9. Inform participants that State-level Action Plans are prepared incorporating curricular and co-curricular approaches. While the process of curriculum change will take time, co-curricular activities are to be conducted in all secondary and higher secondary schools using interactive methods that promote experiential learning and life skills enhancement.

State-level Action Plans – AEP
(Including Life-Skills Development)

- Integration of AE elements in Syllabi, Textbooks and Teaching–Learning and Evaluation processes at the Secondary and Higher Secondary Stages.
- Co-Curricular Adolescence Education in Classes IX to XII.
- Pre-Service and In-Service Teacher Education.
- Coverage of out-of-school Adolescents and Young People.
- Incorporation of measures aimed at preventing stigmatisation of and discrimination against Learners/Students and Educators, and to ensure incorporation of Life Skills education for HIV prevention into the education policy.

10. Inform the participants that AEP is being implemented in most States/Union Territories across the country through the state/UT Departments of Education (DoE). Explain the strategy of operationalising AEP at the School Level. Display

School-Level Activities

**Time:** Minimum of 16 hours per Academic Year (more than 16 hours, wherever feasible).

**Training:** At least two Nodal Teachers and two Peer Educators per school trained along with a plan of action for schools to conduct activities by teachers.

- **Advocacy** activities at the school and community levels
- Conducting sessions by organising interactive activities
- Using **Question Box** activities and responding to questions raised by students
- Training **Peer Educators** and students to reach out to children who have dropped out or were never enrolled in school
- Strengthening linkages with adolescent/youth–friendly health services.
11. Inform participants that there is a partnership between the Education Department, (MHRD), Youth Affairs (MoYAS) and Health Departments (MoHFW) to meet the need for health services for adolescents.

12. Emphasise that the success of AEP depends on the effective implementation of the programme at the school level, and that school Principals have a very important role to play in this process.
## Activity 2: Content of AEP

1. Explain the contents of Adolescence Education. Display Slides 3.14, 3.15 and 3.16.

### Process of Growing Up

<table>
<thead>
<tr>
<th>Slides 3.14</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Nutritional needs of Adolescents in general and of Adolescent girls in particular</td>
</tr>
<tr>
<td>• Physical growth and development</td>
</tr>
<tr>
<td>• Psychological development</td>
</tr>
<tr>
<td>• Growing up concerns</td>
</tr>
<tr>
<td>• Gender sensitisation</td>
</tr>
</tbody>
</table>

### HIV/AIDS

<table>
<thead>
<tr>
<th>Slides 3.15</th>
</tr>
</thead>
<tbody>
<tr>
<td>• HIV/AIDS: Causes and Consequences</td>
</tr>
<tr>
<td>• Preventive measures</td>
</tr>
<tr>
<td>• Treatment: Anti-retroviral therapy (ART)</td>
</tr>
<tr>
<td>• Individual and social responsibilities towards people living with HIV/AIDS (PLWHA)</td>
</tr>
<tr>
<td>• Services available for improving Adolescent Health, for prevention of the spread of HIV, and for HIV infected persons.</td>
</tr>
</tbody>
</table>

### Substance-Abuse

<table>
<thead>
<tr>
<th>Slides 3.16</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Situations in which Adolescents are driven to Substance-Abuse</td>
</tr>
<tr>
<td>• Commonly Abused-Substances</td>
</tr>
<tr>
<td>• Consequences of Substance-Abuse</td>
</tr>
<tr>
<td>• Preventive Measures</td>
</tr>
<tr>
<td>• Treatment</td>
</tr>
<tr>
<td>• Rehabilitation of Drug Addicts</td>
</tr>
<tr>
<td>• Individual and Social Responsibilities</td>
</tr>
</tbody>
</table>
Activity 3: Concept of Life-Skills

1. Give one green and one pink VIPP card to each participant. Ask them to write one personal strength on the green card and one personal weakness on the pink card.

2. Collect the green and the pink cards separately.

3. Randomly select from the green cards (strengths), and ask participants whether these fit into the category of ‘Knowledge’, ‘Attitude’, ‘Skills’ or ‘Behaviour’. Repeat the process using some weaknesses.

4. Explain the difference between Knowledge, Attitude and Skills. Display Slide 3.17.

<table>
<thead>
<tr>
<th>Knowledge, Attitude and Skills</th>
<th>Slide 3.17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge:</strong> Information and its understanding</td>
<td></td>
</tr>
<tr>
<td><strong>Attitudes:</strong> Personal biases, preferences and subjective assessments that predispose one to act or respond in a predictable manner</td>
<td></td>
</tr>
<tr>
<td><strong>Skills:</strong> Abilities that enable people to carry out specific tasks and activities</td>
<td></td>
</tr>
</tbody>
</table>

5. Write the word ‘Skills’ on the blackboard and ask participants the various skills with which they are familiar.

6. Categorise their responses under the following headings: Vocational/Livelihood Skills (Tailoring, Carpentry); Literacy Skills (Reading, Writing); Technical Literacy Skills (Computer Literacy); Functional Skills (Banking, Railway Reservations); and Life-Skills (Problem Solving, Communicating).

