What's the difference?

6. Can you think of a time when you feel like you were getting a lot of pressure from others, but it turned out that you were actually putting that pressure on yourself?

7. Do you ever put so much pressure on yourself that it makes it hard to enjoy what you're doing?

8. Do you ever put unfair pressure on yourself because you can't say "no" to people? Is that good? How could you change that?

9. Do you ever put pressure on yourself by comparing yourself with others? Is that good?

10. What's the worst way you've ever dealt with a pressure? How could you have handled it better?

11. What's the best way you've ever dealt with a pressure? What did you learn from that?

12. Do you think pressure sometimes affects the way you make choices? In what way?

13. How do you know when pressure is getting to be too much?

14. When you're having a big problem do you always try to
work it out on your own or do you ever reach out for help?

Why? When might it be best to reach out for help?

Allow the participants to brainstorm ways to deal with pressures/ stress. Make a list and post it on the wall as a reminder for people when they need it. After this activity session facilitator starts the topic content explanation relating all activities.

Contents of the session

Stress management

Stress is the "wear and tear" our bodies experience as we adjust to our continually changing environment; it has physical and emotional effects on us and can create positive or negative feelings. As a positive influence, stress can help compel us to action; it can result in a new awareness and an exciting new perspective. As a negative influence, it can result in feelings of distrust, rejection, anger, and depression, which in turn can lead to health problems such as headaches, upset stomach, rashes, insomnia, ulcers, high blood pressure, heart disease, and stroke. With the death of a loved one, the birth of a child, a job promotion, or a new relationship, we experience stress as we readjust our lives. In so adjusting to different circumstances, stress will help or hinder us depending on how we react to it.

Stress Reducing Tips

Stress is an everyday thing for most people. Stress is one of the hardest things that man finds difficult to handle. Here are some helpful tips that will help you combat stress:
• Evaluate the stressful situation. Stress is greatly reduced if you just reassess the situation and point out the positive side of the situation.

• Seek out information about the stressful situation. Lack of information contributes to a stressful situation. Keeping yourself informed is important in dealing with stress.

• Do things that you enjoy. Developing a certain hobby, singing your favorite song, or playing your favorite sports can work wonders as far as reducing stress is concerned.

• Learn to set aside problems. Personal and professional lives do not mix. So as much as possible, do not bring work problems at home and vice versa. It will only add more stress to a situation.

• Take a break or vacation. When you realize that stress is starting to creep in to your system, get out of your chair and pause for a while. Count from one to ten, do some stretching, or take a deep breath. Then resume your work.

• Learn to relax. There are many things you can do to practice relaxation. Go to a quiet place, sit or lie comfortably, and close your eyes. You can also use some helpful techniques such as listening to music, relaxing your muscles, or meditation.

• Retrain your reactions. As soon as you have relaxed, use images to break the emotional reactions influenced by the pressures you frequently experience.

• Manage your environment. Stress often results from your failure to take control of your environment. As much as possible, initiate steps to deal with your environment. Schedule your appointments. Give yourself enough time so that you will not always be in a hurry with your meetings. Set your priorities and stick to them. Move to a new task only when you have completed another.
• Slow down. People who always rush often feel stress. Learn to take it easy. Walk and talk slowly. This will help you reduce your impatience and thereby minimize stress.

Practice these steps and you'll experience a considerable reduction in your level of stress! Other stress releasing methods are the following

Positive thinking

Positive thinking is a mental attitude that admits into the mind thoughts, words and images that are conductive to growth, expansion and success. A positive mind anticipates happiness, joy, health and a successful outcome of every situation and action. Tips for a Positive Attitude – Permanently like, First, focus on what you're thinking about. stop letting other people's negative attitudes influence yours, make a list of all the areas in your life that you want to change, take some time to write strong, and life-giving, positive affirmation statements. This process will change how we think and that's the real key to changing how we act.

Relaxation techniques

A relaxation technique is any method, process, procedure, or activity that helps a person to relax; to attain a state of increased calmness; or otherwise reduce levels of anxiety, stress or tension. Relaxation techniques are often employed as one element of a wider stress management program and can decrease muscle tension, lower the blood pressure and slow heart and breathe rates, among other health benefits.
Pressures – negative & positive

Pressures are a normal part of life. And entering middle school and becoming a teenager brings a whole batch of new pressures. What really matters, though, is not how much pressure you have, but how well you keep it all in perspective and deal with it. Here are some positive, healthful ways of dealing with pressures.

- Take time out.
- Do something else for a while - exercise, read, see a movie, listen music.
- Talk to someone - friends, parents, a teacher or counselor.
- Ask for help.
- Take a fresh look; brainstorm new solutions.
- Don't be overly critical of yourself; give yourself a break.
- Think of your past accomplishments.
- Think about your good qualities.
- Learn your limits; don't take on more than you can handle.
- Put things in perspective; pressures usually pass.
- Write in a journal.
- Use your sense of humor.
### Session: Legal Awareness and Gender Issues

#### Objectives

1. To introduce human rights special reference to children’s’ rights and women’s rights
2. To train them to utilize their rights in the society
3. To foster an understanding of the distinction between sex and gender.
4. To identify the many forms of gender based violence, including sexual exploitation and abuse.
5. To be familiar with national laws and international legal frameworks addressing gender-based violence.

#### Methodology

Interactive Lecture and group discussion

#### Materials needed

Paper, pen and reading material

#### Total Session Time: 150 minutes (2 hours, 30 minutes)

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**Topic: Legal awareness**

**Activity 1: Interactive Lecture with explanation**

Classes by an Advocate should introduce following topics:

- Magnitude of the problems related to violation of laws and rights of women and children
- Constitutional provisions to protect the rights of women and children
• Legal provisions to protect women and children
• Offences against human body
• Offences relating to marriage
• Sexual offences against women
• Special enactments to prevent atrocities against women.
• To bring out participants’ assumptions and expectations of male and female behaviour and gender issues
• Briefing and discussion.

