<table>
<thead>
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<th>Appendix</th>
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<td>1</td>
<td>SOCIO DEMOGRAPHIC INFORMATION SCHEDULE</td>
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<td>ALCOHOL EXPECTANCIES QUESTIONNAIRE.-ENGLISH VERSION</td>
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<td>3</td>
<td>ALCOHOL EXPECTANCIES QUESTIONNAIRE-adolescent form, scoring code</td>
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<tr>
<td>4</td>
<td>CONSENT FORM</td>
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<tr>
<td>5</td>
<td>ALCOHOL EXPECTANCIES QUESTIONNAIRE-MALAYALAM VERSION</td>
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<tr>
<td>6</td>
<td>MODULES WITH PICTURES</td>
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<td>8</td>
<td>MAP OF KERALA STATE</td>
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<td>9</td>
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APPENDIX – I
SOCIO DEMOGRAPHIC INFORMATION SCHEDULE

Sl.No
1 Personal Profile of the adolescents
1.1 Age of Student ............yrs
1.2 School Category Please Tick
    Govt. High School (      )
    Govt. Higher Secondary (      )
1.3 Class of student
1.4 Division of student
1.5 Place of the school
1.6 Religion of student

2 Parents' Profile
2.1 Age of Father
2.2 Age of Mother
2.3 Education of father
2.4 Education of mother
2.5 Occupation of father
2.6 Occupation of mother
2.7 Place of residence (Please Tick)
    Rural (      )
    Urban (      )
2.8 Type of family (Please Tick)
    Nuclear (      )
    Joint (      )
    Male (      )
    Female (      )
2.9 No. of Siblings (Please Tick)
2.9 Monthly income of the family Please Tick
    Below Rs 2000 (      )
    Rs 2001 > 4000 (      )
    Rs 4001 and above (      )
3  Background alcoholism of the adolescent

3.1 Does anyone in your neighbourhood drink alcohol? Yes (        ) No (        )

3.2 Do your parents drink alcohol? Yes (        ) No (        )

3.3 Do any of your relatives drink alcohol? Yes (        ) No (        )

3.4 Do any of your friends drink alcohol? Yes (        ) No (        )

3.5 Do you drink alcohol? Yes (        ) No (        )

3.6 At what age you had your 1st Drink

   Below 10 years (          )
   Between 10 and 17 years (          )
   Above 17 years (          )

3.7 With whom you had your 1st drink? Parents (          ) Relatives (          ) Friends (          )

3.8 Do you keep the habit of drinking with your friends? Yes (        ) No (        )

3.9 Please list out the circumstances where you have drunk alcohol

3.10 What prompted you to drink alcohol? Please Tick

3.11 Could you control your interest on drinking alcohol? Yes (        ) No (        )

3.12 How often do you drink alcohol? Please Tick

   Daily (          )
   Occassionally (          )
   Rarely (          )
   Never (          )

3.13 What effects did you experience by drinking alcohol?
3.14 Do you use?  Please Tick

Pan Masala
Yes (        )
No  (        )

Tobacco
Yes (        )
No  (        )

Other drugs
Yes (        )
No  (        )

4 Assistance needed by the adolescents  Please Tick

4.11 Do you require any help in handling any of your personal difficulties

Yes (        )
No  (        )

4.12 Nature of your difficulties

Study matters (        )
Emotional issues (        )
Personal crisis (        )
Drinking habits (        )
Others (        )

4.13 What type of help do you require?  Please Tick

Counselling (        )
Self esteem building (        )
Self awareness building (        )
Skill development (        )
APPENDIX - II
ALCOHOL EXPECTANCY QUESTIONNAIRE
ADOLESCENT FORM (AEQ-A)

Please read the following statements about the effects of alcohol. If you think the statement is true, then mark “true”. If you think that, the statement is false, or mostly false, or rarely happens to most people, then mark “false”. When the statements refer to “drinking alcohol”, you may think in terms of any alcoholic beverage such as beer, wine, whiskey, liquor, rum, scotch, vodka, gin, or various alcoholic mixed drinks. Whether or not you have had actual drinking experience yourself, you are to answer in terms of how you think alcohol affects the typical or average drinker. It is important that you respond to every statement.