7. Explain the differences between the various types of skills and inform participants that the focus of AEP is the development of Life Skills in Adolescents through experiential learning methodology.

8. Display the definition of Life-Skills, and explain that Life Skills are the abilities that Facilitate the Physical, Mental and Emotional well-being of an individual. Display Slides 3.18, 3.19 and 3.20.

<table>
<thead>
<tr>
<th>Life-Skills</th>
<th>Slide 3.18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life-Skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. The ten core Life-Skills are as follows:</td>
<td></td>
</tr>
<tr>
<td>• Empathy</td>
<td>• Self-Awareness</td>
</tr>
<tr>
<td>• Interpersonal-Relationships</td>
<td>• Effective-Communication</td>
</tr>
<tr>
<td>• Critical-Thinking</td>
<td>• Creative-Thinking</td>
</tr>
<tr>
<td>• Decision-Making</td>
<td>• Problem-Solving</td>
</tr>
<tr>
<td>• Coping with Emotions (WHO)</td>
<td>• Coping with Stress</td>
</tr>
</tbody>
</table>
9. Explain a little bit about Life Skills and state that India has a rich tradition in Life-Skills education. Panchtantra and Jataka tales are some of the examples.

<table>
<thead>
<tr>
<th>Expected outcomes of Life Skills Development</th>
<th>Slide 3.19</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Enhanced Self-Esteem</td>
<td></td>
</tr>
<tr>
<td>• Self-Confidence</td>
<td></td>
</tr>
<tr>
<td>• Assertiveness</td>
<td></td>
</tr>
<tr>
<td>• Ability to establish relationships</td>
<td></td>
</tr>
<tr>
<td>• Ability to plan and set goals</td>
<td></td>
</tr>
<tr>
<td>• Acquisition of knowledge related to specific content areas</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Application of Life-Skills</th>
<th>Slide 3.20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life-Skills can be used in many areas of concern, such as:</td>
<td></td>
</tr>
<tr>
<td>• Understanding the process of growing up and managing associated anxieties</td>
<td></td>
</tr>
<tr>
<td>• HIV/AIDS/STI prevention</td>
<td></td>
</tr>
<tr>
<td>• Sexual Violence</td>
<td></td>
</tr>
<tr>
<td>• Suicide prevention</td>
<td></td>
</tr>
<tr>
<td>• Prevention of drug abuse</td>
<td></td>
</tr>
</tbody>
</table>

10. Explain that the ten core Life-Skills as defined by WHO have been organised into the following framework for the AEP. They have been broadly classified into three interdependent categories i.e. Thinking-Skills, Social-Skills and Negotiation-Skills. Display Slide 3.21, 3.22, 3.23.
The Adolescence Education Programme

Framework of Life-Skills for AEP

THINKING SKILLS
- Self-Awareness
- Problem-Solving
- Decision-Making
- Critical-Thinking
- Creative-Thinking
- Planning and Goal Setting

NEGOTIATION SKILLS
- Managing Feelings/Emotions
- Resisting Peer/Family Pressure
- Consensus-Building
- Advocacy-Skills

SOCIAL SKILLS
- Interpersonal-Relationships
- Effective-Communication
- Cooperation and Teamwork
- Empathy

Core Life-Skills

Self-Awareness includes our recognition of ourselves, of our character, of our strengths and weaknesses, desires and dislikes.

Empathy is the ability to imagine what life is like for another person, even in a situation that we may not be familiar with.

Interpersonal-Relationship skills help us to relate in positive ways with the people we interact with.

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.

Critical-Thinking is the ability to analyse information and experiences in an objective manner.

Creative-Thinking is a novel way which, contributes to both Decision-Making and Problem-Solving by enabling us to explore the available alternatives and various consequences of our actions or non-action.

Decision-Making helps us to deal constructively with decisions about our lives.

Problem-Solving enables us to deal constructively with problems in our lives.

Managing Feelings and Emotions includes skills for increasing the internal locus of control for managing emotions, anger and stress.
Methodology for Life-Skills Development

- Interactive and ‘fun’ learning process
- Methods used are Brainstorming, Group-Discussions, Games, Role-Playing and Debates, Collage, Quiz
- Structure is provided through the use of processing questions. They encourage student involvement and reflection
- Practising skills in a supportive learning environment, and experiential learning

Activity 4: Applying Life-Skills

1. Divide the participants into groups of eight to ten. Give each group a situation to analyse. Tell the groups that one representative will be invited from each to share the group’s opinions and for discussion with the entire group.

Situations

1. During a surprise check, you have entered the boys’ toilet and discovered four boys smoking. Analyse the situation and discuss possible courses of action.

2. You are the class teacher of Class XII. You have noticed Shruti and Saurabh spending a lot of time together. In the class XII pre-board, both of them have not fared well and their parents are worried. Saurabh’s parents came to know of the association and asked him to stop talking to her. Shruti is handling the situation badly and appears to be going through a breakdown. Discuss your role as a teacher and the possible courses of action.

