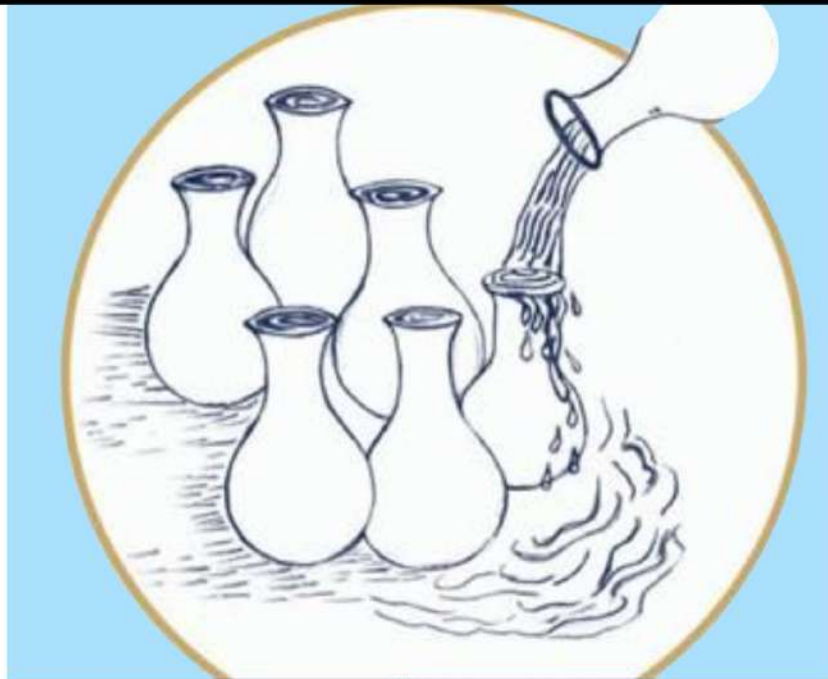


2025

**A Manual to Enhance Emotional-Resilience
for the Holistic Development of Youth**



Jeevan Sanchar

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SHIFA Community Mental Health Project

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Herbertpur Christian Hospital, Herbertpur, Uttarakhand
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A Manual to Enhance Emotional-Resilience for the Holistic Development of Youth



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January, 2025

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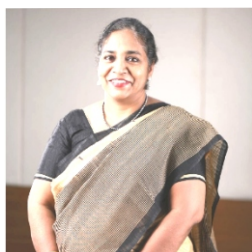
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Introduction:

On the basis of their experiences of working with the community in Shadoli Kadim block through the Mental Health Program, the staff of Shifa mental health and disability program documented a mental health manual titled “Jeevan Sanchar”. Some of the ideas were adapted from other publications within EHA and outside EHA. . This Manual was implemented in the community at various locations with the help of volunteers.

The implementation of this manual gave rich experiences to the project staff and further need was felt to revise it and explore its implementation in schools and also amongst youth in the community, who are not engaged in formal schooling. It was also considered useful to share the revised manual widely with other NGO’s and interested organizations in the larger interest of the community in general and students/ youth in particular.

In order to make the manual relevant, simple and useful, discussions were held with the school teachers, students studying in higher classes, community volunteers who implemented the manual in the past, the parents and the project staff which was facilitated by Dr. Rajkumar. Before finalizing this manual relevant and feasible inputs were incorporated in the revised version of the manual. However, this is not the final version, while using this manual for students and youth in the community, further feedback will be obtained in terms of its content, clarity of concepts and methodology of implementing the manual so that the quality of the manual will be improved progressively overtime.

The staff of shifa project helped in revising the topics to be included in the manual. In order to ensure conceptual clarity and professional authenticity of the contents of the manual, qualified psychologists were invited for their inputs. We expect this manual to have significant positive impact on the life of youth and through them to their peers and the community at large.

The purpose and the objectives:

To complement the National Education Policy (2020) of the Government of India, the purpose of this manual is to encourage the holistic development of the students and the youth in the community. Through various topics included in the manual, the participants will gain confidence in managing emotional aspects which will help them in decision making, protecting themselves from distractions, negative influences and stay focused to grow in

academics and their personal lives. In addition to this, they will also be inspired to share the learnt concepts, values and knowledge with others.

Objectives relating to Enhancement of knowledge:

At the end of the sessions the participants will be able to:

1. Enhance their knowledge about their own wellbeing.
2. Identify character traits that enable them to lead a successful life.
3. Become aware about skills to deal with their emotions and to recognize its impact on one's own life and surroundings.
4. Comprehend the ill-effects of the media; unhealthy adult-material displayed affecting their personal life.
5. Make right decisions with increased ability to navigate from unhealthy situations.
6. Acquire knowledge on gender discrimination and social discrimination and cooperate to find the solution of its ill effects.
7. Deal with distractions effectively and enhance the power of concentration in studies.
8. Understand the physical, emotional, mental and social changes that occur during adolescence stage.
9. State their opinion about their expectation of upbringing in their growing age.
10. To build knowledge about the harmful effects of substance use and its implications.
11. Work with improved knowledge in dealing with challenging life circumstances and will be equipped to move ahead with renewed energy.

Objectives relating to Sharing of knowledge:

At the end of the sessions the participants will be able to:

1. Demonstrate confidence to educate other youth, peers and family members
2. Promote awareness amongst the youth about harmful social practices.

Chapter I: Me and my Introduction to others

I. Introduction:

Dear participants, self-introduction are an opportunity for you to talk about yourself, your personality, highlight your strengths, hobbies, skills and experience, clearly and confidently. Self-introduction helps other people to know about your identity, personality and other essential things related to you. A good self-introduction should cover all aspects of the person as it creates a positive impression on others and can help you to build relationships with others.

Whether you are introducing yourself to your classmates, your teacher, or anyone else, a self-introduction gives you the chance to help people see who you are as well as understand your goals and ambitions. To sound more confident, you need to practice your self-introduction and believe the things you are saying. When introducing yourself speak slowly and clearly, practise open body language, keep friendly eye contact and smile. So, in this session, let us learn tips and tricks to confidently introduce one self.

II. Objective of the session: At the end of the session the participants will:

1. Develop skill to explain about self in a creative way
2. Gain self-awareness and understanding of other participants
3. Build self-confidence while introducing themselves

III. Guidance for facilitator

After the introduction encourage all the participants to fill the form given below and later individually share the information with other participants one by one. When they introduce themselves on the basis of the form they have filled, please do not interrupt them and at this stage, never give them any advice to improve their introduction and delivery. At a later stage, the facilitator can individually talk to the participants and help them improve the content of the introduction form the participants have filled.

Introduce yourself

Hello and greetings to everyone- Namaste.

1. My name is _____ However, you can call me _____
2. I am _____ years old. I was born on _____
3. At present I live in

4. I study in

5. There are _____ people in my family. (Names of family members)
_____ and me
6. Now I would like to talk about my likes and dislikes.
7. I Like (color) _____ but I hate _____ color
8. I enjoy (fruit) _____ but I do not like _____ fruit
9. I always eat (food) _____ but I never eat _____ food
10. I also like (animal) _____ I am afraid of _____ animal
11. I like listening to (music/song) _____ I enjoy watching (movie) _____
12. I am interested in (sports) _____ but I am bored with _____
13. In my free time, I

14. In the future my dream is _____

That is all for now!

Note: After filling this form, the students can voluntarily share/read the filled information. In person, the student can be given feedback appropriately as to how this information is documented by the student. By filling this form, the students will get practice to give self-introduction and also become aware of how much information is to be shared in self-introduction.

IV. Group discussion

After the participants fill the forms and give their introduction, divide the participants in groups keeping in mind the number of participants i.e. less number of groups if participants are less.

V. Questions for group discussion

- ☐ Explain in what ways this session has helped you to learn more about yourself?
- ☐ What new things have you learnt from this session?

After the group discussion, let the participants share their views with respect to the responses to the questions.

VI. Conclusion:

Giving self-introduction is very challenging and it requires good practice. At times one may not know what to focus on while introducing oneself i.e. which characteristics to highlight. A lot of thinking and good home work is required in order to deliver engaging, impressive, clear and concise introductions. While giving self-introduction, it is also important to know the audience, i.e. to whom you are giving an introduction, which will help in providing the right kind of introduction. Thus, participants are encouraged to prepare and practice the self-introduction well.



Chapter II: Character Strengths (traits)

I. Introduction:

*Major sources in influencing character and moral development:*¹

The major sources that influence our character includes heredity, early childhood experiences, modelling by important adults and older youth, peer influence, the general physical and social environment, the communications media, values taught in schools and other institutions and specific situations and roles that elicit corresponding behaviour.

Character Trait: In an individual, the disposition of inner qualities/potential which is acquired or inherited by birth. Many a times H/She may be aware of its existence or may not be aware until it is informed to him/her or h/she has experienced it and these potentials can be fostered with everyday situations and challenges!

Moral Traits

Moral character means an individual's moral qualities. The concept of character can express a variety of attributes such as empathy, courage, honesty and loyalty. This can also be good behaviour or habits. These attributes are also part of one's soft skills. Moral character refers to a collection of qualities that differentiates one individual from another.

Moral character can be conceptualized as an individual's disposition to think, feel, and behave in an ethical versus unethical manner. It exemplifies one's desire, capacity & regulatory power to do good and avoid bad in relation to one-self and others in the community. Additionally, people have the understanding of its short and long-term negative-positive effects!

Abraham Lincoln once said that character is like a tree and reputation like its shadow. "The shadow is what we think of it; the tree is the real thing.

¹ Campbell & Bond (1982)

II. Objective: At the end of the session the participants will be able to

1. Identify their strengths and develop reflective thinking
2. Recognize that all human beings have strengths and skills (irrespective of gender boy/girl) that can help them to navigate their life confidently and overcome daily challenges of life peacefully.

III. Group Discussion

Some participants may possibly find it difficult to reflect on this topic during group discussion. During introduction the facilitator may help the participant clarify concept of character traits so that the group discussion proceeds meaningfully. Visiting the groups during discussion may also be helpful for a focused discussion.

IV. Questions for group discussion

1. Write down at least two positive character traits which you have seen in your friends in the school or friends outside the school.
2. Narrate a story of a person as to how he/she demonstrated particular character traits.
3. List which character traits are required to be a good student?
4. List what character traits are required to be a good citizen?

After the group discussion encourage each group to present the summary of what they have discussed.

In order to further clarify the topics give the following information to the participants

Ask all the participants to mark their three main traits on the slip.

“ _____ is my character trait, and I use this trait during
_____ ”

For example: Gratefulness is my character trait and I use this trait when I thank someone.

Conclusion:

All of us have some traits which help us do all what we do. These traits help us to build healthy relationships and face challenges in life.

Moral traits can be understood as an individual's disposition to think, feel, and behave in an ethical versus unethical manner, or as the subset of individual differences relevant to morality. Virtue and good character are based on a sense of self-esteem².

Through a story explain how a person uses his or her unique character or traits. You can choose a story depending on the situation



² Karl Max

Chapter III: Self Awareness and Change

I. Introduction:

In philosophy of “self”, self-awareness is the experience of your own personality or individuality. However, self-awareness is not consciousness. While consciousness is being aware of one's body and environment, self-awareness is the recognition of that consciousness.

Self-awareness is the ability to focus on yourself and how your actions, thoughts or emotions do or don't align with your internal standards. Self-awareness is your ability to perceive and understand the things that make you who you are as an individual, including your personality, actions, values, beliefs, emotions, and thoughts. Essentially, self-awareness is a state in which the self becomes the focus of attention.

Self-awareness helps you to know yourself more closely. It's about knowing your strengths and challenges, and how your emotions affect your behavior and decisions. Self-awareness is the key for managing actions and setting goals for the future and it is this skill that will help you thrive.

When you are self-aware, you are aware of your actions and how those actions affect others. This can be seen in a person's facial expressions, tone of voice and body language. By looking for signs of self-awareness in someone else, it is easier to understand what that person might be feeling or thinking about.

Thus, it is essential to develop self-awareness in order to be successful in life. For your own benefit this session will help you gain in-depth understanding of self-awareness. The more interest you take in learning, the more insight you will gain.

II. Objectives of the session: At the end of the session the participants will be:

1. Able to explore about self-awareness and identify their abilities.
2. Able to acknowledge the importance of changing their attitude towards life from negative to positive.
3. Able to use the “Johari window” to understand themselves better.

III. Guidance for the facilitator

The session on self-awareness is sensitive as well as very challenging. You are encouraged to go through the material given in the annexure and understand the topic well. Focused attention of participants will help them comprehend and explore the concepts well. Thus, help the participants take part actively. The exercise on Johari window will be of great interest for all. It will be highly useful if the facilitator does the exercise of Johari window and learn from this at personal level prior to the session.

IV. Group discussion:

Divide the participants in groups appropriately for the group discussion. During the group discussion, make an attempt to spend short time with the groups during discussion and help them stay focused on the topic. Please do not give each group more than two questions for discussion.

V. Questions for group discussion

1. What are the values you cherish in life?
2. Discuss your strengths and your weaknesses.
3. Why is it important that others should know you well?
4. Why you should know yourself well?

After the group discussion, let the participants share their views with respect to the responses to the questions. At the end the facilitator can add the relevant information for the benefit of participants and explain to them the concept of self-awareness explained in “Johari window”.

What is Johari Window

Open window (I know and others also know)	Blind window (I do not know but others know)
Secret window (I know and others do not know)	Unknown window (Neither I know nor others know)

This figure has four sections

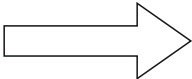
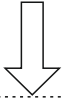
First section: Open section means those things which I know and all other know about me for example I study in school, how my face looks, where my house is. They may also know about my parents and siblings.

Second section: This is secret; the meaning of secret section is the secret things which others do not know about me. Such secret things we share only with our close friends and close family members. (Example: I am writing with a pen which I stole from the shop. I love my class fellow but she does not know this, I do not like the way teacher teaches Hindi language, but my teacher does not know it)

Third section: Blind section means the things others know about me, but I do not know those things for example if a student is finding it difficult to pass the examination in first division however his teacher knows his ability that he will pass the examination in first division.

Fourth section: The meaning of unknown section is that those things which neither I know about me nor others know about me. We can discover these things by engaging in discussion with our friends and relatives. Many times, we discover such things accidentally. Example: The student who was asked to give speech on Independence Day suddenly got sick, I was chosen to give speech which I never did before. I spoke confidently and clearly and my ability to give public speech was suddenly revealed which no one knew.)

After explaining the above “Johari window”, encourage the participants to reflect on their lives and write about themselves in the blank boxes given below:

Open window (I know and others also know)		Blind window (I do not know but others know)
 Secret window (I know and others do not know)		Unknown window (Neither I know nor others know- Any discovery you have made in this)

Encourage the participants to think what they should do to expand the open window

Conclusion:

We all know that for a content and peaceful life, it is important for us to accept ourselves genuinely and stay calm. We should have selectively minimum things to hide from others. The hypothesis given above is only possible if we keep on expanding secret and blind section (according to section two), so that our unknown section gets reduced and we keep on expanding the open section more and more. This is only possible if you constantly keep on positively changing your approach, emotions, life culture and behavior.

Calculated risks / decisions can only help us identify our real abilities. Because when we see that likely impossible activities can also be accomplished with hard work and efforts, this makes our attitude positive and it increases our self-confidence.

What is important is to start reflecting upon how self-aware you are and recognize opportunities to go deeper and further in your self-awareness journey. Self-awareness is a journey, not a destination. There is always value in bringing a spirit of growth and improvement to this area of your life. By becoming more self-aware, you become more at peace with yourself, you can communicate with clarity, you have a clear purpose and direction and you can simplify decision making. Being self-aware improves relationships because you are aware of how your actions affect others. To benefit from a high level of self-awareness, it is important to recognize the gaps as well as the areas where you are self-aware.



Chapter IV: Improve your Self Confidence

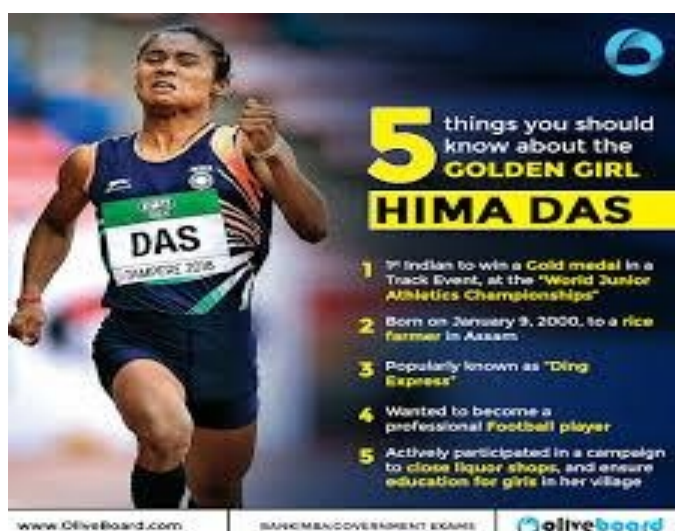
I. Introduction:

Self-confidence is an attitude towards your skills and abilities. It means you accept and trust yourself and have a sense of control in your life. You know your strengths and weaknesses well and have a positive view of yourself.

Confidence is the feeling of belief or trust that you are reliable. Self-confidence is trust in oneself. Self-confidence involves a positive belief that you can generally accomplish what you wish to do in the future.

II. Objectives of the session: At the end of the session the participants will be able to:

1. Understand what is self-confidence and self esteem
2. Explain the reasons for low self-confidence and poor self esteem
3. Identify ways to improve their self-confidence.



Hima Das from Assam was also known as "Dhing Express". She grew up in a village and had limited resources. Her father was a rice farmer. However, she had great confidence in her athletic abilities. She practised regularly, overcame many financial struggles and later went on to win a gold medal in the 400 m event at the World U20 Championships. She also participated in campaigns to close liquor shops and helped educate girls in her village.



Kailash Satyarthi is a Nobel Peace Prize Laureate. He grew up in a small village in rural Madhya Pradesh. He challenged child labour practises and organized campaigns to collect books for under privileged children. His confidence grew and throughout his lifetime, was able to rescue thousands of children from bonded labour.



Sindhutai Sapkal was born in a rural family in Maharashtra. She was abandoned by her husband while she was pregnant. Her confidence in herself helped her to educate herself and dedicate her life to orphans. She became the "Mother of Orphans," caring for over 1,400 children. She proved how self-confidence can transform personal adversity to make an impact on society.

In the context of the above, this session is all about understanding self-confidence and an attempt to discover how you can improve your self-confidence.

Self Esteem

Begin with a simple question: *"How do you feel when someone praises you or points out a mistake?"*. Use a relatable example, such as "Imagine your teacher says, 'You're capable of doing better in your exams and scoring well if you focus more.' How do you interpret it? Is it encouraging or critical?". Self-esteem is how much you value and believe in yourself. Self-confidence is your belief in your abilities to face challenges.

High self-esteem helps individuals focus on growth, take risks, and handle criticism positively. Refer to the stories given in the beginning of this chapter. Behaviours which are related to low self-esteem include withdrawing, avoiding challenges, and misinterpreting feedback. People with low self-esteem may often jump to negative conclusions, causing unnecessary anxiety. In the example related to the teacher's comment regarding improvement of marks, a student with low self-esteem would probably think, "The teacher is targeting me. She does not like me and is discouraging me."

Self-esteem is how much you value yourself and believe in your abilities. Think of it as the voice in your mind that says, *'I can do this!'* For example, imagine you're preparing for a speech in your school assembly. If you have healthy self-esteem, you might think, *'I've prepared well; I'll give it my best shot!'* Even if you do not do well, you will still feel proud of your effort.

On the other hand, low self-esteem might make you think, '*I'm not good enough*,' and stop you from even trying. Self-esteem helps you take on challenges, learn from mistakes, and grow stronger. It's like having a positive cheerleader in your mind, encouraging you to keep going!"

Facilitator's Activity Suggestion:

Ask participants to share examples of situations where they felt confident or doubted themselves. Guide them to recognize how their thoughts influenced their actions and outcomes.

III. Group discussion:

Begin with a discussion on self-confidence and self-esteem, using the stories mentioned above. Divide the participants in groups appropriately for the group discussion. During the group discussion, make an attempt to spend short time with the groups during discussion and help them stay focused on the topic. Please do not give each group more than two questions for discussion.

IV. Questions for group discussion

1. Discuss the characteristics of people with high self-confidence?
2. Discuss what are the reasons for low self-confidence?
3. Share one thing you are proud about yourself. Why is it important to you?

After the group discussion, let the participants share their views with respect to the responses to the questions. At the end the facilitator can add the relevant information for the benefit of participants.

Facilitator's Role:

- ☐ Move between groups to encourage participation and ensure focus.
- ☐ Gently guide discussions toward solutions like identifying strengths, accepting imperfections, and valuing effort over results.