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<td>Drinking alcohol makes a person feel good and happy</td>
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<td>Alcohol makes sexual experiences easier and more enjoyable</td>
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<tr>
<td>3.</td>
<td>Drinking alcohol can get rid of physical pain</td>
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<td>People are apt to break and destroy things when they are drinking alcohol</td>
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<td>People become harder to get along with after they have had a few drinks of alcohol</td>
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<td>Drinking alcohol creates problems</td>
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<td>7.</td>
<td>People feel sexier after a few alcoholic drinks</td>
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<td>It is easier to open up and talk about one’s feelings after a drink of alcohol</td>
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<td>9.</td>
<td>A person can talk with people of the opposite sex better after a few drinks of alcohol</td>
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<td>10.</td>
<td>Drinking alcohol makes a bad impression on others</td>
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<tr>
<td>11.</td>
<td>People drive better after a few drinks of alcohol</td>
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</tbody>
</table>
12. Drinking alcohol can keep a person’s mind off his/her problems at home.
13. Teenagers drink alcohol in order to get attention.
14. It is hard to reason with a person who has been drinking alcohol.
15. Parties are not as much fun if people are drinking alcohol.
16. People are more creative and imaginative (can make believe better) when they drink alcohol.
17. People feel more caring and giving after a few drinks of alcohol.
18. Drinking alcohol makes it easier to be with others and, in general, makes the world seem to be a nicer place.
19. It is easier to play sports after a few drinks of alcohol.
20. Drinking alcohol makes the future seem brighter.
21. A person can do things better after a few drinks of alcohol.
22. Drinking alcohol makes people more friendly.
23. A person may have a few drinks of alcohol in order to be part of group.
24. When drinking alcohol, people are more apt to insult and make fun of others.
25. People are more sure of themselves when they are drinking alcohol.
26. When drinking alcohol, people do not feel in control of their behaviour, they are apt to do something that they do not want to do.
27. Drinking alcohol makes people feel more interesting.
28. Drinking alcohol is O.K. because it allows people to join in with others who are having fun.
29. Drinking alcohol makes a person happier with himself/herself.
30. When talking with people, words come to mind easier after a few drinks of alcohol.
31. People feel powerful when they drink alcohol, as if they can get others to do what they want.
32. Drinking alcohol makes people worry less.
33. People drink alcohol, because it gives them a neat, thrilling, high feeling.
34. Drinking alcohol makes people more alert
35. Alcohol increase arousal; it makes people feel stronger and more powerful and makes easier to fight.
36. Sweet alcoholic drinks taste good
37. A few alcoholic drinks make people less shy
38. Drinking alcohol makes men more aggressive or pushy
39. After a few alcoholic drinks, people are less aware of what is going on around them
40. Most alcoholic drinks taste good.
41. Most people think better after a few drinks of alcohol
42. Alcohol help people stand up to others
43. People do not worry as much about what other people think of them after a few drinks of alcohol
44. When drinking alcohol, people are more apt to be taken advantage of by others
45. People do not drive as well after a few drinks of alcohol
46. People understand things better when they are drinking alcohol
47. Drinking alcohol gets rid of aches and pains.
48. People are apt to become careless after a few drinks of alcohol
49. A person enjoys people of opposite sex more after she/he has been drinking alcohol.
50. Drinking alcohol makes a person feel less up-tight
51. People a alcohol act like better friends after a few drinks of alcohol
52. Alcohol makes people feel more romantic
53. Drinking alcohol makes a person more pleased with himself / herself
54. Drinking alcohol loosens people up.
55. Drinking alcohol causes hangovers
56. Most alcohol taste terrible
57. People do stupid, strange, or silly things when they drink alcohol. ● ●
58. Alcohol makes people more relaxed and less tensed ● ●
59. People laugh a lot and do silly or crazy things when they have been drinking ● ●
60. Having a few drinks of alcohol is a nice way to enjoy holidays. ● ●
61. When drinking alcohol, people are more apt to take advantage of others ● ●
62. It’s fun to watch others act silly when they are drinking alcohol ● ●
63. People drink when they have problem ● ●
64. Drinking alcohol makes a person feel healthier ● ●
65. People feel less alone when they drink alcohol. ● ●
66. People become dizzy and are apt to fall down when they drink alcohol ● ●
67. Drinking alcohol makes a person feel close to people ● ●
68. Teenagers drink alcohol because they feel forced to do so by their peers. ● ●
69. Alcohol changes people’s personalities ● ●
70. People often have trouble remembering what they did while they are drinking alcohol. ● ●
71. A few drinks of alcohol makes it easier to talk with people. ● ●
72. People can control their anger better when they are drinking alcohol. ● ●
73. People have stronger feelings when they are drinking alcohol. ● ●
74. Alcoholic beverages make parties more fun ● ●
75. Drinking alcohol does not get rid of problems, it just pushes them aside. ● ●
76. Alcohol make peoples better lovers ● ●
77. People don’t feel so alone when they drink alcohol ● ●
78. After drinking alcohol, a person may lose control and run into things. ● ●
79. Drinking alcohol gets rid of a person’s feelings that he/she is not as good as other people. ● ●
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<td>Drinking alcohol relaxes people</td>
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<td>Drinking alcohol allows people to be in any mood they want to be.</td>
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<td>82.</td>
<td>People become loud and noisy when they drink alcohol.</td>
<td>● ●</td>
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<td>83.</td>
<td>Drinking alcohol can keep a person’s mind off his/her mistakes at school</td>
<td>● ●</td>
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<td>84.</td>
<td>It is easier to speak in front of a group of people after a few drinks of alcohol.</td>
<td>● ●</td>
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<tr>
<td>85.</td>
<td>People get in better moods after a few drinks of alcohol.</td>
<td>● ●</td>
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<tr>
<td>86.</td>
<td>Drinking alcohol helps teenagers to do their homework.</td>
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</tr>
<tr>
<td>87.</td>
<td>Drinking alcohol leads students not to do their homework</td>
<td>● ●</td>
</tr>
<tr>
<td>88.</td>
<td>Alcohol seems like magic</td>
<td>● ●</td>
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<tr>
<td>89.</td>
<td>People don’t worry about the things they are in charge of when they are drinking alcohol.</td>
<td>● ●</td>
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<tr>
<td>90.</td>
<td>People become more interested in people of the opposite sex after a few drinks of alcohol.</td>
<td>● ●</td>
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</table>
The seven Adolescent Alcohol Expectancy Scales are scored using a limit weight system. A subject’s score on a particular scale is the number of statements on that scale to which he/she responds “true”. As a bi-directional scale, Scale II (Alcohol can enhance or impede social behavior) is an exception to this scoring scheme. On this scale, replying “false” to the negative items earns a point on the scale.

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### Scale III
Alcohol Improves Cognitive and Motor Abilities

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### Scale IV
Alcohol Enhances Sexuality

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### Scale V
Alcohol Leads To Deteriorated Cognitive And Behavioural Function

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### Scale VI
Alcohol Increases Arousal

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<td>Scale VII</td>
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APPENDIX - IV
CONSENT FORM

Title of the study:

A Psycho Educational Approach For The Modification Alcohol Expectancies Among The Adolescents

I have been fully explained about the study by name “A Psycho Educational Approach For The Modification Alcohol Expectancies Among The Adolescents” conducted by Lilly N.C.

I have been informed about the various ethical responsibilities taken care of by Lilly N.C. during the process of data collection, the overall purpose of the study, and I understand that all information obtained from these questionnaire is strictly confidential and that anonymity will be ensured by using code numbers instead of names.

I agree to participate in the research project conducted by Lilly N.C.

I consent to participate

Name:..................................................................

Signature...................................................................