3. Rakshak is a bright boy. He used to study until late at night, surfed the Net for collecting information, and read encyclopaedias. One day a friend gave him the address of an adult site and he became hooked. While his parents thought he was studying, he surfed adult sites all night and got addicted. He was brought to your office after the class teacher caught him exchanging adult magazines with another student. Analyse the situation and discuss possible courses of action.

4. Sarita and Rohit are excellent students with a good record of extra curricular activities. They are the Head Girl and Head Boy of the school. Of late, Rohit has been giving small gifts and notes to Sarita; yesterday he gave her a love letter expressing his feelings for her. Sarita is confused and worried and has approached her class teacher for help. She has told her teacher that she wants to concentrate on her studies and does not -
Situations (Contd.)

want to involve herself in any relationship; at the same time she does not want to lose her friendship with Rohit. The class teacher is unsure of what she should do, and has brought this to your notice as Principal. Analyse the situation and discuss possible courses of action.

2. After each group presentation, open the discussion to the whole group using the following questions:

- What Life-Skills did the group use for handling the situation?
- What else could the teacher have done to help the people in the situations described?
- As a Principal, what other actions could have been taken?
- What Life-Skills does a teacher need for dealing with these and similar situations?

3. Conclude by stating that when faced with similar situations, different people preferentially/instinctively use different skills and hence reach different conclusions; and then, most importantly, act differently. This could be the basis of strife and the many conflicts that people, societies and nations have with each other. Improving our Life Skills can, thus, help reduce and overcome such strife.

4. The attention to knowledge, attitudes and skills (together with an emphasis on Life-Skills) will have a positive effect on the ability of young people to protect themselves from threats to their health, to build competencies in adopting positive behaviour, and to foster healthy relationships.

Activity 5: Monitoring and Evaluation

1. Explain to the participants that monitoring is a regular review of the efficiency and effectiveness of a programme. It helps identify strengths and correct shortcomings.

2. Explain the concept of process and outcome evaluation. Display Slides 3.24 and 3.25.
Outcome Evaluation

• Assesses the results and impact of the interventions.

• Answers the following questions
  • To what degree have the objectives been accomplished?
  • To what extent have the Knowledge, Attitudes, Skills and Behaviour of the students and the staff been influenced?
  • Which specific interventions or components of the programme work best?
  • Which elements did not work to the optimum?

Process Evaluation

• Answers the following questions
  • Is it being implemented as planned? Are there any deviations from the plans and their reasons?

• Dimensions of the process evaluation
  • Coverage: extent to which the programme actually reaches the intended audience
  • Quality: adequacy of training and satisfaction of Stakeholders with Training and delivery of the Programme

3. The monitoring of AEP is being considered at the National, State, District and School Levels. Definite indicators have been developed to assess the impact of the programme. Display Slides 3.26 and 3.27.

Levels of Assessment

• National level
• State level
• District and School level
Key Performance Indicators in AEP

- Reach and coverage of AEP.
- Effectiveness of the Training Programme.
- Effectiveness of the Advocacy Sessions.
- Changes in both teachers and students as reflected through pre and post-measurement tools for Knowledge, Attitude and Life-Skills Application.
- Integration: Policy-level changes (Curriculum, Pre-Service and In-Service Teacher Training).

4. Inform participants that schools will have to maintain a record of the activities conducted under AEP. Display Slides 3.28, 3.29, 3.30, 3.31 and 3.32.

Monitoring of AEP – School Level

<table>
<thead>
<tr>
<th>AEP Interventions</th>
<th>Expected Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy on AEP with School Principals, Parents, Community Leaders</td>
<td>• Supportive Family Environment.</td>
</tr>
<tr>
<td></td>
<td>• Supportive Institutional Environment.</td>
</tr>
<tr>
<td>Capacity Building of Teachers/Peer Educators</td>
<td>• Teachers/Peer Educators Knowledge base on AE increased.</td>
</tr>
<tr>
<td></td>
<td>• Teachers/Peer Educators attitude towards Adolescent Issues, HIV/AIDS, Gender concerns improved.</td>
</tr>
<tr>
<td></td>
<td>• Teachers/Peer Educators skills in using Interactive Methodology enhanced.</td>
</tr>
<tr>
<td>Interactive Student Activities</td>
<td>• Knowledge and understanding related to AHI, Gender Issues enhanced.</td>
</tr>
<tr>
<td></td>
<td>• Attitude towards Adolescent Issues, HIV/AIDS, gender concerns improved.</td>
</tr>
<tr>
<td></td>
<td>• Life-Skills (Thinking, Social, Negotiation-Skills) improved.</td>
</tr>
<tr>
<td></td>
<td>• Reduced Risk Behaviour.</td>
</tr>
<tr>
<td>Health Services including Counselling for Adolescents</td>
<td>• Utilisation of Services.</td>
</tr>
</tbody>
</table>
### Monitoring of AEP – School Level