Building Self-Confidence and Improving Self-Esteem

Interactive Activity: Confidence Building Exercise

- ☐ Ask participants to write down:
 1. One thing they like about themselves.
 2. One skill or talent they want to improve.

Encourage them not to discuss with other classmates and reflect honestly by themselves, while writing.

Practical Tips to improve self-confidence and self-esteem:

- ☐ Learn to accept your strengths and weaknesses. Come what may, this is the only key to improve self-confidence.
- ☐ Learn to love yourself as a child of God (created in the image of God), ignore what others think about you.
- ☐ Accept your strengths and weaknesses and make a plan to reduce your weaknesses.
- ☐ Think about your strengths and make attempts to change your negative thinking. For example, I may not be good in singing but I can dance well.
- ☐ Avoid comparing yourself with others.
- ☐ Stop worrying about small things.
- ☐ Live a healthy life style. These suggestions can help you, such as doing exercise and other activities which you like and enjoy doing.
- ☐ Limit use of social media – sometimes social media can make you feel inadequate and you start comparing yourself with others.

Doing positive talk with oneself:

One of the best methods of improving your self-confidence or feel good about yourself is to do an exercise of positive self-talk. Thinking regularly about your strengths, virtues and achievements is good for your self-confidence.

If you are feeling difficult to think good things about yourself then try the questions written below which are helpful to engage in positive self-talk.

- ☐ What am I good at?
- ☐ What do I like about myself?
- ☐ What positive virtues do I have?
- ☐ What others like about me?
- ☐ How do my friends and relatives introduce me to others?
- ☐ Recently, for what I was praised?
- ☐ What virtues do I have which resemble with the person whom I like or respect?
- ☐ In what work I was successful?
- ☐ What are my achievements?
- ☐ What challenges have I overcome successfully?

Wrap-Up (10 minutes)

Reflection Activity: My Confidence Pledge

- Ask participants to stand in a circle and share one thing they'll do to improve their confidence or esteem, like "I will speak up in class" or "I will accept feedback positively."
- Close with encouragement: *"Confidence and self-esteem grow step by step. Believe in your ability to improve!"*

V. Conclusion

It is hoped that the participants will gain understanding about their own status of confidence and acquire adequate knowledge of various aspects of concepts of self-confidence. In relation to self-confidence the concept of self-esteem is also very important. Thus, self-esteem means what we think about ourselves, what is our place in our community, and what we think regarding other's opinion about us. Mostly people with good self-esteem are positive about themselves, and believe that other persons think positive about them. Self-esteem can influence our ability to face difficult circumstances; it makes us fearless, and helps us to take decisions without getting influenced by others. In simple language Self-confidence means courage of putting across our ideas before others openly without hesitation and fear. Self-confidence can be improved by making a conscious effort. There are implications of low self-confidence on the personal and professional life of a person.



Chapter V: Controlling strong emotions

I. Introduction

Emotions are natural and are expressed by everyone. Each one of us expresses emotions in different ways. Boys and girls express their emotions differently. Strong emotions can be expressed in an acceptable way. Before expressing strong emotions, you can think calmly as to what your thoughts are, what should be your reaction and what can be the expected result. Anger is a feeling which is very difficult to control. But if we try, we can overcome anger. The important and effective technique to control our anger is to practice “**Forgiveness**”.

II. Objective: At the end of the session the participants will be able to:

1. Recognize a variety emotion
2. Express positive emotions in their behavior.
3. Recognize the expression of good and bad emotions which others express
4. Develop the skill of managing strong emotions effectively

III. Group work

Many people avoid talking/ expressing their emotions; encourage the participants to express their emotions in group discussion. Ensure that discussion takes place amongst participants in a healthy manner. By releasing bottled up emotions, one can experience relief and freedom of relating to all in a meaningful way.

IV. Questions for group work

1. What is an aggressive emotion? Give examples of aggressive emotions
2. How will you express aggressive emotions?
3. By using the table 1 given in annexure, list the emotions of people for good and bad events.
4. What steps will you take to control strong emotions?

After the group exercise encourage both the groups to do a presentation. Respond to the emerging questions.

Give the participants some information as to how to express and manage the strong emotions. For this share with the participants the following information the detail of which is given in the annexure (VI).

V. Steps to manage strong emotions:

Step One: Recognize the problem

Step two: Generate alternative solutions to the problem

Step Three: Analyze the alternative solutions

Step four: Choose the best alternative solution

Step Five: Take an action or implement the solution

Step Six: Examine your progress (evaluate)

VI. Conclusion:

The adolescents go through a challenging phase of their life when emotions overwhelm them. Lack of guidance and experience of life makes this challenge much more difficult to bear. Through this session, it is hoped that the participants will gain adequate insight with respect to emotions. They will also gain skill in managing strong emotions effectively. The facilitator may consider extending the support required to the participants who seek advice and guidance in this context.



Chapter VI: Emotional resilience

Scale of Emotional resilience

Please read and understand all the statements and tick the statement which you believe closely represents your nature or your actions. No statement is right or wrong. Give your response randomly without spending too much time on it. Think of your response in the context of past one week.

The rating is like this:

Strongly Disagree- 5 Disagree- 4 Neutral- 3 Agree- 2 Strongly Agree- 1

Sl No	Statement-	Strongly Agree- 1	Agree- 2	Neutral- 3	Disagree- 4	Strongly Disagree- 5
1	In a difficult situation I am not able to think of alternatives					
2	In a difficult situation I am not able to think positively					
3	I believe that there is no hope for the future					
4	When there is bad news, fear grips me.					
5	I think that life is of no value					
6	I think that I am of no value					
7	I am not excited when I get good marks					
8	The thought of a difficult situation makes it difficult for me to sleep					
9	I find it difficult to come out of sadness due to bad situation					
10	In adverse situations I feel helpless					

Your score _____

Very good emotional resilience	41-50
Good emotional resilience	31-40
Moderate emotional resilience	21-30
Lack of emotional resilience	11-20
Poor emotional resilience	1-10

Chapter VI: Emotional resilience

Introduction:

Meaning of emotional resilience

Emotional resilience is the ability to adapt to stressful situations and cope with life's ups and downs. Resilience does not eliminate stress or erase life's difficulties, but allows you to tackle or accept problems, live through adversity and move on with life.³

Psychological resilience is the ability to cope mentally and emotionally with a crisis, or to return to pre-crisis status quickly.

Objectives of the Session

At the end of the session, the participants will be able to: -

1. State the concept of emotional resilience with understanding.
2. Develop a positive attitude and explore alternatives in difficult situations

Questions for group discussion: (Divide the participants in groups depending on their number)

1. Share your feelings when someone bullies you in school and what you do to overcome that.
2. What do you do when you score less marks than expected and you are sad?

Kindly share the findings of your group discussion. While you do so be brief and stay focused.

Information to be shared by facilitator after group discussion presentation

Appreciate the group discussion and presentations

There are three types of resilience.

Natural: Natural resilience is something you're born with. It often relates to an enthusiasm for life and a tendency to try new things.

³The children's society, White cross studios , 50 banner street , London

Adaptive: Adaptive resilience comes from difficult circumstances that compel you to adapt and grow, leaving you stronger than before.

Restored: Restored resilience develops out of learning and deliberate techniques to strengthen your skills.

Regardless of type, resilience often imparts common characteristics in people who have it. They often have a positive attitude and self-image, the ability to adapt to changes, a tendency to regard challenges as opportunities and a recognition of one's own limits. Patience is also a key attribute of resilient people, as are optimism, a sense of humor and a tolerance for negative feelings.

Their resilience is both a character trait and a learned ability. Developing resilience skills requires experiencing discomfort and pushing through it, as a runner might push through physical exhaustion to complete a race. The more you experience challenging situations, the better you can tolerate the difficulty and adapt to it. To be a resilient person, you require emotional flexibility which is further explained below:

Emotional flexibility as an inner strength:

Emotional flexibility is an inner strength and a unique ability to discern and react positively in challenging situation. Emotional brokenness can be experienced by any person due to a challenging situation when stress and physical sickness overwhelms. Many times, it becomes difficult to deal with pain and overcome sadness.

Emotional flexibility and positive attitude

A person with emotional flexibility addresses a difficult situation by positive attitude. It is this attitude that helps a person to overcome pain and come out of sadness.

Emotional flexibility and exploring alternatives

Many times, a person gets stuck in challenging situations. It seems that the way is lost. However, a person with emotional flexibility intends to find out different ways of dealing with a situation. But coming out of bad situation to its original normal situation by using positive solutions and alternatives is known as emotional flexibility.

Emotional flexibility and supportive environment

While passing through a difficult situation a person finds it difficult to come out of the sorrow, pain and sadness. The supportive environment plays a great role in harnessing the emotional flexibility and deal with situations beyond his or her control.

Factors determining Emotional resilience

Emotional resilience is your ability to respond to stressful or unexpected situations and crises. The amount of emotional resilience you have is determined by a number of different factors, including your age, identity and what you have experienced in your life

Building Emotional Resilience

If you feel like you're under too much stress, building your emotional resilience can really help. You learn how to make yourself feel better when things seem like they're getting too much. You can build your emotional resilience by enhancing your ability to respond to stressful or unexpected situations and crisis. You can learn to increase your emotional resilience by changing the way you think.

An Emotionally resilient student

Many times, we tend to think that childhood as a carefree time. But we often ignore emotional hurts, challenges, and traumas many children face. Children deal with problems ranging from adapting to a new classroom or online schooling to bullying by peers or even struggles at home. Add to that the uncertainties that are part of growing up in a complex world, and childhood can be anything but carefree. The ability to thrive despite these challenges arises from the skills of resilience.

- a. Resilient students are high in autonomy and self-efficacy and thus experience feelings of confidence and believe that things will work out. A sense of personal control gives students an advantage in making adaptations when faced with difficulty and can moderate the effect of adversity on well-being.
- b. Handling and thriving amid educational challenges require that you have resilience. Resilience is a skill that can benefit you at all stages of your life and career development.

Conclusion

Dear student, you can be a resilient person. It all depends on the way you think and what efforts you make to develop a positive attitude. Your life is shaped by your thoughts. Resilience is the ability to face and adapt to challenges to overcome them. A person with strong resilience skills can handle disappointments because they don't let setbacks keep them from progressing. Like other people, they experience difficulties and stress, but they experience those factors more positively and don't allow them to impede success. In this context the story of Malala from Pakistan an education activist is worth mentioning. In spite of adverse situations Malala proved to be resilient and overcome all the hurdles.



Chapter VII: Stress Management

Perceived stress scale⁴

Note: For each question choose from the following alternatives:

Never (0) almost never (1) sometimes (2) fairly often (3) very often (4)

	In the last month, how often have you	Never -0	Almost never-1	Sometime s-2	Fairly often- 3	Very often-4
1	Been upset because of something that happened unexpectedly?					
2	Felt that you were unable to control the important things in your life?					
3	Felt nervous and stressed?					
4	Felt confident about your ability to handle your personal problems?					
5	Felt that things were going your way?					
6	Found that you could not cope with all the things that you had to do?					
7	Been able to control irritations in your life?					
8	Felt that you were on top of things?					
9	Been angered because of things that happened that were outside of your control?					
10	Felt difficulties were piling up so high that you could not overcome them?					

You can determine your score by following these directions:

- First, reverse your scores for questions 4, 5, 7, and 8. On these 4 questions, change the scores like this: 0 = 4, 1 = 3, 2 = 2, 3 = 1, 4 = 0.
- Now add up your scores for each item to get a total. My total score is _____.
- Individual scores on the PSS can range from 0 to 40 with higher scores indicating higher perceived stress.
 - Scores ranging from 0-13 would be considered low stress.
 - Scores ranging from 14-26 would be considered moderate stress.
 - Scores ranging from 27-40 would be considered high perceived stress.

⁴ Developed by Cohen et al (1983)

Chapter VII: Stress Management

I. Introduction

Stress is a state of worrying more than usual. Stress is a part of our daily life. Stress is good so far as it is positive however, negative stress can be a cause of numerous mental diseases. Stress is of two types, **physical stress** which impacts the physical body. Mental stress which impacts our mind.

Many students undergo stress which can negatively affect them. Stress may have an impact on their academic performance, social life and overall, wellbeing. The amount of studying required can be a major source of stress for students.

Stress is a natural human response to challenges and threats in life. It can be a physical or emotional reaction that causes tension, worry or frustration. Stress can be caused by external events or internal thoughts. Some examples of stressors include: A lot of homework, an illness, a traumatic event, a life change, shifting from one school to another.

New classes, new teachers and new routines can all be stressful for students and take time to adjust to. As they progress through school and start taking more advanced classes, the increased difficulty can cause stress for students. This is very common for teens entering their high school year.

Teachers can reduce student stress by empathizing with students and facilitating opportunities for interpersonal connection. Teachers can use appropriate humor to promote a positive classroom atmosphere. By using active learning strategies, anxiety can be minimized. Thus, understanding stress and its impact is important. Therefore, this session will be highly useful for students as well as for teachers.

II. Objectives of the session

Objectives: At the end of the session the participants will:

1. Acquire enhanced understanding of stress.
2. Be able to state the effects of stress.
3. Be able to manage stress more effectively.
4. Be able to recognize and state signs and symptoms of stress

III. Group discussion

Facilitator may ensure that during the group discussion all the participants take active part. Divide the participants in groups as appropriate depending on the number of participants. Each group may not be asked to reflect on more than two questions so that they have enough time to discuss, document and prepare for the presentation.

IV. Questions for group discussion

1. What do you understand by stress?
2. What are the sources of stress?
3. What is the impact of stress on life (Body, mood and behavior)?
4. What should you do to address stress?

(After the group exercise encourage all the groups to present)

After the presentation, the facilitator may share the following information with the participants.

How does the stress affect you

- ☐ Daily work pressure, study and home work can be a cause of tension and can affect us physically and mentally. Even lack of rest can be a cause of stress impacting the body.
- ☐ Due to long term stress a person may be subject to the following diseases such as abscess, pimple, allergy, high blood pressure, heart attack, fits, mental diseases, depression, fear etc. Some scientists believe that general fever and cancer is also connected to stress.

Some symptoms of stress

- ☐ May include trembling, biting nails, cold hand and feet, muscular tension, lack of energy.

Different sources of stress:

1. **Emotional:** Death of dear one, sadness on account of separation from someone.
2. **Family related:** Conflict in the family. Parental divorce or separation etc.
3. **Social:** Domestic violence, caste system, inequality, poverty, lack of opportunities and facilities.
4. **Change:** transfer from one school to another, from one place to another.
5. **Stress of travel:** travelling alone, going to a new place, accident etc.
6. **Stress in decision taking:** Choosing a particular stream for education, selecting a career.
7. **Fear related stress:** darkness in the night, fear of an insect or an animal.

V. Managing Stress

If you have stress symptoms, taking steps to manage your stress can have many health benefits. To reduce stress, you can try: Eating a balanced diet, getting enough sleep, practicing relaxation techniques and considering supplements

- ☐ Use your time intelligently, limit screen time /Limit negative news and social media news
- ☐ Control anger
- ☐ Leave too much worry and engage in positive thinking/positive self –talk
- ☐ Rest a while
- ☐ Seek the available help
- ☐ Use laughter as a medicine
- ☐ Stop having false hopes
- ☐ Be a best friend of yourself
- ☐ Trust God
- ☐ Try to stay calm in unpleasant situation.
- ☐ Do exercise regularly
- ☐ Practice relaxation techniques
- ☐ Spend time with family and friends
- ☐ Set aside time for hobbies. Read a book, listen to music, go for a walk.
- ☐ Write in a journal
- ☐ Stay away from tobacco and alcohol

Different ways of stress management work for different people. You may have to try one or more techniques to find what works best for you.

Chapter VIII: Positive Upbringing and its Effects

My parent's expected response to my wish

Name	Age	Class
Statement	Participant's expected response	
1. When I do not do my homework, my parents should		
2. When I do not obey my parents, they should		
3. When I talk back to my parents, they should		
4. When I am upset my parents should		
5. When I do not feel like going to school, my parents should		
6. When I want to play with my friends, my parents should		
7. When I want to watch television, my parents should		
8. When I want to use mobile, my parents should		
9. When I want to roam around with my friends my parents should		
10. When I want to spend money for my needs, my parents should		
11. When I want to go to picnic with my friends, my parents should		
12. When I get low marks in school, my parents should		
13. Participant can add any other wish		

Note : Please take this paper from the participants. This input will help improve the chapter. The facilitator can analyze the responses and prepare a consolidated report and share it with the participants.

Chapter VIII: Positive Upbringing and its Effects

Introduction:

Raising a child in an environment of comfort, discipline and responsible living carries a long-term impact on the life of a child. Some standards of upbringing have been framed by the society since ages. In fact, child upbringing is a long and complicated process which is guided by situations, circumstances, and acceptable cultural practices which promotes planting goodness in every human being. Child upbringing involves holistic development of a child encompassing physical, emotional, social and intellectual development of a child from infancy to adulthood. This also includes education, shelter, nourishment, and protection.

In this session you will take up a journey of exploring the effects of good upbringing, home environment and how it helps in your growth and development.

Objectives: At the end of the session the participants:

1. Will be able to share their expectations from their guardians / parents as good care givers.
2. Will be able to identify skills guardian/parents should have to enable them to facilitate good upbringing.
3. Will be able to describe the effect of good upbringing on their growth and development.

After the introduction divide the participants in two groups

Questions for group one:

1. Make a list of adults'/parental attitudes and strictness which you never liked in childhood.
2. What your parents/ guardians did to discipline you as a child?
3. What your parents did to help you improve when you disobeyed?

Questions for group two:

1. What emotional or psychological affects you experienced due to lack of parent's, guardian's skill of good upbringing?
2. What qualities a good parent /guardian should possess?
3. How would you like your parents to behave with you?

Participants kindly share briefly the findings of your group discussion. While you do so, be brief and stay focused.

Note: After group discussions and presentations collect all the ideas shared by the participants or written on the paper. This will help improve the quality and relevance of this chapter. The participant's inputs will later be incorporated in this chapter.

After presentation the facilitator must share the following information with the participants

Facilitator's input: Explain to the participants the effects of poor upbringing and lack of guardian skill such as violence, anger, irritability, spoilt personality, and inferiority complex, lack of self-confidence, self-blaming, poor performance, and sometimes suicide.

Facilitator's input: Along with this do not forget to discuss the characteristics of positive upbringing which include skills such as self-confidence, courage, ambition, positive views, good personality development, capability to take decisions, responsible and a person who face challenges etc.

The facilitator can gently share the following information with the participants encouraging them to consider the following points to perform their part in helping parents to be more effective care givers.

1. Children listen to your parent/guardian: Try to understand with a cool mind what they are saying. Think about it and try to analyze the situation objectively.
2. Earn the trust of parents/guardians: Make efforts to be trustworthy and do not tell lies about a particular situation.
3. Modeling desired behavior: Learn from good role models from your class, teachers, home, and society parent/guardian.
4. Befriend your parent/guardian: Share relevant information with them at appropriate time and seek their advice on issues that bother you.
5. Think before you speak: Use your words, sentences and phrases carefully ensuring respect to those you are communicating with.
6. Do not expect your parent/guardian to fulfill your unnecessary desires. It is not good to be obstinate and show tantrums.

7. Try to reflect on your parent/guardian's struggles, limitations and be empathetic to them, and try to help them
8. Learn good social skills and try to be communicative and hospitable to all those you come in contact with.
9. Avoid getting influenced by your peers/friends; sometimes their influence is harmful in family relationships.
10. Spend quality time with the family and limit time on digital devices for example, television, mobile and computer.

Conclusion:

Positive parenting is about demonstrating love, warmth and kindness to children as they grow. It's about guiding children to act the way you want by encouraging and teaching them. It's about helping children thrive by sending the powerful message: You are loved, you are good, and you matter. Your *upbringing* is the way your parents treat you and the things that they teach you when you are growing up. Approximately 47% of the behaviors learned as a child transfer into adulthood. Adverse childhood experiences play a major role in influencing child behaviors. With healthy upbringing, children know when to stand up for themselves. And they are also comfortable with failures in life. Good parenting promotes emotional stability and a sense of self-control which in turn empowers the child to take ownership of his/her actions.



