

Curriculum on Life Skills for
Adolescents and Youth

Theme 4



Healthy Lifestyles

Theme 4

Healthy Lifestyles

Lesson 32

Nutrition & healthy eating habits

Lesson 33

Alcohol and Substance Abuse

Lesson 34

**Decision Making and
Risk Taking**

Lesson 35

Love and Relationships

Lesson 36

**Understanding Violence
in Relationships (physical,
sexual, emotional and
verbal violence)**

Lesson 37

**Youth identity in relation to
Family as an institution**







Nutrition and Healthy Eating Habits



Lesson objectives

- To create awareness about healthy diet amongst adolescents,
- To relate healthy diet with locally available food,
- To encourage the adolescents to prefer and
- To provide information about eating disorders to adolescents.



Duration: 90 minutes

Time break-up

25 minutes	15 minutes	15 minutes	20 minutes	15 minutes
Activity 1	Discussions on Activity 1	Activity 2	Discussions on Activity 2	Case study and discussions



Training materials required

Black board, chalk, sheets of A4 sized paper, and colour pencils/sketch pens for participants, newspaper, fevicol or gum, pins , small balls, pictures of boys and girls.

Conceptual Note

A saying by a wise man goes like this, "A man is known by the food he eats and the clothes he wears." Most of us rely on food for all the energy we need in our body, yet we do not pay attention to the kind of food we should eat. We would mostly go by what tastes good or what is easily available rather than by what is healthy. Sometimes the choices are made based on lack of knowledge as well.

There are 3 kinds of food that we need:

- Food that provide us energy
- Food that help us build our body
- Food that build up our immunity and protect us from various diseases

Now let's look at the food which fall under these categories:

- Foods that provide us energy: Food grains such as wheat flour, rice, jawar and other types of grains, butter, ghee, gur. These foods consist of carbohydrates.
- Foods that help us build our body: Foods such as dals, eggs, fish, mutton, peanuts, chicken, milk and milk products such as paneer etc. These foods consist of proteins.
- Foods that help us build our immunity system: Foods such as fruits and green vegetables. These foods consist of vitamins and minerals.



How to have a nutritious diet:

We need to have a healthy and nutritious diet and it is only possible, if we become conscious of what we eat and when we eat. Given below are few steps which we can take care of, to ensure a healthy diet:



- Before cooking:
 - Wash the vegetables properly before making it.
 - It is good to wash vegetables before cutting so that essential nutrients are not lost.
- Planning what to eat:
 - Always include variety in your food. Such as having only grains an incomplete diet, you should always try to include some vegetables or fruits. There should always be three-colored foods in your plate. It helps you check that you are having a balanced diet. For e.g. Roti which is brown in colour, vegetables which are green or red in colour and dahi which is white in colour. These three things have three different nutritional levels for your body. Such as roti has carbohydrates which provide you energy, vegetables have minerals and vitamins, and dahi has proteins.
 - Junk food such as toffees, samosa, vada, chips cold drinks etc are being packed attractively to attract the young population. These foods are bad for health and should be avoided.
 - Always drink lots of clean, drinking water. It is good to boil water before having it. Having 2 glasses of water after getting up helps your body to work properly. A person should have at least 8 glasses of water every day.
 - During summers, having nimbu-pani, sattv, aam panna or lassi helps provide your body with required nutrients and protects it from extreme heat.
 - During winters, having nuts such as peanuts and gur provides your body with lot of energy and helps in keeping it warm.
 - Try combining different kinds of foods to get a complete meal. Such as adding vegetables to dal or mixing two types of grains such as wheat and channa in flour helps you get better nutrition.
 - Deeply-fried food is not very healthy and difficult to digest. Simple, easy to digest food should be preferred.
 - Some of us are busy playing outside or chatting with friends and generally miss our breakfast and lunch. As a result, we stuff ourselves during dinner and go off to sleep immediately after dinner. Our body is unable to absorb all the nutrients at night, rather the best absorption happens in the morning. Thus, we should always eat a proper meal during breakfast and lunch. Always try to have heavy foods during lunch and not dinner.
 - Always cook food on low flame and cover it properly so that none of the nutrients are lost.
 - Always cook and eat with a smile so that you get a lot of positive energy from your food.
 - While eating, put all the focus on the food so that you can know what and how much you eat.

Healthy eating habits that should be developed

Have at least three meals a day.

Eat on time.

Breakfast is the most important meal. Eat something before you leave for the day.



Eating only one kind of food such as only rotis does not give you complete nutrition.

Always judge the food by how healthy it is rather than how tasty.

Do not waste food.

There is always healthy food available locally. Look for it.

The facilitator should always give examples of local food which are healthy and easily available. The facilitator can also help the participants realize that how eating healthy food keeps them not only physically healthy but also helps keeping them mentally healthy. Such as when they eat a lot of junk food, their body also behaves like a junk, for junk foods are comfort foods which provide you with lot of energy and make you feel good but they do not give you any healthy nutrients. Thus, they do not help in the growth of your body and building the immune system.

Activity 1



Objectives

- To encourage the participants to become conscious of their eating habits,
- To spread awareness about nutritious food and healthy eating habits among participants, and
- To develop organization and planning skills among the youth.



The facilitator can start the session by discussing the characteristics of a healthy person and how physical and mental health is directly related to the food we eat. The Facilitator can further have an open discussion about nutritious food and healthy eating habits with the adolescents. She discusses how they need to avoid unhealthy attractive junk food around them and always prefer healthy meal.

The facilitator then divides them into groups of 4-5 participants each. Each group is asked to open up a dhaba where they can only serve healthy food. The group has to name their restaurant and design a menu card which has all healthy dishes. They can also suggest 'Thalis' or 'combos' which are served during lunch or dinner and have a combination of all the three categories talked above such as carbohydrates, proteins, vitamins and minerals. They also need to work out the cost of each dish and specify the profit separately.



The groups then need to come and present their menus along with the restaurant's name to the whole group.

Review Questions

- How did you come up with these names?
- Was it difficult or easy to develop a menu?
- Why did you choose to make this menu?
- What can you do to tell others about your dhaba and encourage others to come and visit it?
- Why do they get attracted to unhealthy food?

Pointers to be discussed

- The facilitator can have a discussion about how we need to be conscious of our eating habits and how this choice affects our health in a long term.
- The facilitator may stress on how choosing the right kind of food is easy, if we think about what is good for the stomach as our criteria rather than what tastes good to our tongue.
- The facilitator asks the group to critically analyze the role of media in promoting unhealthy food, such as having chips like kurkure for a get-together at home. This is a marketing strategy to increase their sales. The participants can be asked to discuss other such examples and those examples can be written on the board.



Conceptual Note

What are Eating disorders?

Eating disorders are psychological disorders found commonly amongst the youth. They involve abnormal eating habits such as excessive eating or dieting which is detrimental to the health of the individual. There are primarily three eating disorders found commonly:

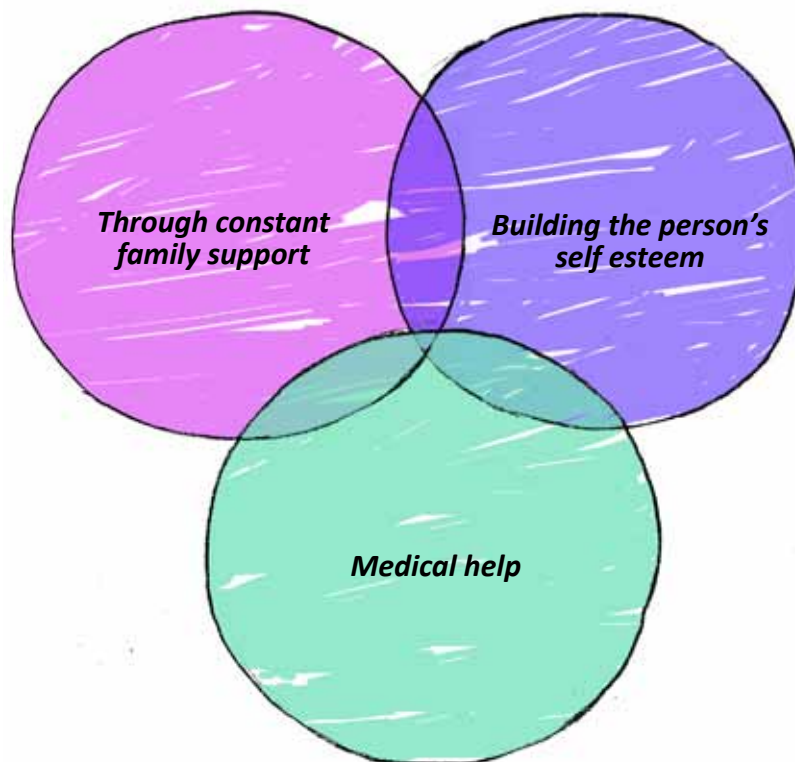
1. **Anorexia Nervosa:** Here, the person in order to become thin generally avoids eating food completely. They keep seeing themselves as fat and will do anything to avoid food. They have a tendency to starve themselves to death. They are very conscious of their body image and would consistently keep asking people about how they look. They have a very low self-esteem. This is very common amongst girls from 18-30 years of age.
2. **Bulimia:** The person generally tends to over- eat. You will generally see them stuffing themselves but immediately after eating they would go and vomit all the food. They tend to suffer because their food pipe gets destroyed due to insistent vomiting. They may either vomit or use laxatives to prevent weight gain.
3. **Binge eating:** These people can be seen having episodes of eating too much food. They seem to have no control over eating and keep feeling guilty about eating too much.

Various factors that may lead to eating disorders are:

- Low self esteem
- Low sense of body image developed due to teasing by others, or comparison with other siblings or image of a beautiful person created by media.
- Anger, depression or loneliness
- Inability to handle stresses in life
- Troubled inter-personal relationships



Dealing with Eating disorders



Earlier the intervention, better the chances of treating the person.

Activity 2

Objectives

- To help the participants develop a sense of positive body image,
- To develop critical thinking of the participants and its application to their own life, and
- To increase awareness regarding eating disorders among participants.



The facilitator shows the groups five pictures of girls and boys. They are asked to rate the pictures of both boys and girls separately according to their beauty and attraction. All the pictures have to be rated from being most beautiful to least beautiful. They also need to specify the reason for why one is most beautiful while other is not. The facilitator may take up this activity with the whole group or divide them into small groups. The facilitator further encourages the group to think about the reasons for why do they find a particular picture attractive.

Extension: The facilitator can further ask them to choose what will they want to look like and if God grants them a wish to change one part of their body, which part of their body will they like to change and why. They can choose out of the images they have seen.

Review Questions

- If you were to rate yourself, where would you keep yourself on the ranking? Why?
- Was it difficult or easy to develop a menu? Tell me the reasons for why most of you considered one picture to be more beautiful than the other?
- Do you consider yourself to be beautiful?
- How do you think these ideas of beauty are formed?
- Why should we learn to reject these stereotypes? Who creates these stereotypes and why?

Pointers to be discussed

- The facilitator points out the similarity between everyone's views regarding who is beautiful. They also point out why most people who are thin, fair and tall as beautiful. She may point out the common stereotypes present in their community and how they are passed on from generation to generation.
- The facilitator discusses the reasons for such stereotypes such as why media tends to spread certain messages for earning profit. For e.g. cream like fair and lovely or fair and handsome tend to give a subconscious message of how only fair is beautiful. Various film stars are asked to be thin and try losing weight so that the youth starts following them. Or how adolescents may feel that if they don't have a boyfriend, they are ugly.
- The facilitator introduces the concept of eating disorders and how youth around the world is getting affected by these disorders because of negative self, body image and low self-esteem.
- The facilitator may discuss the symptoms of various eating disorders with the participants and try to highlight how they become vulnerable if they do not have high self-esteem.
- The facilitator may also point out that how the world has so much diversity that each human being tends to look different from the other human being and how we need to cherish diversity.
- The facilitator encourages the participant to look at peoples' real self rather than the physical self and analyze their strengths beyond the physical beauty. The facilitator may refer to various ways of improving their self-esteem discussed in the earlier module.
- The facilitator discusses how insensitive and rude remarks by people about how they look such as calling someone fat or 'sukda' (Thin) can influence the self-esteem of that person.
- Adolescents get influenced by film actors and want to build their body like them. As a result, we keep taking a protein-rich diet based on what others tell us or we go on diet. This should be avoided as it is very unhealthy and can lead to lot of health problems later. Half-baked information is not good and should always be tested. You should always try to take a balanced diet.

Tasks for the learner

- The learners can be asked to draw a picture of a beautiful person challenging the stereotypes and write the characteristics of the person. They need to share their picture and characteristics with the group, how they tried to change their picture from the earlier picture.



Rahima is an 18 year old. She goes to class 12 and has always been teased by her classmates about being fat. She now tries to avoid her friends and doesn't go to any one's house. She has lost a lot of weight in 4 months and the weight loss seems to be happening too fast. Her close friend Gita keeps asking her about her weight loss but Rahima never gives an honest answer.

Questions for discussions (after reading the case study)

What can Gita do to help Rahima?

Highlight the problem Rahima is facing.

Can you draw any learnings from Hari's experience?

If you were having a dialogue with Rahima, what are the things you would like to tell her?

How can the community help Rahima in building a positive self-image?

How can Hari make his dhaba more popular and ensure that people do visit it?



Reflections: (to be written by the facilitator about the session)

[illegible]

My Learnings: (to be written by the facilitator about what did he/she learn from the session)

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the entire width of the page. There are no margins, text, or other markings present.

Alcohol and Substance Abuse



Lesson objectives

- To provide information about alcohol and substance use and abuse to learners,
- To create awareness regarding harmful effects of use and abuse of alcohol and substance,
- To encourage the adolescents to avoid experimenting with addictive substances,
- To empower the adolescents to avoid peer pressure, and
- To develop assertiveness skills amongst adolescents.



Duration: 90 minutes

Time break-up

25 minutes	15 minutes	15 minutes	20 minutes	15 minutes
Activity 1	Discussions on Activity 1	Activity 2	Discussions on Activity 2	Case study and discussions



Training materials required

Black board, chalk, sheets of A4 sized paper, and colour pencils/sketch pens for participants, lemon, sugar, food colour, Chart paper

The facilitator introduces the session with the help of the ice breaker given below.

Activity 1: Ice Breaker

Objectives

- To spread awareness about alcohol and substance abuse among adolescents,
- To encourage the adolescents to avoid experimenting with addictive substances,
- To develop critical thinking amongst adolescents, and
- To enhance assertiveness skills amongst the participants.



The facilitator can arrange a lemonade drink with added colour and glasses before starting the session. Two or three participants are asked to act like confidants and keep encouraging others to have more of the drink. The facilitator especially guards the participant to not tell others about any such pre planning. All this preparation is done before the session starts.

Each participant is given a little (probably like 1/4th of glass) amount of coloured lemonade to drink.

They are not told the name or anything else about the drink. They are told that if they like it, they can have more of it. They can even say no to it. It is their choice completely. Meanwhile the confidant tries to tell others that it seems like they have added something to their drink, which seems strange. The facilitator



encourages everyone to take more of it. Every time the quantity given to the participant stays the same. She can even play some music during the activity. Most of the times, when the quantity given is not too much, you will generally observe people having more than they can actually have.

Once everyone has said no and doesn't want more, the facilitator asks the group to look back at what they did in the past few minutes.

Review questions

- Did you enjoy the drink?
- What were the ingredients of the drink?
- What made you take more of it?
- Did people in the group had any effect on your behaviour?

Pointers to be discussed

- The facilitator discusses how they drank something even without knowing about what it was. They just kept taking the drink because they enjoyed it without thinking about what they were having and how without being conscious of what they were doing, we land up making choices which may not be good for us.
- The facilitator may introduce the concept of alcohol and substance abuse with the help of this activity. She may share how these addictive substances are substances which a person gets addicted to without even realising it. They may keep feeling that they are having it only for the first time or they have complete control over it. But these substances bring a change in a person's physiological setup which makes you addictive.
- She may even discuss how some of them had refused it earlier but later took it because they saw others enjoying. She can ask them to share the reasons of why did they have the drink. These can be listed on the board and can be used to share how these reasons act as initiators for them towards this direction.
- She may stress on how they should not even experiment with these substances for you never realize when you become addicted to them.