**Indicators for Capacity Building**

<table>
<thead>
<tr>
<th>Expected Outcomes</th>
<th>Suggested Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase of Teachers/Peer Educators' knowledge base on AE</td>
<td>• Percentage of Teachers/Peer Educators able to give correct information on process of Growing Up, Adolescent Health, HIV/AIDS, Substance Abuse, gender Issues.</td>
</tr>
</tbody>
</table>
| Improvement of teachers/Peer Educators Attitudes towards Adolescent Issues, HIV/AIDS and Gender Concerns | • Number and type of activities undertaken around Gender Issues (Gender Roles, Discrimination, Abuse, Vulnerability, Rights)  
  • Percentage of Teachers with a Positive Attitude towards Adolescent Health and Gender Issues. |
| Enhancement of Teachers/Peer Educators Skills in using Interactive Methodology    | • Percentage of Trained Teachers reporting confidence and satisfaction in using Interactive Methodology.  
  Percentage of Students reporting satisfaction in Teachers’ use of Interactive activities in AEP. |
| Improvement of Teachers/Peer Educators Life-Skills                               | • Percentage of Trained Teachers stating that they have better Personal Relations with family members and students.  
  • Percentage of Peer Educators stating that they have better Personal Relations with Family Members and Friends.  
  • Percentage of students reporting improvement in Personal Relationships with Family Members and others. |
## Monitoring of AEP – School Level
### Indicators for Advocacy

<table>
<thead>
<tr>
<th>Expected Outcomes</th>
<th>Suggested Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive Family Environment</td>
<td>• Number and types of issues related to Health and Gender concerns dialogue between Adolescents and Parents/Family Members.</td>
</tr>
<tr>
<td>Supportive Institutional Environment</td>
<td>• Percentage of Parents/Family Members participating in AE Activities.</td>
</tr>
<tr>
<td></td>
<td>• Percentage of Teachers Participating in AE Activities.</td>
</tr>
<tr>
<td></td>
<td>• Number of hours devoted to AE activities.</td>
</tr>
<tr>
<td></td>
<td>• Percentage of students (classes 9 to 12) available as Peer Educators.</td>
</tr>
<tr>
<td></td>
<td>• Percentage of students using Resources (Books, Magazines, etc.) if available through the Resource Centre.</td>
</tr>
<tr>
<td></td>
<td>• Percentage of Students (classes 9 to 12) actively involved in Planning and conducting activities.</td>
</tr>
</tbody>
</table>

## Monitoring of AEP – School Level
### Indicators for Interactive Activities

<table>
<thead>
<tr>
<th>Expected Outcomes</th>
<th>Suggested Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhancement of knowledge and understanding related to AHI and Gender Issues</td>
<td>• Percentage of Students participating in AEP able to give correct information on process of Growing Up, Adolescent Health, HIV/AIDS, Substance-Abuse, Gender Issues</td>
</tr>
<tr>
<td>Improvement of attitudes towards Adolescent Issues, HIV/AIDS, Gender Concerns</td>
<td>• Percentage of Students participating in AEP with a Positive Attitude towards Adolescent Health and Gender Issues.</td>
</tr>
<tr>
<td>Improvement of Life-Skills</td>
<td>• Percentage of students participating in AEP reporting improved ability to:</td>
</tr>
<tr>
<td></td>
<td>• Identify Personal Strengths, Weaknesses, Opportunities and Concerns (Self-Awareness).</td>
</tr>
<tr>
<td></td>
<td>• Identify alternatives to solve problems in the context of AHI (Problem Solving Skills, Creative Thinking).</td>
</tr>
</tbody>
</table>
### Monitoring of AEP – School Level (Contd.)

| Reducation of Risk Behaviour | • Express views clearly and effectively (Communication Skills).  
• Empathise with others especially people living with HIV/AIDS, underprivileged (Empathy).  
• Resist negative Peer-Pressure in the context of AHI, Substance-Abuse (Self-Awareness, Critical-Thinking, Effective Communication and Coping with Stress).  
• Cope with Emotions and Stress (Managing Emotions/Stress).  
• Percentage of Students Reporting, decreased consumption of alcohol, tobacco, drugs. |

### Monitoring of AEP – School Level

#### Indicators for Health Services

<table>
<thead>
<tr>
<th>Expected Outcomes</th>
<th>Suggested Indicators</th>
</tr>
</thead>
</table>
| Utilisation of Services | • Percentage of Students aware of Health Services available.  
• Number of Students seeking Counselling Services in the School from Teachers or Counsellors (if available).  
• Number of Adolescents referred to professional Health Workers/Clinics by the Teachers. |
The Adolescence Education Programme: Stakeholders – Roles and Responsibilities
Session IV : Role of Stakeholders

Time: 30 minutes

Objectives
Participants will be able to:
• Understand the Role of School Principals, Teachers and Peer-Educators in implementing AEP.