Chapter IX: Adolescent Development and Growth

Multiple Choice Questions (MCQs) on Adolescent Development and Growth

Chapter 1: Adolescent Development and Growth

1. At what age does adolescence typically begin?

- a) 5-7 years b) 10-18 years c) 18-25 years d) 25-30 years

2. Which hormone is primarily responsible for physical changes in boys during puberty?

- a) Oestrogen b) Progesterone c) Testosterone d) Insulin

3. In girls, which hormone is mainly responsible for the onset of menstruation?

- a) Testosterone b) Oestrogen c) Adrenaline d) Insulin

4. Which of the following is a physical change that occurs in boys during puberty?

- a) Breast development b) Widening of the hips
c) Menstruation d) Deepening of the voice

5. What is the main cause of mood swings in adolescents?

- a) Physical activity b) Food habits c) Hormonal changes d) Lack of sleep

6. Which part of the brain is still developing during adolescence and influences decision-making?

- a) Cerebellum b) Prefrontal cortex c) Brainstem d) Temporal lobe

7. What are growth spurts during adolescence?

- a) Sudden increases in height and weight b) Emotional outbursts
c) Increased intelligence d) Decreased appetite

8. What is one common emotional experience for adolescents due to hormonal changes?

- a) Always feeling calm b) Unpredictable mood swings
c) Constant happiness d) Lack of any emotions

9. Which of the following is NOT a secondary sexual characteristic in boys?

- a) Growth of facial hair b) Growth of pubic hair
c) Widening of hips d) Deepening of the voice

10. Which is a major factor that influences adolescents' decisions?

- a) Sibling rivalry b) Peer pressure
c) Parental expectations d) Teacher instructions

Scoring and Feedback

Each question has one correct answer. The correct answer is marked with an asterisk (*) after the choices. Each correct answer should be rewarded with 1 point. The total score is out of 10, with feedback provided according to the score range:

Points	Findings
9-10 points	Excellent understanding. The participant is well-informed and confident about adolescent development, sex education, and recognizing good and bad touch.
7-8 points	Good understanding. The participant has a solid grasp of the concepts but may benefit from reviewing a few areas.
5-6 points	Fair understanding. Some key areas need more attention to strengthen knowledge and awareness.
Below 5 points	Needs improvement. It is recommended to revisit the training materials and engage in more discussions to fully grasp the topics

Right answers

1. b) 10-18 years
2. c) Testosterone
3. b) Oestrogen
4. d) Deepening of the voice
5. c) Hormonal changes
6. b) Prefrontal cortex
7. a) Sudden increases in height and weight
8. b) Unpredictable mood swings
9. c) Widening of hips
10. b) Peer pressure



Chapter IX: Section 1: Adolescent Development and Growth

I. Introduction:

Adolescence is a transformative stage in a person's life, marked by rapid changes physically, mentally, emotionally and socially. These changes can be confusing and challenging, especially for youth in rural areas with limited access to comprehensive education and support. This chapter covers key aspects of adolescent development.

II. Objectives of the session:

At the end of the session the participants will be able to:

1. Explain the physical, emotional, social and mental development during adolescent growth.
2. Comprehend and explain the implications of hormonal changes in adolescents
3. Able to express experiences related to bodily changes

III. Guidance for facilitator

The role of the facilitator is to create a safe, supportive and confidential environment where young people feel comfortable sharing their thoughts, asking questions and learning about these critical topics. Facilitator is encouraged to approach these discussions with sensitivity, respect, and a non-judgmental attitude. Ideally separate sessions may be held for boys and girls.

IV. The group discussion

Divide the participants in four groups. To group (1) give questions about Physical development, to group (2) give questions about hormonal changes, to group (3) give questions about mental development and group (4) questions about social development. After the group discussion encourage each group to do a presentation of their group findings.

V. Questions for group discussion-

a. Physical development- Group 1

1. What are your experiences of physical changes in your body? At what age did you experience these changes?
2. How can the personal hygiene be maintained to stay healthy?

b. Hormonal changes- Group 2

1. Identify and label some positive and negative emotions that you often experience
2. How do you cope up with your emotions?

c. Mental development- group 3

1. Share experiences of peer influences that made you do or not to do something?
2. Do you think that peer advice is better than advice of family members? Discuss reasons.

d. Social development- group 4

1. Create an "identity map" and list values, interests and characteristics that define who you are. Example of identity map is in annexure.
2. In what ways do peers pressurize you to accept their decisions?

After the group discussion, let the participants share their views with respect to the responses to the questions. At the end, the facilitator can add the relevant information for the benefit of participants.

After group discussion facilitator's inputs

Help the participants understand that it is normal to feel a wide range of emotions during adolescence. Teach students simple strategies to cope up with emotions, such as deep breathing, writing a diary or talking to a trusted adult, to manage intense emotions. Normalize these experiences, emphasizing that the timing and nature of the body changes vary for everyone. Provide practical advice on maintaining personal hygiene, including how to manage body odour and care for skin and hair as they grow.

Chapter IX: Section 2 - Adolescent Development : Sex Education

Multiple Choice Questions (MCQs) on Sex Education

Chapter 2: Sex Education

1. What is the role of oestrogen in girls during puberty?

- a) Increasing muscle mass b) Triggering breast development and menstruation
- c) Deepening the voice d) Developing facial hair

2. What is menstruation?

- a) The process of hair growth on the body b) The development of muscles
- c) The monthly shedding of the uterine lining d) The deepening of the voice

2. What should a girl do if she experiences menstruation for the first time?

- a) Ignore it b) Stay isolated
- c) Take medication without consultation d) Ask for help from a trusted adult

3. How does pregnancy occur?

- a) By touching someone b) Through fertilization of an egg by sperm
- c) By kissing d) By sharing personal items

4. What is one method of preventing pregnancy?

- a) Ignoring sexual activity b) Wishing for it not to happen
- c) Only having friends of the same gender d) Using contraception

5. What is the function of contraception?

- a) To prevent pregnancy and sexually transmitted infections (STIs)
- b) To increase physical development
- c) To encourage risky behaviour
- d) To enhance athletic performance

6. What should a boy or girl do if they are confused about changes in their sexual feelings?

- a) Hide their feelings b) Discuss it with a trusted adult or counsellor
- c) Act on their feelings impulsively d) Ignore the changes

7. Which of the following is an example of a healthy relationship?

- a) A relationship based on mutual respect and trust
- b) A relationship where one person controls the other
- c) A relationship based only on physical attraction
- d) A relationship without any communication

8. What does the term "consent" mean in a relationship?

- a) One person making all the decisions b) Both people freely agreeing to something
- c) Avoiding discussion about decisions d) Ignoring the other person's feelings

9. Which of the following is a sign of an unhealthy relationship?

- a) Open and honest communication b) Mutual respect for each other
- c) One person constantly controlling the other d) Supporting each other's goals

Scoring and Feedback

Each correct answer should be rewarded with 1 point. The total score is out of 10, with feedback provided according to the score range:

Points	Findings
9-10 points	Excellent understanding. The participant is well-informed and confident about adolescent development, sex education, and recognizing good and bad touch.
7-8 points	Good understanding. The participant has a solid grasp of the concepts but may benefit from reviewing a few areas.
5-6 points	Fair understanding. Some key areas need more attention to strengthen knowledge and awareness.
Below 5 points	Needs improvement. It is recommended to revisit the training materials and engage in more discussions to fully grasp the topics

Right answers

1. b) Triggering breast development and menstruation
2. c) The monthly shedding of the uterine lining
3. d) Ask for help from a trusted adult
4. b) Through fertilization of an egg by sperm
5. d) Using contraception
6. a) To prevent pregnancy and STIs
7. b) Discuss it with a trusted adult or counsellor
8. a) A relationship based on mutual respect and trust
9. b) Both people freely agreeing to something
10. c) One person constantly controlling the other



Section -2 : Adolescent Development : Sex Education

I. Introduction

Sex education in India remains a controversial subject due to conflicting religious, moral and cultural beliefs. Sexual reproduction and different contraceptive methods are taught in grades 8 and 10 as part of the biology course. Sex education is an essential part of adolescence. It helps young people understand their bodies and how to protect their reproductive health. Sex education helps people gain information and skills they need to make best decisions for themselves about sex and relationships. Sex education may take place in schools, at home, in community settings or online. Parents play a critical and central role in providing sex education. In many countries, discussion of all sexual issues has traditionally been considered a taboo and adolescents were not given any information on sexual matters. Thus, in the context of the above, it is essential to impart education to adolescents and this session will be of great importance.

II. Objectives of the session:

At the end of the session the participants will be able to

1. Explain with understanding about basic reproductive health
2. State the biological changes that take place during adolescence period.
3. Explain the importance of menstruation and hygiene practices

III. Guidance for facilitator

The role of the facilitator is to create a safe, supportive, and confidential environment where young people feel comfortable sharing their thoughts, asking questions and learning about these critical topics. Facilitator is encouraged to approach these discussions with sensitivity, respect, and a non-judgmental attitude. Ideally separate sessions may be held for boys and girls. Give opportunity to participants to share personal information privately and keep such discussions confidential.

IV. Questions for group discussion-

1. What is menstruation and why is it essential?
2. How does pregnancy occur and what are the methods of preventing unwanted pregnancies?
3. What are sexually transmitted infections and how can they be prevented?
4. What is the meaning of healthy relationships between both genders?

After the group discussion, let the participants share their views with respect to the responses to the questions. At the end, the facilitator can add relevant information for the benefit of participants.

V. Responding to questions of the participants

After group discussion, respond to questions of participants

Myth and fact about sex education

Myth: Sex education programs increase sexual risk behaviours. **Truth:** There is no evidence that shows that sex education will encourage the children to engage in risky sexual behaviour.

Healthy Relationship Checklist: Help students create a checklist of what makes a relationship healthy and respectful.

Suggested check list of healthy relationships

No	Statement
1	Be honest with each other
2	Be respectful to each other
3	Be trustworthy
4	Be open with each other
5	Have frequent communication
6	Creating a safe space for open dialogue
7	Encourage each other to express thoughts
8	Encourage each other to express concerns
9	Demonstrate commitment to accommodate each other's needs

Chapter IX: Section 3 : Adolescent Development -Good Touch & Bad Touch

Multiple Choice Questions (MCQs) on Good Touch & Bad Touch

1. **What is an example of a good touch?**
a) A comforting hug from a family member b) A touch that makes you feel scared
c) A touch without your consent d) A touch that makes you uncomfortable
2. **Which of the following is an example of bad touch?**
a) A handshake with a friend
b) A touch that makes someone feel unsafe or uncomfortable
c) A high-five in celebration
d) A pat on the back from a teacher
3. **What should you do if you experience bad touch?**
a) Stay silent b) Blame yourself
c) Pretend it didn't happen d) Speak to a trusted adult immediately
4. **Which of the following can be considered a private area of the body that should not be touched without consent?**
a) Hands b) Head c) Chest and genital areas d) Arms
5. **Who should you talk to if you feel uncomfortable about someone's touch?**
a) A stranger b) A trusted adult, like a parent, teacher, or counsellor
c) No one, keep it a secret d) The person who made you uncomfortable
6. **What is the first thing you should do if you experience bad touch?**
a) Confront the person who touched you
b) Blame yourself
c) Stay quiet to avoid conflict
d) Move away and seek help from a trusted adult
7. **What is the main difference between good touch and bad touch?**
a) Good touch happens in public, bad touch happens in private
b) Good touch makes you feel safe, bad touch makes you feel uncomfortable or scared
c) Good touch is done by family, bad touch is done by strangers
d) Good touch happens between friends, bad touch happens between enemies
8. **Why is it important to understand the difference between good and bad touch?**
a) To avoid making friends b) To always follow others' directions
c) To protect yourself and set personal boundaries d) To ignore bad situations
9. **If someone touches you inappropriately and asks you to keep it a secret, what should you do?**
a) Tell a trusted adult immediately b) Keep it a secret to avoid trouble
c) Pretend it never happened d) Confront the person alone
10. **What is an important step in preventing bad touch?**
a) Ignoring boundaries
b) Clearly communicating your personal boundaries to others
c) Letting others make decisions for you
d) Avoiding physical contact entirely

Scoring and Feedback

Each correct answer should be rewarded with 1 point. The total score is out of 10, with feedback provided according to the score range:

Points	Findings
9-10 points	Excellent understanding. The participant is well-informed and confident about adolescent development, sex education, and recognizing good and bad touch.
7-8 points	Good understanding. The participant has a solid grasp of the concepts but may benefit from reviewing a few areas.
5-6 points	Fair understanding. Some key areas need more attention to strengthen knowledge and awareness.
Below 5 points	Needs improvement. It is recommended to revisit the training materials and engage in more discussions to fully grasp the topics

Right answers

1. a) A comforting hug from a family member
2. b) A touch that makes someone feel unsafe or uncomfortable
3. d) Speak to a trusted adult immediately
4. c) Chest and genital areas
5. b) A trusted adult, like a parent, teacher, or counsellor
6. d) Move away and seek help from a trusted adult
7. b) Good touch makes you feel safe, bad touch makes you feel uncomfortable or scared
8. c) To protect yourself and set personal boundaries
9. a) Tell a trusted adult immediately
10. b) Clearly communicating your personal boundaries to others



Section 3 - Adolescent Development : Good Touch & Bad Touch

I. Introduction:

It's crucial for adolescents to understand the difference between appropriate and inappropriate physical contact and how to assert their boundaries. Good touch feels caring, like a pat on the head, back, or a bear hug. In comparison, a bad touch can hurt your body or feelings, such as pinching, hitting, or touching any private area. Every child/adult should know that it's ok to say no if you don't like any touch, even from a friend or a family member.

Bad Touch is any form of physical contact that makes a child feel uncomfortable, scared, or uneasy. It often involves inappropriate or unwanted contact, especially in private areas of the body.

Confusing touches are those touches that may make the receiver of the touch feel uncomfortable, uneasy. They may seem like safe touches but they violate the idea of 'consent'. Touching areas of the body other than the genitalia may also be sexual in nature.

Teach children that they are the boss of their body. Let your children know that they are in control of who touches their bodies and how.

Seeking help from safe strangers

Safe strangers are people children can ask for help when they need it. Teachers, principals, and librarians are adult children can trust and are easy to recognize when at work. Public Safety personnel like police and fire-fighters, are also easily recognizable as safe strangers.

II. Objectives of the session

At the end of the session the participants will be able

1. To distinguish between good touch and bad touch in human relations.
2. To identify and demonstrate how to respond to bad touch.
3. To demonstrate how to leave an uncomfortable situation.
4. Mobilize help from competent and reliable person if needed.

III. Group discussion

Form separate groups for boys and separate groups for girls and help them engage in group discussion. Visit the groups to guide them for a participative and meaningful focused discussion. Observe if someone is getting emotional during the discussion and needs help.

IV. Questions for group discussion

1. What is good touch?
2. What is bad touch?
3. What will you do if you experience bad touch?
4. Whose help will you seek if someone touches you inappropriately?
5. How can you keep your body safe from others?

After the group discussion, let the participants share their views with respect to the responses to the questions. At the end the facilitator can add the relevant information for the benefit of participants.

After the presentation of group discussion, share the following information with the participants

I am special person

- ☐ I always deserve to feel safe
- ☐ I say no if someone tries to touch me in ways that make me feel frightened, uncomfortable or confused. Then I go and tell an adult I trust about what happened.
- ☐ I know that it is not my fault if someone touches me in a way that is not O.K. I do not have to keep secrets about those touches.
- ☐ It is never too late to ask for help, I can keep asking until I get the help I need.
- ☐ I trust my feelings and talk to adults about problems that are too big for me to handle on my own. A lot of people care about me and will listen and believe me.

Chapter X: Gender Equality

I. Introduction:

Gender equality is a fundamental right of all human beings which means that the rights, responsibilities and opportunities of individuals will not depend on whether they are male or female, handicapped or able bodied, young or elderly, white or black or from rural or urban settings. The emphasis of gender equality is that especially women are entitled to live in dignity, safety and security. Gender equality promotes peaceful co-existence which ensures sustainable development in a society. It is a proven fact that empowering women spurs productivity and economic growth.

Gender equality implies that the interests, needs and priorities of both women and men and girls and boys are taken into consideration, recognizing the diversity of different groups and that all human beings are free to develop their personal abilities.

But gender inequality can be seen in many situations. Gender discrimination is when someone is treated unequally or is disadvantaged based on their gender. This includes harassment/discrimination based on sex, gender identity. Thus, gender inequality is the major cause of stagnation of social progress. On an average, women in the labour market still earn 23 percent less than men globally and women spend about three times as many hours in unpaid domestic and care work as men.

II. Objectives: At the end of the session, the participants will be able to:

1. Explain the concept of gender equality.
2. State the areas of gender discrimination.
3. Discuss the effects of gender discrimination on society.

III. Group discussion

Group discussion is an important activity to encourage reflection and also an opportunity of expression. During the group discussion, make an attempt to spend short time with the groups during discussion and help them stay focused on the topic. If you observe any conflict during the discussion, handle it gently. It will be good if both the genders are included in the group discussion. Please do not give each group more than two questions for discussion.

IV. Questions for group discussion

1. What kinds of gender discrimination do you see in the society?
2. In what ways gender discrimination hinders social growth?
3. How can gender equality be promoted in society?
4. What will you do if you see instances of gender discrimination in the society?

After the group exercise encourage both the groups to do a presentation.

Sensitive questions relating to gender discrimination may emerge from the group discussion. You may gently respond to the questions you are comfortable with. Consider sharing additional information such as:

Let us understand what is Gender? On the basis of organic and physical characteristics a person is categorized as male and female. There are different behaviors and functions established by the society which determine their role as male and female.

This means that society determines appropriate roles, behavior and expectations for males and females in different stages of development / age groups. This division is not based on their biological nature but this is decided by the society for some convenience. Therefore with the changing society as well as changing time alteration in attitudes and behavior is possible.

Conclusion:

Although the constitution of India grants men and women equal rights, however gender disparities remain. About a quarter of Indians (23%) say there is “a lot of discrimination” against women in the country. And 16% of Indian women reported that they personally had faced discrimination because of their gender.⁵ Gender discrimination begins in childhood. Here are some statistics about gender discrimination:

1. 12.15 million children are married in India - 8.9 million are girls; married girls are three times the number of boys. (Census 2011)
2. 51% of all trafficking victims were children, of which more than 80% were girls. (NCRB 2018)
3. There are 223 million child brides in India; 102 million were married before turning 15. (UNICEF)

⁵Survey 2019-2020

Chapter XI: Choices and Consequences

Scale of Helpful / Harmful choices

(This questionnaire can be individually done by students before the session begins and scored by them to find out their level of good choices they make, student need not to show this sheet to anyone, just share the final scoring)

Instructions: Answer the following questions honestly. For each question, give yourself:

- ☐ **1 Point** if your answer is "Always."
- ☐ **2 Points** if your answer is "many times"
- ☐ **3 Points** if your answer is "Sometimes."
- ☐ **4 Points** if your answer is "few times."
- ☐ **5 Points** if your answer is Never

Sl No	Statement During the last two weeks -	5 Never	4 Few times	3 Some times	2 Many times	1 Always
1	I skipped my school					
2	I skipped my homework given by my teacher					
3	I cheated in exams/tests					
4	I used mobile for fun					
5	I smoked/used tobacco					
6	I avoided paying attention to teaching in class					
7	I avoided taking part in sports					
8	I avoided taking interest in extracurricular activities					
9	I used abusive language while talking to others					
10	I avoided helping others when they needed help					

My final score: _____

Score	Scale of choice
41-50	Very helpful choices
31-40	Mostly helpful
21-30	Somewhat helpful
11-20	Few helpful
1-10	Harmful choices

Chapter XI: Choices and Consequences

I. Introduction:

In this session we will be learning about the importance of choices we make and its consequences on our life and relationships. A decision is a choice made under various circumstances. The ability to reason flexibly about situations and make good choices are fundamental to any kind of intelligence. The choices may relate to our studies, our attitude, our personal life and our relationships with others. Human choice-making is strongly biased by unconscious mental processes that sometimes produce good outcomes quickly but sometimes cause us to make irrational choices. In this situation we rarely apply our rational mind. In order to make effective and creative choices it is most important that we adopt a good process of making choices. Emotions are critical to choice-making. Without an emotional response of some sort, it is difficult to make choices. Thus, this session is a skill oriented, knowledge-based session. The facilitator is encouraged to make this session as engaging as possible.

II. Objectives of the Session

At the end of the session the participants will be able to: -

3. Understand and analyse the importance of making good choices and its consequences
4. Apply a logical process of making good choices.
5. Express the consequences arising out of good and bad choices.

Questions for group discussion: (Divide the participants in groups depending on their number)

1. Discuss what choices have you made in relation to your studies which were beneficial for your career.
2. Specify the choices you made in your life which proved to be harmful for you.
3. State whose help you take in making choices in life.

Information to be shared by facilitator after group discussion

Kindly share briefly the findings of your group discussion. While you do so be brief and stay focused

Now let us discuss in detail the process of making choices, helpful and harmful choices and its consequences.

The process of making choices

Making choices is a process of analyzing situations and arriving at a workable decision. The choice you have made may be helpful or harmful depending on the consequences of that choice. Sometimes you may be aware of the bad consequences of a particular choice; however, knowingly you make that choice. Though you may be innocent, harmful choices have negative consequences. Thus, it is essential to understand and develop a skill to make good choices based on facts and not on only emotions.