Given below is a conceptual note highlighting the reason for alcohol and substance abuse that may be discussed with the participants.

Conceptual note:

Adolescence is an age of experimentation. With so many changes happening in one's physical and emotional self, it is a natural tendency for an adolescent to experiment and try out new things present in their environment. Some of the adolescents channelize this exploratory behavior towards positive areas such as pursuing some hobbies, learning dance, playing games, such as cricket, football, etc. while others get caught in a trap of addictive substances, such as, alcohol, gutka, drugs, etc.



It is a common story where an adolescent thought of trying one of the addictive substances available, just for fun and gets caught in the cycle. A teenager may start taking alcohol or other substances due to various reasons such as,

- Peer pressure and adolescent's inability to say no,
- Low self-esteem,
- Easy access to alcohol and other addictive substances,
- For the fun element,
- Having a stressful life and feeling that it would act like a de-stressor,
- Acceptance of alcohol drinking or taking certain addictive substances such as gutka by the society.
- Getting influenced by actors and actresses, or other people whom they consider as their role models.
- Want to behave like grown-ups.



The two important symptoms experienced by any individual who has got addicted are:

1. **Withdrawal symptoms:** You can test when you have got addicted to it by avoiding taking it for some time and you will start feeling that you can't live without it. You will get angry or feel very low and will be ready to do anything to get it. These set of symptoms are called withdrawal symptoms. They are experienced by any individual who has got addicted and is trying to leave it or cannot get it due to lack of money or any other reason.
2. **Increase in tolerance level:** You need to have more and more of the addictive substance to get the same effect. Such as if you were having two cigarettes a day, slowly you will need four to feel relaxed.

Harmful effects of alcohol and addictive substances are innumerable, for it is not only your physical but also your social and emotional life which gets affected. Some of the effects have been listed below:



- Cannabis (e.g. hashish and marijuana) - Problems with memory and learning, loss of coordination, increased heart rate, reduced blood pressure which may lead to risk of heart attack
- Cocaine, nicotine (such as in cigarettes, beedi) and tobacco - High blood pressure, heart failure, chronic sleep problems, extreme mood swings, compulsive repetition of actions, paranoia/ anxiety/ depression/ Irritability/ suspiciousness, weight loss, panic attacks/seizures, may even cause throat or lung cancer
- Depressants (e.g. alcohol, barbiturates) – Fatigue, impaired memory and judgment, fever, slurred Speech, dizziness, life threatening withdrawal symptoms, respiratory depression arrest and even death.

The person's social life revolves around the substance and he/she is unable to lead a normal life. He is unable to progress towards their goal and carryout a proper job or studies. They are only interested in getting the substance and are unable to maintain healthy, happy relationships.



To recognize whether the person has become dependent on the drug or not, we can refer to the checklist given below

Behaviour	Yes/no
<ul style="list-style-type: none"> • The person regularly uses drugs/alcohol/tobacco. • There is a deterioration in physical appearance and neglect in personal grooming • There has been weight loss without any reason. • The person doesn't like to eat. • The person is unable to sleep properly at night and follows erratic sleep patterns. • The person keeps feeling angry, lonely or sad without any reason. • The person is disinterested in other activities or hobbies such as sports, homework, or hobbies • There are changes in work or school attendance and in the quality of work or grades • The person may start stealing money or taking loans from friends and relatives. • The person avoids friends who don't use substances and/or associating with known users 	

If the answer to more than four to five statements in the checklist is yes, then the person may be suffering from substance abuse. In such case, the family needs to get together and take the person to the doctor and get help from de-addiction centre.

I am sure we have seen people around us who are alcoholic. They may be people in our own house, or our relatives or our neighbors. The only problem is we feel that it cannot happen to us, we only take a little bit, or we have control over ourselves. While the fact is that they are representing our future and the earlier we realize it, the better it is for us. If we do not stop now or say no in the beginning it might be difficult to do it later.

Having high self-esteem is very important. You should believe in yourself and understand that nothing can make you reach your goals faster. There are no short-cuts in life. To avoid such situations, you can use the following ways:

- Stay in the company of non-substance abusers and friends with healthy interests
- Always look for healthy solutions to the challenges you face in life,
- Look for various healthy recreational facilities for excitement such as performing nukkad natak, learning musical instrument, playing sports,
- Love your family and friends,
- Don't be afraid to say no to anyone if your instinct tells you to say no. Remember, nothing is more important than living a healthy and happy life,
- Always exercise self-control and reward yourself if you do it and
- If someone is offering free drugs, refuse! Friends don't offer drugs only enemies do.

Activity 2

Objectives

- To create awareness regarding harmful effects of use and abuse of alcohol and substance,
- To encourage the adolescents to avoid experimenting with addictive substances,
- To empower the adolescents to avoid peer pressure, and
- To develop assertiveness skills amongst adolescents,



The facilitator may show pictures made on cigarette packets and how they are trying to show the harmful effects of these substances on individuals. The participants are divided into groups of 4-5 individuals. Each group is asked to make a story of a person named Bhondu and pictorially represent it on the chart paper given with the help of colours. They can add dialogues if they want to. The story should try to show the information they have gained about alcohol and substance in the session. She should ask them to stress on the harmful effects on the individual. The beginning of the story of Bhondu goes like this



“Bhondu was a young 16 year old boy who enjoyed going to school and studying seriously. He had a big family and his father was a drunkard man. The only thing he had seen his father do was drink, beat his mother or his siblings and spending all the money they earned on alcohol. Bhondu had to start working at an early age. He was stressed one day and was sitting with his friends, when one of his friends told him to take something which will help him de-stress himself. He told him a little bit of this drink will give him energy. He decides to go ahead and try it. He takes a few sips of it and.....”

The participants are asked to share their picture story with the group.

Pointers to be discussed

The facilitator may discuss harmful effects of drugs and alcohol on the individual. He/She needs to stress on various ways in which they can prevent starting alcohol or any other drug. He/She can also look at the stories made and encourage the groups to share their learnings.





He/She may make the participants take a pledge that “they will live a healthy and happy life making healthy choices which help them get closer to their goals.”

Tasks for the learner

- The learners can be asked to draw a poster with a slogan talking about how drugs and alcohol affect an individual. They can be further asked to share the information with at least 5 of their friends and share their experiences with the group.



Sohan is 20 years old man, and is a student of 11th standard. He lives in a village in Jharkhand. He wants to join Army and regularly does exercise and running as a preparation. According to him, if only he gains some height, he could be able to join the army. According to him, if he has to go to a new city for his job, then he would face problems in communicating with new people and thus he plans to take his parents along. His friends have been telling him that if he starts having a drugs called steroids, which is readily available in any local medical shop, he will be able to gain weight, muscles and will perform better in his army selection exam.

Though he doesn't believe them, his fear of not being able to get in to army has been troubling him. He has seen people in his village who have got hooked into this drug and the side effects it has on them. But his friends are trying to convince him that the side effect is not because of the medicines, he can start for few months until he puts on weight after he gets through the army he can leave it.

If you were Sohan's friend, how would you help him?

What should Sohan do?



How can Sohan help his friends?
What are the skills he can develop to help his friends?

Questions for discussions (after reading the case study)

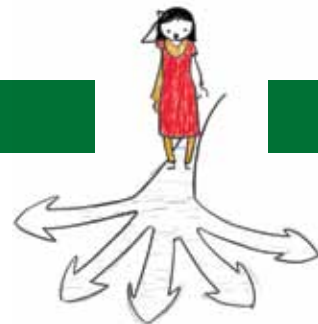
Reflections (to be written by the facilitator about the session)

[illegible]

My Learnings (to be written by the facilitator about what did he/she learn from the session)

[illegible]

Decision Making and Risk Taking



Lesson objectives:

- To empower adolescents to take informed decisions,
- To help the adolescents understand the level of risk they can take in different situations, and
- To encourage the adolescents to participate in decisions at home.