Contents
• Environment Building
• Selection of, and support to, Teachers
• Linkages with the Health System
• Community Mobilisation
• Outreach programmes for out-of-school Adolescents

Method
Group Discussion

Materials
Blackboard, OHP, Marker

Activity 1: Role of Stakeholders
1. Divide the group into six subgroups.
2. Give each subgroup one topic to discuss along with the relevant guidelines for group discussion.

Topics for Discussion
Topic 1: Role of Principals in AEP
Topic 2: Role of Nodal Teachers in AEP
Topic 3: Role of Peer Educators in AEP
Topic 4: Linkage with the Health System
Topic 5: Community Mobilisation
Topic 6: Reaching to out-of-School Adolescents
3. Ask one person from each group to share the highlights of the group discussion.

4. Ask for feedback from each group and write the points on the blackboard. Supplement this with Slides 4.1 and 4.2.

Guidelines for Group Discussion

- Why is it important?
- What can be done?
- What are the challenges?
- How can the challenges be overcome?

Role of the Nodal Teacher

- Conducting Advocacy meetings at the School/Community level.
- Conducting Advocacy meetings with Parents and Teachers before launching AEP in the School.
- Conducting AE Co-Curricular activities in schools with students.
- Supporting Department of Education (DoE) in Monitoring and Conducting Periodic Programme Reviews.
- Compiling reports on Co-Curricular activities and sending these to the District Institute of Education and Training/District-Level focal point identified for collection of feedback.

Role of the Principal

- Making the School Environment Conducive to AEP.
- Supporting the functioning of Trained Teachers and the group of Peer Educators.
- Encouraging participation of Students in Planning, Designing and Implementation of activities.
- Selecting and Supporting Nodal Teachers.
- Advocating with Parents, other Teachers and Community Leaders.
- Encouraging the incorporation of AE themes into various Co-Curricular activities such as Debates, Contests, Essay Writing, etc.
5. Generate a group discussion among participants about the essential qualities of the Nodal Teacher. Summarise the main points of the discussion by highlighting that **AEP requires one Male Teacher and one Female Teacher to be trained for organising Co-Curricular activities**, and emphasising that both individuals must have the following qualities. Inform the group that it is not necessary for the Teacher to have a science background. There is no specified age criterion. The following qualities are important requisites of the nodal teacher. Display Slide 4.3.

<table>
<thead>
<tr>
<th>Qualities of a Nodal Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sensitivity.</td>
</tr>
<tr>
<td>• Non-Judgemental attitude.</td>
</tr>
<tr>
<td>• Good Rapport with Students.</td>
</tr>
<tr>
<td>• Willingness to act as a Nodal Teacher.</td>
</tr>
</tbody>
</table>

6. Tell the group that one of the methods employed in Life-Skills education is the Peer Educator approach.

   A Peer is an individual who is of equal standing or rank with another person. A ‘Peer Educator’ is a member of a group all of whose members share the same background, experiences and values. Peer Educators may act in different capacities, such as Facilitators, Counsellors, Sources of Information, Support Workers and Tutors.

7. Explain that theoretical data suggests that the Peer Education approach is effective because Adolescents are more likely to listen to and personalise messages, and thus to change their attitude and behaviour, if they believe that the messenger is someone who is similar to them in age, sex and background, and who faces the same concerns and pressures as they do. Display Slides 4.4 and 4.5.

<table>
<thead>
<tr>
<th>Peer Educators: How do they work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Being aware of and being trained for the task. Being enthusiastic.</td>
</tr>
<tr>
<td>• Conveying Educational Messages to a target group.</td>
</tr>
<tr>
<td>• Endorsing 'healthy' norms, beliefs and behaviour in their group.</td>
</tr>
<tr>
<td>• Challenging 'unhealthy' behaviour and beliefs.</td>
</tr>
</tbody>
</table>
8. Stress the fact that we can enable Peer-Educators to become advocates for AEP. Display Slide 4.6.

<table>
<thead>
<tr>
<th>How do Peer Educators benefit?</th>
<th>Slide 4.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Receive Special Training in Making-Decisions, clarifying values and acting in accordance with those values.</td>
<td></td>
</tr>
<tr>
<td>• Master extensive information relevant to their own lives.</td>
<td></td>
</tr>
<tr>
<td>• Gain leadership recognition from their Peers.</td>
<td></td>
</tr>
<tr>
<td>• Direct involvement, have a voice, and exercise some control over programme design and operation.</td>
<td></td>
</tr>
<tr>
<td>• Learn important skills, including Facilitation and communication.</td>
<td></td>
</tr>
<tr>
<td>• Improve Self-Discipline and Self-Esteem.</td>
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</tr>
</tbody>
</table>

9. Generate a group discussion using the following lead questions:

**What are the advantages of Peer Education?**

Some of the advantages of Peer Education are: low costs; breaks communication barriers by helping the discussion of sensitive matters without fear or embarrassment; brings about sustainable behaviour change; helps maintain confidentiality; Facilitates an effective and informal way of sending the correct message to a specific target group; and consumes less time than more formal methods.