Content of the session

Adolescent-Oriented Policies, Acts, Plans, Strategies and Laws of India

• National Policy for Children in 1974 Outlines measures for how the UN Declaration of the Rights of the Child can be met
• The Child Marriage Restrain Act 1978 This Act prescribes the marriageable age as 18 for girls and 21 for boys
• Medical Termination of Pregnancy Act in 1972 Allows for the termination of certain pregnancies by registered medical practitioners
• The Child Labour (Prohibition and Regulation Act) 1986 Regulates 14 years as minimum legal age limit for employment of children and prohibits engagement of children in certain employment
• Immoral Traffic (Prevention) Act 1986 Prohibits trafficking in children
• The Narcotic Drug and Psychotropic Substances (NDPS Act) 1985 Outlines measures under which India may meet its obligations under the
Single Convention on Narcotic Drugs, Convention on Psychotropic Substances, and United Nations Convention Against Illicit Traffic in Narcotic Drugs and Psychotropic Substances

- National Youth Policy 1985 Emphasizes sports, education and vocational training
- National Policy on Education 1998 Reduce gender imbalances in school attendance
- National Policy for Empowerment of Women 2001 Address nutritional deficiencies promote health awareness
- 10th and 11th Five year Plans Focuses on marginalization of adolescent girls, need to reduce anemia, sensitize on safe motherhood, sexuality and sexual responsibilities, provision of vocational opportunities
- National Adolescent Reproductive and Sexual Health Strategy 2005 Recognizes the heterogeneity of young people, addresses sexual and reproductive health needs, proposed training for service providers

Empowering adolescents is fundamental to the social and economic development of a nation, and a key component of an equitable society. The well-being of adolescents can be achieved by strengthening their capabilities, enlarging their access to opportunities, and providing them with a safe and supportive environment. The United Nations Convention on the Rights of Child (CRC) raises concerns in Articles 6 and 24 that adequate attention has not been given to adolescents as right holders, and specific strategies or policies formulated for their health and development have not been adequately addressed.
**Laws pertaining to women & children**

Indian Penal Code clearly specifies the penal provisions available to safeguard her life and property, especially the offences and atrocities against her body, also clearly defines the punishment for the same. Penal provisions under the code can be classified into following offences:

1. Rape (Sec.376 IPC)
2. Kidnapping & Abduction for different purposes (Sec.363-373)
3. Homicide for Dowry, Dowry Deaths or their attempts (Sec.302/304-B IPC)
4. Torture, both mental and physical (Sec.498-A IPC)
5. Molestation (Sec.354 IPC)
6. Importation of girls (up to 21 years of age)

Offences relating to marriage (Bigamy, Adultery, Cohabitation by deceitful means etc) many special statutes enactments also exist for safeguarding women. Existing legislations will be detail analyzed to understand whether any loopholes prevail to curb the right so bestowed. For the purpose following legislations would be considered:

1. The Dowry Prohibition Act.
2. PNDT Act
3. Immoral traffic Prevention Act
4. Indecent Representation of women’s Act
5. Family courts Act

The campaigns to make gender discrimination visible, the process of articulating rights, and the on-going demand for legislation and effective
implementation of laws, while being a crucial aspect of the women's movement, carries with it the understanding that law alone cannot effect change. Law is just an instrument to achieve justice social change is essential. The limitation of law is amply demonstrated in the formulation of the law itself, as well as the unwillingness to pass laws that could seriously challenge gender.

There are more than 375 million children in India, the largest number for any country in the world. India has made some significant commitments towards ensuring the basic rights of children. There has been progress in overall indicators: infant mortality rates are down, child survival is up, literacy rates have improved and school dropout rates have fallen. But the issue of Child Rights in India is still caught between legal and policy commitments to children on the one hand, and the fallout of the process of globalization on the other. India has the largest number of working children in the world. Over the years there has been an increase in the number of child prostitutes. Government of India estimates put the number at 400,000. According to UNICEF, almost 15 per cent of prostitutes enter the profession before the age of 15, and 25 per cent enter between 15-18. A number of children in prostitution are children of prostitutes. The girl-child has a lower status in India and enjoys fewer rights, opportunities and benefits of childhood as compared to the boy-child. Atrocities against girl children are also increasing alarmingly, ranging from female feticide to child sexual abuse.

There are children who are particularly disadvantaged because of their social, economic, physical or mental condition. These children are placed under the category of children under special or difficult circumstances. The groups of children included in this category by the Government of India are Children in labour, Street children, Children who are neglected or treated as juvenile offenders, Children who are
physically or mentally challenged, Destitute children in need of adoption, Drug addicts, Children in prostitution, Children of prostitutes, Children of prisoners, Refugee children.

With regard to children it is estimated that there are more than 250 central and state legislations referring to children. Various constitutional provisions and special convention like CRC 1990 exist so as to protect the rights of children. Articles 11, 21,32,33,36 of the Convention protect children from sexual exploitation, abduction, sale and trafficking. Article 39 requires measures to promote physical and psychological recovery, and social re-integration, of child victims. Constitutional provisions like article 23,24,39,45 etc also exclusively deal with protection of rights of children.