Date......................................................................
APPENDIX – V

കോശികാകൈല്‍ക്കാരാണ് കിഴക്കകടിന്

നിരവധികാലാണ് ഉപയോഗിക്കുന്നു

ഉപയോഗകരത മേലെയുള്ള കാരണങ്ങളുടെ നിള നിരവധികാലാണ് ഉപയോഗിക്കുന്നു. ചെലവുകളുടെ ഭാഗം കൊണ്ടും വിദ്യാഭ്യാസകോടതിയില്‍ ഉപയോഗിക്കുന്നു. അദ്ദേഹം തിരിച്ചറിഞ്ഞു “രുചി” എന്ന കാരണങ്ങള്‍

നിരവധികാലാണ് ഉപയോഗിക്കുന്നു മറ്റുമായി ഉപയോഗിക്കുന്നു. വിദ്യാഭ്യാസകോടതിയില്‍ ഉപയോഗിക്കുന്നു ചെലവുകളുടെ ഭാഗം കൊണ്ടും വിദ്യാഭ്യാസകോടതിയില്‍ ഉപയോഗിക്കുന്നു. “രുചി” എന്ന കാരണം

പ്രധാനമായും കാരണങ്ങളുടെ നിരവധികാലാണ് ഉപയോഗിക്കുന്നു മറ്റുമായി ചെലവുകളുടെ ഭാഗം കൊണ്ടും വിദ്യാഭ്യാസകോടതിയില്‍ ഉപയോഗിക്കുന്നു. ചെലവു

അതിന്റെ ഭാഗം നിരവധികാലാണ് ഉപയോഗിക്കുന്നു മറ്റുമായി ചെലവു

കൊണ്ടും വിദ്യാഭ്യാസകോടതിയില്‍ ഉപയോഗിക്കുന്നു. ചെലവു

ഉപയോഗിക്കുന്നു മറ്റുമായി ചെലവു

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| സ്ഥാനം/നമ്പർ | പ്രധാന നിരവധികാലാണ് ഉപയോഗിക്കുന്നു | കൊണ്ടും വിദ്യാഭ്യാസകോടതിയില്‍ ഉപയോഗിക്കുന്നു | മറ്റുമായി ചെലവു
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27. അനുഭവം കെട്ടുന്ന പാരിസ്ഥിതിക ആഘോഷികത എന്താണ്

28. അനുഭവം കെട്ടുന്നു, കൃത്യ നിയം (പ്രകൃതിയുടെ ഉപകരണം കെട്ടുന്ന പോലെ

29. അനുഭവം തുല്യതയ്ക്കെട്ടുന്ന ക്രമവും തുല്യാനുഭവങ്ങളുള്ള പാട

30. ഒരു മുൻപിൽ അർധമാര്പനം പ്രവാഹം പാടിലായിട്ട് അവസാനം 

31. നിരീക്ഷണ അർധമാര്പണമായിപ്പോലെ അത്യുത്ഥവാടകളായി കെട്ടുന്ന 

32. അനുഭവം പുരീകൃതവും അനുഭവം കെട്ടുന്നു

33. അവസാനം ക്രമവും അനുഭവം കെട്ടുന്നു

34. അനുഭവം കെട്ടുന്ന ക്രമവും അതിനെ എന്തെങ്കിലും

35. മാത്രമായും ഇതേ പരിപാടികളെ എന്തെങ്കിലും

36. മൂലമായും അറിയാൻ അക്ഷമായി

37. കെട്ടുന്ന പരമാണു പോലെ

38. അനുഭവം കെട്ടുന്ന ക്രമവും അതിനെ എന്തെങ്കിലും

39. രേഖാ അനുഭവത്തിലെ പ്രത്യേകിച്ച് തലവും കെട്ടുന്ന ക്രമവും

40. ഇനി മാറാം മാത്രമായി അക്ഷമാക്കുന്നു

41. കെട്ടുന്ന പരിപാടിയെ എന്തെങ്കിലും പ്രകടിപ്പിക്കുക

42. അക്ഷമാക്കാൻ മിശ്രനാടകനു ദർശനമായി എന്തെങ്കിലും

43. അനുഭവം എന്തെങ്കിലും മിശ്രനാടക കലയുടെ ഉപകരണത്തിന്റെ 

44. ഉപ്പൂർവമാണിതെല്ലാം, ആശയങ്ങൾ എന്തെങ്കിലും 

45. കെട്ടുന്ന പരിപാടിത്തിലെ പ്രത്യേകിച്ച് എന്തെങ്കിലും

46. ഉപ്പൂർവമാണിതെല്ലാം, എന്തെങ്കിലും 

47. മാറാം മാത്രമായി മാറാം എന്തെങ്കിലും മാറാം എന്തെങ്കിലും
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<td>48.</td>
<td>കാറ്റാലെഴുത്തു അഖ്യാനത്തിന് ഉയർന്ന സേവനം.</td>
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<td>49.</td>
<td>അനുഭവങ്ങളടി സറ്റെത്തുന്നതിന് കാലാവധി അഭിപ്രായത്തിന് പ്രധാന സംഭാവന അനുഭവം.</td>
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<td>കാറ്റാലെഴുത്തു അഖ്യാനത്തിന് കാലാവധി സാംസ്കാരിക ഉപേക്ഷാനില്ലാത്ത അനുഭവം.</td>
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<td>56.</td>
<td>രാജാ മൂല്യഹാരം അന്യർ സ്മരണിക്കുന്നു.</td>
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<td>57.</td>
<td>അനുഭവങ്ങളടി സറ്റെത്തുന്നതിന് രാജാവിൻഡ് അഭിപ്രായത്തിന് പ്രധാന സംഭാവന അനുഭവം.</td>
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<td>58.</td>
<td>അനുഭവത്തിന് പ്രായോഗിക അഭിപ്രായത്തിന് സാംസ്കാരിക ഉപേക്ഷാനില്ലാത്ത അനുഭവം.</td>
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<td>അനുഭവങ്ങളടി അഖ്യാനത്തിന് പ്രായോഗിക അഭിപ്രായത്തിന് രാജാവിൻഡ് അഭിപ്രായത്തിന് പ്രധാന സംഭാവന അനുഭവം.</td>
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<td>60.</td>
<td>കാറ്റാലെഴുത്തു അഖ്യാനത്തിന് രാജാവിൻഡ് അഭിപ്രായം.</td>
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<td>അനുഭവങ്ങളടി അഖ്യാനത്തിന് രാജാവിൻഡ് അഭിപ്രായത്തിന് പ്രധാന സംഭാവന അനുഭവം.</td>
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<td>സാംസ്കാരിക ഉപേക്ഷാനില്ലാത്ത അഖ്യാനത്തിന് അഭിപ്രായം.</td>
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<td>അതുകൊണ്ട്‌ എനിക്ക്‌ അറിയില്ല. അവസാനമായി നിദാനത്തിൽ നിന്നുള്ള പരിഹാരത്തിലെ സംഭാഷണം നിലനിർത്തേണ്ടില്ല.</td>
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<td>88.</td>
<td>അരുണ കാശിക്കാരൻ “പ്രവാചകാകാരൻ”</td>
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APPENDIX - VI