**What characteristics are desirable in a Peer Educator?**

The Peer Educator should be available and accessible; should be motivated; should have Effective Interpersonal Communication Skills; should be known to the Students; should be able to listen to others without bias or preconceived notions; should be confident; and should be able to speak the language of the target group.
Adolescence Education Programme

**Role of the Peer Educator**

- Enhancing Knowledge; Modifying Beliefs, Attitudes and Behaviour; and Developing Skills at an individual level.
- Encouraging collective action leading to changes in programmes and policies.
- Acting as a motivator and role model for other young people.
- Acting as a bridge between Adolescents and Adults.
- Organising other young people to work on AEP issues.
- Forming networks to encourage, support and promote healthy living.

10. Explain that with greater knowledge there may be an increase in the demand for linkage with Health Services. Display Slides 4.8, 4.9 and 4.10.

**Linkage with the Health System**

- Students to create a list of Health Facilities already existing.
- Projects to identify nearby Adolescent-Friendly Services in Community Health Centres/Primary Health Centres.
- Advocate for a wide array of Services—Preventive, Curative and Counselling.

**Community Mobilisation**

- Project work to students involving advocacy with community members.
- Creating and distributing pamphlets on powerful messages related to the issue of Adolescent Health.
- Advocacy with parents.
- Community celebration on particular days such as World AIDS Day, International Youth Day, Women’s Day, etc.
- Advocacy with the village panchayat.
Reaching out to out-of-School Adolescents

- Project work to Students and Peer Educators to Advocate in the Community via dramas, skits and nukkad nataks in public places such as markets, melas, chaupals, railway stations, bus stands, etc.
- Mobilising the media, including local and folk media, to produce in-depth news stories, articles and features on issues for young people, and radio stations to make announcements on these issues, particularly on days such as World AIDS Day, International Youth Day, Women's Day, etc.
- Organising camps in the community on AEP issues.
- Creating and distributing pamphlets at health centres.

11. Highlight the fact that AEP can proceed only with the active involvement of different people at different levels. The school Principal, Nodal Teachers and Peer Educators will form a team to spread the message of AEP, and take along other members of the community to spread the message of AEP to out-of-School Adolescents also.
Summary and Feedback
Session V: Summary and Feedback

_Time:_ 30 minutes

:Objectives
Participants will be able to:
- Consolidate their learning from the Advocacy Workshop.
- Give feedback about the Workshop.

:Contents
- Review
- Feedback

:Method
Group Discussion

:Materials
AEP Advocacy feedback form

:Activity 1: Summary, Feedback and Follow Up

1. Ask the group members at random to identify some of the most prominent ideas and useful information that they recall from the day's proceedings.
2. Distribute copies of the feedback form. Give time to participants to reflect and fill out the form.
3. Generate a small group discussion about Item 5 of the AEP feedback form to elicit concerns and identify challenges.

In order to ensure that AEP continues in the future, I need to:

_Talk to_

_Write to_

4. Let the other group members address the challenges that have been highlighted.
5. Reiterate the responsibility of, and expectations from, the participants as discussed in an earlier session IV: Role of Stakeholders).
6. Express the hope that participants will be able to support AEP wholeheartedly.
7. Thank all participants for their interest and participation in the Advocacy Workshop.
AEP ADVOCACY FEEDBACK FORM

1. What did you understand the purpose of this Workshop to be?
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

2. Please evaluate each of the following aspects of the Workshop by circling a number on the scale below:

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Unsatisfactory</th>
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<tbody>
<tr>
<td>Achievement of Workshop objectives</td>
<td>5 4 3 2 1</td>
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<tr>
<td>Achievement of my personal objectives</td>
<td>5 4 3 2 1</td>
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<tr>
<td>Relevance of content for my job situation</td>
<td>5 4 3 2 1</td>
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<tr>
<td>Effectiveness of the methods and techniques used in the Workshop</td>
<td>5 4 3 2 1</td>
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<td>Organisation of the Workshop</td>
<td>5 4 3 2 1</td>
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<tr>
<td>Usefulness of the Programme Materials</td>
<td>5 4 3 2 1</td>
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<td>Effectiveness of the Resource Person(s)</td>
<td>5 4 3 2 1</td>
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<td>Effectiveness of the Practical activities</td>
<td>5 4 3 2 1</td>
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<td>Overall rating of the Workshop</td>
<td>5 4 3 2 1</td>
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3. How well equipped do you feel about advocating AEP to others?
   - [ ] Very well equipped
   - [ ] Well equipped
   - [ ] Satisfactorily equipped
   - [ ] Not well equipped
   - [ ] Poorly equipped

4. I am committed to the development of AEP in my School because:
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
AEP ADVOCACY FEEDBACK FORM (Contd.)