Several criminal laws and special statues prevail to safeguard the atrocities against them. India has a well-planned juvenile justice system, comprising the Juvenile Justice Board, Juvenile Courts, Juvenile Homes and After Care Organization. With the Juvenile Justice Act 1986 in full force and a scheme for the prevention and control of Juvenile Social Maladjustment being implemented, juvenile crime in the country has declined over the years and accounts for 0.6 per cent of total crime. One of the most important objectives of the Juvenile Justice Act is to ensure that no child is lodged in jail or police lockup under any circumstances.

But unfortunately no special statues exist for preventing child sexual abuse and illegal adoption. Since children cannot organize and demand their rights unlike the backward classes and women, their destiny is entirely in the hands of the conscientious adults. Several child welfare laws have never come to the courts for serious examination. This does not prove that there were no violations of these laws; rather that they are not enforced to a great extent. Social evils do not disappear by merely passing laws but
there should the political will to implement them. The gap between legislation for children and their actual condition of life is vast. Since the children form more than one-third of the population, the future of the nation depends upon how we meet the challenge of narrowing this gap.

It is unfortunate that society continues to treat disability with apathy or at best pity, on the one hand, and revulsion on the other. In spite of recognition of the need to make special efforts for the physically and mentally challenged, the efforts have been inadequate. Disability continues to fall in the realm of "social welfare." While efforts are on to bring it into the realm of "rights," there is still a long way to go.

**Topic: Gender Issues:**

**Activity 2: “Helping girls more achievement oriented“**

| Objective of the activity is to enhance achievement related attitude and behaviors among girls by involving them in more cross – sex typed tasks. |
| Procedure of the activity is the following : |
|   Step 1: Ask the participants to list traditionally feminine tasks. Some such tasks that are likely to emerge could be cooking, taking care of the home and younger siblings, etc. |
|   Step 2: Encourage participants to think of various other tasks training in which may form basis for later achievements tasks such as developing competence in mathematics, motivation for career involvement, assertiveness, positive self – concept, etc. |
|   Step 3: Ask the participants to raise the possibility of girl’s involvement in other masculine tasks so as to enhance their skills and career aspirations. |
Ask the participants to conduct a discussion to evaluate their opinions. After the discussion conclusion should be made by the facilitator giving an opinion that, all socializing agents have to learn a lesson here that, they must be careful to identify a worthy performance be it in any area of sports, education, home or community; acknowledge it, appreciate it; reward it and give due credit to the person. This must be done equally often with boys as with girls.

**Activity 2:**

The following content should be discussed among participants to understand the gender issues related to girl children.

“Girls are killed before birth, plugging the all India sex ration to 927 girls for 1000 boys. If she survives, the girl cannot assume she will get a fair share of the family’s education budget. But she can be reasonably sure she will be molested – by the teacher, by a trusted relative, by a stranger. Chances are she will drop out; to look after her siblings, to cook at home, to work in the fields, to be married of for money. She might be gifted to be temple. Marriages may be made in heaven, for the Indian girl/ women it is lived in hell. If she reaches the workplace, she can hope for unequal pay and harder work; lack of negotiating skills and desperate need for cash leaving her vulnerable. This is the real situations where girl children facing the gender issues”.

After the activities, Advocate can introduce the term gender and gender issues with following content and ask them to identify the areas and gain strength to deal all these situations in our society.
Gender issues

Gender is a term that can be used to categorize the different roles of men and women, as determined by the society in which they live. While a person's sex -- the biological distinction of being male or female -- determines reproductive health status and reproductive health needs, gender perspectives also play a role. A child's sex is determined before birth, but gender is learned. Throughout childhood, boys and girls receive different messages about behaviors that are expected of them -- messages from parents, society, peers, the media -- messages that some behaviors are acceptable for boys but not for girls, and vice versa.

Educating adolescent males and females on reproductive health and related socio-cultural responses will enable them to understand themselves as well as people of the opposite sex. This will help towards the development of desirable behaviour such as mutual respect for the opposite sex and the recognition of the complementary roles of the other sex. Providing young people with knowledge, skills and self-confidence to participate fully in socio-economic development needs to start at an early age.

Addressing the reproductive health needs of young people, especially those of adolescent females, will assist them to understand themselves and strive to realize their full potential. Although, young female adults constitute half of the adolescent population, they suffer from marked disparities in education, health and employment.

Young girls are less likely to be enrolled in school, would be married at an early age, would be less likely to have access to available resources and are more likely to be employed in low-paying jobs. Some socio-cultural practices (including laws, norms and customs), particularly those relating to sexuality, tend to stifle the development of young females. Improving our understanding and promoting gender equality and equity are basic pre-requisites for successful implementation of any population policy.
Gender based violence is a common reality in the lives of women and girls in many parts of the world, developing and industrialized countries alike. It has been recognized as a violation of basic human rights of women and of their exercise of fundamental freedom. Gender-based violence against women takes many forms and occurs throughout a woman’s life cycle. As in Pre-birth, the Sex-selective abortion; battering during pregnancy; coerced pregnancy. in Infancy, the Female infanticide; emotional and physical abuse; differential access to food and medical care., in Girlhood , Child marriage; genital mutilation; sexual abuse by family members and strangers; differential access to food, medical care and education., in Adolescence, Violence during courtship; economically coerced sex (e.g. for school fees); sexual abuse in the workplace; rape; sexual harassment; arranged marriage; trafficking. in Reproductive age, Physical, psychological and sexual abuse by intimate male partners and relatives; forced pregnancies by partner; sexual abuse in the workplace; sexual harassment; rape; abuse of widows, including property grabbing and sexual cleansing practices.
### Session : 9  
**Career and Vocational guidance**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>To guide the respondent to choose a career and perform in fields i.e. the right vocation that is most suitable to them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methodology</td>
<td>Lecture with visual aids on the topics, role plays, group discussion, and individual doubt clarification.</td>
</tr>
<tr>
<td>Materials needed</td>
<td>Chart paper, paper cuttings, reading material, paper and pen</td>
</tr>
<tr>
<td>Total Session Time</td>
<td>150 minutes (2 hours, 30 minutes)</td>
</tr>
</tbody>
</table>

**Topic: Career awareness**

**Activity 1: Career awareness and exploration**

Step1. Have the following 10 types of activities, described on separate cards and have multiple copies done. Give set of cards to each respondent.