Duration: 110 minutes

Time break-up

25 minutes	15 minutes	40 minutes	15 minutes	15 minutes
Activity 1	Discussion for Activity 1	Activity 2	Discussion for Activity 2	Case study and discussions

TOTAL : 110 minutes



Training Materials required:

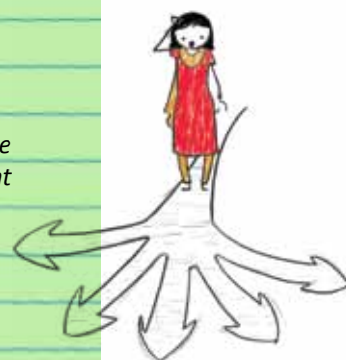
Black board, chalk, sheets of paper, coloured crayons, pen and chart paper

Conceptual Note:

Decisions are simply choices we make at different times in our lives, and which have an impact - short-term or long-term – on our lives. Most of our decisions affect our physical, mental and social health. We all make decisions many a times during the day. They could be small decisions about what do we want to eat or whether we want to study right now or later. Some of the decisions can be about larger goals such as what do we want to pursue later in life or do we want to get immediate, small benefits by working as a labor or long term benefits by completing our studies and working later. Each of these decisions affects our life. Such as if we choose to eat healthy food, we will have a healthy body and mind and will also build immunity towards diseases. Or if we choose to study regularly, we will be less stressed during exams and will be able to develop a better understanding of the concept.

Most of us start taking decisions from a very early stage in life, even though we are not actually taught to do so. We just start doing it without anyone guiding us how to go about it. As an adult, it helps if we learn to take our decisions consciously, choosing the best alternative possible out of the given alternatives based on the consequences we might face and risks involved.

The impact decision making has on our life can be explained through the following activity.



Activity 1

Objective

- To understand the importance of taking the right decisions in life, and
- To develop critical thinking and analytical skills amongst participants.



The facilitator asks the participants to draw a 'map' of their life, starting from the time they were born to the present stage. They need to mark the important times such as when did they start going to school, which subjects they chose, when did they discontinue their studies or when did they start working or when did they start taking alcohol or tobacco.

The participants need to think about the choices they made at that point, the alternatives they had at that juncture, and what made them take these choices.

The facilitator gives the participants around 15-20 minutes to do this exercise. Once all of them have completed it, they are asked to share their 'life-map' with the group.



Extension - If the facilitator feels that the group discussion can be developed further, the facilitator can ask the members to take any one critical decision and think about the choices they had at that time. They need to elaborate further on how their life would have been different had they chosen those alternatives.

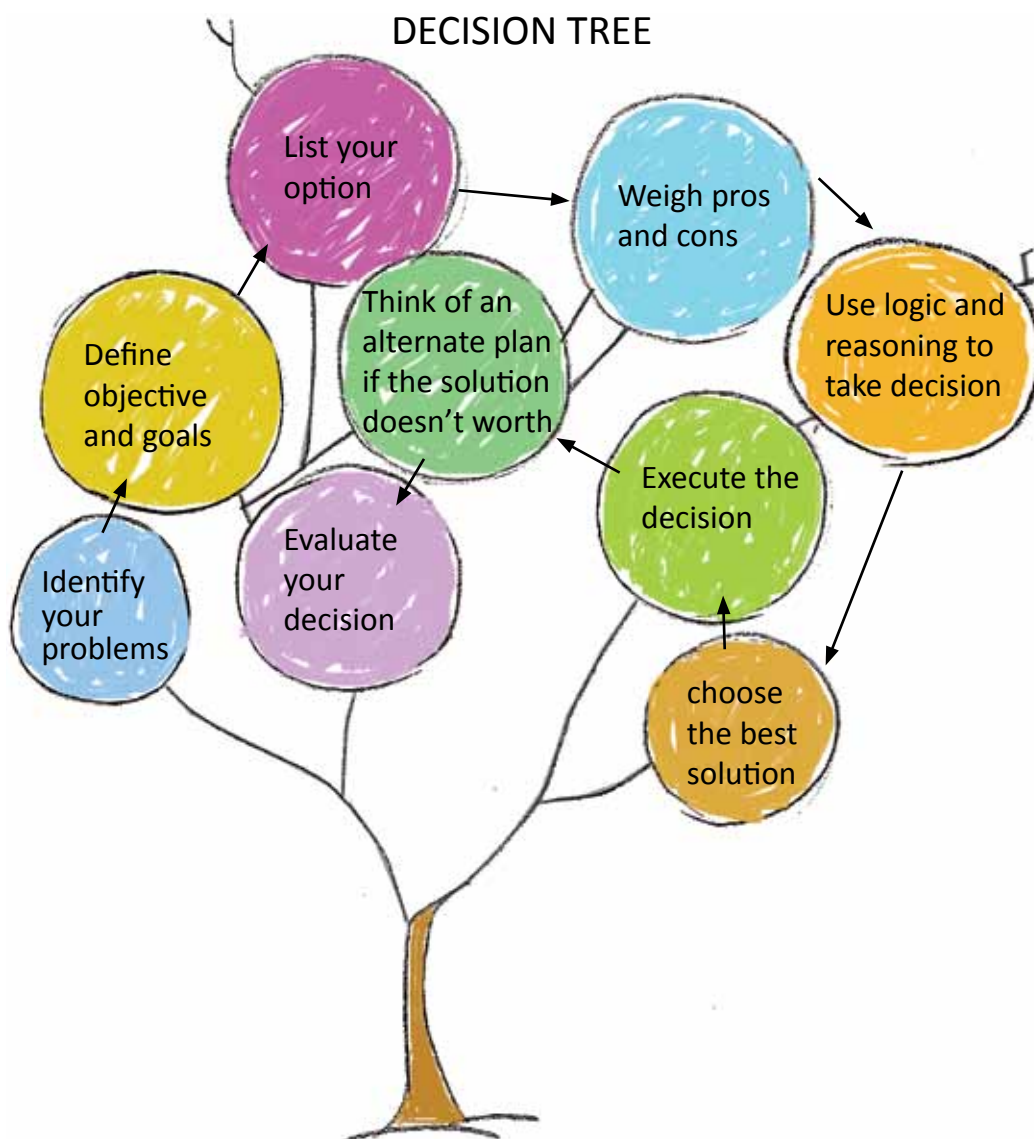
Review questions

- Did you ever look back on your decisions in such a manner earlier?
- What were the factors that were influencing your decisions, such as
 - Your emotions (anger, sadness, frustration etc.)
 - Your members of family
- Did you look at short term benefits or long term gains while taking these decisions?
- Were you even conscious of the decision making process or you felt that it just happened to you?



Once the participants have gone through the above mentioned activity, they should be able to understand that how sometimes we feel that we don't have an option and it is all pre-destined. However, if we look deeply, or analytically, we will find that we could have changed our life course by taking charge of our lives. For example, a young couple having protected sex and deciding when to have a child would have a different course of life as compared to those couple who have an unplanned baby due to unprotected sexual intercourse.

Various aspects of our life influence our decisions and should be considered while taking an effective decision.



- Define your objective – It is very important to analyse what do we actually want to achieve, such as a child being involved in labour can give short term benefit to the family, but does not improve the overall financial condition
- Aim at the long-term goal – If we look at the larger picture, we will be able to take better decisions which will be more effective for a long period of time. You can divide the long-term goal into smaller objectives which will help you in taking your decisions more rationally.
- Decision making may be done intuitively or rationally. Both are effective. Though, while taking a decision intuitively, we should learn to differentiate between intuition and impulse.
- Use your mind rather than heart while taking decisions. A neighbor abuses me and my immediate reaction would be to fight with him. This is an impulsive decision, which would neither help you/your neighbour nor resolve the problem. So, think before you respond.

- Most of us take our decisions under the influence of the community, peers, family, or neighbors. Avoid peer pressure such as if my friends have a girlfriend/boyfriend, I will also have one. It is good to collect information from different credible sources, and analyze the pros and cons before taking a decision.
- Always weigh the pros and cons of each alternative before taking a decision. Sometimes, it is good to write the pros and cons of each alternative to see how feasible it is.
- Looking back: As a practice we should always look back on the decisions we have taken or while we are working on the actions we have decided. This can help us decide whether to continue with our decision to change it during the course of action.
- Think about an alternative plan. What will you do if the plan you have made or action you have decided fails. You should always think of all the other options and which would be the second best option.
- Some of us are good at taking decisions but do not work on them. Working at the right time and right place in the right manner helps you understand and enjoy the effectiveness of your decision.