Steps in choice analysis:

The Facilitator may use chart paper, black board/ white board to do this exercise with the participants.

Step 1: Determine what the issue is?

In the given situation, the issue is to join the group or not to join the group.

The situation: A group of boy's smoke consumes alcohol and at times tries some drugs for fun. They have invited you to join their company. It is so much fun to join their celebrations. You are tempted. Analyze this hypothetical situation by following the below given steps.

Step 2. Gather information to make a choice:

Questions for information

- ☐ How often does this group of boys meet?
- ☐ Do they skip study time to celebrate?
- ☐ What do they do during celebrations? (Smoke, drink alcohol, take drugs)
- ☐ How do they manage money for celebrations?
- ☐ What will be the consequences of joining such celebrations?

Step 3: Define your life objectives

Ask yourself the following questions

- ☐ What do you aim to achieve?
- ☐ Do you want to do well in your studies?
- ☐ Do you want to lead a respectful life?
- ☐ Do you want to rise in life?
- ☐ Do you want to engage in temporary fun life?

Step 4: Generate alternative choices

Choice No 1: Join the group and have fun

Choice No 2: Stay focused in your studies

Choice No 3: Complain against this group to school authorities

Choice No 4: Withdraw from any relationships with group members

Choice No 5: Specifically tell the group that you will not join them

Step 5: Judge the best alternative choice

Out of the above five choices (you Can generate more choices), select the best choice or choices.

Write down what choice you will select

Write down the consequences of the choice you selected

Step 6: Accept the best alternative choice

Then accept the best choice and work out a plan to implement that choice.

Write down what will you do to apply the selected choice:

Step 7: Evaluate the consequences

Analyze the good or bad consequences of the choice you have accepted.

Good consequences	Bad consequences

The final findings about the choice: _____

Examples of harmful and helpful choices

Example 1: There is a possibility of an opportunity of studying in a private school as well as Government school. Tejinder chose to study in a government school.

Example 2: There are many meritorious students in the class where Manish is studying. He chose to befriend two boys who do not take interest in studies and are often absent in school.

Example 3: A group of students are involved in substance abuse; Sudhir Chose to be in their company and lost interest in studies.

Example 4: Lata is a best athlete in the school. Sarita chose to befriend her and developed interest in sports.

Chapter XII: Substance Abuse

I. Introduction:

In this session we will reflect on substance abuse which includes excessive use of drugs and alcohol. This excessive use is harmful for the user, society and the family and it has negative health consequences. It should be clearly understood that the drug user puts a heavy financial burden on individuals, families and for the society. Substance abuse differs from addiction. It is most likely that people with substance abuse problems can quit, addiction on the other hand is a disease. You will see that a person with problem of substance abuse will show changes in personality and behaviour such as lack of motivation, irritability. Other changes may be shaking hands, tremors and slurred speech. In some cases, criminal or anti-social behaviour occurs when the person is under the influence of drugs.

II. Objectives: At the end of the session the participants will:

1. Develop improved understanding of prevention and treatment of drug addiction.
2. Have better comprehension of implications of substance abuse.
3. Become aware of social effects of substance abuse.

III. Questions for group discussion: (Divide the participants in two groups depending on their number)

Group one: Questions

- a. Make a list of the causes contributing to substance abuse.
- b. Make a list of the negative effects on health (**physical and emotional/ mental**) due to substance abuse?

(After the group exercises make the group do a short presentation and thereafter give the information from section 4)

Group two: Questions

- a. What is substance abuse and its types?
- b. What can be done to prevent addiction to harmful substance?

(After the group exercises make the group do a short presentation and thereafter give the information from section 5)

IV. After presentation by group one you can give the following information

Causes of addiction to substance abuse:

The exact cause of substance abuse is not clear, but there are two predominant theories: either a genetic predisposition or a habit learned from others. Studies show that genetic factors are responsible for 40% to 60% of the vulnerability to any substance. There's a strong link between addiction and mental health conditions, such as depression, post-traumatic stress disorder (PTSD) and bipolar disorder. The other factors include family history of substance use, favourable parental attitudes towards the behaviour, poor parental monitoring, parental substance use, and substance using peers as well as lack of school connectedness.

Highly harmful drugs:

There are many problems associated with drug abuse, such as drug tolerance, dependence and addiction.

Some drugs such as: Methamphetamine, opiates and cocaine are highly addictive and cause multiple short-term and long-term health consequences, including psychotic behaviour, seizures or death due to overdose. Opioid drugs affect the part of the brain that controls breathing, and overdose can result in death.

Types of substance abuse disorders

Diagnosis of a specific type of disorder is based on the primary substance such as an alcohol use disorder, or opioid use disorder, stimulant use disorder, marijuana use disorder or sedative use disorder.

Alcohol use disorder

Alcohol use disorder (AUD) or heavy drinking can damage the heart, liver, pancreas, weaken the immune system, and increase the person's risk of developing certain cancers.

Opioid use disorder:⁶

Repeated opioid use changes the functions of the brain, creating long-lasting imbalances in brain circuits and hormonal systems that are not easily reversed. Studies have shown some deterioration of the brain's white matter linked to heroin use, which may affect decision-making abilities, the ability to regulate behaviour, and responses to stressful situations.

Stimulant use disorder

Long-term misuse of stimulants can have major health consequences including addiction. It can also cause damage to the cardiovascular system, memory loss, aggression, and psychotic behaviour. Both cocaine and methamphetamine use have been shown to increase the likelihood of contracting and transmitting infectious diseases, such as hepatitis and HIV/AIDS. (NIDA)

Marijuana use disorder

Smoking marijuana can cause breathing problems similar to those caused by smoking tobacco--such as frequent cough and phlegm and a higher risk of lung infections. Researchers have not yet found a higher risk for lung cancer in people who smoke marijuana. (NIDA)

Marijuana use during pregnancy is linked to lower birth weight and increased risk of brain and behavioural problems in babies.

Long-term marijuana consumption has been linked to mental illness in some users, such as:

- ☐ worsening symptoms in patients with schizophrenia and bipolar disorder
- ☐ increased rates of depression and social anxiety disorder

Sedative use disorder

Short-term effects can include drowsiness, slurred speech, poor concentration, confusion, dizziness, problems with movement and memory, lowered blood pressure and slowed breathing. The long-term health consequences of sedative use are unknown

V. After presentation by group two give the following information

What is substance abuse?

Substance abuse is an excessive use of a drug in a way that is detrimental to self, society, or both. This understanding of substance abuse includes both physical and psychological dependence.

Substance misuse is the use of alcohol, illegal drugs, or over-the-counter or prescription medications in a way that they are not meant to be used and could be harmful to you or others around you.

⁶www.drugabuse.gov/publications/research report-heroin

These substances can be divided into three major categories: Alcohol, Illicit Drugs (a category that includes prescription drugs used non-medically), and Over-the-Counter Drugs

Types of addictive substance:

The most common types are classified under six main categories: *alcohol, benzodiazepines, illicit drugs, opiates, sleeping pills, and stimulants*. Alcohol is a toxic and psychoactive substance with dependence producing properties. Substance abuse also includes inhalants and solvents, nicotine, and even coffee, cannabis, heroin, cocaine, tobacco addiction.

Substance abuse and suicide

There is a high rate of suicide in alcoholics and other drug abusers. The reasons believed to cause the increased risk of suicide include the long-term abuse of alcohol and other drugs causing physiological distortion of brain chemistry as well as the social isolation. Another factor is the acute intoxicating effects of the drugs that may make suicide more likely to occur.

Suicide is also very common in adolescent alcohol abusers, with 1 in 4 suicides in adolescents being related to alcohol abuse. In the US, approximately 30% of suicides are related to alcohol abuse. Alcohol abuse is also associated with increased risks of committing criminal offences including child abuse, domestic violence, rapes, burglaries and assault

Conclusion:

Life is very precious and all human beings are expected to enjoy fullness of life in a holistic manner. Substance abuse has short term and long-term implications on not only our health but our relationships with people around us. Drugs and intoxicating material of any sort is a trap. The life of student who comes into this trap is destroyed. The productive days of youth are wasted and those slaves of substance abuse are left with regrets and disappointments. Many anti-social elements are around us who sell drugs for their benefit and trap the youth. The Government of India has enacted strict rules to control the misuse of drugs.



Chapter XIII: Making the Best Use of Mobile Phones : Part-I

Mobile Phone Addiction Self-Assessment Questionnaire

(This questionnaire can be individually done by students before the session begins and scored by them to find out their level of addiction to mobile phones)

Instructions: Answer the following questions honestly. For each question, give yourself:

- ☐ **0 points** if your answer is "Never."
- ☐ **1 point** if your answer is "Sometimes."
- ☐ **2 points** if your answer is "Often."

Sl No	Statement	0	1	2
1	Do you feel restless or anxious when you cannot use your phone?			
2	Do you often lose track of time while using your phone?			
3	Do you check your phone first thing in the morning or last thing before sleeping?			
4	Do you find it difficult to concentrate on your schoolwork without checking your phone?			
5	Do you spend more time on your phone than interacting with friends or family in person?			
6	Have you tried to reduce your phone usage but found it difficult?			
7	Do you use your phone even during meals, conversations, or other social activities?			
8	Do you get irritated or frustrated when someone asks you to stop using your phone?			
9	Do you feel the need to check your phone frequently, even when there are no notifications?			
10	Have you missed out on school assignments or deadlines due to excessive phone use?			
11	Do you feel guilty or upset about how much time you spend on your phone?			
12	Do you often check your phone during classes, study time, or important events?			

Scoring:

- ☐ **0–8 points:Low risk of addiction.** You have good control over your phone usage.
- ☐ **9-16 points:Moderate risk of addiction.** You are using your phone more than necessary and should consider reducing screen time to avoid future issues.
- ☐ **17-24 points:High risk of addiction.** You are likely overusing your phone, which may negatively affect your studies and social life. Take steps to limit your usage.

Chapter XIII: Making the Best Use of Mobile Phones : Part-I

I. Introduction:

These days' mobile phones have become an important part of our lives. In recent times there has been a rapid increase of use of mobile phone. Before the COVID-19 pandemic only 36% of rural households owned smart phones but by 2022, this figure rose to 75%. A survey of rural school going children highlighted that 61% had access to smart phones⁷. This increased access is beneficial for education but also has important physical, mental and social consequences.

II. Objectives of the Session

At the end of the session the participants will be able to: -

- Understand and analyse the benefits of use of mobile with real life examples.
- Comprehend the physical, mental, and social consequences of mobile addiction.
- Identify steps and strategies to avoid mobile addiction and develop healthy technology habits.

III. Questions for group discussion: (Divide the participants in groups depending on their number)

- What are the advantages of use of mobile?
- What are the consequences of Mobile overuse?
- For what purpose do you spend time on a mobile on daily basis?" (Example: message from school, Information on Google etc)
- What material would you prefer to watch on mobile?

Information to be shared by facilitator after group discussion

Let us discuss the benefits and important consequences of mobile phone use and overuse.

- 1. Optimal Use of Mobile Phones:** Mobile phones can be a powerful tool for rural school-going youth if used productively. Some of the uses are enlisted below

Education and Learning:

- There are online resources and academic websites such as "Khan Academy" and "Course era" as well as online tutorials and channels for mathematics science and

⁷ Hindustan Times, New Indian Express

languages. Localized content in vernacular language are available for easy learning. Some groups offer study discussions and sharing notes

- ☐ Learning of new skills like computer tutorials. There are several free apps for coding and graphic design
- ☐ Health and Well-being apps can help students learn more about nutrition, first aid, reproductive health and hygiene and even basic exercise routines
- ☐ Communication and Networking: It is a great way of staying in touch with teachers, mentors, professionals and social networks related to the student community
- ☐ Access to Opportunities: Academic competitions, career guidance and creative content such as photography, blog writing, digital art are some of them
- ☐ Educational games, documentaries and podcasts can reinforce learning and personal development

By using mobile phones effectively, rural school-going youth can enhance their educational experience, develop valuable skills, and prepare for future opportunities.

Rural youth in India are using mobile phones and social media in diverse ways, to enhance education, promote local culture or start businesses. Their success stories inspire others and demonstrate the immense potential of mobile technology for rural development.

Some interesting examples of mobile use

- ☐ Ranjitsinh Disale a teacher from a Solapur village brought digital education to rural children using QR codes to link textbook content to videos, stories and assignments.
- ☐ A young woman, Gudiya Shukla from Uttar Pradesh used social media to launch her homemade pickle business through Facebook and WhatsApp and built a large customer base.
- ☐ Rural village youth from Tamil Nadu launched "Village Cooking Channel" which became globally popular, to promote local culture, traditional food and sustainable agriculture.
- ☐ Tanupriya Mishra a college student from rural Odisha used Telegram and You Tube to provide free mathematics and science tuitions for rural students during COVID 19
- ☐ Anand Kumar helped rural youth crack the IIT JEE exam successfully.

2. Mobile Addiction and its Consequences

Mobile addiction refers to excessive use of mobile phones (i.e. more than 2 hours a day) that interferes with daily life activities, such as studying, socializing, sleeping, or even physical health. Excessive mobile usage can lead to a host of problems such as reduced concentration, poor academic performance, anxiety and social isolation. While mobile phones are useful for communication, education, and entertainment, their misuse can have negative consequences.

Physical Consequences:

Prolonged screen time can cause dry eyes, headaches, and blurry vision. Blue light emitted by phone screens interferes with the body's natural sleep cycle, leading to poor sleep quality and fatigue. Increased screen time reduces the time spent on physical activities, which can lead to obesity and other health issues.

Mental and Emotional Consequences:

Constant notifications and social media pressures can cause stress and feelings of inadequacy. Mobile addiction reduces the ability to focus on tasks such as studying, leading to poor academic performance. Excessive time spent online can lead to feelings of isolation or exclusion, increasing the risk of depression.

Social Consequences:

Reduced face-to-face communication may cause youth to feel isolated from family and friends. It may also create conflict with parents or siblings, especially when it interferes with household responsibilities or study time.



Chapter XIII: Making the Best Use of Mobile Phones : Part-II

I. Introduction:

Pornography can alter brain chemistry and affect its development. It over stimulates the brain's reward system, leading to the release of dopamine (the "pleasure" chemical). Over time, repeated exposure to such content can desensitize the brain, requiring more extreme material to achieve the same level of stimulation, leading to addiction.

Questions for group discussion:(Divide the participants in groups depending on their number)

1. Why we should not see adult material?
2. What are the dangers of cybercrime?

Information to be shared by facilitator after group discussion

Dangers of Pornography and Graphic Content

Watching adult material excessively can interfere with focus, attention, and memory, making it harder for youth to concentrate on their studies or absorb new information. The part of the brain responsible for decision-making and impulse control can be negatively affected leading to risky behaviours and poor decision-making.

Pornography can become addictive in the same way as drugs or alcohol, leading to compulsive consumption that interferes with daily life, studies, and social interactions. Graphic content which is violent can desensitize viewers to harmful behaviours and normalize disrespectful attitudes. Youth may experience mood swings, anxiety, or depression as a result of overconsumption. Pornography can lead to feelings of guilt or shame and deepen feelings of isolation.

Watching pornography on a regular basis can have a negative impact on relationships. Pornography often portrays unrealistic and exaggerated representations of sex, intimacy, and relationships which can mislead youth about healthy sexual relationships. They may struggle to build genuine emotional connections and form meaningful, respectful relationships.

Prolonged pornography consumption can lead to depression, and anxiety, especially if youth feel shame or secrecy around their behaviour. They may feel body dissatisfaction as they compare themselves with people they see in pornography clips. This can also drain motivation for productive activities such as schoolwork, sports, and hobbies leading to a decline in overall life satisfaction.

Cybercrime

Cybercriminals often target vulnerable users, especially those with limited digital literacy. Rural youth may fall prey to phishing schemes, where they are tricked into giving personal information, such as bank details or passwords. Fake job offers, scholarships, or contests are common scams targeting young people looking for opportunities online. Excessive use of social media can expose rural youth to cyberbullying, which involves the use of digital platforms to threaten, harass, or embarrass someone. This can have severe emotional impacts.

Sharing too much personal information, such as locations, routines, or personal photos, can attract unwanted attention from stalkers. Stalkers may create fake profiles to follow, harass, or manipulate rural youth into sharing more personal information. If rural youth are unaware of privacy settings, their real-time location can be exposed to malicious individuals.

Schools and community programs in rural areas should provide digital literacy training, teaching youth about common cybercrimes (e.g., phishing, identity theft) and how to recognize suspicious activity online. Parents or guardians in rural areas should play an active role in supervising their children's online activities. Encourage open discussions about what youth encounter online. Creating a trusting environment where they can share uncomfortable experiences is a key to preventing harm.

Steps to Avoid Mobile Addiction

Technology can be a powerful tool for education and connection. Reinforcing steps to avoid mobile addiction are important and can be taken up by youth who can avoid its harmful consequences by taking small, gradual steps to reduce screen time on a daily basis.

a. **Set time limits and track screen time:**

Limit social media usage to a maximum of 30 minutes a day. There are apps available that help track and limit screen time. This can help you to become more aware of how much time you are spending on their phones.

b. **Phone-free zones:**

Keep phones out of bedrooms or study areas to help improve focus and sleep quality.

c. **Engage in outdoor activities:**

Participate in sports, community work, or hobbies which shift focus away from screens and engage with the real world.

d. **Schedule tech breaks:**

Take regular breaks from phones, especially during family gatherings, meals, or study time. According to the "20-20-20 rule" (every 20 minutes, take a 20-second break and look at something 20 feet away). This is helpful to avoid eye strain.

e. **Mindful social media use:**

Evaluate why you are using social media. If it's just to pass time, consider alternative activities like reading, talking to a friend, or helping with family work.

f. **Stay connected with real people:**

Spend more time talking to friends and family in person rather than online.

g. **Parental/Teacher Guidance:**

Advice and help from parents and teachers who can play a role in supervising mobile phone use to ensure productivity.

h. **Turn off unnecessary notifications**

To minimize distractions. Turn off the colour settings to black and white mode during evenings.

Post-Teaching Assessment

After session : Making the Best Use of Mobile Phones : Part-II

1. **What is mobile addiction, and how does it affect daily life?**
 - a) A habit of using mobile phones only for work purposes.
 - b) Excessive and uncontrolled use of mobile phones, disrupting daily activities and relationships.
 - c) The regular use of mobile phones for social media and entertainment.
 - d) Using a mobile phone more than 2 hours a day.

2. **How many adolescents in India are reported to spend 4-5 hours on mobile phones daily?**
 - a) 10%
 - b) 25%
 - c) 50%
 - d) 80%

3. **List two physical consequences of excessive mobile phone use.**
 - a) Weight loss and increased energy.
 - b) Eye strain and sleep disruption.
 - c) Improved posture and faster reflexes.
 - d) Enhanced concentration and alertness.

4. **Name two mental or emotional effects of mobile addiction.**
 - a) Improved mood and decreased anxiety.
 - b) Stress and anxiety.
 - c) Greater creativity and improved social interaction.
 - d) Lower academic performance and less family time.

5. **How can mobile addiction affect family relationships?**
 - a) It improves family bonding and understanding.
 - b) It leads to better communication skills.
 - c) It can cause distance and poor communication within families.
 - d) It encourages families to spend more time together.

6. What is one strategy to limit screen time effectively?

- a) Set daily time limits for phone usage.
 - b) Use your phone whenever you want.
 - c) Avoid setting rules for phone use.
 - d) Increase screen brightness.
-

7. Explain the “20-20-20 rule” and its purpose.

- a) Take a 20-second break every 20 minutes to look at something 20 feet away, to reduce eye strain.
 - b) Use your phone for 20 minutes, then take a 20-minute break.
 - c) Watch TV for 20 minutes after 20 minutes of phone use.
 - d) Increase phone brightness to 20% to avoid strain.
-

8. Why is it important to create phone-free zones in your home or study area?

- a) To charge your phone faster.
 - b) To reduce distractions and promote focus on tasks.
 - c) To increase social media usage.
 - d) To make it easier to watch TV.
-

9. What are the benefits of engaging in outdoor activities instead of using your phone?

- a) Improved physical health, relaxation, and reduced stress.
 - b) Increased mobile data usage.
 - c) Enhanced social media followers.
 - d) Better sleep due to increased screen time.
-

10. Why should you be mindful of your social media use, and how can it affect your mental health?

- ☐ a) Excessive social media use can improve your mental health.
- ☐ b) social media has no impact on mental health.
- ☐ c) Excessive social media use can lead to anxiety, low self-esteem, and depression.
- ☐ d) Social media always improves social skills.