MODULES PREPARED FOR PSYCHOEDUCATION

UNIT I - ALCOHOL EDUCATION

Total Sessions of Topics : 25

Duration of a session : 1 Hour Each

Session -1 -The Concept of Alcohol and Alcoholism

Focal Point of the day : Awareness on Alcohol and Alcoholism

Objectives : To impart preliminary knowledge on alcohol and alcoholism

Program : Introduction to the topic - Lecture class with case presentation

Materials /Means : Resource /Information Sheets, Hand-outs with Pictures or, Diagrams, Flip charts, Black board, Chokes, Papers and Pencils

Number of participants : 300

Time Taken : 1 hour
Points Highlighted:

- What is Alcohol?
- What is alcoholism?
- Characteristics and,
- Symptoms

Session -2 - Portrayal of an Alcoholic

**Focal Point of the day:** Description of an alcoholic

**Objectives:** To provide more clarity on the ‘different alcoholic stages’ and its impact of each stage on the user

**Program:** Lecture class with picture presentation.

**Materials /Means:** Hand-outs with Pictures, Flip / Clip charts, Diagrams

Black board, Chokes, Papers and Pencil

Number of participants: 300  
Time Taken: 1 hour
Points Highlighted:

- Who is an ‘alcoholic’?
- What is addiction to alcohol?
- What is alcohol dependence?
- Alcohol dependence syndrome (Physical and Psychological)

Session -3 - Classification of Drinkers and Phases of Alcoholic Stages

Focal Point of the Day: Different types of drinkers.

Objectives: To provide more clarity on different types of drinkers

Program: Lecture class with chart presentation (1 hour)

Materials /Means: Hand-outs with Pictures, Flip / Clip charts, Diagrams, Black board, Chokes, Papers and Pencils
Number of participants: 300

Time Taken: 1 session 1 hour

Points Highlighted

- Classification of drinkers
- Phases of alcoholic stages
- Symptoms of Alcoholism

Session -4 Types and Chemical Features of Alcohol

Focal Point of the day: Types and Features of Alcohol

Objectives: To give awareness about different Types and Features of Alcohol

Program: Lecture class with chemical diagram presentation.

Materials /Means: Resource /Information Sheets, Hand-outs with Pictures or Diagrams, Flip charts, Black board, Chokes, Papers and Pencils

Number of participants: 300

Time Taken: 1 hour

Points Highlighted

- Generally available types and chemical features of alcohol
- Contents of alcohol
- Source of some alcoholic beverages
- How alcohol is obtained?
Session -5 - The Generic Effects of Alcohol at a Stretch

Focal Point of the day: Alcohol’s Effects upon the user.

Objectives: To impart generic knowledge on the effects of alcohol upon the user

Program: Lecture class with list of effects presented.

Materials /Means: Clip charts, Black board, chokes.
Number of participants: 300

Time Taken : 1 hour

Points Highlighted

- Short term effects
- Long-term effects

Session -6 - Alcoholism Affects and Deteriorate Health

Focal Point of the day: Alcohol’s Effects upon the body of the user.

Objectives : To provide knowledge about the path of alcohol, phases of alcohol disposal and the factors contributing to the effects of alcohol in the body

Program : Lecture class with picture presentation.


Number of participants: 300

Time Taken : 1 hour

Points Highlighted

- The path of alcohol in the body
- Phases of alcohol disposal in the body
- Factors contributing to the effects
Session -7 - The Effects of Alcohol on Gastro –Intestinal Organs of the Body

Focal Point of the day : Alcohol’s Deteriorating Effects

Objectives : To create knowledge about the harmful effects of alcohol upon the user

Program : Lecture class with picture presentation.

Materials /Means : Resource /Information Sheets, Hand-outs with Pictures or , Diagrams, Flip charts, Black board, Chokes, Papers and Pencils
Number of participants: 300

Time Taken : 1 hour

Points Highlighted

- Alcoholism Affects Health
- Effects of Alcohol on Different Gastro –Intestinal Areas of the Body
  (Effects on Esophagus, Stomach and Small Intestine)

Session -8  Effects of Alcohol on Liver, Brain , Pancreas, Blood cells and Heart

Focal Point of the day : Alcohol’s Effects on the user’s liver, pancreas

  Blood cells and Heart.

Objectives : To gave a clear picture about the destroying effect of alcohol in the functions of liver, brain, pancreas, blood cells and heart of the user.

Program : Lecture class with picture presentation.

Materials /Means : Resource /Information Sheets, Hand-outs with Pictures or,

  Diagrams, Flip charts, Black board, Chokes, Papers
  and Pencils

Time Taken : 1 hour
അധികാരങ്ങളിലെ കാലിവാര വേദി
Points Highlighted:

- The Effects of Alcohol on Liver
- The Effects of Alcohol on the Brain
- The Effects of Alcohol on Pancreas
- The Effects of Alcohol on Blood cells
- The Effects of Alcohol on Heart

Session 9 - Harmful effects – Alcohol Related Diseases

Focal Point of the day: Alcohol Related Diseases

Objectives: To make awareness about the harmful effects occurring in the human body due to alcohol consumption

Program: Lecture class with picture presentation.