Decision making and risk taking

Decision making always involves analyzing the gains as compared to the risks involved in taking that decision. Some of us have the ability to foresee the risks involved and would take a decision, after calculating the risks.

Most of us think about all the possible negative things that can happen or not happen while taking a decision. It is important to do a realistic analysis of the situation while deciding. We should avoid useless fears and only consider the realistic ones. For e.g. Taking money from a moneylender and getting caught in a trap to return that money is a realistic risk which should be considered before borrowing any money from such sources. But, thinking that if my daughter goes to study, she will not listen to me and will run away with a boy is a fear which may be irrational and can be dealt with by talking to your daughter that how interested you are that she finishes her studies and does well in her life. You can even involve her in taking decisions for the family so that she feels responsible and accountable for the decisions and family matters.

Another situation is where we might feel being pressurised by our friends to take alcohol since many adults do it. You have the ability to make a right, informed choice because you know that alcohol is not good for your health and can have lot of negative effects. Thus, the risks involved are way higher for person consuming alcohol even for the first time than the person making a decision of not taking it at all.

We should be optimistic while taking a decision. Do think of the pros and cons but realistically. Hope is a medicine which helps us survive the biggest adversity and taking action based on hope acts as a first step towards the right goal.



Activity 2

Objective

- To develop confidence amongst participants to take right decisions,
- To help the participants use the process of rational decision making more effectively, and
- To analyze the factors affecting the decision making process.



The facilitator divides the participants into small groups of 4-5 people. Each group is asked to think about the situations being faced by them or their friends where they have to take a decision and share it with the group. It could be about whether they should continue with their studies, relationship towards the opposite sex, career-related issues or consumption of alcohol. Once each member has shared a situation, the group is given the worksheet given below and asked to reach a decision based on their discussion. The facilitator should encourage each group to take up different situations.

Group	
Situation for which you need to take a decision	
Alternatives available	
Alternative 1	
Advantages	Disadvantages

Actions required for alternative 1	Risks involved
Alternative 2	
Advantages	Disadvantages
Actions required for alternative 2	Risks involved
Decision chosen along with the reason	

The facilitator encourages the group to think of all possible alternatives and not the ones commonly used by the people in their community. The group can be given around 20 minutes to work on the activity. After 20 minutes, one person from each group comes and tells other groups about the situation they chose, the alternatives they had and the decision they reached along with the reason why they took that decision.

The participants are asked to think about other alternatives they could have chosen, whether their decision is right or they should have looked at other options. The discussion is held not to undermine the group's ability but to help the participants understand that they should always think beyond immediate thoughts that come to their mind and should try and collect information from credible sources.

Pointers to be discussed

- The facilitator encourages the participants to think about various other situations in their life where they can use this process without the worksheet. They are asked to discuss whether they felt competent in taking the decision or they felt that they needed help from other sources.
- The participants are asked to discuss about the people they should have involved in taking the decision or implementing it.
- The facilitator discusses various factors that influence the decision making process and how the participants should make sure that their decision are based on a conscious process and not under the influence of any one factor.
- The facilitator should discuss real life examples with the participants and encourage them to come up with examples from their life.

- The facilitator needs to create an atmosphere of trust and respect so that all the participants feel comfortable in sharing their views.
- The participants can be encouraged to think of other ways in which they could have reached their decision.
- Encourage participants to get involved in the decision making processes at home – using these learnings in a more effective manner

The facilitator can discuss various factors suggested above while discussing these pointers and have a meaningful and informative discussion with the participants.

Task for the Learner

The learners are asked to go back home and ask their parents about whether they feel they take their decisions or they feel it is the work of destiny. They need to have a discussion with them about how they can change their destiny and what are the steps they can take to do so. Ask parents how they can help in taking certain decisions at home.

The learners come back with a list of the things they can get involved with at home and discuss their experience with the group the next day.



Madhur is studying in 11th standard and is a focused student. He has been getting average marks in his examinations. He is very interested in pursuing his studies further and moving to another place to do his college level studies. But, his financial situation is not very supportive. He has a big family which works as labourers in the nearby village. Taking care of their daily needs is also a problem. Madhur also tries to support them by working after school because of which he is not able to study much at home. He needs to decide his further course of action. ”

Questions for discussions

Analyze the alternatives Madhur can consider while taking his decision.

Think about the people who can influence Madhur's decision and how.

What should Madhur do? How should he go about taking his decision?

If you were in place of Madhur, what are the places from which you could have asked for help?



Reflections (to be written by the facilitator about the session)

[illegible]

My Learnings (to be written by the facilitator about what did he/she learn from the session)

[illegible]

Lesson 35

Love and Relationships



Lesson objectives

- To help adolescents understand the importance of building a healthy relationship,
- To encourage the adolescents to understand the important aspects that make a true relationship,
- To enable the adolescents to critically analyze the importance of relationship with opposite sex, and
- To develop decision making ability of the adolescents in the context of a relationship.



Duration: 120 minutes

Time break-up

15 minutes	20 minutes	25 minutes	30 minutes	30 minutes
Activity 1	Discussion for Activity 1	Activity 2	Discussion for Activity 2	Case study and discussions



Training Materials required:

Black board, chalk, sheets of A4 sized paper, and colour pencils/sketch pens for participants, newspaper, fevicol or gum, any decorative material such as glitters.

Conceptual Note

Sometimes relationships can seem like a lot of work until you sit back and realize just how much you've been given. A thriving, healthy relationship requires some give and take, and is absolutely within your reach if you and your partner are willing to do a bit of work.

In this lesson, we are going to address different aspects of a healthy relationship with the opposite sex, what builds it up and breaks it, how much importance does a relationship have in their life and how certain aspects such as trust, respect and communication are an integral part of any relationship. We are also going to discuss ways of dealing with various emotional feelings such as love, lust and infatuation and their influence on our decision making process.

Important note for the facilitator: The facilitator should not moralize the discussion and keep his own thoughts and stereotypes away, giving enough space to each learner to take their own decisions. The aim is not to moralize and choose right and wrong decisions but to empower them to make informed choices on their own.

The facilitator may start the discussion by asking the learners to name all the relationships they have in their life and why do they need them. The importance of relationships goes beyond mere human survival to satisfaction of social and emotional needs, etc. The discussion is taken further with the help of an activity given below that helps the learners realize the important aspects of any relationship.

Activity 1

Objectives

- To enable the participants to develop healthy relationships in life,
- To discuss the foundations for a healthy relationship, and
- To critically analyze the ways to develop trust and respect in a relationship.



The facilitator asks the learners to think about a person in their life whom they consider to be their best friend. They can look up to that person and are sure that they will get complete support from that person. This person can be any one their friend, their parents, their boyfriend, their husband, or brother. Each person in the group can be asked to share the relation they thought of. It is not mandatory to share. Please make sure the facilitator gives them enough space to feel comfortable and discuss the relation.

Then the facilitator asks them to share the things they think make this relationship so special in their life. She/he can give examples, such as, trust, respect, love, open communication, ability to fight, etc. She/he writes all the responses on the board.

She takes the discussion further by asking them to imagine another relationship now which is in pits. Looking at the things they have talked about what are the things missing and they would like to change in this relationship. They are further encouraged to share their responses. The facilitator then steers the discussion towards encouraging the group to think about how they can improve this relationship. She should stress on certain practical steps, such as no violence should be allowed, no physical or sexual abuse should be allowed, there should be open communication where both are ready to listen to each other, etc.

Pointers to be discussed

- Discuss the important things group has shared that form the foundation for any relationship in their life. Also talk about how all these things is important in other relationships and if a relationship has to last for a long-term and has to be a fulfilling relationship, then we cannot do without it.
- Share the ways by which each learner can develop a relationship and encourage them to do some introspection to find out the steps they can take rather than expecting the other person to change.