Answer Key:

1. **Correct Answer:** b) Excessive and uncontrolled use of mobile phones, disrupting daily activities and relationships.
2. **Correct Answer:** b) 25%
3. **Correct Answer:** b) Eye strain and sleep disruption.
4. **Correct Answer:** b) Stress and anxiety.
5. **Correct Answer:** c) It can cause distance and poor communication within families.
6. **Correct Answer:** a) Set daily time limits for phone usage.
7. **Correct Answer:** a) Take a 20-second break every 20 minutes to look at something 20 feet away, to reduce eye strain
8. **Correct Answer:** b) To reduce distractions and promote focus on tasks
9. **Correct Answer:** a) Improved physical health, relaxation, and reduced stress.
10. **Correct Answer:** c) Excessive social media use can lead to anxiety, low self-esteem, and depression.



Chapter XIV: Bouncing Back

I. Introduction:

The best way to “get ahead in life” is through hard work, study, perseverance, and honesty. Dwelling on past events for longer than necessary will not allow you to move forward. Therefore, keep moving in life in spite of setbacks and disappointments. A common saying, “God helps those who help themselves” has become a universal truth which inspires us to keep ourselves focused without looking back. We learn some lessons from the past and build up our future dreams on the strong foundation of strong determination as well as unwavering trust in God Almighty.

This last chapter of the module is designed to encourage you to move ahead by mobilizing all your physical, emotional and intellectual resources. An attempt is made in the previous chapters to empower you with knowledge and skill required for a successful life. Try to reflect on the previous sessions and remind yourself to remain positive, proactive and resilient.

II. Objectives of the session: At the end of the session the participants will be able to:

1. Overcome feelings of helplessness and mobilize inner strength.
2. Derive lessons from past experiences and setbacks and learn from them.
3. Take initiative to move forward with determination.

III. Group discussion:

The group discussion in this session is expected to be a time of introspection, reflection and building on past learning. This will be an important time for them to take a leap of faith and move forward in life, be prepared to take up challenges with a strong determination to “never give up”. The facilitator may ensure that all the participants take part in the discussion during the group interaction.

IV. Questions for group discussion

1. What steps will you take to deal with difficult situations?
2. What virtues should you demonstrate to acquire success?
3. What lessons have you learnt from past failures?
4. How can you support each other to move forward in life?

(After the exercises let both the groups make a presentation and engage in discussion)

The facilitator may share the following success stories with the participants for inspiration

Stories of successful women



Mary Kom, the "Magnificent Mary," is a renowned boxer and the epitome of determination. Hailing from Manipur, she overcame societal stereotypes and personal obstacles to become a five-time World Amateur Boxing champion. Her resilience, discipline, and undying spirit have made her an inspiration to aspiring athletes as well as youth across the globe.



P.V. Sindhu, a badminton player par excellence, has brought immense pride to the nation with her incredible achievements. As the first Indian woman to win an Olympic silver medal in badminton, she has become an inspiration for aspiring athletes across the country. Her dedication, perseverance and sportsmanship exemplify the spirit of true champions and inspire youth to pursue their dreams.

The inspiring stories of Indian women achievers are an expression of the power of resilience, determination and breaking societal barriers. These extraordinary women have defied odds, shattered stereotypes, and left a sustainable impact on the society. Their journeys inspire us to dream big, persevere and embrace our true potential. Let us celebrate these remarkable women, learn from their experiences, and continue to strive for progress, equality, and empowerment. Together, we can create a world where every woman has the opportunity to shine and make a difference.

Stories of Successful Men



Known as the ‘People’s President’ and the ‘Missile Man of India,’ Dr. APJ Abdul Kalam’s journey from a small town in Tamil Nadu to becoming the 11th President of India is nothing short of extraordinary. Despite hailing from a humble background, his dedication to education and scientific pursuits propelled him to great heights.



Known as the ‘Flying Sikh,’ Milkha Singh’s life journey from the horrors of Partition to becoming an Olympic athlete is legendary. Overcoming the trauma of witnessing his parents’ brutal killing during the Partition, Milkha Singh’s dedication to athletics eventually led him to represent India on the global stage.

Against all odds, these Indians embraced challenges, turned adversity into strength, and left an enduring legacy of triumph. Their narratives resonate as a testament to the limitless potential that lies within every individual, reminding us that with resilience and determination, Indians who succeed can achieve wonders against any odds.

Let us reflect on these important questions

What role does perseverance play in achieving success?

Perseverance is a cornerstone of success. It empowers individuals to navigate challenges, learn from failures and stay committed to their goals. It transforms setbacks into opportunities for growth, ensuring progress despite obstacles.

How to overcome self-doubt and fear of failure?

Combating self-doubt involves acknowledging fears, reframing negative thoughts and focusing on strengths. Embrace failure as a stepping stone to success, learning valuable lessons and using setbacks as motivation for improvement.

What habits contribute to success in daily life?

Success-oriented habits include effective time management, goal-setting, regular self-reflection, continuous learning and maintaining a positive mindset. Cultivating these habits enhances productivity, resilience and overall well-being.

Conclusion:

Ups and downs will always be there in our life. In general, life is uncertain i.e. we do not know what will happen in our life tomorrow. This makes our life interesting and it excites us to continue to explore various opportunities to grow. Uncertainty is not only a challenge but it also prepares us for an unknown tomorrow.

Your strength is within you and your strong determination to achieve success will make you successful. Do not allow the negative thoughts to overpower you. You can be a winner if you have decided to win. Thus, stay focused, work hard, study hard. Be honest in all what you do, keep on moving forward and you will see yourself ahead of others. Cultivate good habits, get inspiration from role models whose successful life was principle based, value based and ethic based.



“SHIFA” A Mental Health and Disability Project
Herbertpur Christian Hospital, Herbertpur, Uttarakhand
(A Unit of Emmanuel Hospital Association)

A Handbook for Facilitators to Enhance
Emotional-Resilience for the Holistic Development of Youth



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General guidelines and tips for the facilitator

1. Welcome the participants at the beginning of each session and begin the session with a recap of the previous session.
2. After welcome and introduction, announce the topic to be discussed and seek the participant's expectations.
3. Before starting the workshop it will be useful to frame general guidelines for the workshop in collaboration with the participants.¹
4. There can be various ways of dividing the participants in two or three groups depending on the number of participants, for example ask the participants to count 1, 2, 3, and put all (1)s in one group, all (2)s in second group and all (3)s in the third group.
5. In order to energize the participants and keep them focused conduct few activities, for example, singing a song or cracking a meaningful joke etc. This will make the workshop interesting and useful.
6. The facilitator should avoid giving quick responses to the question asked by a participant; rather encourage the participants to answer the question by saying, "does anyone have an answer to this question?"
7. Gently correct the wrong information given by the participant. On the other hand, in case, the facilitator gives wrong information, or does not have the answer to the question asked, then accept your shortcoming with humility and announce that the facilitator will consult the supervisor and then respond to the question.
8. Start the workshop on time; ensure that all the discussions should remain focused on the purpose of the session, if any deviations occur, then gently encourage the discussion to be discontinued. You can say that the discussion on this subject may be held at some other time.
9. While facilitating a session, use the following skills:
Listening skill, critical analysis, sensitivity, discerning the problem, openness and flexibility, cooperate, being a role model, mobilize the support, encourage others, face challenges positively, open to learning and accepting own mistakes, remain always alert and enthusiastic, energetic and constantly supportive, understand that all are different people and this is the beauty of human beings.

General guidelines for the participants

1. Carefully listen to the facilitator; this will help you understand better.
2. If you do not understand anything raise your hand and ask question/s for clarification.
3. One person should speak at one time.
4. Please keep your mobiles on switch off mode
5. Follow workshop timings
6. After the break, come back to the workshop on time.
7. Avoid talking to each other, when the session is in progress.
8. For courtesy inform the facilitator if you want to leave the session for personal reasons.
9. Do not distract your co- participants
10. If you want, you can make your personal notes of learning.

Chapter 1: Information for the facilitator (Me and my introduction)

I. What is self-introduction?

Self-introduction is an act of introducing yourself to someone. Introducing yourself means providing more information about yourself in simple, clear and confident language. While introducing yourself, your body language helps to showcase your confidence. Student's nightmare is to introduce themselves to a class full of students or a room full of teachers.

II. Benefits of good student introduction:

- a. *Framing a good impression:* A powerful self-introduction helps you create a good impression on people. This will open many doors for you to relate to people and also get good opportunity to establish your credibility.
- b. *Highlight your best qualities:* Through introduction you tell people your strengths and your values. You can explain your hobbies and your interests. This gives an impression that you know yourself and what you want and you are willing to work for it.
- c. *You demonstrate self confidence:* Self confidence is important in any sphere of life. A good self introduction conveys this confidence to others. When you highlight various aspects of your personality, you convey that you can handle any difficult situation with confidence.
- d. *You create curiosity in others to know more about you:* When you offer good self introduction and demonstration of your skill, people's curiosity about you increases and they would like to know more about you.

III. Tips for good student introduction

- a. *Greet and smile before starting:* A simple greeting and a warm smile will show good manners, a positive attitude and respect. Showing respect is the key to a good first impression. In spite of your good introduction, if you are rude, you will not leave a good impression.
- b. *Provide a summary:* Tell people what you will be talking about.

- c. **Begin with demographic information :** This informed may include your name, your education, and your age. This information can be shared briefly and clearly. This will set the stage for sharing further information. This will also help people to relate to you, your hobbies, interests and ambitions.
- d. ***Tell about your skills and experiences:*** This is also very important aspect of introduction. This will help people understand how and what you have learnt from your education and previous experience.
- e. ***Include hobbies and interests:*** This will help people to know your way of thinking and reasoning and unique aspects of your personality. For example if you like particular sports give reason as to why you like it or whether you take part in sports. However, do not spend too much time on this and do not make it boring.
- f. ***Discuss your achievements:*** Your achievements could be grades, awards, competitive results, honours. These achievements explain about your dedication and hard work. This information should not be given in a boastful manner but with humility.
- g. ***Mention strengths and weaknesses:*** When you talk about your strengths and weaknesses, people understand that you are self aware. You should begin explaining your strengths. Mention your weaknesses honestly, carefully and diplomatically. For example, you can accept your lack of patience as a weakness; however you can also mention that you are working on how to be patient in certain situations, so that you are reasonably impatient.
- h. ***Talk about your unique qualities:*** The unique qualities may be creativity, empathy and special interest for the disabled or terminally ill persons. Explain as to how you are using these qualities for the betterment of humanity.
- i. ***Make connections:*** Whatever you decide to mention in your student self introduction make sure to make a connection with your audience. Your sharing should be aligned with the interests of the youth, if they are your audience.
- j. ***Mention about your likes:*** This will help the people to understand you in a better way. You can mention your likes as well as dislikes. You can also mention the person who inspires you, your role model. You can also mention your favourite books, movie or artist.
- k. ***Conclude:*** After completing your introduction thank the audience for taking time to listen to you. Also give them a chance to ask any question.

IV. What to avoid in self introduction:

- a. *Avoid being too informal*: Do not use slang or informal language such as “hello guys”, “let me pull up my socks to talk to you”. “Listen carefully what I am going to say now”. “Do you understand what I am saying etc”.
- b. *Avoid being disrespectful*: Be sensitive, do not make any rude comments. This includes body language. You should also mind your tone.
- c. *Avoid repeating the sentences*: Say one thing at one time and then move on to another item or information you would like to share. Repetition is also an indication of nervousness.
- d. *Avoid lengthy introduction*: Be brief about anything you mention, from the experiences to the hobbies. The ideal duration of self introduction should be less than two minutes. Remember allocating time to each detail.

V. Practicing self introduction

Practice makes a person perfect. Therefore in order to learn the art of good self introduction, practice as much as you can. Here are some ideas for you to consider.

- a. *Write down in detail*: Preferably write the introduction on a piece of paper. This will help you keep your introduction tidy and concise.
- b. *Practice in front of mirror*: Stand in front of a mirror and practice the contents of your introduction. Practicing like this will also help you to know how long it will take and you will have a chance to either shorten it or lengthen it.
- c. *Record yourself*: This will help you to analyze your tone and method of delivery which can be improved.
- d. *Get different perspective*: You can ask someone you trust to listen to you and give you feedback. Someone else’s point of view can make you see things differently
- e. *Watch a video*: This will give you an idea as to how others are introducing themselves. This will help you to begin.



Chapter II: Information for facilitator (Character strengths)

Character traits with examples

A. Knowledge and understanding: This is a cognitive power that shows how to acquire knowledge and use it.

1. **Creative:** Working in unique and useful ways. An ability to make new things or think of new ideas.

Example: Meena was finding it difficult to memorize the names of kings in the chapter of her history book. Then she composed a song combining the names of all the kings.

2. **Curiosity:** Taking keen interest in all types of experiences. An urge to know more about something and explore things in depth.

Example: On the way to his house Hari found varieties of insects. He wanted to know the names of these insects, thus he drew the pictures of these insects and showed to his teacher and asked about their names and their unique functions.

3. **Open minded:** Examining things deeply and from all aspects. Ready to consider new ideas and opinions. A mind receptive to new ideas and arguments.

Example: Sita who is from a less privileged poor family, is studying in a school where students are from well to do families. Most of the students do not take Sita seriously. But Sunita is concerned as to how Sita's life is more difficult as compared to her own life and is always willing to listen to what Sita says and talks to her.

4. **Desire to learn:** Acquire skill or learn new virtues, new subjects and knowledge. Thirst for knowledge and learning.

Example: Manish wanted to learn to speak English fluently. Thus every day he used to listen to a Radio program in English language. He asked his uncle to buy him a book in English language so that he could learn English by reading it.

5. **Approach (Point of view):** Ability to give good advice to others. Mature way of dealing with somebody.

Example: Ramvilas is a gentle and helpful teacher that the students always feel free to approach him for advice. Whenever the students have a problem they go to him. Ramvilas listens to them and without making any excuse, he makes himself available for advice.

B. Courage: This is an emotional power which includes using ones desire to fulfill external or internal objectives. It refers to an ability to do something which requires extraordinary physical or inner strength and accomplishes something of great worth.

1. **Authenticity:** Speaking the truth and expressing oneself in a genuine way. It is the quality of being genuine or real, legitimate, true.

Example: This is not always easy, but this is a great virtue. Kiran was buying a pen, and the shop keeper returned two five rupees coins where as he had to return just one. She was tempted to keep it and buy a chocolate, but she returned the money back to the shop keeper. The shopkeeper was amazed.

2. **Bravery:** Not to give up due to threat, challenge, hindrance or pain. It is a quality of showing mental or moral strength to face danger or difficulty.

Example: Manu was working in the field. Then due to heavy rains the water started clogging the field. His father's feet began sinking in the mud. Manu was frightened, but he helped his father release his foot and both of them were saved.

1. **Firmness:** To complete a work begun with determination.

Example: Geeta had to complete a project plan. At the same time, she had to do a lot of household work, but she finished her work. Staying up late in the night under the light of the lantern she finished her project, because of firm determination.

2. **Enthusiasm:** Living life with excitement and energy. A strong feeling of excitement or interest in something and a desire to become involved in it.

Example: Suman comes from a poor family and he faces many difficulties. However, he is always excited to learn new things and participate in school events and shows great enthusiasm in all the activities.

C: Humanity: This is a power of traditional living which is demonstrated in helping others, caring and maintaining relationships.

1. **Kindness:** To work in favor of others and helping them. A quality of being generous, kind, caring and helpful

Example: Jamila always help her friends, when they face difficulty in study or they need study notes on account of their absence from school.

2. **Love:** Give importance to close relationships with others. It is an intense feeling of deep affection.

Example: Sidharth's grandmother is very old. She scolds him when he misbehaves, but he knows that his grandmother loves him. He also loves her. Every day, he spends time with her.

3. **Social awareness:** Understanding own and others' emotions and intentions.

Example: The teacher asked the students to write an essay on rain during three days of holiday. All the students are fed up of home work during holidays. Sidharath was also feeling sad, but still he thought that maybe the teacher wants that the students should finish this home work in order to prepare for the next chapter which was on climate. They had already enjoyed more than 6 days holidays earlier in the month.

D. Justice: This represents social and citizen's power which includes some action.

1. **Impartial Justice:** Treat all humans equally.

Example: The chief of a village treats all high and low caste people equally. However, some students do not talk to girls and boys from low caste. But Saroj communicates with all, irrespective of caste.

2. **Initiative:** Organize common activities and supervise implementation so that it is completed smoothly. Initiative is an ability to assess and initiate things independently. An ability to see and do what is necessary without waiting for someone to tell you.

Example: Whenever Independence Day is celebrated in the school, then the teachers ask Meera to look after the arrangement. She is capable of bringing all the girls together and getting the work done. Because of this the program is organized well and appreciated by all.

3. Collective work: To work in a group or an organization as a responsible member.

Example: Some students do good work as a team member by allowing others to contribute in a team or a group and they also equally participate. Others find it difficult to do so and they would like to do the work alone.

E. Patience: This is a power that protects against excessiveness. Patience is the quality of being able to stay calm and not get angry. It is the ability to accept annoyance without complaining.

1. Forgiveness: Forgive others who may have wronged you. Forgiveness is a conscious and deliberate decision to release feelings of resentment or vengeance toward a person/(s) that has/have harmed you regardless of whether they deserve forgiveness.

Example: Suman was much annoyed with her friend Gauri. She had shared her family problem with her which Gauri told to everyone, whereas Suman asked her to keep this as a secret. In spite of all this when Gauri asked for forgiveness Suman forgave her.

2. Politeness: Allowing people to speak about their achievements. Politeness is a behavior that is socially correct and shows understanding of and care for other people's feelings. The way you are respectful and thoughtful and kind toward others.

Example; Sarita after raising her voice was rude and disrespectful to Kavita. However, Kavita was a refined person and without getting angry she was calm and gently responded to Sarita with soft voice. Sarita was kind and polite.

3. Cautious and wise: Be cautious about your decisions so that you do not do or say something which becomes a reason to regret.

4. Self-discipline: Control those actions and emotions which you experience and feel.

Example: Sanjay's friends used to encourage him to eat Gutka, Sanjay has seen bad effects of Gutka being telecasted on TV. He tells his friends not to consume Gutka. His friends make fun of him, he gets annoyed. But controlling himself, he says quietly that he cares for them but he cannot adopt their bad habits.

F. **Excellence:** This is a power which gives experience beyond normal or physical being, a sort of divine connectivity.

1. Admiring beauty and quality: In all phases of life pay attention to all works, quality of beautiful things and admire them.

Example: When students show the headmaster their drawing or handicraft made by them or when they do well in their studies, he always praises them.

2. Gratefulness/ thankful: Acquainted with good works and be thankful.

Example: Whenever Lata faces any problem in her studies, she seeks the help of her elder brother. Thus, she has completed her B.A. studies and is now working as a teacher. Lata is much grateful to have such a mentor and advisor.

3. Hope: Desire for the best and to achieve that with hard work. Hope is something that you want to happen.

Example: Sudha is very hard working. And she hopes to be a teacher one day. She knows that possibly her parents may not be able to afford expenses for her education but she has a hope that she will get scholarship.

4. Laughter: Liking laughter and humor and bring smile on others.

Example: Gaurav has many problems in his house; however, he always sees the interesting part of things, and when he tells this to others all the people laugh.

5. Spirituality: Unwavering faith in the higher goals and purpose of life.

Example: Surya feels that he should become an engineer when he grows up, and go back to his village to help villagers raise proper structures to stop flooding. He considers this as a purpose of his life which he wants to fulfill.

Stories relating to Character traits

Character traits- story 1:

Manu, a 16-year-old boy was inhabitant of a village in Bihar State. He was very fast, active and good at sports. One day he was going towards a town to take part in state level competition. When he was going by bus to another village then on the way in the midst of the forest the bus had a breakdown. Manu was quick to act and he gathered all the passengers.

He spoke to the bus passengers and asked them to think of ways to survive in the forest (**group work**). He divided all the passengers in small groups, one group collected the wood and lit fire. Then he encouraged the other group to collect eatables. They kept in one place all the eatables which passengers had and simultaneously they started searching for fruits in the surrounding area. (**Leadership capability and group work**).

To keep the wild animals away they lit the fire and slept in the bus. Passengers in groups of two, kept a watch around the bus in turns. (**Creativity**)

Because there was no water, Manu wrapped an oil-soaked cloth on the edge of a big wooden stick, lit it and made it a torch and with the help of this torch, risking his life he explored the forest until he found a waterfall, he came back with water. (**Bravery**)

The bus driver walked until he got a lift to reach to the nearest town to find a mechanic. Next morning the bus driver brought the mechanic, who repaired the bus. After the bus was repaired, all the passengers again started their onward journey. All the passengers praised Manu.

Manu was late for the competition. His clothes were soiled, but still he reached the location of the competition. (**Determination**)

The children started laughing at Manu, because his clothes were dirty and he was late. He explained to the other children about the bus journey and all the events related to it. Some children told him that no one will believe this story. They said to Manu that he should have said that he fell from an auto rickshaw. But Manu decided to tell the truth. (**Authenticity**)

Now, sir called his name and he went forward. They asked him the reason for his delayed arrival and asked about his clothes. He narrated the truth of what happened to him on the way. As soon as the teachers saw him with an eye of doubt, one elderly person came forward; he was one amongst his senior teachers.