Materials /Means: Resource /Information Sheets, Hand-outs with Pictures or, Diagrams, Flip charts, Black board, Chokes, Papers and Pencils

Time Taken: 1 hour

Points Highlighted:

- Alcohol and the Respiratory Tribulations
- Alcohol and Stroke
- Alcohol and Cancer
- Alcohol and Muscles
- Alcohol on the Skin
Session- 10 - Effects of alcohol on various systems of the body

Focal Point of the day: The Effects of Alcohol on the Excretory System, Endocrine System, Reproductive System and Sexual Functioning

Objectives: To give an insight about the effects of alcohol in the excretory system, endocrine system, reproductive system and sexual functioning of the user

Program: Lecture class with Resource chart presentation.

Materials /Means: Clip charts, Black board, chokes.

Time Taken: 1 hour
Points Highlighted

- The Effects of Alcohol on the Excretory System
- The Effects of Alcohol on Endocrine System
- Effects of Alcohol on Sexual Functioning
- Effects of Alcohol and the Reproductive System

Session 11 - Alcohol Withdrawal Syndrome

Focal Point of the day: Physical and Psychological withdrawal Symptoms

Objectives: To convey an idea about the physical and psychological withdrawal reactivity seen among alcoholics.

Program: Lecture class with picture presentation.

Materials /Means: Resource /Information Sheets, Hand-outs with Pictures or, Diagrams, Flip charts, Black board, Chokes, Papers and Pencils

Time Taken: 1 hour

Points Highlighted

- Physical Symptoms
- Psychological Symptoms

Session -12 Effects of Alcohol –Psychological Aspects

Focal Point of the day: Psychological effects of alcohol.

Objectives: To create awareness about the impact of alcohol on mental health and emotional changes.

Program: Lecture class with Clip charts presentation.

Materials /Means: Clip charts, Black board, chokes.
Time Taken : 1 hour

Points Highlighted

- Alcohol and Mental Health
- Alcohol and Emotional Changes
Session -13 Effects of Alcohol –and Psychiatric Aspects

Focal Point of the day: Alcohol use and Cognitive Impairments in alcoholics.

Objectives : To impart knowledge about the effects of alcohol on the development of psychiatric illness

Program : Lecture class with information chart presentation.

Materials /Means : Resource /Information Sheets, Hand-outs with Pictures or, Diagrams, Flip charts, Black board, Chokes, Papers and Pencils

Time Taken : 1hour

Number of participants: 300

Points Highlighted

➢ Cognitive Impairment seen on severe phase of psychiatric illness
➢ Cognitive Impairment seen on mild phase of psychiatric illness
➢ Alcohol and Psychiatric disorders.
  • Pathological intoxication
  • Delirium tremens and alcoholic hallucinations,
  • Acute alcoholic hallucinosis
  • Korsakoff’s psychosis

Session -14 Effects of Alcohol - on Family Life

Focal Point of the day : Effects of Alcohol on family life

Objectives : To impart the real image of an alcoholic father and to show, how he brings problems to the family
Program: Lecture class with presentation of pictures, showing broken family relationship.

Materials /Means: Resource /Information Sheets, Hand-outs with Pictures or, Diagrams, Flip charts, Black board, Chokes, Papers and Pencils

Time Taken: 1hour

Number of participants: 300
Points Highlighted

Effects on Family life

1. Disrupted husband wife relationship
2. Divorce/ Dissertation
3. Family stress and instability
4. Sexual assaults
5. Physical and emotional Illness
6. Maladjustment of children
7. Disrupted relationship with family members /relatives
8. Violence and aggression
9. Property damage
10. Financial insecurity
11. Preventable accidents
12. Alcohol poisonings

Session 15- -Effects of alcohol on the Social and economic Life

Focal Point of the day: Social and economic deterioration

Objectives: To build up awareness about the social and economic problems results from excessive alcohol consumption.

Program: Lecture class with information chart presentation.

Materials /Means: Resource /Information Sheets, Hand-outs with Pictures or , Diagrams, Flip charts, Black board, Chokes, Papers and Pencils

Time Taken: 1hour
Points Highlighted:

- Social effects
- Job dissatisfaction
- Unemployment
- Juvenile delinquency
- Prostitution and crimes
- Traffic crashers
- Community disturbances
- Violence in neighbourhood.

Economic effects

1. Absenteeism
2. Alcohol-related illness
3. Accidents and injuries
4. Impact on perceived health
5. Legal problems
6. Worker productivity

Session 16  Impact of Parent’s Alcoholism and Children of Alcoholics

Focal Point of the day: Impact on the Children of Alcoholics (COAs)

Programme: Lecture class with resource chart presentation

Objectives: To create awareness on how the parent’s alcoholism can affect their children’s behaviour

Materials /Means: Clip charts, Black board, chokes

Time Taken: 1 hour
Number of participants: 300

Points Highlighted

- Lack of Parental support
- Impaired family relationship
- Children of Alcoholics (COAs)
- Impaired self esteem
- Poor academic and vocational performances
- delinquency (juvenile in conflict with law)
- Family history of alcoholism
- Genetic factors and children of alcoholics

Session 17- Effects of Drinking Specifically on the Adolescents

Focal Point of the day: Effects of Alcohol - Special to the adolescents

Programme: Lecture class with resource chart presentation

Objectives: To provide with right information on the working of alcohol among young minds.

Materials/Means: Clip chart, Black board, chokes.

Time Taken: 1 hour

Number of participants: 300

Points Highlighted:

- Depressive mood swings
- Effect of alcohol on academic achievement
Your mind isn’t the only thing that is damaged by your addiction to Brown Sugar or what have you........

Mental Problems
Wasted Muscles
Skins Infections
Liver Complaints
Blood Diseases
Unhealthy Bowel Habits
Aching Limbs

It can also have some pretty nasty effects on your body. All of which you can start suffering long before you become addicted.

You’ll probably start looking ill, losing weight and feeling like death. You’ll start taking your dope not to get high anymore, but just to feel normal and as you lose control of your body’s health you could lose control of your mind too.

Until one day you’ll wake up knowing that instead of you controlling your dope, your dope controls you.

So if a friend offers you a puff or a drag or a sniff, use your brain while you still can — And say no!