- Also encourage the group to analyze the reasons for breaking a relationship, such as the blame game, tendency to ignore the other person's view point; disrespect may be some of the reasons which can be discussed. She can also discuss that if there are too many demands in a relationship, such as if your boyfriend asks you to have a relationship with him and then only you will prove your love to him, then it is not a long term healthy relationship. For you may not feel ready for it and it is only happening to satisfy a person's need.
- Should also stress on how these things such as whether there is respect or trust in the relationship or not should be looked into before taking any decisions for the relationship.
- Discusses how some relations cause more harm than help such as where there is abuse and how we need to look at our life beyond these relations rather than getting stuck in such relations and therefore, it is important that you think before forming new relations, such as when you are making a boyfriend or getting married, you should look at various aspects before getting into such a relationship.

The facilitator can carry out further discussion using the next activity given below.

Activity 2

Objectives

- To understand the factors that lead to making and breaking of relationships,
- To enable the learners to base their decisions on the important aspects rather than mere emotions, and
- To encourage the participants to understand the importance of trust and respect in a relationship.



The facilitator hands over each participant an A4 size sheet. Each participant has to make an envelope from the paper. The facilitator tells them that the envelope will carry their letter to their loved one so they have to make sure that they make a nice envelope. They can decorate it using colours and any other decorative material that can be provided by the trainer or can be collected from their settings. Each participant is then asked to show their envelope and share the relationship thinking about which they have made this envelope.

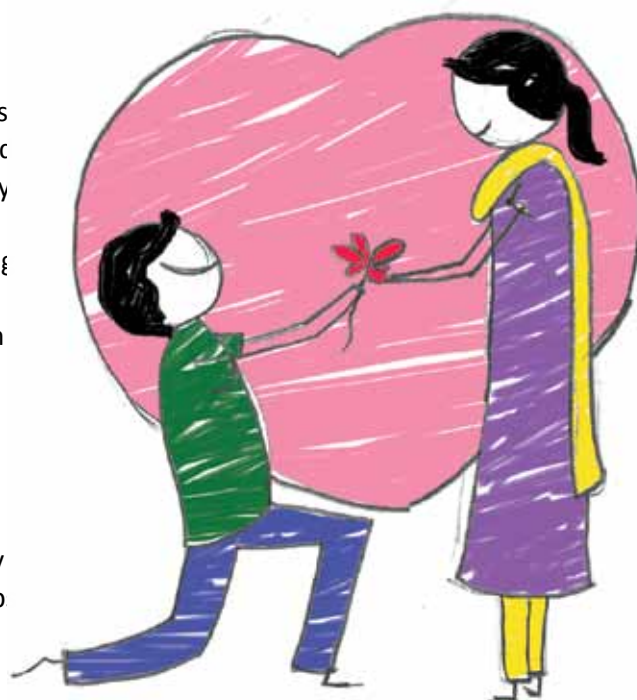
Once they have all made their envelope the facilitator asks them to imagine that this envelope represents their most beautiful relationship with someone they really love and how they feel about this relationship. The facilitator can ask them to discuss what they get from the relationship they value most in their life.

Once the responses have been discussed, the facilitator tells the group to tear off the envelope. This tearing off may be seen as representative of various things missing in your relationship. Once all of them have torn the envelope, the facilitator asks the group to share how they feel about it. Was it easy to tear it off? Is it so easy to break a relationship also?

After discussing, the above written questions, the facilitator gives the group a tape and asks them to join the envelope back and make it look exactly like it was in the first place. Once the group has done the given task, they are asked to show their envelopes and discuss whether they look as good as they looked in the first place, was it easy to do this, can they still see the marks on the envelope. The facilitator then explains to the group that this tearing off and rebuilding in a relationship is similar to the exercise, once a relationship is broken, no matter how much input you put in, once it is broken, it can never be the same.

Pointers to be discussed: The facilitator

- Discusses the important things group has shared that they get from the relationship in their life. He/She should also talk about how all these things are important in other relationships and if a relationship has to last for a long-term and has to be a fulfilling relationship, then we cannot do without it and how we had discussed this in previous activity.
- May also encourage the group to find out whether their relationship with their loved one is based on love, lust or infatuation. He/She helps the group differentiate between infatuation (feeling of attraction when you look at the individual of an opposite sex), lust (feeling of having a sexual relationship with the person you are attracted to) and love (feeling of trust, respect and care for the other person, in case of opposite sex, sex may form a part of this relationship also but only after you have judged the long-term and short-term consequences and ensured the respect for the other.)
- May discuss with the group how they can just share a relationship of friend with a person of opposite sex and do not always have to think of having a relationship involving love or sex.
- Can further discuss how during adolescence period we may form relationships based on lust, but as those relationships do not have any other foundation they do not develop as long term healthy relationships and may lead to consequences which both the girl and boy may not be prepared to deal with He/She can give examples such as eloping and getting married at an early age, since both are not ready for the responsibilities that come with a marriage, they feel caught up after some time but have no way to get back. Some of them also have kids at an early age and get involved in bringing them up without being physically, mentally and financially prepared for it. The other such situation is where they land up having multiple physical relationship at an early age leading to different kind of sexually transmitted infections or HIV/AIDS. They also get distracted and are not able to pay attention to their studies.
- As an adolescent how they need to take their decisions keeping long-term goals in mind and using their intellect rather than emotions.
- May also talk about how break-ups due to different reasons can cause emotional and social pain and may need support. Just like their envelope where when they tore it off, it showed break-ups they have or stresses they face in a relationship and how though they try to come out of it, it leads to stress.
- Discusses how when trust is broken even once, just as the marks made on the envelope it is very difficult to rebuild it.



Tasks for the learner

- The learners are asked to think about one relationship of their life they will like to change and come up with three practical steps they will take in the coming month to do so. The group is asked to share whether those things helped in bringing any change or not.





Rohit is 20 years old and is the student of B.Com, 1st year. He belongs to Halumar village of Satbarwa block in Palamu district, Jharkhand. He runs a coaching centre for children of up to 7th standard and teaches mathematics. He wanted to go to an engineering course but couldn't do so due to financial constraints and thus to which he was thoroughly disappointed. He wants to join banking services since according to him, it is the only way through which he and his family could overcome the poverty. He considers friendships with girls as completely useless. He doesn't want to have a girl friend since he doesn't want tensions in managing relationships. According to him, even the community and family disapprove of friendship with the opposite sex since they fear that boys and girls might elope and marry in some other caste.



Questions for discussions (after reading the case study)

- What are Rohit's views about relationships with girls?
- Do you agree with his views? If yes, why and if not, why not?
- Can you help Rohit develop positive views about having healthy relationship with girls except only as a girl friend?
- What are the views in your community about such relationships? Do you agree with them? Do you think they hamper the development of healthy relations among younger generation?



Rohini is 15 years old and has appeared for her 10th standard examination. She is a resident of Dulsuma village in Satbarwa block of Palamu district, Jharkhand. Her father has two wives and is alcoholic. Her step sister who is studying in BA, 1st year, gets regular beating from her mother since she talks to her boy-friend all the time and thus do not participate in household chores.

Her ambition for life is to join the police force but she feels that she is not adequately prepared for it and she needs to study hard to achieve her dreams. She plans to get help from a person whom she calls Bhaiya from her community for the entrance test for joining the police force.

She also has a boyfriend who has not yet passed his 10th examination even after three to four attempts. She is worried about him because he drinks a lot. He has also asked her a lot of times to have physical relationship with him and has been recently giving her a lot of gifts to persuade her for a relationship.

Questions for discussions (after reading the case study)

- What are the things missing in different relationships around Rohini?
- Do you think Rohini should go ahead with her relationship with her boyfriend?
- Should she develop physical relationship with her boyfriend?
- If you were Rohini and your boyfriend wanted to marry you, what would you do?



Reflections: (to be written by the facilitator about the session)

[illegible]

My Learnings: (to be written by the facilitator about what did he/she learn from the session)

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lesson 36

Understanding Violence in Relationships



Lesson objectives

- To help adolescents understand different forms of violence,
- To challenge popular notions supporting violence,



Duration: 105 minutes

Time break-up

15 minutes	30 minutes	30 minutes	15 minutes	15 minutes
Activity 1	Discussion for Activity 1	Activity 2	Discussion for Activity 2	Case study and discussions



Training Materials required

Black board, chalk, sheets of A4 sized paper, and colour pencils/sketch pens for participants, chart paper

Conceptual Note:

Important note for the facilitator: The facilitator should be sensitive while taking this session on violence because there may be lot of personal stories that may come up. The whole idea is not to dehumanize them but to give them a sensitive hearing in order to help the individual deal with the trauma they may have gone through.