Manu recognized him; he was also in the bus. He told everyone the way Manu provided leadership in the group. He also appreciated Manu's brave leadership to ensure safety and security of all the bus passengers. (**Admiring beauty and quality**)

Manu participated in the competition; though he was not able to win the prize, even then the prize distribution committee gave him a special prize. Manu felt grateful, thankful and blessed. This revealed to him, his ability of what he can do (**Thankfulness**)

Character traits- story 2:

Purnima was 14 years old and was studying in 7th class. She used to take much interest in her studies. Primarily she liked science and history. Whenever teachers teach a chapter of science subject, she tries to get more knowledge about that subject. On her own she would do some experiments. For example, when one teacher was teaching how the plants grow and how the seeds sprout, she planted some seeds in her garden, and she started observing how the plants grow. (**Curiosity, desire to learn and creativity**)

The students in her class were very noisy, often the teachers used to get disappointed due to student's lack of interest in studies. Purnima tried to talk to girl students about the importance of education and how studies has help to develop themselves and grow in life. (**Vision**)

Some of the girls understood what Purnima was talking about. Then one idea came to her. Teacher was teaching them from one chapter of the history book in which names of many kings were mentioned. Purnima gathered all the girls and on one chart paper she made a riddle, through which they can enact a play. Through this exercise they could guess the names of kings. (**Creatively group work and leadership**)

Thereafter, she revealed this play to her teacher. For thinking about this unique play and for their extra ordinary skill, the teacher praised them very much. (**Praising the excellence**)

The teacher decided to organize a competition for the students based on the science lesson. The teacher asked all the children to prepare one question from each lesson. The teacher said that he will use these questions to make a quiz. The students should know enough about these chapters and the winner will get a prize. (**Creativity and passion**)

Purnima was determined to win, and she studied very hard. She had fever but still she was studying. (**Determination**)

On the day of the competition, she was fully prepared to go to school, but her grandmother was sick. Her mother asked her to stay back home and take care of her grandmother. Listening to this Purnima was sad and she loved her grandmother much, thus she agreed to stay back home to take care of her grandmother. (Love, **compassion, kindness and self control**)

At a later date, the competition was held and Purnima won. In fact, last time when she was in the house, she was preparing the Science lessons and this was a great help for Purnima. For this opportunity she was much grateful. (**Gratefulness**)



Chapter III: Information for the facilitator (Self-awareness and change)

I. Types of self-awareness

Self-awareness is the foundation of emotional intelligence. It provides us with the ability to accurately recognize and understand our emotions, strengths, weaknesses, values, and motivations. It involves having a clear understanding of your emotional states, which allows you to manage your emotions effectively and to make conscious decisions. It takes courage to look at ourselves honestly. But it is worth. There are two types of Self-Awareness's:

- a. Internal self-awareness- how do you see the world. This is about seeing our own values, passions, aspirations, fit with our environment, reactions (Including thoughts, feelings, behaviors, strengths and weaknesses) and our impact on others.
- b. External awareness – how the world sees me. This is about understanding how other people view us , in terms of those same factors listed above

Self-awareness is the ability to recognize that you are separate from other people. At the same time, you assess your own thoughts, beliefs and feelings. To be self-aware means you can use your senses and experiences to understand your emotions and help you make future choices.

II. How to cultivate self-awareness:

Clarify your values, strengths and non-strengths by asking yourself:

- a. How clear am I about my values? What are the important values I cherish?
- b. How am I using these values in my day-to-day life?

III. How to enhance yourself awareness:

- a. Be curious about yourself- who you are? Remember our minds and bodies are territories for which we yet need a road map. Every person has some roads they do not wish to take and some roads they feel are worth exploring. How far you will go in your journey of understanding yourself depends on what you are ready to explore and experience.
- b. You become self-aware through a willingness to let go of defensiveness. On the other hand, you should exhibit openness of seeing yourself in a way that is different from what you have always assumed.

- c. Keep a journal and note what triggers positive feelings. Journaling is a great way to start this process of being mindful. Pay attention to your day. Ask yourself how you feel. For a positive feeling think about what may have triggered you to feel happy.
- d. Substitute screen time with people time. Science tells us that we need reflections to develop our sense of self in relation to others. As we spend more time alone and, on our devices, we miss this essential human mirroring. Lack of mirroring is apparent in our society in which there are rising cases of anxiety, lack of empathy and selfie craze.
- e. Ask others how they see you: We should learn how our loved ones perceive us. Talk to them and seek their opinion about yourself, this can help us bring into our awareness something that was previously invisible to us.
- f. If you are angry at someone, take third person's perspective to understand whether your anger is justified.
- g. Keep learning, the journey of learning never ends. Read and learn about the psychology and practice of self-awareness. Lots of material is available on this subject.

IV. Qualities of Self-aware people:

- ☐ Acknowledge their mistakes, and ask themselves how they can fix them.
- ☐ Interrogate why and how they think or believe something, instead of just taking it at face value.
- ☐ Understand when they hurt others, and attempt to make things right.
- ☐ See things from others' point of view, even if it seems incorrect.
- ☐ Recognize and understand their strengths and weaknesses.
- ☐ Are constantly growing as people.

V. Self-Awareness Assessment

The facilitator may use this assessment depending on the need and availability of time.

Consider each of the questions in the self-test below and decide if you Strongly Agree (5), Agree (4), Somewhat Agree (3), Disagree (2), or Strongly Disagree (1) with the statements made about the level of authenticity in your life.

No	Statement	Strongly agree-	Agree	Somewhat agree	Disagree-	Strongly disagree
1	I am clear about the essential elements that matter most in my life					
2	I enjoy getting out of bed most days and look forward to the day					
3	I have several close friends that I feel very comfortable with					
4	I currently have specific goals that I am working towards When something goes wrong, my					
5	first instinct is to take ownership rather than place blame					
6	I am able to accept feedback from others without feeling defensive					
7	I have clear boundaries, when necessary, that I openly communicate to others					
8	I stand up for what I believe in					
9	I am quick to admit a mistake when I realize I am wrong					
10	I am quick to give credit and recognize the efforts and successes of others					
11	When my mood or emotions change, I can identify what triggered the change					
12	People often describe me as empathetic					
13	I have hobbies or work in my life that I am passionate about					
14	I have control over my life					
15	I have a clear vision for my future					

VI. Scoring details:

Your answers to these 15 questions give you a snapshot of how self-aware you are at this moment in time.

- ☐ 66 +: Highly Self-aware
- ☐ 51-65 Self-aware
- ☐ 31-50 Discovering self-awareness
- ☐ Below 30 – Some focused attention is being called to your level of self-awareness

There is no right or wrong score. These scores will undoubtedly fluctuate depending on what is going on for you and what stage you are at in your life. Stressful situations like exams or tests, changes in a close relationship or even mood on a particular day can affect the outcome of this exercise on self-awareness.



Chapter IV: Information for the facilitator (Self-confidence)

I. Information about self-confidence:²

Self-confidence is the belief in one's ability to succeed and meet life's challenges. It involves a positive self-image, courage to take risks, effective communication, and resilience in the face of setbacks.

- ☐ Self-confidence involves a positive belief that one can generally accomplish what one wishes to do in the future.
- ☐ Self-confidence is important for accomplishing goals and improving performance.
- ☐ Self-confidence increases a person's general well-being and one's motivation which often increases performance.
- ☐ It also increases one's ability to deal with stress and mental health.
- ☐ People with high self-confidence are more likely to impress others, as others perceive them as more knowledgeable and more likely to make correct judgments.
- ☐ Self-confident leaders tend to influence others through persuasion instead of resorting to coercive means.
- ☐ People prefer leaders with greater self-confidence over those with less self-confidence.

II. Self-confidence and self-efficacy

Self-confidence is closely related to self-efficacy—belief in one's ability to accomplish a specific task or goal. Confidence can be a self-fulfilling prophecy, as those without it may fail because they lack it, and those with it may succeed because they have it rather than because of an innate ability or skill.

Abraham Maslow and others have emphasized the need to distinguish between self-confidence as a generalized personality characteristic and self-confidence concerning a specific task, ability, or challenge (i.e., self-efficacy). The term "self-confidence" typically refers to a general personality trait— in contrast, "self-efficacy" is defined by psychologist Albert Bandura as a "belief in one's ability to succeed in specific situations or accomplish a task".

²²<https://en.wikipedia.org/wiki/self-confidence>

III. Factors correlated with self-confidence

Various factors within and beyond an individual's control may affect their self-confidence. An individual's self-confidence can vary in different environments, such as at home or at school, and concerning different types of relationships and situations. When people attribute their success to a matter under their control, they are less likely to be confident about being successful in the future. If someone attributes their failure to a factor beyond their control, they are more likely to be confident about succeeding in the future.

IV. Children and students

In children, self-confidence emerges differently than in adults. For example, only children as a group may be more self-confident than other children. If children are self-confident, they may be more likely to sacrifice immediate recreational time for possible rewards in the future, enhancing their self-regulatory capability. Successful performance of children in music increases feelings of self-confidence, increasing motivation for study. By adolescence, youth who have little contact with friends tend to have low self-confidence. In adolescents, low self-confidence may be a predictor of loneliness.

In general, students who perform well have increased confidence, which likely in turn encourages them to take greater responsibility to complete tasks. Teachers affect the self-confidence of their students depending on how they treat them. Students who perform better receive more positive evaluation reports and have greater self-confidence. Characteristically low-achieving students report less confidence, while characteristically high-performing students report higher self-confidence. Extracurricular activities in school settings can boost confidence in students at earlier ages. These include participation in games or sports, visual and performing arts, and public speaking.

V. Self-esteem:

Self-confidence is not the same as self-esteem, which is an evaluation of one's worth. Self-esteem includes: self-worth, self-regard, self-respect, and self-integrity. If you have good self-esteem, you are most likely to have good self-confidence. Both the terms are interconnected as well as interdependent.

VI. Effects of low self-esteem/ confidence

Low self-esteem has been shown to lead to mental and physical health issues. It can also lead to unhealthy habits like smoking tobacco, alcohol abuse, or drug use. This can cause self-harm such as cutting one's body with sharp material.

Low confidence may lead people to make negative decisions about how they treat themselves or let others treat them. People may also make unhealthy choices or avoid situations and withdraw.

A low self-esteem can reduce the quality of a person's life in many different ways such as:

- ☐ Negative feelings
- ☐ Constant self-criticism can lead to persistent feelings of sadness
- ☐ Depression
- ☐ Anxiety
- ☐ Anger
- ☐ Shame or guilt.
- ☐ Academic stress
- ☐ Suicidal thoughts

Side Effects of low Confidence can be:

Headache, Nosebleeds, Insomnia (difficulty in sleeping), Erythema (skin redness), Nasal congestion (stuffy nose), Dizziness, Nausea, Dyspepsia, Hot flushes, Shortness of breath, Visual disturbance

VII. Characteristics of people with high/low self confidence

<i>characteristics of people with high self confidence</i>	<i>characteristics of people with low self confidence</i>
☐ Fearless, speak up openly	☐ Coward, keep silent
☐ Stand up for self-respect	☐ Does not Stand up for self-respect
☐ Take decisions on their own	☐ Depend on others to take decisions
☐ Positive thinking and positive behavior	☐ Negative thinking and negative behavior
☐ Can accept criticism	☐ Sensitive to criticism
☐ Take risks	☐ Does not take risks
☐ Good opinion about self	☐ Negative opinion about self

VIII. Reasons/effects of low self confidence

<i>Reasons of low self confidence</i>	<i>Effects of low self confidence</i>
☐ Believe that you are not very good	☐ Sickly mental health
☐ Negative thoughts about own body	☐ Downgrading oneself
☐ Feel helpless	☐ Feeling that you are not very good person
☐ Lack of confidence about your own ability	☐ Weak in social skills
☐ Compare yourself with others	☐ Bad performance in school
☐ Consider oneself Idealistic	☐ Participate in harmful practices such as taking alcohol, consuming drugs, gambling, and unacceptable sexual behavior.
☐ Negative criticism about oneself	☐ Blaming others about your failures.
☐ Constantly criticizing others	

IX. Improving self confidence**How self-confidence can be improved: some options and some suggestions**

- ☐ Learn to accept your strengths and weaknesses. Come what may, this is the only key to improve self-confidence.
- ☐ Learn to love yourself as a child of God (created in the image of God), ignore what others think about you.
- ☐ Accept your strengths and weaknesses and make a plan to reduce your weaknesses.
- ☐ Think about your strengths and make attempts to change your negative thinking. For example, I may not be good in singing but I can dance well.
- ☐ Avoid comparing yourself with others.
- ☐ Stop worrying about small things.
- ☐ Live a healthy life style. These suggestions can help you, such as doing exercise and other activities which you like and enjoy doing.
- ☐ Limit use of social media – sometimes social media can make you feel inadequate and you start comparing yourself with others.

Doing positive talk with oneself:

One of the best methods of improving your self-confidence or feel good about yourself is to do an exercise of positive self-talk. Thinking regularly about your strengths, virtues and achievements is good for your self-confidence.

If you are feeling difficult to think good things about yourself then try the questions written below which are helpful to engage in positive self-talk.

- ☐ What am I good at?
- ☐ What do I like about myself?
- ☐ What positive virtues do I have?
- ☐ What others like about me?
- ☐ How do my friends and relatives introduce me to others?
- ☐ Recently, for what I was praised?
- ☐ What virtues do I have which resemble with the person whom I like or respect?
- ☐ In what work I was successful?
- ☐ What are my achievements?
- ☐ What challenges have I overcome successfully?



Chapter V: Information For facilitator (Controlling strong emotions)

I. Sensing the emotions:

Have you ever experienced fear? Sometime or other, everyone experiences fear. Sometimes when listening to thunder and lightning, the heart of an individual may start beating fast. When the teacher announces the date of the test, then the students are stunned. After a test when it is time to get the report card, some students may find their palms sweating. Fear, anger, amazement, happiness and experience of love, all these are called emotions. In our life we experience these emotions in different ways.

II. Seven common emotions:

1. **Happiness:** It is a healthy state of mind which is due to positive emotions and their limit stretches from satisfaction to extreme happiness or joy.
2. **Fear:** This is a painful negative emotion which emerges from the potential danger. This is an essential way of living which is in response to apprehension of pain or danger. It includes an ability to sense danger and an ability to either face the danger or run away from the danger.
3. **Sadness:** This is an emotional pain which is linked to weakness, loss, hopelessness, helplessness, grief and anger. When people are sad, they stay silent, weak and immersed in emotions. Weeping is an indication of sadness.
4. **Anger:** It is an emotion which is related to a person's grief or demonstration of bad behavior towards that person or refusing to oblige the person or someone taking revenge etc.
5. **Getting surprised:** An unexpected event or a reality
6. **Love:** Love is an emotion of extreme affection and personal attachment. In philosophical terms love is an expression of human compassion, mercy and attachment. In many religions, love is the prominent teaching. We can also define love for oneself or for others as an action which depends on compassion or actions about others which are dependent on attachment.
7. **Realization of no emotions:** This is seen in general in those persons who are mentally sick or had an attack of paralysis.

III. Expressing emotions:

Expressing emotions is good for mental health however methods adopted by the individual to express emotions determine positive or negative outcomes. In our lives, we learn varieties of ways to express our emotions. In our society; the expression of emotions is often influenced by whether we are male or female. Like a child, both boys and girls weep to express emotions of sadness, fear and anger. As they grow in life, boys are taught that they need not to cry, and they should suppress fear. When they get angry, they are encouraged to be aggressive, but this is not acceptable for girls. Girls are trained to remain submissive and demonstrate behavior to control their anger. There is no restriction for them to show fear, sadness or cry. Just like this when the girls are harassed and molested, they are taught to bear the humiliation and should not show anger towards the culprits.

IV. Controlling the anger

Getting angry is a natural emotion which many people find difficult to control. It is often linked to other emotions such as jealousy, irritability etc. In many ways, anger is centered on others. Irritable or criticizing, using abusive language, (bad words), physical violence, breaking things, refusing to cooperate, these are some of the ways to show anger. Sometimes people get angry at themselves and the person can even harm himself or herself. The result of anger can be a spoilt relationship, even if it may be against self or against others. Anger is a natural emotion and there is nothing wrong in experiencing anger. But what matters is that when we get angry, we do not harm ourselves or others but learn to control anger before anger controls you.

V. Forgiveness - a great virtue!

Forgiveness is a primary virtue that helps us to come out of anger and hurt and sets us free. In clear words, Jesus said in the Bible, “forgive one another”, and your anger should subside before the sun goes down. If we have done something wrong, then we have to ask for forgiveness, and along with that we have to forgive others, if they have hurt us. This helps us to forget about that event which hurt us and help us to move forward. And knowing this we live in freedom, that even though we did wrong, we are forgiven.

VI. Steps to control anger

The facilitator is requested to know more about this method, use this example. One boy wanted to go with his friend to watch a movie. The boy's aunt was staying that night in his house and the boy's mother wanted him to stay home and help her. And now the boys start getting angry.

1. *Recognize the problem (know self)*

Ask yourself: What made me angry? What are my emotions and why I have become emotional? For example, in this situation, I am very angry with my mother, because she has asked me not to go to the movie and stay with her in the house. This is not good, Anger is your emotion, and you are getting angry because you will not be able to go to the movie.

2. *Generate alternative solutions:* Before getting angry, think about possible solutions: (self-control)

Here you wait for a minute so that you may get time to control your anger. This is the time when you started thinking as to how you will react, however before reacting you think about this. Ask yourself, what can I do, at least think about three alternatives, for example you can think:

Alternate no 1. I will complain to my mother and would stop my anger.

Alternate No 2. I will finish the work which she wants me to do and then seek her permission to go for the movie.

Alternate No 3. Just to give an excuse of helping them, I can go out of the house.

3. *Analyze alternative solutions:* Think about each solution (thinks calmly and well), here you can think about the repercussion on each solution.

Consider the result of these alternatives, what will happen? For example, alternative 3 will be a good alternative at this time but it is possible that you may really think about this, this can have a long-term impact about your bad intentions, and possibly your mother may complain about your tantrums and disobedience to elders.

4. *Choose the best alternative solution:* Take one decision, (choose one of your alternatives) here choose one of the three alternatives and act upon it. Look at the list and choose any one of the items which can be very effective.

Ask yourself: Which is the best alternative for me. Once you have chosen your alternative, and then is the time to act upon that

5. Take action or implement: If you have chosen alternative 2 i.e. “I will finish the work which she wants me to do and then seek her permission to go for the movie”. Then immediately start acting on this without wasting any time.

6. Examine your progress: Now you may have finished your action and the situation has changed, now spend some time to think as to how everything happened?

Ask yourself: How was my performance? Has it happened as I expected? If not, then why not? Am I satisfied with what I choose? When everything has finished then sparing some time to reflect on your actions is an important phase. To learn about self and to examine which technique works well in different situations is very helpful.

VII. Difference between emotions and feelings

This information is for the facilitator to understand emotions and feelings

A fundamental difference between feelings and emotions is that feelings are experienced consciously, while emotions manifest either consciously or subconsciously. An emotion is the physical reaction in your body as a result of external or internal change. For example, the sound of a loud bang could momentarily increase your heart rate. A feeling is your mental interpretation of what is going on in your body, triggered by the emotion. Thus this session will primarily reflect on emotions and feelings which will be of great value to the participants.

VIII. Make a list of Emotions people express in general

Emotions in Good event: e.g. Marriage, birthday, good marks in examination, bought a motorbike	Emotions in Bad Event e.g. Lost money, failed in examination, arguments with a friend

Table: 1



Chapter VI: Information for facilitator³ (emotional resilience)

Resilience and elementary school children (4-7 years)

Elementary school children may be starting to form new friend groups and participate in new activities as they come into their own. As they start to study subjects about the world outside of their homes, they look to teachers as well as to parents to make them feel safe and to help sort it all out.

Make sure your child has a place where they can feel safe, whether that is home or school (ideally, both would feel safe).

Talk to your children. When they have questions, answer them honestly and with reassurance that includes simple statements that let them know you are taking actions to keep them safe and are there to take care of them. Listen to their concerns and fears when they address them with you and let them know you are there for them.

When there is a situation outside of the home that is frightening, limit the amount of news your children watch or listen to. There is always the possibility that they misinterpret what they see or hear on the news. You don't need to hide what's happening in the world from your children, but neither do they have to be exposed to constant stories that fuel their fears. Check in on their understanding of what they have been exposed to.