5. In order to ensure that AEP continues in the future, I need to:
   Talk to _____________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   Write to ____________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

6. What were the three most important learning in today’s programme?
   (i) ________________________________________________________
   (ii) ________________________________________________________
   (iii) ________________________________________________________

7. What aspects of the Workshop were least useful to you?
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

8. Did anything in the workshop make you feel uncomfortable?
   _____________________________________________________________
   _____________________________________________________________
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<th>9. Was there any discussion point that you feel might cause embarrassment to students/teachers?</th>
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<th>8. Comments/suggestions about the Workshop:</th>
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Session VI: Guided Meditation and Creative Visualization

Introduction

Meditation is sometime described as “listening to the silence between thoughts”. The effort should be to increase the periods of such silence. Meditation for young Adolescents when guided leads to an integration of the body, mind (and soul) which help the young learner to increase their concentration and attention span. It creates a sense of well being leading to Health, Peace, Harmony, Rhythm and Balance. This state of wellness helps to sharpen intellect develop Critical-Thinking Skills, generate reflective abilities and build Self-Esteem. The activities included are designed to build inner resources and to empower young people by taking them to the limits of their latent potential, creativity and inner strength.

NOTE TO THE TEACHERS

The Unit that follows outlines from Guided Meditation Techniques to enhance overall well-being and empowerment of students helping them to tap their inner strength and creativity. However, these are only suggestive techniques and the teacher may utilise any other technique from local resources prevalent or practiced in the area. It is also recommended that these exercises be implemented in the last period before the closure of the school.

Each individual is unique with intrinsic strength and skills. The Teacher/Counsellor/Facilitator needs to draw upon their unique capabilities and help them to discover the technique to relieve stress and achieve calmness and relaxation.

Objectives of Guided Meditation Activities:

- To develop clear Thinking-Skills
- To experience Relaxation, Increases Awareness, Mental Focus, Clarity and a Sense of Peace.
- To reduce stress and anxiety.
- To achieve a greater sense of purpose and strength of will.
- To acquire clearer mind for Decision Making and Problem Solving.
- To improve concentration.
- To discover tranquility.
- To enhance the intellect and wisdom.

Reasons for Meditation

Within each person is a spiritual energy that has the power to make us whole. Meditation is a technique by which we can tap into their latent power. Once
touched by this energy within, we undergo a profound transformation. We experience benefits for the body, mind, heart, and soul. Let us explore how meditation provides the following benefits:

**Physical Benefits of Meditation**

Meditation can provide us physical benefits in several ways. Medical researchers have been exploring the body-mind connection. They have linked certain illnesses to our state of mind and emotional condition. They have found that when we undergo mental stress, emotional pain, or depression, our physical resistance to disease drops. We become more susceptible to contracting a disease because our ability to keep our immune system in top working order decreases. Science has pinpointed certain disease such as heart disease, digestive problems, breathing problems and migraine headaches to name a few to be sometimes stress-related.

In a study, Dr. Ilan Kutz States: “As the ability to meditate develops, a hierarchy of sensation develops ranging from deep relaxation to marked emotional and cognitive alterations……”

**Intellectual and Mental Benefits of Meditation**

Meditation can help increase one’s concentration. Concentration is important in many spheres of life, such as academic studies, sports performance, creating music, art or literature, participation in various hobbies, and job performance. By increasing our attention span, the by-product would be more productivity and efficiency in whatever tasks we engage.

**Emotional Benefits of Meditation**

Meditation can provide emotional benefits in several ways. First, by spending time within we can see our lives from a clearer angle of vision. We begin to recognize the roots of our pains and can start to solve the problems. Many people are not even aware of why they act and feel they way they do. By raising our consciousness we become aware of the causes of some of our feelings. We can then pinpoint the area of our life in which we need to work.

Second, in meditation, we come in contact with the source of all love, consciousness, and bliss. Through meditation, we can experience spiritual love that fills us with more love than we can ever imagine.

**Spiritual Benefits of Meditation**

The ultimate goal of meditation is to help us recognize ourselves and our true spiritual nature.

**SIMPLE MEDITATION TECHNIQUES**

You want to learn to meditate seriously, you would do well to find an experienced teacher to guide you. However, there are many simple techniques
that you can practice alone, often with quite powerful effects. The more you practice, the easier it will become to reach a deep meditative state.

There are many meditation techniques. Some of the techniques are quite simple and can be picked up with a little practice. Others require training by an experienced instructor. We will cover some of the simple techniques to get started. Please note that because of the effects of meditation on repressed memories and the psychological impact, you may go through some discomfort initially; hence it is always a good idea to be under the care of a qualified practitioner as you start meditation.

**EXERCISE 1: Creative Visualisation**

**Time:** 5 – 10 minutes

**Objectives:** A Special Mental Exercise to:-
- Create a concentration and attention focus
- Invoke in the learners raised levels of energy.
- Increase confidence levels.
- Enhance relaxation and calm.