Addictions can ruin you!
- Risk for suicidal ideations
- School drop out
- Effect of alcohol on health of body and mind
- Effect of alcohol on social skills
- Violent behaviour
- Criminal activity
- Accidents and Injuries
- High risk sexual behaviour

**Session -18 -Effects of Age Factor and Onset of Drinking**

**Focal Point of the day:** Age of onset of drinking and alcoholism development

**Programme:** Lecture class with resource chart presentation.

**Objectives:** To provide better insights about the impact of early age of onset of drinking alcohol

**Materials/Means:** Resource /Information Sheets, Hand-outs with Pictures or, Diagrams, Flip charts, Black board, Chokes, Papers and Pencils

**Time Taken:** 1 hour

**Number of participants:** 300

**Points Highlighted**

- Age an explicitly important variable in alcoholism development
- The earlier the person started to drink, the more likely they are to be heavy drinkers
- The earlier the first drink, the more likely adults are to be heavier drinkers.
The earlier an adolescent begins to experiment with alcohol and cigarette,
the greater the severity and persistence of problems with illicit drugs
Many people dismiss underage drinking as a normal “rite of passage” in adolescence.
The age at which a person first uses alcohol is a powerful predictor of lifetime alcohol abuse and dependence
More than 40 percent of individuals who begin drinking before age 15 will develop alcohol abuse or alcohol dependence at some time in their lives.
Underage alcohol use can have immediate and potentially tragic consequences, as well as long-range harmful consequences, such as increased risk for chronic alcohol addiction

Session -19- The Developmental Transitions of Adolescents and Drinking Behaviour

Focal Point of the day : Adolescents and transitions
Objectives : To create awareness of their growth and developments and the pleasure seeking behaviours that leads to drinking
Program : Lecture class with resource sheet presentation.
Materials /Means : Resource /Information Sheets, Hand-outs with Pictures or , Diagrams, Flip charts, Black board, Chokes, Papers and Pencils
Time Taken : 1 hour

Number of participants: 300

Points Highlighted:

- Biological Perspective on Adolescence - A Stage of physical changes
- Psychological: Perspective on Adolescence
- Developmental Perspective - Cognitive changes
- Developmental transitions - Defining and conceptualizing
- Developmental transitions - Tasks and trajectories
- Developmental transitions - Decision to drink

Session 20 - Peer’s and Friend’s Influence on Adolescents’ drinking

Focal Point of the day: Role of Peer’s and Friend’s in alcoholism Development

Programme : Lecture Class with pictures

Objectives : To impart insights about the influencing characteristics of peers and friends in Adolescents’ drinking.

Materials/Means : Resource /Information Sheets, Hand-outs with Pictures or Diagrams, Flip charts, Black board, Chokes, Papers and Pencils

Time Taken : 50-60 minutes

Number of participants: 300

Points Highlighted

- Adolescent’s decision making to drink becomes centered on friends circle
It may represent a risk factor for experimentation with risky behaviors.

The one set of peer models may be active during the stage of experiment and excessive alcohol use.

Session 21- Effects of Tobacco upon the User.

Focal Point of the day: Effects of tobacco

Programme: Lecture class with resource sheet presentation

Objectives: To provide with the knowledge and awareness on the harmful effects of tobacco and other drugs.

Materials /Means: Clip Chart, Black board, chokes

Time Taken: 1 hour

Points Highlighted

On Tobacco

- What is tobacco?
- What is tobacco addiction?
- The contents and products of tobacco
- The harmful effects of tar
- The harmful effects of carbon monoxide
- The harmful effects of nicotine
- Diseases caused by tobacco addiction
- The risk of adolescent smoking
- Facts about smokeless tobacco

Session - 22 - Health Problems Associated with Tobacco

Focal Point of the day: Problems associated with long term cigarette smoking.
STOP SMOKING

தിരുനാൾ അടുത്ത തരത്തിലേക്ക പോയില്ലാത്ത പ്രവൃത്തിയും അനജില്ലം...
Programme : Lecture class with resource sheet presentation

Objectives : To provide with the knowledge and awareness on the harmful effects of tobacco.

Materials /Means : Resource /Information Sheets, Hand-outs with Pictures or,
                  Diagrams, Flip charts, Black board, Chokes, Papers
                  and Pencils

Time Taken : 1hour

Points Highlighted

➢ Smoking and Cancer
➢ Chronic Obstructive Lung Diseases (COLD)
➢ Chronic Bronchitis and Emphysema
➢ Smoking and Cardiac and Vascular Disease
➢ Coronary Heart Disease
➢ Smoking and Stroke
➢ Passive Smokers
➢ Consequences of Second Hand Smoke
➢ Children of Smokers
➢ The Risk of Adolescent Smoking

Session 23- Effects of Drugs other than alcohol

Focal Point of the day: Types and Effects of drugs

Objectives : To provide with the knowledge and awareness on the harmful effects of tobacco and other drugs

Program : Lecture class with information sheet presentation
Materials /Means: Resource /Information Sheets, Hand-outs with Pictures or Diagrams, Flip charts, Black board, Chokes, Papers and Pencils

Number of participants: 300

Time Taken: 1 hour

Points Highlighted:

- What is a drug?
- Drug dependency states
- Categories of drugs and its abuses
- Harmful effects of various drugs
- The etiological factors leading to drug abuse

Session 24 – Clarification of misconceptions regarding alcohol

Focal Point of the day: Clarification of misconceptions regarding alcohol

Program: Testing with True/False questionnaire and Mini lecture

Objectives: To rectify the misconceptions regarding alcohol.

Materials /Means: True/False questionnaire (Handout), Resource /Information Sheets, Flip charts, Black board, Chokes, Papers and Pencils

Number of participants: 300

Time Taken: 1 hour
Points Highlighted:

- Some myths about alcohol
- Some facts about alcohol
- Clarification of myths

Session-25  - Assertiveness Training

Focal Point of the day: Assertiveness is “the open and appropriate expression of thoughts and feelings, with regard to the rights of others”.

Objectives: To teach a set of techniques that enhance assertiveness

Program: Lecture class with case presentations and practice of “assertive” behaviors.