We all see Bollywood films and presume relationships to be like those in the movies, which are hard to find in real life. We are not trying to say that they don't exist but just that the relationships need to be worked on. They need to be developed on the foundation of respect for each other, trust, love and acceptance. It is not hard to find relationships, sometimes in our families or around us where these things are missing. Sometimes, it takes an extreme form where lack of respect, love and trust gets translated into violence which is exerted on the other person. The worst part is that since it is so rampant in some communities, it is accepted as a part of life. Women start living with the notion that they are supposed to be beaten and men believe that they need to exercise their authority on women and the only way possible is by beating them. Verbal, emotional or sexual violence are sometimes not even counted.

The facilitator may introduce the concept of violence with the help of the activity given below.



Activity 1:

Objectives:

- To help adolescents understand different forms of violence,



- To challenge popular notions supporting violence,
The facilitator talks to learners about how we all have seen women being beaten in houses by their family members or heard of how women are raped or abused by men outside or in work place. The facilitator hands the learners A4 sheets of paper asks them to think about incidents of violence against women and girls that have happened around them, they need to write about those incidents in the given sheet of paper, in the format given below -



- Description of act of violence
- Who did it? (Relation, age, educational qualification, socio-economic background, such as caste, class, etc.)
- Against whom? (Relation, age, educational qualification, socio-economic background such as caste, class, etc.)
- Any social justification given for the act by the people involved.

They can mention incidents against themselves or anyone else also. Each one needs to mention at least two incidents. The facilitator gives the participants at least ten minutes to think and write. They are then asked to share their incidents, if they feel comfortable. In order to help the group open up, the facilitator may share any one incident they know of and which has made a deep impact on them.

She needs to remember that everyone in the group may not be comfortable sharing and should be given enough space to share whatever they feel comfortable sharing. She can also try and cover different forms of violence, while encouraging participants to share.



Pointers to be discussed: The facilitator

- Discusses different forms of violence with the given below explained in the conceptual note helping the participants realise that how violence is not only physical but also sexual, psychological and financial. She may now encourage the group to think about acts of violence in these areas that they may have not reported earlier, not considering as violence.
- Carries out a discussion around whom and who did it and various variables participants must have filled about them. These variables will help clarify lot of myths around violence such as it happens only in lower caste or only husbands do it to their wives. A discussion can be held around how rampant it is across different sections of the society, irrespective of age, class, caste, etc.
- Stresses on the social justification of the acts of violence given by the group. She can ask each participant to share the reason they feel justifies the act of violence such as, you are not a man if you don't beat your wife, or women are supposed to be suppressed, or the only way to control a women is by beating her up or it is their family matter. All these ideas are written on the board and the facilitator slowly challenges each one of them, suggesting how no social justification can justify the act of violence against anyone and how there has to be a no tolerance policy towards it. She also talks about how the family is a part of the community and when people in the community can give various suggestions about different things in the family such as education, job, etc. They should be there to support the victim and not let her suffer.
- Talks about how times have changed and women are doing everything which men are doing. They are empowered and should not accept any such act as their destiny, for they are the makers of their destiny.
- Brainstorm around how a man's real "machoism" is not beating a women but in being able to stand up against any act of violence that happens against her or any child.

Conceptual note

Violence does not only mean physical and intentional assault, but it means any act, intentional or unintentional, that hurts or harms another person at any level- socially, psychologically, or physically. Different forms of violence include:

1. **Physical violence:** includes pushing, hitting, beating, physical torture, abuse with hands or any other object, murder, honour killings,
2. **Psychological violence:** is aimed at pulling down a women's self-esteem by yelling, screaming, passing demeaning remarks, making mockery, using abusive language, isolating the lady, not providing any emotional care, eve teasing, stalking.
3. **Sexual violence:** includes any form of non-consensual sexual activity such as unwanted sexual touching, harassment, passing sexually loaded comments, incest or rape.
4. **Financial violence:** involves not letting a person become financially independent or controlling the finances completely and not letting the partner have any access to finances inside and outside the house.

MYTHS ON VIOLENCE

Myths centered on violence

Some of the common myths are given below:

- She must have done something to deserve it.
- She needs to be controlled and this is the only way to do it.
- The husband was drunk and didn't realize what he was doing.
- Its ok, it happened only once.
- Women should always dress properly.
- Women instigate men by their actions.
- They like being teased and their no actually means yes.
- Women should not go out alone
- No family member can do it.
- She must have made it up.
- This happen amongst the lower class people.
- It is all her fate which has brought her so much woes
- Only women with lack of morals gets into such harassment and violence
- Women are only safe in the homes, women can be abused and harassed at the four corners of their homes

These are just some of the myths which are found commonly. The facilitator must encourage the group members to come up with other myths found commonly in their community and challenge them, helping the participants realize the unacceptability of any form of violence.



Strategies to stop violence

The facilitator needs to stress how it is important for all the participants to stand up against violence and develop a zero tolerance policy for any form of violence. Some strategies have been suggested below but it takes determination and courage to take these strategies against violence. Believing in yourself and the fact that every individual has the right to be respected are important pointers which help you work against the violence.

1. Report acts of violence to members of the family, leaders in the community, police. Don't be quiet and don't accept it. Don't get into the victim mode.
 2. Join hands together: Friends, family members, neighbors and community members can join hands together to stand up against any act of violence in their community.
 3. Connect with NGO's working for women's rights. This will provide you strength and also help you understand legal implications.
 4. Create awareness amongst the youth regarding violence and how they need to stand up against it or not be a part of it at all.
 5. Redefining masculinity: Help male members of your community redefine masculinity as someone who protects and supports women empowerment rather than one who beats up women, for even a child vents out his anger on things he feels are weaker than him.
- The facilitator should also stress how the men should take responsibility for their actions and should accept that violence is no way to vent out anger.



Activity 2

Objectives:

- To empower adolescents to be able to fight violence and be able to stand up for themselves & others, and
- To develop assertiveness skills amongst adolescents.



The facilitator asks each participant to sit quietly with their eyes closed. They need to visualize an incident where they instilled violence upon anyone or an incident where they were strongly part of violence being instilled upon anyone else. They are asked to relive the incident in their mind and feel how the victim might be feeling. Once they have done the visualization, they are asked to open their eyes and get in small groups of 3-4 participants. They are asked to think how they could have changed the incident, what were the other ways to deal with the situation rather than violence. They can share the situation with the group and have discussion around how they could have changed the situation or various ways to deal with the situation. The facilitator gives them around 15 minutes to discuss within the group.

The participants can then be asked to share their feelings and experiences about the discussion with the whole group.



Pointers to be discussed: The facilitator

- Stresses on other ways to deal with situations rather than violence. She also discusses how violence may happen as an impulsive reaction to a situation and how if we are conscious about it, a thoughtful response would never suggest violence as a solution to any situation.
- Discusses various strategies to deal with violence and encourage the group members to implement these. She may also encourage the group to come up with more strategies to deal with violence, suggesting how it is not a family's problem, but the whole community's problem.

Tasks for the learner

- The learners are asked to make posters on stopping violence along with slogans and put them up in different places in their community.
- They may also find out different acts of violence prevalent in their community and think of ways of dealing with them.



Subhadra Nayak is 18 years old and is a student of first year science in Dhenkanal autonomous college. She is a resident of Keonjhar district. She stays in the hostel. Her parents are taking care of their education. She has two sisters and one brother. She is close to her brother. Her father takes most of the family decisions. She wants to assist her family financially in the future. She also guides her younger sister in her studies. She got 55% marks in her +2. She wants to continue her study and complete her MSc. She also wants to become a teacher. She considers herself as a hardworking, sincere and punctual girl. This time when she went back home, her friend Chumki had dropped out of school. Her parents were getting her married. She was very disturbed because her friend was only 16 years old. Subhadra wanted to speak to Chumki's father but she knows that he is generally drunk and if he gets angry, he would go and beat Chumki and her mother.

Questions for discussions (after reading the case study)

- What should Subhadra do?
- Can you draw a plan of action for Subhadra if she belonged to your village?
- Can Chumki and her mother do anything?
- How can the community help Chumki?