**Mode:** Whole class

**Process**

Meditation Techniques: The heaven

Once you have managed to achieve complete physical relaxation and calm, gradually allow your mind to enter a place whether real or imaginary that is quite special to you. Now you can allow your mind to drift, drift to a pleasant, peaceful place. A place that you know and where you always feel able to relax completely. A safe secure place where no one and nothing ever bother you. It may be a room or may be a place you have visited on holiday.

In order to help you imagine this place, notice first the light: Is it bright, natural or dim. Also notice the temperature level: hot, warm or cool. Be aware of the colours that surrounds you. You can just be there whether sitting, lying or enjoying the smells, the atmosphere with no body wanting anybody, no body needing anything and no one demanding anything from you. Relax.

**Exercise 2: Guided Meditation**

**Time:** 5 – 10 minutes

**Objectives:** A Special Mental Exercise to:-
• Create concentration and attention focus.
• Invoke in the learners raised levels of energy.
• Increase confidence levels.
• Enhance relaxation and calm.

Mode: Whole class

Process
1. Sit in a comfortable position, relax your body and muscles.
2. Close your eyes and concentrate on what lies ahead. Eyes should see straight ahead without putting any pressure on the eyeballs or forehead.
3. You may see darkness or colours. Keep looking with the eyeball horizontal as if you are waiting for a movie to begin.
4. Your mind may wander and think of various problems, it may go from one thought to another, just let it wander – friends, family, studies.
5. May be you can repeat a word continuously to try and still your mind as you have done with the body.
6. The word must be repeated mentally and not aloud
7. Your breathing can be normal
8. You may see various colours or lights such as red, white, green violet, purple, golden etc.
9. Keep concentrating in the middle of whatever you see.
10. Do this for ten minutes every day. You may begin initially with 5 minutes.

EXERCISE 3 : VISUALIZATION CONCENTRATION EXERCISE

Time: 5 – 10 minutes

Objectives: A Special Mental Exercise to:-
• Create a concentration and attention focus.
• Invoke in the learners raised levels of energy.
• Increase confidence levels.
• Enhance relaxation and calm.

Mode: Whole class/whole school

Process
1. Close your eyes and sit, stand or lie down in a comfortable position
2. Imagine you are in a garden with a different flower in each corner.
3. Begin by exploring the qualities of the flower.
4. When your mind becomes restless, shift your focus to the flower in the next corner and so on.
5. Each flower should be visualized clearly.
6. When the restless mind gets an opportunity to focus on several objects, it is still given some freedom of movement rather than spending too much time on a single object.
7. Gradually you can train your mind to rest for longer periods of time on a single object.
8. Do this for at least five minutes everyday.
9. This will lead to one pointed concentration and help in achieving calmness and peace.

**EXERCISE 4 : GUIDED MEDITATION**

**Time:** 5 – 10 minutes

**Objectives:** A Special Mental Exercise to:-

- Create a concentration reverence and respect for universal energies of Nature.
- Invoke in them raised levels of energy.
- Increase confidence levels.
- Enhance relaxation and calm.

**Mode:** Whole class/whole school

**Process**

1. Stand in a comfortable position.
2. You can keep your eyes open or closed.
3. Breathing can be normal.
4. Stretch your right hand out with palm facing upwards.
5. Imagine that there is a yellow light, a golden glow just like the sun radiating from your palm.
6. Stretch your left hand out with palm facing upwards.
7. Imagine that there is a pale gleam of white light just like the moon radiating from your palm.
8. Focus on the ‘Universal Energies’ of the sun and the moon.
9. Slowly take both your palms upwards and bring them together in a folding posture above the head.
10. With reverence and respect imagine that nature’s forces have descended into the beings.

11. Slowly bring the hands from above the head to the level of the chest.

12. In your mind, this energy is being used for growth and spread of joy all around.

13. Offer the remaining energy to Mother Earth and Nature.

**EXERCISE 5: MAINTAINING AN INTROSPECTION DIARY**

**Time:** 5 – 10 minutes

**Objectives:** A Special Exercise to:-
- Know about oneself.
- Improve one’s own nature.
- Increase confidence levels.

**Mode:** Whole class

**Process**

Every learner needs to keep an Introspection Diary for recording self improvement over a period of time. It may be kept under the following heads.

**Notes:**

**Violence in Words** as exhibited by using harsh words, humiliating on insulting someone.

**Violence in thought** is exhibited by criticizing someone because they are different or pulling up someone.

**Violence in Deed** is exhibited by hitting someone.
<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Heads</th>
<th>Time duration</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Energizers</td>
<td></td>
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<tr>
<td>2.</td>
<td>Experience</td>
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<tr>
<td>3.</td>
<td>Practicing Truthfulness (Honesty in thought, word and deed)</td>
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<tr>
<td>4.</td>
<td>Non-violence(Thoughts, words and deeds that do not hurt)</td>
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</tr>
<tr>
<td>5.</td>
<td>Selfless Service (Unconditional help to others without wanting any reward)</td>
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</tr>
<tr>
<td>6.</td>
<td>Humility (Not displaying pride of wealth, knowledge, power etc.)</td>
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