Materials /Means: Resource /Information Sheets, Flip charts, Black board, Chokes, Papers and Pencils

Time Taken: 1 hours

Points Highlighted:

- Possible causes of unassertiveness
- The power of assertiveness
- The proper Usage of assertiveness
- The strength of assertiveness

Distinction from submissive and aggressiveness behaviour

- Submissive people allow others to take advantage of them and then harbor resentment that they don’t express openly.
- **Aggressive people** take advantage of others; they are often selfish and hurt other individuals.

- **Assertive people** express their feelings honestly and direct without exploiting others; they have a positive self image and feel good about themselves.

**Unit II  LIFE SKILLS EDUCATION**

The life skills education is given in a comprehensive way by a workshop model training, taking three consecutive days as holiday programme. Since there were enough time some more group activities and energizers were given in each two hour sessions. The over all objective is to impart knowledge in comprehensive and integrated life skills education and to enable the adolescents to make healthy behaviors throughout their lives.

**Session-26  Decision Making Skills and Problem Solving Skills**

**Focal Point of the day**: Problem solving skills and decision making skills are the most powerful weapons of a successful personality.

**Objectives**

- To acquire the ability to take an appropriate decision after weighing the advantages and disadvantages of a situation.
- To acquire ability to deal constructively with decision of our lives especially in the matters of alcohol and drugs.

**Program**

- Lecture class with demonstration through group activity.

**Group Activity**

- Group Discussions

**Topic**

- Use of alcohol by adolescents, weighing its advantages and disadvantages and its future consequences.
Energizer: Ichi Michi Hai, Hai (group song – grouping in rounds)

Materials /Means: Flip charts, Black board, Chokes, Papers and Pencils

Time Taken: 2 hours

Points Highlighted:

Decision making has to be happened by evaluating and assessing different aspects of an issue considering different options which can be made use of and to its effects upon people and situation. The decision making activities includes the following steps:

- Stating the problem
- Listing the choices
- Indicating good and bad points for each choices
- Choosing the best solutions for the situations

Acquiring knowledge of decision making open the ways for problem solving skills to an extend and there by self management skills are gained. The process of good decision making includes the following:

- Identifying the problem
- Generating choices
- Collecting information
- Recognizing personal values
- Making the best decision and
- Reviewing the decision
- Evaluating the result
Problem Solving involves the steps:

- How to define the problem
- How to develop alternative solutions
- How to make a decision and execute
- How to evaluate the outcome

Session-27 - Creative Thinking Skills and Critical Thinking Skills

**Creative thinking** can help us to respond adaptively and with flexibility to the situations of our daily lives (WHO, 1994). This is an entertaining way to interact and requires creativity and imagination. Critical thinking is an ability to analyze information and experiences in an objective manner. It helps to make objective judgments about choices and risks. For example, resisting the media influencing one’s attitudes towards smoking and alcohol.

Critical thinking can contribute to recognize and assess the factors that influence attitudes and behaviors such as values, peer pressure and media which in turn will help us to choose between the good and bad and between accepted and non-accepted behavior in the society.

Focal Point of the day: The two kinds of thinking (Creative and Critical)

**Objectives:**

- To get ability to form ideas from the life situations.
- To acquire ability to imagine and express the imagined ideas through pictures, sounds and other modes of expression.
- To get ability to store in memory, situation, facts and ideas with a critical sense.
- To acquire ability to apply new concept and knowledge.
- To get ability to classify using the ideas.

**Program** : Lecture class

**Group Activity** : **Buzz group Discussion and Alphabet game**

To think and say- as many words as possible for each letter of the alphabet like a,b,c,d, - connected with the theme ‘Alcohol’

**Topic:** : Is there any influence for the peer groups in the drinking habits of adolescents?

**Energizer** : **Ichi Michi Hai, Hai** (group song – grouping in rounds)

**Materials /Means** : Clip Charts, Black Board Chokes, Papers and Pencils.

**Time Taken** : 2 hours

**Points Highlighted :**

- Creativity as an ability, an attitude and a process.
- What is creative thinking and what is critical thinking.
- The differentiation between the two kinds of thinking.
- Both kinds of thinking as self-disciplined, self-monitored

**Session-28 Communication Skills and Interpersonal Skills**

Effective communication means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express one’s opinions and desires, needs and fears. Effective communication is the ability to convey the intended thoughts,
ides, feelings, and expectations and plans meaningfully, politely and assertively to others

Interpersonal Relationship Skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well being.

**Focal Point of the day:** Interpersonal skills are the skills that a person uses to interact with other people

**Objectives**

To give awareness on developing interpersonal skills and communication skills which increases the productivity and allows easy and comfortable communication leading to success

To acquire and maintain friendly, healthy purposeful and successful social relationship with others.

To relate in a positive and reciprocal manner with them.

**Program**

Lecture class

**Group Activity**

*Game: Passing the message.*

**Procedure:** Select 8 or 10 people from a group. Then allow these members to leave the room. After that the leader is passing a message to the first person after calling him to the room. This person has to tell this message to the second person and the game continues like that. Finally the last person gets a totally different message from the original one.

*A small speech competition – ‘Say No To Alcohol/Drugs’*
**Energizer** : Ichi Michi Hai, Hai (group song – grouping in rounds)

Alphabet game to think of as many words as possible for each letter of the alphabet like a, b, c, d, in connection with alcohol

**Materials /Means** : Clip chart, Black Board, Papers and Pencils

**Time Taken** : 2 hours

**Points Highlighted** :

- Interpersonal skills are skills to communicate.
- Interpersonal skills and Communication skills are factors in leadership, Networking and Team-working.
- The importance of each element in contributing to total Interpersonal skills and Communication skills.
- The importance of how well one communicates with someone and how well one behaves or carry oneself.

**Session -29 - Self Awareness Skills and Empathy Skills**

One has to build self-confidence. How we see ourselves is more important than how anyone else sees us. Ability to listen and understand another's needs and circumstances and express that understanding is essential in social life and own improvement.