1. Activities dealing with things and objects.
2. Activities involving in business contacts.
3. Activities of routine, definite, organized nature.
4. Activities involving direct personal contact.
5. Activities resulting in recognition or appreciation from others.
6. Activities involving the communication ideas.
7. Activities of a scientific and technical nature.
8. Activities involving process, methods and machines.
9. Activities involved in working or producing things.

10. Activities involving new (unconventional) areas of work for females.

Step 2 Introduce the activity like below:

- In your daily life you observe a number of work activities. You may talk to people doing these activities. You also have similar experience, where they are staying or at school. This activity will help you to understand 10 types of activities by relating your experience to them.

Now give the following instructions along with sheets of paper for them to write:

- Read each of the work activity, description and write the name of the activity on top.
- List the related experiences you have had with each type of activity under this.
- On the basis of what you have observed so far, list the title of occupations in which the activity is done.

Repeat this exercise for all the 10 activities. Now split the respondents into dyads, triads, or small groups. Ask them to share their personal experiences with each activity. Ask them to identify in this process, the differences in their personal experiences, extend their observation, and influence of their interest on these activities.

Activity 2: Career awareness and Activities specific to exploring interests

Interest is a positive feeling or a liking once has towards some person, activity or object. The things are likes; she may not necessarily be good at them.
Though, it may be quite possible to do. Facilitator can give the participants the below exercise:

**Exploring leisure interest.**

- Ask the participants to think about the things that they do in their spare time and write it down. Against each activity work out exactly what it is that they like and what it is that they dislike.

- Discuss on the various reasons for liking the activity. Some common themes emerged, in case of each participant, which will spoke about their dominant values i.e., the things which are important to them the occupation which are related to the theme reflected may be considered in choosing occupations related to them.

**Activity 3: Exploring Occupations – exploring abilities and aptitudes.**

- Make some choice cards with one occupation like – Doctor, engineer, IAS officer, teacher, advocate, clerk, administrative officer, fashion, designer, T.V. anchor, news reader, beautician, etc title on each along with a description of the occupation and gave these cards one by one to the participants in rotation and ask each of them if they like doing it, dislike doing it, or is uncertain.

- Allow them to scrutinize the reasons for liking the occupation and make a list in order of strength or frequency its occurrence. This gave the participants her dominant values or theme in life.

- Ask them to match these themes with the variety of occupation that involves them and let the respondent reflect on them.
Activity 4: Activities specific to exploring abilities and aptitudes.

- Ability is what one can do. Aptitude is the facility with which a person can learn new knowledge and skills. Not two persons are alike with respect to their abilities and aptitudes. They differ in what they have accomplished, what they can do and what they can learn to do. The amount of independence shown in master in a task and the quality of performance are indicator of aptitude.

- Among significant aptitudes are included general, verbal, numerical, special, form perception, clerical perception, motor coordination, finger dexterity, eye hand coordination, and color discrimination.

- Have the respondent complete the aptitude self estimate in the manner described below: and study the profile as to the extent to which it describes her.

- Give descriptions of various aptitudes on separate cards and ask the student to do a self appraisal of each aptitude, as ranking in top 10%, next 30%, middle 20%, next 30% and the lowest 10% of the whole class based on their self estimate. And help the respondents in preparing the hierarchy of their own abilities with the help of their self appraisal.

After the activity session facilitator can directly start the topics of career and vocational guidance:

<table>
<thead>
<tr>
<th>Contents of the session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive and Negative Leisure in Adolescence</td>
</tr>
</tbody>
</table>

Leisure can be considered a major contributor to adolescent development. The use of free time in adolescence has an effect on adjustment to adulthood. It appears that
leisure provides the opportunity for young people to socialize to those challenges they will face as adults. There is evidence that many leisure experiences are positive and provide for healthy development. However, not all leisure experience and participation is positive. Particular leisure choices may place adolescents at increased risk and make them more apt to engage in delinquent behaviors.

**Positive Leisure Activities:**

Positive leisure is "transitional activities" because they are similar to adult work demands and prepare the adolescent for the transition to adulthood.

Transitional Activity Characteristics:

- Structured/goal directed
- Involve challenge and high concentration
- Involve fun and freedom

Examples of Transitional Activities:

- Sports
- Learning a musical instrument
- Extracurricular activities

Involvement in these activities lessens the chance of leisure boredom, which can lead to antisocial behaviors, such as drugs/alcohol use. Involvement in extracurricular activities can positively affect educational and occupational achievement.

**Negative Leisure Activities:**

Negative leisure involves little demand, concentration, and challenge.
Examples of Negative Leisure:

- Watching TV/movies
- Listening to music
- Resting

When these are the primary activities that adolescents spend their time participating in, it can cause boredom and may lead to relieving this state by engaging in risky behaviors such as using drugs or delinquent behaviors. Adolescents who perceive leisure as boring are more likely to be involved in substance abuse. Adolescents whom are bored with their leisure are at higher risk for dropping out of school and other negative behaviors.

It is important to note that negative leisure activities do not cause adolescents to use drugs or engage in delinquent acts. Instead, these leisure activities can make them more vulnerable to negative outcomes. Overall, leisure is an important and positive experience for most adolescents.