Realize that extra stressors may heighten normal daily stresses. Your children might normally be able to handle a failed test or teasing, but be understanding that they may respond with anger or bad behaviour to stress that normally wouldn't rattle them. Reassure them that you just want what is best for them and that you are there for them.

Information for facilitator

Resilience and middle school children (8-12 years)

Even without larger traumas, middle school can be an especially difficult time for many children as they struggle to meet extra academic demands and avoid new social pitfalls. They look to teachers and friends as well as to parents to make them feel safe. At this stage children need empathy and help. Parents can talk with their child about their own feelings during times of extraordinary stress. Generally, children may be old enough to appreciate hearing about parent's own thoughts and feelings, but also the ways in which parents cope. Parents can share how the ways they cope are helpful, but also find techniques that may benefit the child.

³Views of American Psychological Association experts: Mary K. Alvord, PhD, Robin Gurwitch, PhD, Jana Martin, PhD, and Ronald S. Palomares, PhD

Information for facilitator

Resilience and high schoolers (13 to 18 years)

Teens are young and can feel the fear and uncertainty of both the normal stresses of being a teen, as well as events in the world around them. Emotions may be volatile and close to the surface during teen years and finding the best way to connect to teens can be difficult. Parents should talk with them whenever possible, even if it seems they don't want to talk. Sometimes the best time to talk may be when you are doing chores together, allowing your teen to focus on something else while they talk. When they have questions, answer them honestly but with reassurance. Ask them their opinion about what is happening and listen to their answers.

Find a place that your teen can create as their safe place, whether it's their bedroom or somewhere they find comfort. In high school, emotions can intensify, and rejection, taunting, or bullying can also be present. Your teen may prefer to be with their friends rather than spend time with you, but be ready to provide lots of family time for them when they need it and set aside family time that includes their friends.

Many teens are already feeling extreme highs and lows because of hormonal levels in their bodies; added stress or trauma can make these shifts seem more extreme. Be understanding of feelings and emotions, but also be firm when teens respond to stress with angry or sullen behaviour. Reassure your child that they will be OK and you are looking out for their best interest.

Traits promoting emotional resilience

Self-confidence

Self-confidence means feeling that you're able to succeed. It's a kind of courage that outweighs the difficulty of the task ahead of you, allowing you to face it with certainty in your ability to overcome it. Self-confidence can be useful in studies, appearing in examinations, participating in sports and other activities. This skill can help you to emphasize your own strengths instead of comparing yourself to others.

Optimism

Optimism allows students/youth to focus on the positive and imagine the good that can result from circumstances. For instance, you might feel that you use significant time and effort when studying. If you are optimistic, you feel not that you do not understand the subjects you study and your comprehension level is low. You know that with more studies, practice and experience, you can improve your ability and that the potential for improvement has no limit.

Flexibility

For a student, flexibility refers to the ability to handle study pressure without sustaining damage to the well-being. When you are flexible, you can adjust to challenging situations. For example, if your teacher asks you to prepare a speech at a short notice, flexibility allows you to better manage the stress of additional work of writing a speech.

Responsibility

Resilience is a tolerance against outside forces, so it's important that resilient persons believe their actions can counteract their circumstances. This sense of responsibility for their own behaviour contributes to a strong work and study ethic, motivating them to work hard since they know that their actions and responses to circumstances are among the things they can control.

Patience

Patience allows you to handle complications and discomfort with grace and control over your emotions. A patient person understands the importance of delayed gratification, knowing that tolerating discomfort now can lead to rewards in the future. Patience can help you ignore the emotional distractions that challenges may present and keep you focused on your studies.

Problem solving

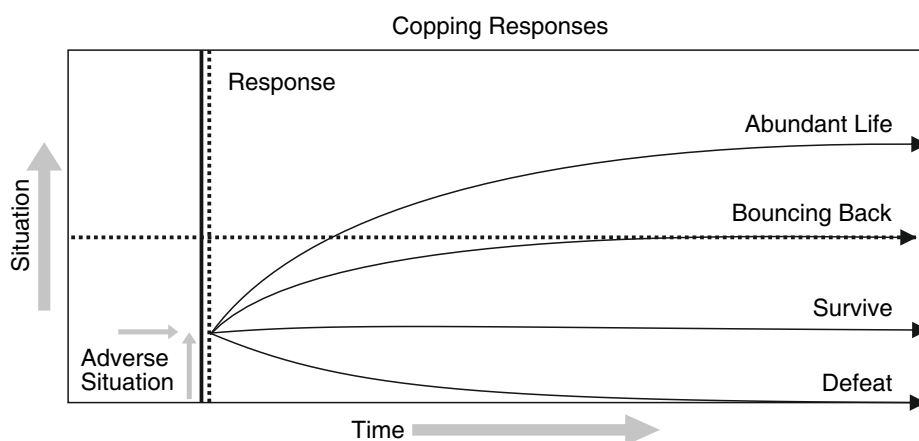
Having solutions to problems that arise can aid in resilience by resolving problems that may test your limits. Likewise, being proactively working to avoid potential obstacles, can naturally complement resilience, which often results from having extensive experience with challenging circumstances that require creative solutions.

Self-Awareness

Resilience involves being conscious of your emotional responses to challenges, which can lead to a deeper understanding of what brings you satisfaction and what causes frustration. Another factor of resilience is being aware of your own weaknesses and either avoiding them or looking for ways to work around them. This self-awareness can lead you to seek ways to improve yourself and your ability to handle stressors.

Some practical solutions to improve self-resilience (for students)

1. Recognize that you are in stress due to difficult or challenging situation
2. Acknowledge feelings of fear, disappointment, anger or frustration and try to verbalize and understand the causes
3. Remember past experiences of how you confronted challenging situations and how you overcame them.
4. There are always positive aspects of difficult or challenging situations, try to identify them and be grateful for them
5. Recognize that difficult times do not last and are bound to pass.
6. Avoid over thinking and consciously engage in fruitful and engaging activities of your interest.
7. Think of the virtues you have gained as a result of past difficult experiences.
8. Try to reflect about how the difficult experiences have shaped you as a person
9. Seek the advice and help of other persons who have a positive outlook and are supportive to you
10. Try to maintain a healthy lifestyle, diet and enjoy adequate rest.



Chapter VII: Information for facilitator (Stress Management)

I. *Stress and its symptoms*

Stress is a feeling of emotional or physical tension. It can come from any event or thought that makes you feel frustrated, angry, or nervous. Stress symptoms may be affecting your health, even though you might not know it. You may blame sickness for that annoying headache, your sleeping troubles, feeling unwell or your lack of focus at study. But stress may really be the cause. Stress can be positive in short bursts, such as when it helps you meet a deadline or avoid danger. However, long-term stress can lead to health problems, including: Digestive disorders, headaches, sleep disorders, anxiety, depression, and cardiovascular disease.

II. *Common effects of stress*

Stress symptoms can affect your body, your thoughts and feelings, and your behavior. Knowing common stress symptoms can help you manage them. Stress that's not dealt with can lead to many health problems, such as high blood pressure, heart disease, stroke, obesity and diabetes.

III. *What causes stress?*

- ☐ Feel under lots of study pressure.
- ☐ Face big changes in your life.
- ☐ Worrying about something, exams, results etc.
- ☐ Don't have much or any control over the outcome of a situation.
- ☐ Have responsibilities that you find overwhelming.
- ☐ Experience discrimination, hate or abuse.

IV. *Common Effects of stress*

On your body	On your mood	On your behavior
Headache	Anxiety	Over eating or under eating
Muscle tension or pain	Restlessness	Angry- outbursts
Chest pain	Lack of motivation or focus	Drug or alcohol misuse
Fatigue	Memory problem	Tobacco use
Stomach upset	Grumpiness or anger	Exercise less often

Chapter VIII: Information for facilitator (Positive upbringing)

Who gave the concept of parenting?

The American psychologist Diana Baumrind produced some of the most well-known research on parenting styles. Baumrind and many subsequent researchers focused on two important parts of parenting: responsiveness and demandingness.

Guidelines for good child upbringing

Rights of children:

In 1989, world leaders made a historic commitment to the world's children by adopting the United Nations Convention on the rights of the child. In India Rights of children includes:

1. Right to Survival
2. Right to education
3. Right to protection
4. Right to participation
5. Right to development
6. Right to health and well being
7. Right to identity
8. Right to expression
9. Right to safe environment
10. Right to non-discrimination

The Convention on the Rights of the Child has clearly documented that all children have certain rights so that they can develop to their full potential. Children have some specific rights in accordance to their special needs.

Children are human beings:

Children should not be considered as helpless objects of charity. They deserve respect and dignity. Children are also not the property of their parents.

Holistic development of the child

The Convention on the Rights of the Child has developed a specific vision for the child. This vision promotes holistic development of child. It is also recognized that child is an individual and member of a family and community.

Children with responsibilities

Along with rights the children have responsibilities appropriate to his or her age and stage of development. With this concept and understanding the emphasis is certainly focused on the whole child.

Quality of life of a child

The upbringing of children should be such that their dignity is not compromised in any way and in any form. Ensuring the well-being and development of children is most important. The quality of life should also be ensured for all children and it should not be a privilege of few children.

Dependency of children

The life of children begins with absolute dependency on parents and care giver. They rely on adults for nurture and guidance so that they grow with sufficient maturity and become independent.

Respecting views of children

At every relevant forum the views of children should be heard, respected and considered. This will not only contribute in the overall development of the children but it also helps make right decision for and on behalf of children which affect them now and will also affect them in the future.

Protecting children from negative impact:

The pace of changes taking place in the society is swift. Many times, these changes have a negative impact on the children. Transformation of family structure, climate change, digitalization, migration, shifting employment patterns, all these factors have strong impact on the children.

Future of society with healthy children

Healthy society is formed by healthy children. Thus, the well-being of children is crucial for the well-being of the society. The effects of disease, malnutrition and poverty threaten the future of children and therefore the future of the societies in which they live

Vulnerability of children is high

They are vulnerable to poor living conditions such as poverty, inadequate health care, nutrition, safe water, housing and environmental pollution.

Giving children good experience in early life

Various social research findings show that children's earliest experiences in life significantly influence their future development. Thus, good upbringing is an utmost importance in the lives of children.

Enabling children to express their views

The ability of children to express their views and opinions depend on various factors such as their age, capacities and maturity. In general, children do not share their thoughts voluntarily. Enabling children to express their views is a crucial element of the decision-making process.

Healthy childhood for better mental health

Children change and grow rapidly during early years. At this stage children need to be nurtured and loved by those caring for them and whom they trust. Thus, healthy childhood ensures better mental health lifelong.

Managing emotions through good upbringing

Parents and other caregivers are essential resources for children in managing emotional arousal, coping, and managing behavior. They serve in this role by providing positive affirmations, conveying love and respect and engendering a sense of security.

Developing good habits

At the growing stages children learn about themselves physically as well as their surroundings. Good habits are developed in the early childhood, which will shape the life of children. They need healthy meals, exercise, fresh air, and plenty of love to grow into resilient adults who can handle any situation.

Childhood shapes children's personalities

Children develop their taste and personality during childhood. The importance of childhood shouldn't be overlooked because this is where they learn, explore, and build memories.

Instill values through good upbringing

Instill morals, ethics, a sense of right and wrong, work ethic, and respect for others, faith, and an understanding of correct principles that will help them succeed and to help others to succeed in life.

Chapter IX: Information for facilitator (Adolescent Development – Growth & Development, Part-1)

I. Physical Development

Adolescence begins with **puberty**, a stage marked by a series of biological and physical changes that lead to sexual maturity. These changes are triggered by hormonal shifts in the body and can occur at different times for each individual, typically between the ages of 10 and 18.

Key Points:

- a. *Hormonal Changes*: The primary driver of physical changes during adolescence is the surge in hormones such as **testosterone** in boys and **oestrogen** and **progesterone** in girls. These hormones are responsible for initiating puberty and regulating growth and development.
 - In boys, testosterone leads to the development of facial hair, deepening of the voice, growth of muscles, and changes in the reproductive organs.
 - In girls, oestrogen and progesterone trigger breast development, the onset of menstruation and changes in body shape, such as widening hips.
- b. *Physical Changes*: As the body adapts to the increased production of these hormones, adolescents experience:
 - Growth spurts: Rapid increases in height and weight, which may cause feelings of awkwardness or self-consciousness as they adjust to their changing bodies.
 - Development of secondary sexual characteristics: These include the growth of pubic and underarm hair, the development of body odour, and, in boys, the growth of facial hair.
- c. *Sexual Maturation*: Boys begin producing sperm, and girls experience the onset of menstruation, which is the body's way of preparing for the possibility of reproduction.
- d. *Hygiene*: Increased sweating and the growth of body hair during adolescence make personal hygiene more important. Adolescents should be encouraged to shower regularly, use deodorant, and wear clean clothes.

II. Hormonal Changes and Their Impact

Hormonal changes during adolescence do not just affect physical growth but also have a profound influence on mental, emotional, and social development.

Key Points:

- a. *Mood Swings*: The fluctuations in hormones, particularly **testosterone** in boys and **oestrogen and progesterone** in girls, can cause unpredictable mood swings. Adolescents may feel irritable, anxious, or sad for no apparent reason, followed by periods of happiness or excitement.
- b. *Increased Emotional Sensitivity*: Hormones can make adolescents more sensitive to emotions, both positive and negative. They may experience stronger feelings of anger, love, frustration or jealousy. This can sometimes lead to misunderstandings or conflict with peers, family and authority figures.
- c. *Sexual Feelings*: As hormones related to sexual development increase, adolescents may start to experience sexual attraction and feelings of desire. This is a normal part of development, but it can also be confusing or overwhelming. Volunteers should provide a safe space to discuss these feelings openly and without judgment.
- d. *Impact on Mental Health*: Hormonal fluctuations can contribute to emotional and mental health challenges, such as anxiety or depression. Adolescents may find it difficult to regulate their emotions or manage stress effectively.

III. Mental Development

Adolescence is a period of rapid brain development, particularly in the **prefrontal cortex**, which is responsible for decision-making, impulse control and problem-solving.

Key Points:

- a. *Abstract Thinking*: As their brains develop, adolescents begin to think more abstractly. They start questioning established norms and forming their own opinions on various issues, from relationships to social justice.
- b. *Risk-Taking Behaviour*: Due to the ongoing development of the prefrontal cortex, adolescents may not always fully consider the consequences of their actions, leading to riskier behaviours.

- c. *Peer Influence*: Social circles become increasingly important and adolescents may prioritize peer approval over family approval. This can make them vulnerable to peer pressure, especially in situations involving risky behaviours like smoking, drinking, or other substance use.

IV. Social Development

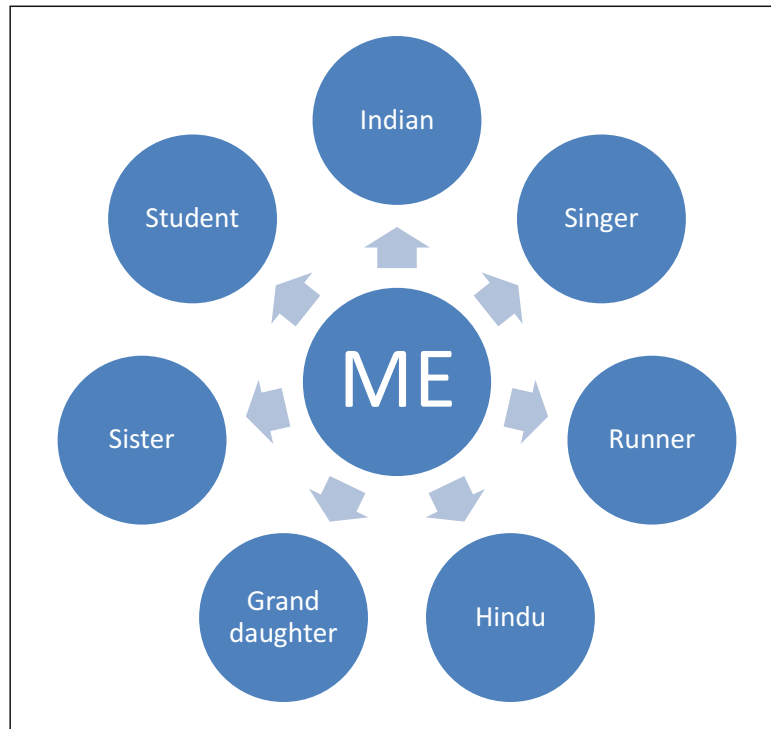
Social development during adolescence involves forming deeper relationships with peers and exploring one's identity.

Key Points:

- a. *Friendships and Peer Relationships*: Adolescents form close friendships that are central to their social lives. These relationships help them explore different aspects of their identity and provide emotional support.
- b. *Social Media Influence*: In rural areas, social media access may be limited, but where available, it plays a significant role in shaping adolescents' social experiences, often influencing their self-image and sense of belonging.
- c. *Identity Exploration*: Adolescents begin to form their identity, exploring values, beliefs, and personal interests. This process is critical for developing a sense of self that will carry into adulthood.

V. What Is an Identity map?

Identity map help students consider the many factors that shape who we are as individuals and as communities. An identity map is a diagram that individuals fill in with words and phrases they use to describe themselves as well as the labels that society gives them. Use identity maps to deepen students' understanding of themselves, sharing their own identity maps with peers can help students build relationships and break down stereotypes. In this way, identity mapping can be used as an effective classroom community-building tool. Examples of identities could include categories such as our role in a family (e.g., daughter, sister, mother), our hobbies and interests (e.g., guitar player, football fan), our background (e.g., religion, race, nationality, hometown, place of birth), and our physical characteristics.



Identity Map

VI. Difference between sex and Gender

Understanding sex

Sex refers to “the different biological and physiological characteristics of males and females, such as reproductive organs, chromosomes, hormones, etc.”

Understanding Gender

Gender is society's set of expectations, standards, and characteristics about how men and women are supposed to act. Gender refers to "the socially constructed characteristics of women and men – such as norms, roles and relationships of and between groups of women and men.



Chapter IX: Information for facilitator (Adolescent Development – Sex Education, Part-2)

Definition of sex education

“Sex education is Instruction in various physiological, psychological, and sociological aspects of sexual response and reproduction” (Leepson)

“Sex education is involving a comprehensive course of action by the school to bring about socially desirable attitudes practices and personal conduct on the part of children and adults that will best protect the individual as a human being and the family as a social Institution.”

Thus sex education encompasses all information including family planning, reproduction, (fertilization, conception, and development of embryo and foetus including child birth). This also includes sexual orientation, sexual pleasure, values, decision making, communication, dating, relationships, sexually transmitted infections and how to avoid them and birth control methods. Various aspects of sex education are considered appropriate in school depending on the age of the students or what children can comprehend at a particular point of time.

What sex education should include:

Sex education should include human development, Anatomy and pregnancy, Contraception and sexually transmitted diseases, and HIV. Sex education should also include social issues surrounding sexuality, including cultural norms, family life and interpersonal relationships.

In a survey, adolescents have suggested that sex education should be more positive with less emphasis on anatomy. It should focus on negotiation skills in sexual relationships and communication. The United Nations Population Fund (UNFPA) recommends “comprehensive sexuality education as it enables young people to make informed decisions about their sexuality”.

Understanding Reproductive Health

Key Points:

- ❑ **Anatomy and Physiology:** Adolescents should understand the basic anatomy of male and female reproductive systems, including how their bodies are changing during puberty and how reproduction occurs.
- ❑ **Menstruation and Menstrual Health:** Girls need to know what menstruation is, why it happens, and how to manage it hygienically. Boys should also understand menstruation to foster empathy and reduce stigma.
- ❑ **Fertility and Contraception:** It's essential for both boys and girls to understand how pregnancy occurs and the role of contraception in preventing unwanted pregnancies and sexually transmitted infections (STIs).

Consent and Healthy Relationships

Adolescents need to learn the importance of consent and recognize the signs of healthy and unhealthy relationships.

Key Points:

- ❑ **Consent:** Consent means freely agreeing to something and can be withdrawn at any time. It's essential for any physical or sexual activity.
- ❑ **Healthy Relationships:** Teach adolescents to recognize the characteristics of healthy relationships, such as mutual respect, trust, and communication.



Chapter IX: Information for facilitator (Adolescent Development – Good Touch & Bad Touch, Part-3)

I. Defining Good Touch and Bad Touch

.Key Points:

- **Good Touch:** Physical contact that makes a person feel safe and respected (e.g., a hug from a trusted family member).
- **Bad Touch:** Any touch that makes a person feel uncomfortable, scared, or violated (e.g., inappropriate touching by a stranger or acquaintance).

Guidelines for facilitator:

- **Touch Discussion:** Encourage an open discussion about what good and bad touch mean. Allow students to express their thoughts and concerns in a safe environment.
- **Body Boundaries Activity:** Ask students to visually identify areas of the body that are private and should not be touched without consent. On a large sized chart paper, the outline of a human body can be drawn and students can mark the relevant areas. Or use the good touch/ bad touch chart given below.