This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings present.

[illegible]

Lesson 37

Youth identity in relation to Family as an institution



Lesson objectives

- To develop a positive identity amongst the youth,
- To help the participants understand their identity in relation to their family and community, and
- To encourage the youth to take up a proactive role in the community and society at large.



Duration: 90 minutes

Time break-up

15 minutes	20 minutes	40 minutes	15 minutes
Activity 1	Discussions on Activity 1	Activity 2	Discussions on Activity 2



Training Materials required:

Black board, chalk, sheets of A4 sized paper, and colour pencils/sketch pens for participants, chart papers.

Conceptual Note

Adolescence - an age of conflicts and challenges, an age where each individual is trying to define the goal of their life, an age of experimentation, an age of understanding your body changes and accepting them, an age where you are trying to find the answer to the question "Who am I?"; an age of identity formation.

Identity is the answer to the question, "Who am I?" It is an important milestone that an adolescent needs to achieve in order to become a productive member of the society. Psychologists have remarked that people who are able to develop a sense of positive identity at the stage of adolescence tend to have a more healthy and happy adulthood as compared to the ones who don't.

The given below activity will help you define your own identity in relation to yourself and others around you.



Activity 1

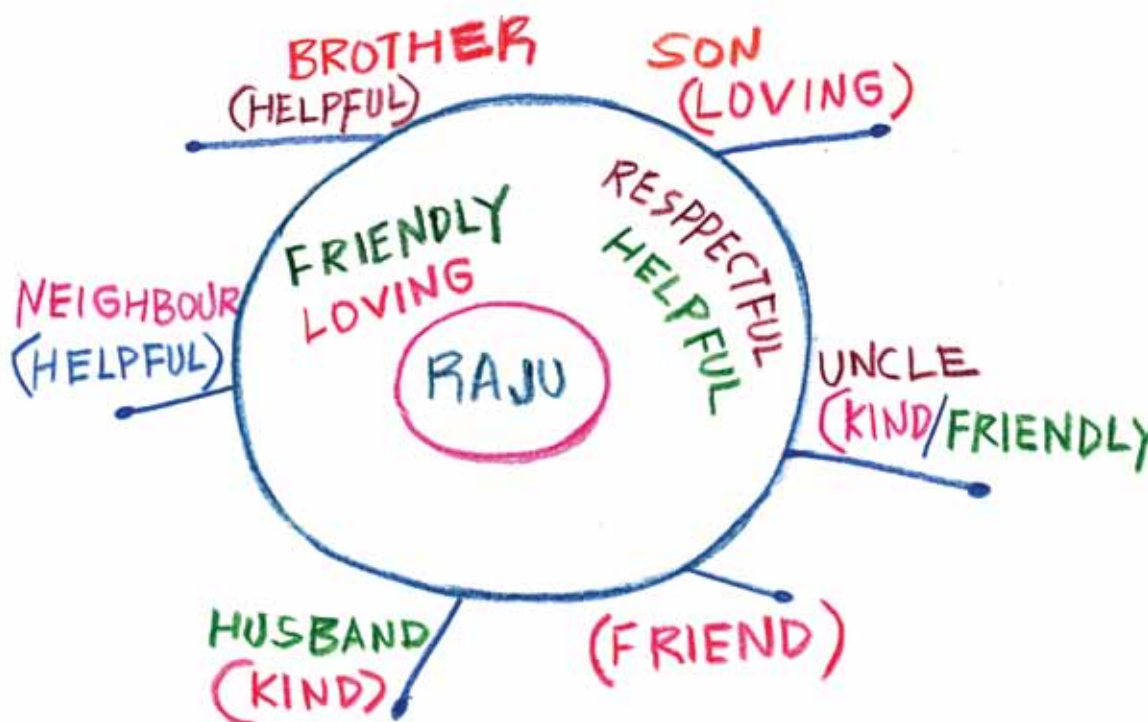
Objectives

- To develop a positive identity amongst the youth,
- To help the participants understand their identity in relation to their family and community.



The facilitator hands over A4 sheets of paper to the participants. She draws a circle in the centre of the board. The participants are asked to do the same on their sheets. They are then asked to write their name in the circle. The facilitator tells them this is their circle of life. They need to write their own qualities in the circle, their personality traits, their strengths and weaknesses.

Once they have done that, they need to draw out as many rays from this circle as many roles they play in their life. On each ray, they need to write the role and the thing they do well in that role. (Please add an image here to explain it more clearly.)



The facilitator helps them understand that this whole circle forms a part of their identity. Each member is asked to share their circle. She also share that how each individual defines himself/herself will help them define their goals better and see how important their role is in the society.

Review questions

- Did you ever think that you played so many roles?
- What are the new roles that will get added to the circle?
- Has this circle changed in any way from what it was ten years before to what it is now?
- Can you make the circle more productive towards the society or your family?
- Think about the actions you will like to take in future, to expand your circle in future?

Conceptual Note

As the participants understand the concept of identity, the facilitator explains how the identity is formed over the years. Identity formation starts when the child uses the word "I", i.e. the time when he differentiates himself from the world for the first time and realises his own identity. As he grows, various experiences that he undergoes and the way he perceives them or thinks about them shape up his identity.

The youth's role and identity has always played a prominent role in the society and family where they are responsible for bringing about various changes that happen around them not only in their own life, family but also society, at large. There are numerous examples in the history where youth has stood up to change the course of history, such as Mahatma Gandhi, who faced discrimination in his earlier days and decided to fight for everyone's rights or Laxmi, a young girl, on whom acid was thrown by two young men, is now working with others against acid attacks. She has managed to stand up an NGO and has fought a case to stop the sale of acid off the shelf. She is working strongly helping other acid attack survivors. There are many such real life stories where young boys and girls have channelized the fire in their belly, their energy to work towards developing and changing things in their family or their society. Adolescents who think at larger goals and do not get carried away by peer pressure or caught in substance abuse are able to go much higher in life as compared to ones who simply get lost and are not focused.

The facilitator may give examples from the local community or village of people who have directed their energies and made a difference to either their own families or their community.

Activity 2

Objectives

- To help the participants understand their identity in relation to their family and community,
- To encourage the youth to take up a proactive role in the community and society at large, and
- To develop communication skills of the participants.



The facilitator can divide the group into four sub-groups. Each group is given a situation which they need to analyze and decide that if they were a part of this family or community, how they will work towards playing a more proactive and stronger role.



Situation 1: You are an 18 year old girl. Your father is a drunkard and comes back at night. He doesn't work during the day. Your mother earns for the family a meager amount. Out of which, a lot is spent by your father on his daily supply of alcohol. He also beats up your mom and you, if you don't give him the money. What will you do?



Situation 2: You are a 20 year old boy. Your parents and two brothers survive on the daily wages they earn. You have been trying to study and have been going to school, but slowly the pressure is coming on you also to work and leave your studies. What would you do?



Situation 3: You are a 21 year old girl. You have managed to finish your studies and done a course to become a teacher. Your parents want you to marry a person who is uneducated and you don't want to do it. Your parents are not interested in listening to you and have been complaining that you have stopped respecting them after you have completed your studies. Please suggest the course of action you should take.



Situation 4: You are 19 year old boy. Your friends have been pushing you to have alcohol and you are not interested, for you have seen how people in your community are suffering because of it. You have refused your friends but they have started teasing you and calling you a "girl". You are upset. Please think of the course of action you should take.



Each group is given 20 minutes to discuss and then they are asked to present it to the whole group. Other participants may be encouraged to suggest more course of actions the person can take. The facilitator encourages the group to be creative and come up with different solutions rather than thinking within the box.

Pointers to be discussed:

- The facilitator encourages the participants to look at larger goals in life and work towards them with full commitment. Rather than looking at immediate solutions, they need to look at five years from now or instead of only looking at saving themselves, they need to think of their family members or community. She should help them develop a more proactive and positive role in developing their identity rather than being a passive victim of their situations.

Task for the learner

- The learners can be asked to think about how they would like their sun of life to change in the next 10 years and share it with the group.

Reflections: (to be written by the facilitator about the session)

[illegible]

My Learnings: (to be written by the facilitator about what did he/she learn from the session)

[illegible]