Career Guidance

Career Guidance refers to programmes and services intended to assist individuals of any age and at any point throughout their lives, to make education, training and occupational choices and to manage their careers. Choosing a career is a multi-step process. It involves gathering information on a number of things, the first being yourself. It involves gathering information about you. You should develop an understanding of yourself, including your values, interests, aptitudes, abilities, personal traits and desired life style. You must also become aware of the relationship between self and occupational choice.
You must identify academic and career options available. This step allows you to investigate the world of work, narrow a general occupational direction into a specific one through an informed decision-making process. You will begin to identify potential careers, gather information about those careers, and match the career information with the results from your self-assessment. Then, you can initialize occupational choice. Individuals prepare for and begin a job search to know more about the career perspectives and latest career openings. Know more about the career of your choice: Nature of work, Work roles, Emerging trends, Career path / Study route, Prospects, and related careers/ back-up options Reading through Surfing, Career Talks, Seminars, Self Awareness Workshops, Career Exhibition and Career Guidance. Career options are Engineering, Architecture, Medicine, Para-medicine, Pharmacy, Nursing, Biological Sciences, Physical Sciences Merchant Navy, Defense, Commercial Pilot, Product Designing, Psychology, Economics, Languages, Social Work, Chartered Accountancy, Company Secretary, Cost Accountancy, Management, Journalism, Advertising, Fashion Designing, Commercial Art, Hotel Management, Law, Civil Services, Nutrition & Dietetics, Broadcast Journalism, Fitness Training, Animation, Game Designing, Instructional Designing, Merchandising, Cinematography, RJ, VJ Training. Take action on which career is most suited, best route to reach there, develop important skills needed and develop the right attitude for Success.

**Steps to making a right choice**

- Examine your interests
- Think about your abilities
- Consider the type of person you are
• Check out all possible careers
• Narrow down the list based on your interest and ability
• Choose the most appropriate career

Vocational Guidance

Vocational guidance can be defined as a process of supporting individual professional, training choices and trying to link the individual’s requirements (aptitudes, motivation, interests) with the existence of external opportunities (both professional and training).

Vocational Guidance helps individuals to acquire knowledge in the areas of self awareness, exploration of the world of work, mature decision making. It helps to explore the topic through various activities like, activities specific to exploring interests, exploring leisure interest, exploring occupations – exploring abilities and aptitudes, and also activities specific to exploring abilities and aptitudes. It helps to prepare the individual’s career and vocation oriented future well equipped with the knowledge to become successful in their life and career.

Today’s jobs are highly competitive and the employment environment keeps changing. Keep several options in your final choice, or different plans of action to avoid disappointment. Don’t rush into long term decisions. Take one step at a time yet don’t lose sight of your dream and don’t ever stop gathering information.
<table>
<thead>
<tr>
<th>Session : 10</th>
<th>General Health check up and awareness class</th>
</tr>
</thead>
</table>

| **Objectives** | 1. To assess the participants general health conditions by consultation of a professionally qualified Doctor  
2. To give a health awareness class and clarify participants doubts regarding to their health. |
| **Methodology** | Interactive lecture with explanation, doubt clarification by the participants, consultation by medical practitioner and personal counseling |
| **Materials needed** | Paper, pen, charts, posters and reading material. |
| **Total Session Time** | 150 minutes (2 hours, 30 minutes) |

**Activities to be done to introduce the sessions as follows**

<table>
<thead>
<tr>
<th><strong>Activities</strong></th>
</tr>
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<tbody>
<tr>
<td>1. Awareness class by Medical practitioner – Gynecologist on Health of adolescent girls</td>
</tr>
<tr>
<td>2. Individual consultation by the Gynecologist</td>
</tr>
<tr>
<td>3. Personal counseling by the facilitator referred by Gynecologist</td>
</tr>
<tr>
<td>4. Open session for all respondents to discuss common health problems</td>
</tr>
</tbody>
</table>
Content of the session

General health of adolescent girls

Adolescent girls' health plays an important role in determining the health of future population, because adolescent girls' health has an intergenerational effect. Young Adolescents have the health problems like, Malnutrition, General Health Problems, Menstrual Problems, Mental Health Problems, Early and Unprotected Sex, Addictive Behaviors, Accidents and violence, Sexual Abuse, Depression and Suicide, Eating Disorders etc.

Adolescent Nutrition

The growing years demand more food to meet the additional needs like growth spurt, physical activity and preparation for adulthood. Reducing the quantity and quality of food during these years may cause stunting i.e., you may not reach the expected height. You may look small when compared to your peers. Eat well so that you may grow to your full potential.

Adolescent Health Problems

Anemia

Anemia is caused by iron deficiency. It is common among adolescents due to the increased demand of muscle formation and poor food intake. In addition, girls lose certain amount of iron through menstruation also. It can also be due to worm infestation which is common in adolescents.

An anemic person

- Look pale and clumsy, Feels tried without doing much work, Feels sleepy, Cannot concentrate on studies even in the morning
**Dietary supplementation:**

Take some green leafy vegetables along with your diet. Whole pulses and joggery are also rich sources. Take them along with food rich in vitamin.

**Headache:** Headache can be due to various factors-fevers, sinus, infection, past head injury, eye strain, refractive errors or even allergic reactions can give raise to headache. The most common variety seen is tension headache, while in some cases strong family history of migraine may also be observed. Symptoms of migraine include irritation, blurring of vision, one sided headache with nausea, vomiting abdominal pain etc, precipitated altered routines. Symptoms may sub sized after sleep or more often only with medication.