Self- Awareness includes our recognition of ourselves, of our character, of our strengths and weaknesses, desires and dislikes. Developing self – awareness can help us to recognise when we are stressed or feel under pressure. It is also often a prerequisite for effective communication and interpersonal relations, as well as for developing empathy for others. This skill enables one to
learn about “me as a special person”. It helps to gain self control and also to be aware of one’s rights and responsibilities.

Self-awareness is the ability to know one’s strengths, weakness, objectively and one’s likes, dislikes, attitudes correctly. That means knowing oneself as he or she is.

**Focal Point of the day** : What is empathy? How to build self esteem?

**Objectives** : To highlight the importance of self awareness and impart ways to build self esteem. To highlight the need and importance of empathy in social life.

**Program** : Lecture class with role play

**Group Activity** : “IN –OUT GAME”

- The participants were asked to draw a line.
- They had to go in and out of the line, listening to when said “in” and “out”.
- Anyone who did the other way had to go out the game.

: Role play and discussions. Two persons each were given 10 minutes time to talk and introduce about themselves to get to know each other (like their interests, hobbies, ambitions etc).

Then introduce the pair by role play action in front of the group

**Energizer** : Ichi Michi Hai, Hai (group song – grouping in rounds)

**Materials /Means** : Clip charts, Black boards. Chokes, Papers and Pencils

**Time Taken** : 2 hours
Points Highlighted:

- How to have a positive self concept by Knowing oneself, Loving oneself and by being True to oneself
- How to see oneself in relation to others and to one’s surroundings
- The difference between sympathy and empathy

Session-30  Skills for Coping with Emotions, and Anger Management

Coping with emotions helps to be aware of how emotions influence behaviour and be able to respond to emotions appropriately. Emotions are of 2 kinds like positive emotions and negative emotions. Positive emotions always keep us to be happy and contended and the negative emotion gives rise to unhappiness and dissatisfied mood swings.

Coping with Stress is about recognising the sources of stress in our lives, recognising how this affects us, and acting in ways that help to control our levels of stress. This may mean that we take action to reduce the sources of stress, for example by making changes to our physical environment or life style. Or it may mean learning how to relax so that tensions created by unavoidable stresses do not give rise to health problems.

It is an ability to recognize the source of stress on our life, its effects on us and acting in ways that helps to control our level of stress. It helps in identifying the sources of stress and in coping in stressful situations of adversity. Coping with stress is the ability to relive one’s stress constructively without affecting one’s morale.
The following are the skills to cope with stress

a) Taking deep breaths accompanied by thoughts of being in control.
b) Progressive muscle relaxation, (repeatedly tensing and relaxing large muscles of the body)
c) Setting small goals and breaking tasks into smaller manageable chunks.
d) Focusing on the things you can control and letting go of things you cannot control.
e) Exercising and regular meals, and avoiding excessive caffeine.
f) Taking about problems with others, including parents, older adults and friends.
g) Lowering unrealistic expectations
h) Scheduling breaks and enjoyable activities, such as music, arts, sports socializing.

**Focal Point of the day:** All Humans are full of emotions. The healthy management of the emotions is the base for one’s success in personal and social life.

**Objectives**
To highlight the necessity of coping with emotions specially managing one’s anger for a successful social life.

**Program**
Lecture class, Act

**Energizer**
Ichi Michi Hai, Hai (group song – grouping in rounds)

**Materials /Means**
Clip charts, Black board, Sample journal.

**Time Taken**
2 hours
Points Highlighted:

- Different types of feelings and emotions
- Different situations in which people feel common emotions such as happiness, sadness, anger, fear, and excitement
- Difference between the feelings of anger and the behaviors of anger
- How to recognize the signs of getting angry by paying attention to behaviors viz. raising voice, pacing, rubbing head, etc.
- Common and Different ways in coping with emotions and managing anger.
Closing Day - Parent’s Education Day
And Anti Addiction Day

Focal Point of the day: How alcohol, tobacco and other drugs destroy health and wealth of the family and society

Programme: Recapture by the researcher, Paper presentations by two student representatives on Alcohol Education and Life Skill’s Education, Role play Competition among H.S and H.S.S. Students, and an Audio Visual Programme (a documentary film show).

Objectives: To impart knowledge and awareness about the effects of alcohol and tobacco and the causative factors leading to alcoholism

Materials/Means: Role play Competition among H.S and H.S.S. Students, Audio Visual Programme - (a documentary film show)

Time Taken: Full day seminar (5hours).

Number of participants: sample group and their parents and teachers

Points Highlighted
- Recapture of psycho education work done by the researcher
- Summation of Alcohol education and Life skills promotion classes by two student representatives(paper presentation)
- Tobacco and other drug’s effects upon the user

Role Play Competition (RPC)
Role play competition was conducted among the students of higher secondary and high school, separately during the Onam holiday workshop. Total
four groups each group. The role play theme was related to the impact of alcohol use on family life, on parental relationships and on risky behaviour patterns of adolescents. Each group was allotted 15 minutes time. The winners-those who stood first and second among H.S.S. and H.S were presenting the seen again in front of the parents as final competition. The programme gave the insight that the adolescent students were very enthusiastic to depict their parent’s alcoholism behaviours and its effect upon family life. And they had depicted well the, real pictures of father’s alcoholism behaviours. The Final winners of the programme were selected by the PTA Executive body. The first and second prizes were sponsored by two non–alcoholic fathers.

**Audio visual programme related (AVP)**

A documentary film named ‘Varanapothy oru Maranapothy’ was shown to the parents and students on the anti addiction day. This documentary was prepared by our psychoeducational team led by Dr Mathew, a Homeo Medical Doctor for the purpose of propagating the ill effects of alcohol tobacco and other substance abuse among adolescents. This documentary depicts an adolescent boy, how he became the prey of alcohol and other substances and became an addict, as he joined and entered in a college campus for his higher education. A peer group of adolescents who were already the victims of alcohol, tobacco and marijuana had captured him. To his parent’s and teachers surprise, the boy reaches to a state of uncontrolled antisocial behaviours and finally to death.
MAP OF IDUKKI
MAP OF KERALA
MAP OF INDIA