**Vaginal discharge**

Some pearly white discharge during the period of ovulation and prior to having menses is quite normal. Abnormal discharge may be due to bacterial or fungal infections and should be treated promptly. Consult a doctor only if the discharge is smelly, colored, and profuse, produces itching in the genital area and causes pain and burning while passing urine. Do not hesitate to consult your doctor and preventing urinary infection is a priority. Girls often avoid drinking water may not may pass urine at school be because of dirty toilets. This may result in urinary tract infection.

- Drink at least 8 glasses of water daily and pass urine as and when desired and make sure to wash in squatting position (labia get separated automatically)
- After passing motion, wash thoroughly from front to back to avoid faeces contaminating the urethral opening
- Maintain proper hygiene during menstruation.
• You may be curious to know that boys have to wash daily retracting foreskin of the penis to prevent dirt getting collected there.

**Skin problems:** A variety of fungal infections can be seen in this age group, particularly in hot summer and in those areas in excessive sweating and less of air circulation. Do not ignore it. Seek early medical advice. Practice good personal hygiene. And do not share your personal belongings.

**Acne:** The growth spurt is a period of increase of hormonal secretion. This hormonal upsurge increases the production of sebum, when this sebum comes into contact with dirt; it plugs the pores of the hair follicle and causes bacterial infection. All though there is no sure way of avoiding acne in adolescence, you can try and prevent its bad effects.

• Never the acne because it causes scaring dark pigmentation, Keep your face clean, avoid too much use of soap and cosmetics, Reduce intake of fatty and fried foods, Include leafy vegetable in your food, Take positive measures to tackle unnecessary tension and If the problems persist, local or systemic antibiotic has to be taken under medical supervision.

**Other issues:**

Anxiety about appearance, beauty, figure etc is common to this age group. Even after spending hours in front of the mirror adolescent somehow feel inadequate. Media advertisements have immense influence on the beauty concepts of teenagers. They tend to try out anything and everything that is promoted by their current hero or heroin, only to realize to later that all this was a futile exercise.

**Anorexia nervosa:** The idea that being thin is ideal is being projected day in and day out in the media; so much so, young girls starve without realizing that body
structure is more a genetic attribute. Some adolescents have a fear of gaining weight and are obsessed about being thin. They starve themselves induce vomiting after taking food, or undertake vigorous exercises to achieve the target. This adolescence needs proper counselling and support.

**Breast size shape:** The size of breast varies from individual to individual like weight and height. Breast may be small or huge or unequal in size. They are much worried about their size.

**Lesbianism:** These problems much prevails in this age. Close friendship between girls especially when living in same room may occasionally may lead to some amount of physical attraction. It may be only a passing phase and need no specific intervention, but if this attraction leads to sexual relation and especially if associated with lack of interest in boys, it needs medical and psychological intervention/guidance.

**Peer pressure:** Adolescence have noble visions of life and relations and they trust their peers more than any body else. It is a phase in which the individual can be molded in any form by external influences. Their ideology and interest can be channeled in any direction without much difficulty

**Tips:**

Eating healthy is an important part of a healthy lifestyle and is something that should be taught at a young age. The following are some general guidelines for helping your adolescent eat healthy. It is important to discuss your adolescent's diet with his/her physician prior to making any dietary changes or placing your adolescent on a diet.

Following are the healthy eating recommendations for your adolescents.

- Eat three meals a day, with healthy snacks.
- Increase fiber in the diet and decrease the use of salt.
- Drink a lot of water.
- For growing children and adolescents, it is generally recommended to watch total fat consumption in the diet, rather than counting calories.
- Eat balanced meals.
- Eat fruit or vegetables for snack.
- Decrease the use of butter and heavy gravies.

The health of adolescent girl is intricately related to the socio-economic status of the households to which they belong, their age and kinship status within the households. Due to the competing demands on their time and energy as well as their socialization, girls tend to neglect their health. The lesser access to food coupled with neglect invariably leads to a poor nutritional status and a state of ill health for most of the adolescent girls' health. Adolescent girls' health plays an important role in determining the health of future population, because adolescent girls' health has an intergenerational effect. Young Adolescents have the health problems like Malnutrition, General Health Problems and Menstrual Problems.
<table>
<thead>
<tr>
<th>Session : 11</th>
<th>Plan for the future: Better women hood</th>
</tr>
</thead>
</table>

**Objectives**

1. To sum up all the sessions conducted in the previous days and clarify their doubt regarding the topics / concept
2. To Introduce the importance of planning of the future
3. To help each participant on preparation of future plans in life based on the programme.

**Methodology**

Lecture with explanations, individual consultation with participants

**Materials needed**

Paper, pen, reading material and charts

**Total Session Time:** 150 minutes (2 hours, 30 minutes)

**Activity 1 : Evaluation of the programme and planning based on programme**

Facilitator will give summary of each session; ask them to clarify their doubts and will introduce the importance of planning, for their future. Based on the summary presentation, facilitator will impart insights on dreaming, planning, putting efforts according to the challenges, and demands of the new generation in the modern competitive world. He will give individual sessions to assess each ones ambitions and give clarifications on the accepted expecting behavior patterns and roles of women in the society. Also help them to design their future focused on better women hood.
After that, facilitator will ask each respondent’s evaluation on total programme through individual presentation. It will be collect in a separate paper – as qualititative data.

### Contents of the session

Adolescents are bombarded with a range of competing values, which they are urged to adopt mostly by adults and are dysfunctional to their psychological and physical health. This program was designed to give adolescents the opportunity to develop a realistic set of values, together with behaviour skills to achieve those values. The range of the adolescent behaviour skills had increased and they expressed confidence about being able to initiate a sustain relationship. More than one billion young people are entering their reproductive years and the majority of them live in the developing world. The current generation of youth is a powerful force in shaping our future. Investing in youth is crucial to social and economic development and to political stability.

Planning for your future, mapping it out, step by step, can give you a much happier future provided you stick to the plan. It's good to be spontaneous on occasion but even if you have a life plan there's plenty of room for spontaneity. Your overall plan shouldn't change, though, unless you change it on purpose. It's hard to tell what the future will bring and sometimes things that happen really can keep you from seeing your life's goals come true but make the plan anyway and hope for a positive future.

Life won't always take the path we intend but with no plan at all, you leave fate to choose everything for you. Sometimes fate can be very cruel. So leave nothing to fate, choose your own path in life. And, sometimes, you'll have to change your plan.
because of the current circumstances in your life. Plan carefully with your entire future in mind, not just the next year or so, and you'll likely do well.

Three barriers to Life Empowerment are a lack of self confidence, a lack of self discipline, and an inability to focus

As woman we all want to excel higher, accomplish more, multitask, help others, and be able to vacation and relax as well. Here are some tips to become a better woman.

1. Setting Your Goals!

Goal setting is incredibly important to not only getting things done, but knowing what things you want to get done! First we need to define our goals. What do we want? Which of our wants are going to make us better women for ourselves and those around us? Base your goals around being a better woman. Visualize the person you want to be and begin to list the actions which are going to be necessary to become that person.

2. Set Your Deadlines!

Now we want to set deadlines for accomplishing these goals. This puts us on the fast track in becoming a better woman. Without deadlines, goals can just drift away or go nowhere for years. Set deadlines for your goals so your success will be possible, swift, and highly successful!

3. Get Help!

Getting help is huge at becoming a better woman. Having role models and having a plan are two key elements in improving your situation and reaching your goals.
Following a self help, motivational guide or plan which will have you do specific things each week to achieve your goals and meet your deadlines is a great idea. Following a good plan that is already laid out for you is oftentimes the key to quick success. It forces you to take action every week to achieve your goals.

Here are three barriers in Life Empowerment:

**Barrier 1 - Lack of self confidence**

Self confidence is essential to any pursuit of life empowerment. This will make the difference between if you stand up to the challenges that will face you or surrender, in defeat because you lack the confidence in yourself. Your lack of self confidence may have come from childhood experiences, situations, relationships etc. You must take the necessary measures to boost your self confidence if you are to live your best empowered life.

**Barrier 2 - Lack of self discipline**

What is Self-discipline? Self-discipline in this context is basically only letting yourself do what you WANT to do at that precise moment in time to be able to reach your goals more quickly. Everybody's life has its ups and downs, but not everybody is aware that they can actually DO something themselves to turn things around. Knowing when to exercise self-discipline is a HUGE step toward a better life for yourself and those around you.
**Barrier 3 - Inability to focus**

Focus can help us gain confidence, power and happiness. Focus can also help us remain grounded and stay on track. Focus can change confusion into absolute knowledge and self-criticism into love for oneself.

Learning to focus can help us in many ways. It can help us realize what we really want in life, it can help us make, good and informed decisions. It can also help us to accept ourselves just the way we are, without feeling the need to condemn ourselves or put ourselves down in any way, shape or form.

Get past these three barriers and you will realize your best empowered life!

Do you already lead the perfect life and you can’t think of anything that needs improving? Probably, no! You desire a better life, and are struggling to make it so. So what is it that you must have to bring about the life you desire? Well, it all starts with a dream.

This dream is what you have dreamed and will create into reality. If you stay focused on your dream the universe aligns itself to your will and things fall into place to create your will from desire to reality. Remember this saying: "If we don't have a dream, we have nothing”

**9 Tips in Life that Lead to Happiness**

If you want to be happy you need to understand that you can be happy and that you should be happy. Many people make the mistake of believing that they don’t deserve happiness and accept their unhappy state as their destiny. The truth of the matter is that happiness, like anything else in life, needs to be nurtured.
The following are a few tips that follow to create happiness in life.

- Understand what it is that will make you happy.
- Make a plan for attaining goals that you believe will make you happy.
- Surround yourself with happy people.
- When something goes wrong try to figure out a solution instead of wallowing in self pity.
- Spend a few minutes each day thinking about the things that make you happy.
- It’s also important to take some time each day to do something nice for yourself.
- Finding the humor in situations can also lead to happiness.
- Maintaining your health is another way to achieve happiness.
- Finally, it is important to understand that you deserve happiness.
- Happiness is hard to define but most people are aware of whether they are happy or not.

Many people believe that happiness is a form of luck and that some people are destined to be happy while others are destined to be unhappy.
### Session: 12  
**Peer group training**

| Objectives | 1. To conduct one day training on the skills necessary for the peer educators  
|            | 2. To Select the possible peer educators  
|            | 3. To impart the skills needed for the peer educator for informational and educational purpose i.e technical, teaching and teamwork skills |
| Methodology | lecture with explanations |
| Materials needed | Paper, pen, reading material and charts |
| 🕒 Total Session Time: | 150 minutes (2 hours, 30 minutes) |

### Topic: Peer group training

**Activities**

**Step 1: Select possible Peer educators – through the criteria like**

- Age within the range of the target population
- Commitment to the goals and objectives of the program
- Ability and willingness to make the necessary time commitment
- Interest in working with peers
- Tolerant and respectful of others’ ideas and behaviors
• Dynamic, motivated, innovative, creative, energetic, questioning, trustworthy, discreet

With the help of the institutional authority select the best peer educator

Step 2: Impart Content of a Training Program

1. Skills development –
   • technical,
   • teaching and
   • teamwork

2. Responsibilities of the Peer educators

Step 3

There are three main sets of skills that peer educators will need to develop in order to be effective. Facilitator review all the sessions and clarify the peer groups’ doubts.

- **Technical skills**: All peer educators will need to have an understanding of basic Adolescence – growth, development, changes, issues, and management, life skills, career and vocational guidance, laws, gender issues, and plan for future.

- **Teaching skills**: This second set of skills places special emphasis on education, communication and presentation techniques. For example, peer educators need to know how to teach the concepts which is necessary for their group.

- **Teamwork skills**: The activities conducted by peer educators are often done in pairs or by the entire team; therefore, it is important that the coordinator encourage the cultivation of skills for working as a team.
Step 4

With the consent of the authorities, allow the peer educators to take care of their group and impart the information in weekends. Entrust each institution to a concerned person to supervise the peer educators. Informational/educational activities involve, giving information to individuals or small groups, with the purpose of educating them on specific issues. Educational activities are most effective when they are participatory, as this helps people learn and remember what they learn.

Train minimum 6 peer educators in each orphanage on how to work with the group. Those who have not attended sessions, the peer educator can impart the sessions later in weekend days/ holidays/ leisure times to other inmates. The person to disseminate new information and knowledge to the group members and can become a role model to others by “practicing what she preaches”. Since she is from the same group, she can empathize and understand the emotions, thoughts, feelings, language of the participants, and, therefore, relate better. They are better able to inspire and encourage their peers to adopt health-seeking behaviors because they are able to share common weaknesses, strengths and experiences

Contents of the session

Peer groups are an important influence throughout one’s life, but they are more critical during the developmental years of childhood and adolescence. There is often controversy about the influence of a peer group versus parental influence, particularly during adolescence. Peer education has been used in many areas of public health,
including nutrition education, family planning, and substance use and violence prevention. Role of the Peer Educator is to help the group members define their concerns and seek solutions through the mutual sharing of information and experiences. Facilitator introduces the term and voluntarily participants came as peer educator. Facilitator trains them how to work with the group. Those who have not attended sessions the peer educator imparts the sessions later in convenient days to other inmates. The person to disseminate new information and knowledge to the group members and can become a role model to others by “practicing what s/he preaches”. Since she is from the same group, she can empathize and understand the emotions, thoughts, feelings, language of the participants, and, therefore, relate better. They are better able to inspire and encourage their peers to adopt health-seeking behaviors because they are able to share common weaknesses, strengths and experiences.

Peer education

One effective way of dealing the adolescent issues is peer education, because it is a dialogue between equals. It involves members of a particular group educating others of the same group. For example, young people share information with each other, some acting as facilitators of discussions. It usually takes the form of an informal gathering of people who, with the help of the peer educator, (someone of a similar age or social group), discuss and learn about a particular topic together. Peer education works well because it is participatory and involves the young people in discussion and activities. People learn more by doing than just getting information. It empowers
young people to take action. Examples of participatory activities used in peer education are games, art competitions and role-plays. All of these can help people to see things from a new perspective without “being told” what to think or do.

**Role of Peer Educator**

**A Peer Educator …**

- Leads & guides a group
- Shares information with a group
- Facilitates participants thinking about their ideas & attitudes
- Provides a positive role model
- Is not an expert on the topic
- Is not a counselor
- Doesn’t give advice, but provides information, ideas & refers participants
- Doesn’t discuss their personal values with the group

**What skills/knowledge do you need to be a Peer Educator**

1. Listening skills
2. Willingness to learn
3. Communication skills
4. Confidence
5. Approachable
6. Takes things seriously but also is flexible
7. Can relate well to young women
8. Ability to pass information on to others
9. Public speaking skills
10. Knowledge of the topic you are presenting on
11. Understanding & empathy
12. Good knowledge of relevant service providers & referral options

Peer groups are an important influence throughout one's life, but they are more critical during the developmental years of childhood and adolescence. There is often controversy about the influence of a peer group versus parental influence, particularly during adolescence. Peer education has been used in many areas of public health, including nutrition education, family planning, and substance use and violence prevention. Role of the Peer Educator is to help the group members define their concerns and seek solutions through the mutual sharing of information and experiences.

Conclusion

The protection of the girl child would be ensured through relief to girls belonging to the economically and socially deprived groups. Even though the child may get shelter, food and cloths in children’s homes i.e., their basic physical need may be met, their psychological and social needs cannot be met adequately. The positive changes in social interactions, behavior, and emotional well-being are the indicators of improved well-being. Through this intervention, psychosocial well of the adolescent girls in the children’s homes will improve and they develop a capacity to form harmonious relationship with others and respond constructively to changes in the environment.

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Dear respondent,

I am conducting a study on “Psychosocial well-being of adolescent girls: An intervention study”.

The study consists of assessing your psychosocial well-being by means of questionnaire. This will be followed by an orientation on 12 sessions based on the assessment. After the sessions you will be assessed again. All information collected will be maintained confidentially and it will be used for the academic purpose only.

A reading material will be provided to you. This programme will help to develop qualities and capacities in your personality towards a better womanhood.

In this connection, your co-operation is solicited.

Kindly attend all the sessions.

Sheeja Remani B Karalam

Research Scholar, Doctoral Centre, Rajagiri College of Social Sciences,

Mahatma Gandhi University, Kottayam

I hereby give my consent for participating in the programme.

Signature of the Head of the Children’s Home               Signature of the respondent

Date:                                                     Date:
Role Play on different situations usually adolescent girls have to face in her life and ways to respond assertively

Group discussions on Developmental changes in adolescence

Health awareness class by Dr. Sreeja Prasad, Thrissur and Individual consultation with Doctor