What to Do if You Experience Bad Touch

Children/Adolescents need to know how to respond, if they experience inappropriate touch.

Key Points:

- **Speak Up:** Encourage participants to speak up if they feel uncomfortable, even if the person involved is someone they know.
- **Seek Help:** Teach participants to seek help from a trusted adult if they experience bad touch.
- **Assert Boundaries:** Empower participants to say "no" and remove themselves from uncomfortable situations.
- **Trusted Adult Network:** Help students create a list of trusted adults they can turn to if they ever feel uncomfortable or unsafe.

My golden rules

1. My private parts are parts covered by my undergarments. I will use the correct names for them. No one can touch them nor can I touch other's private parts.
2. I will not keep secrets from my parents especially those that makes me uncomfortable, or if an adult has asked me to keep it a secret.

Conclusion

As a community mental health facilitator, you play a crucial role in guiding and supporting adolescents through one of the most transformative periods of their lives. By facilitating discussions on the distinction between good and bad touch, you help youth gain the knowledge and skills needed to make healthy, informed decisions. Remember to approach each topic with sensitivity, empathy and openness, creating an environment where every young person feels heard, understood and supported.

NAME: _____
CLASS: _____
DATE: _____

GOOD & BAD TOUCH

The areas marked in red are some body parts that others should not touch, colour the rest with the given colours.

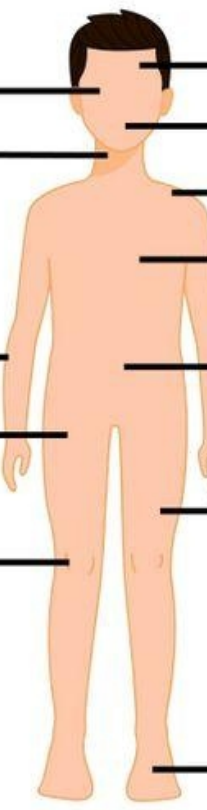
FACE ☐

NECK ☐

ARM ☐

BETWEEN LEG & BUTTOCKS ☐

KNEE ☐



HEAD ☐

MOUTH ☐

SHOULDER ☐

CHEST ☐

STOMACH ☐

PALM ☐

THIGH ☐

FEET ☐



You cannot touch me here.



Only my close ones can touch me here.



Anyone can touch me here



GOOD & BAD TOUCH

<https://eduaakar.blogspot.com>

Chapter X: Information for facilitator (Gender Equality)

I. Factors determining the sex of a child (boy or girl)

A chromosome is made up of proteins and DNA is organized into genes. Each cell normally contains 23 pairs of chromosomes.

The genes involved in sex determination are known as allosomes. Human beings have 23 pairs of chromosomes, of which 22 pairs are autosomes and only one pair are an allosome (sex chromosome) having the chromosomes XX (for female) and XY (for male)

Allosomes carry genes responsible for sexual characteristics. In female two allosomes are identical i.e XX. But in males both allosomes are different i.e XY. Allosomes also have significant role in sex linked inheritance.

The sex of the child depends on the male sex chromosome which is transferred to the offspring. This happens because males have a mismatched pair of sex chromosome XY which is responsible for deciding the sex of the child.

A baby's biological sex is determined by the two sex chromosomes in the egg and the sperm. Eggs always have an X chromosome, and sperm have either an X or a Y chromosome. Whichever sperm is the winner will penetrate and fertilize the egg, creating either an XX (girl) or XY (boy)

A sex chromosome is a type of chromosome involved in sex determination. Humans and most other mammals have two sex chromosomes X and Y that in combination determine the sex of an individual. Females have two X chromosomes in their cells, while males have one X and one Y.

II. Gender equality can be promoted in the community

Only through promoting gender equality we can establish a healthy and happy society.

- ☐ Youth can carry the message of importance of gender equality and talk about equal rights of men and women.
- ☐ The youth can practice gender equality at home as well as in the society.

III. Gender equality means progress in life

Gender equality means, while progressing in life, women and men have equal rights to participate in the welfare and development of the society as well as the country in accordance with their individual capability.

There can be numerous tensions due to gender inequality, if these tensions are not addressed on time it can lead to mental problems.

With the passage of time, we should change our thoughts and attitude based on gender, because due to traditional thinking in the past we have faced many difficulties. For example, impotency is considered a shameful thing for men and because of this many men commit suicide. Similarly, sterility among women is considered as a curse.

☐ Examples of gender discrimination

- ☐ Preventing or discouraging girls and young women from participating in traditionally male-dominated fields, such as science, math, and sports.
- ☐ Making comments that girls are not as good at math as boys.
- ☐ Being mis-gendered by classmates or by teacher.
- ☐ Being told by a teacher that they expect more of you because you are a girl or boy.
- ☐ Discriminating girls in education, child marriage, sexual violence, domestic work.
- ☐ An employee has lower pay than a colleague of the opposite sex with the same or equivalent work.
- ☐ Boys are more likely than girls to have maintenance chores like mowing the lawn or painting, while girls are given domestic chores like cooking and cleaning. This segregation of household labor tells children that they are expected to take on different roles based on their gender.
- ☐ From cooking and cleaning, to fetching water and firewood or taking care of children and the elderly, women carry out at least three times more unpaid household and care work than men. As a result, thousands of women and girls miss out on equal opportunities to attend school, engage in paid work or enjoy leisure time.

☐ **Women's rights⁴**

- ☐ The right to live free from violence and discrimination
- ☐ To enjoy the highest attainable standard of physical and mental health
- ☐ To be educated
- ☐ To own property
- ☐ To vote
- ☐ To earn an equal wage.

Difference between sex and gender⁵

Sex- Biological	Gender- Cultural
Different biological and physiological characteristics of males and females for example: reproductive organ, chromosomes and hormones	Gender refer to socially constructed characteristics of women and men such as norms, roles, relationships that society consider appropriate for men and women



⁴Amnesty International

⁵Robert stoller said: sex- biological, gender cultural

Chapter XI: Information for facilitator (Choices and consequences)

The facilitator is encouraged to make the session lively, creative and as engaging as possible. In general, the students make most of the choices based on their emotions. They may know or may not realize the consequences of their choices and how it affects others. When students make decisions, they're not just selecting an option, but also accepting the consequences of that choice. The decision-making process teaches them to take ownership of their actions and promotes accountability.

Encourage students to identify the problem they are facing. This helps them understand the context and the need for making a choice. Once the problem is identified, teach students to brainstorm and evaluate possible solutions. This can be done through class discussions or group activities.

Idea getting brainstorming:

Make a list of all options and while doing so at this stage do not evaluate the option. The evaluation inhibits the discovery of new and creative solutions. Make an exhaustive list of alternatives

Two essential ingredients of making good choices;

- ☐ Does this choice accomplish our purpose?
- ☐ Does this choice safeguard, what must be safeguarded (Values, morals, ethics etc)

Steps	Explanation
Step 1 <i>Determine what the issue is?</i>	Be specific when you want to write this. Your thoughts should be very clear about the real issue.
Step : 2 Gather information to make a choice:	Ask yourself as to what essential information you may require to help you understand the situation.
Step : 3 Define your life objectives	What precisely are you going to achieve?
Step 4: Generate alternative choices	How many different ways are there to address the issue

Step 5 : Judge the best alternative choice	This means which is the best option to address the issue to ensure good choice.
Step 6 : Accept the best alternative choice	In this stage you make plan to implement the choice you have selected.
Step 7: Evaluate the consequences	This is to determine how far the action solved the issue and how effective the solution was. Was it good or bad choice and the consequence



Process of making choices



Chapter XII: Information For facilitator (Substance abuse)

Substance abuse⁶

While anyone can develop problems from using drugs, vulnerability to substance addiction differs from person to person. While your genes, mental health, family and social environment all play a role, risk factors that increase your vulnerability include: Family history of addiction

Substance abuse refers to the harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs. One of the key impacts of illicit drug use on society is the negative health consequences experienced by its members.

Useful Information on substance abuse⁷

Many people don't understand why or how other people become addicted to drugs. They may mistakenly think that those who use drugs lack moral principles or willpower and that they could stop their drug use simply by choosing to. In reality, drug addiction is a complex disease, and quitting usually takes more than good intentions or a strong will. Drugs change the brain in ways that make quitting hard, even for those who want to. Fortunately, researchers know more than ever about how drugs affect the brain and have found treatments that can help people recover from drug addiction and lead productive lives.

The initial decision to take drugs is voluntary for most people, but repeated drug use can lead to brain changes that challenge an addicted person's self-control and interfere with their ability to resist intense urges to take drugs. These brain changes can be persistent, which is why drug addiction is considered a "relapsing" disease—people in recovery from drug use disorders are at increased risk for returning to drug use even after years of not taking the drug.

⁶ Information from Internet

⁷ National Institute on Drug abuse

What happens to the brain when a person takes drugs?

Most drugs affect the brain's "reward circuit," causing euphoria as well as flooding it with the chemical messenger dopamine. A properly functioning reward system motivates a person to repeat behaviours needed to thrive, such as eating and spending time with loved ones. Surges of dopamine in the reward circuit cause the reinforcement of pleasurable but unhealthy behaviours. Taking drugs, lead people to repeat the behaviour again and again.

As a person continues to use drugs, the brain adapts by reducing the ability of cells in the reward circuit to respond to it. This reduces the high that the person feels compared to the high they felt when first taking the drug—an effect known as tolerance. They might take more of the drug to try and achieve the same high. These brain adaptations often lead to the person becoming less and less able to derive pleasure from other things they once enjoyed, like food, sex, or social activities.

Why do some people become addicted to drugs while others don't?

No one factor can predict if a person will become addicted to drugs. A combination of factors influences risk for addiction. The more risk factors a person has, the greater the chance that taking drugs can lead to addiction. For example:

- **Biology.** The genes that people are born with account for about half of a person's risk for addiction. Gender, ethnicity, and the presence of other mental disorders may also influence risk for drug use and addiction.
- **Environment.** A person's environment includes many different influences, from family and friends to economic status and general quality of life. Factors such as peer pressure, physical and sexual abuse, early exposure to drugs, stress, and parental guidance can greatly affect a person's likelihood of drug use and addiction.
- **Development.** Genetic and environmental factors interact with critical developmental stages in a person's life to affect addiction risk. Although taking drugs at any age can lead to addiction, the earlier that drug use begins, the more likely it will progress to addiction. This is particularly problematic for teens. Because areas in their brains that control decision-making, judgment, and self-control are still developing, teens may be especially prone to risky behaviours, including trying drugs.

Can drug addiction be cured or prevented?

As with most other chronic diseases, such as diabetes, asthma, or heart disease, treatment for drug addiction generally isn't a cure. However, addiction is treatable and can be successfully managed. People who are recovering from an addiction will be at risk for relapse for years and possibly for their whole lives. Research shows that combining addiction treatment medicines with behavioural therapy ensures the best chance of success for most patients. Treatment approaches tailored to each patient's drug use patterns and any co-occurring medical, mental, and social problems can lead to continued recovery.

Points to Remember⁸

- Drug addiction is a chronic disease characterized by drug seeking and use that is compulsive, or difficult to control, despite harmful consequences.
- Brain changes that occur over time with drug use challenge an addicted person's self-control and interfere with their ability to resist intense urges to take drugs. This is why drug addiction is also a relapsing disease.
- Relapse is the return to drug use after an attempt to stop. Relapse indicates the need for more or different treatment.
- Most drugs affect the brain's reward circuit by flooding it with the chemical messenger dopamine. Surges of dopamine in the reward circuit cause the reinforcement of pleasurable but unhealthy activities, leading people to repeat the behaviour again and again.
- Over time, the brain adjusts to the excess dopamine, which reduces the high that the person feels compared to the high they felt when first taking the drug—an effect known as tolerance. They might take more of the drug, trying to achieve the same dopamine high.
- No single factor can predict whether a person will become addicted to drugs. A combination of genetic, environmental, and developmental factors influences risk for addiction. The more risk factors a person has, the greater the chance that taking drugs can lead to addiction.
- Drug addiction is treatable and can be successfully managed.
- More good news is that drug use and addiction are preventable. Teachers, parents, and health care providers have crucial roles in educating young people and preventing drug use and addiction

⁸National Institute on drug abuse

Meaning of dopamine

Dopamine is known as the “feel-good” hormone. It gives you a sense of pleasure. It also gives you the motivation to do something when you're feeling pleasure. Dopamine is part of your reward system

Explanation of drugs

Opioid: Heroin (Smack)

Stimulant: Cocaine

Marijuana: Charas, Ganja, Bhang, Cannabis.

Sedative: Benzodiazepines: A total of 30.6 million adults (12.6%) reported past-year benzodiazepine use—25.3 million (10.4%) as prescribed and 5.3 million (2.2%) misuse. Misuse accounted for 17.2% of overall use. Adults ages 50–64 had the highest prescribed use (12.9%). Benzodiazepine administration may lead to common adverse effects, including, but not limited to, respiratory depression, respiratory arrest, drowsiness, confusion, headache, syncope, nausea and vomiting, diarrhoea, and tremors.

Methamphetamine (Meth)

Methamphetamines are stimulants, a type of drug that lets people stay awake and do continuous activity with less need for sleep. These drugs are made as pills, powders, or chunky crystals called ice. Ice, nicknamed crystal meth, is a popular drug, especially with young adults and for those who go to lots of dance clubs and parties.



Chapter XIII : Information For facilitator (Making the Best Use of Mobile Phones) - Part-I & II

mobile addiction

A. Prevalence of Mobile Addiction in India

- **Current Statistics:** In India, mobile addiction among youth is increasing rapidly. A study by the National Institute of Mental Health and Neurosciences (NIMHANS) found that around **36.9% of adolescents in India** are spending 4-5 hours on their phones daily. The rates are higher in urban settings, but rural areas are catching up as smart phones become more affordable.
- **Why is this relevant to rural youth?** With the rise of affordable mobile data and access to social media platforms like Facebook, Instagram, and YouTube, rural youth are now equally at risk. For youth aged 15-19, mobile phones provide a sense of connection, but excessive use can be harmful.

B. Harmful consequences of Pornography

1. Impact on Brain Development

- **Altered Brain Chemistry:**
 - Pornography over stimulates the brain's reward system, leading to the release of dopamine (the "pleasure" chemical).
 - Over time, repeated exposure to such content can desensitize the brain, requiring more extreme material to achieve the same level of stimulation, potentially leading to addiction.
- **Impaired Cognitive Function:**
 - Excessive consumption can interfere with focus, attention, and memory. This can hinder learning and academic performance, making it harder for youth to concentrate on their studies or absorb new information.
- **Reduction in Self-Control:**
 - The brain's prefrontal cortex, responsible for decision-making and impulse control, can be negatively affected, especially in adolescents whose brains are still developing. This may lead to risky behaviors and poor decision-making.

2. Emotional and Psychological Effects

- **Addiction:**
 - Pornography can become addictive in the same way as drugs or alcohol, leading to compulsive consumption that interferes with daily life, studies, and social interactions.
- **Desensitization to Violence and Objectification:**
 - Graphic content, especially violent or degrading pornography, can desensitize viewers to harmful behaviors, normalizing aggressive or disrespectful attitudes towards others, especially women.
- **Emotional Dysregulation:**
 - Youth may experience mood swings, anxiety, or depression as a result of overconsumption. Pornography can lead to feelings of guilt or shame, particularly in rural settings where cultural norms may stigmatize such behavior.
- **Increased Loneliness and Isolation:**
 - Addiction to pornography often leads to social withdrawal, as individuals spend more time online and less time interacting with peers and family, which can deepen feelings of isolation.

3. Negative Impact on Relationships

- **Unrealistic Expectations:**
 - Pornography often portrays unrealistic, exaggerated, and distorted representations of sex, intimacy, and relationships, which can mislead youth about what healthy sexual relationships, should look like.
- **Difficulty Forming Healthy Relationships:**
 - Those exposed to pornography may struggle to build genuine emotional connections, as their understanding of intimacy becomes skewed. This can lead to difficulties in forming meaningful, respectful relationships.
- **Objectification of Others:**
 - Pornography promotes the objectification of people, reducing them to physical bodies rather than seeing them as individuals with emotions and thoughts, which can lead to a lack of empathy and respect in interpersonal relationships.

4. Development of Harmful Sexual Behaviors

- **Increased Aggression:**
 - Exposure to graphic and violent pornography can lead to increased aggression and the belief that violence or coercion is an acceptable part of sexual relationships.
- **Risky Sexual Behaviors:**
 - Youth who consume pornography are more likely to engage in risky sexual behaviors, such as having unprotected sex or engaging in sexual activities at a younger age. In rural areas where access to sexual education may be limited, this can lead to unwanted pregnancies or sexually transmitted infections (STIs).
- **Distorted Views on Consent:**
 - Pornography often fails to model consent, creating dangerous misconceptions about what constitutes mutual agreement in sexual relationships. This can contribute to unhealthy or abusive behaviors.

5. Social and Cultural Impacts

- **Conflicts with Cultural and Religious Values:**
 - In many rural settings, traditional or religious values may strongly oppose pornography. Exposure to such content can create internal conflicts in youth, leading to guilt or shame, and possible alienation from family or community.
- **Moral Disorientation:**
 - Continuous exposure to graphic content can erode moral judgment, making it difficult for youth to differentiate between appropriate and inappropriate behaviors, especially in cultures where open discussions about sex and relationships are uncommon.

6. Mental Health Consequences

- **Depression and Anxiety:**
 - Prolonged pornography consumption can lead to increased feelings of isolation, depression, and anxiety, especially if youth feel shame or secrecy around their behavior.

- **Body Image Issues:**
 - Pornography often presents unrealistic physical standards, which can result in body dissatisfaction or low self-esteem, as young people compare themselves to the people they see in pornography.
- **Reduced Motivation:**
 - Pornography addiction can drain motivation for other productive activities such as schoolwork, sports, hobbies, or socializing, leading to a decline in overall life satisfaction.

C. Cybercrime and Stalking

Overuse of mobile phones, especially in rural areas, exposes youth to significant risks such as cybercrime and stalking. By enhancing digital literacy, encouraging safe online practices, and ensuring parental or community involvement, rural youth can be better protected from these dangers. With the right tools, knowledge, and resources, they can enjoy the benefits of mobile technology while avoiding its potential pitfalls.

How to Avoid Cybercrime and Stalking

1. Digital Literacy and Awareness

- **Education on Cyber Risks:**
 - Schools and community programs in rural areas should provide digital literacy training, teaching youth about common cybercrimes (e.g., phishing, identity theft) and how to recognize suspicious activity online.
- **Understanding Privacy:**
 - Educate rural youth on the importance of protecting personal information online. They should be aware that sharing details like their address, school, or phone number on public platforms can put them at risk.
- **Recognizing Scams:**
 - Youth should be taught to recognize signs of scams, such as unsolicited messages asking for personal details or offers that seem too good to be true. They should be cautious about clicking on unknown links or downloading files from un-trusted sources.

2. Parental or Community Supervision

- **Monitoring Online Activity:**
 - Parents or guardians in rural areas should play an active role in supervising their children's online activities. This includes understanding the apps and websites youth are using and ensuring that privacy settings are correctly configured.
- **Parental Controls:**
 - Use parental control apps to limit screen time, block inappropriate content, and monitor online interactions, especially for younger children.
- **Open Communication:**
 - Encourage open discussions about what youth encounter online. Creating a trusting environment where they can share uncomfortable experiences is key to preventing harm.

3. Use of Security Tools

- **Strong Passwords and Two-Factor Authentication (2FA):**
 - Teach rural youth to create strong passwords and use two-factor authentication for social media, email, and other online accounts. This adds an extra layer of security.
- **Anti-virus and Security Apps:**
 - Installing reliable anti-virus software and security apps can help detect and block malware or suspicious activity on mobile phones.
- **Secure Wi-Fi and Data Usage:**
 - Encourage the use of secure Wi-Fi networks and caution against using public Wi-Fi for sensitive activities like online banking or shopping.

4. Safe Social Media Practices

- **Limit Sharing Personal Information:**
 - Youth should be mindful of what they share on social media, avoiding posting real-time locations, photos of their home, or other identifying information.
- **Set Profiles to Private:**
 - Teach youth how to set their social media profiles to private so that only trusted friends and family can see their posts and personal details.

□ **Block and Report Suspicious Users:**

- Encourage youth to block and report any users who make them uncomfortable or send inappropriate messages. Most social media platforms have tools to block and report users engaging in harassment or stalking.

5. Recognizing and Responding to Stalking

□ **Awareness of Grooming Behaviors:**

- Youth should be educated about how predators might try to gain their trust by pretending to be friends or mentors. They should be warned never to meet online "friends" in real life without parental guidance or supervision.

□ **Reporting Stalking:**

- If youth suspect they are being stalked or harassed, they should be encouraged to report it to a trusted adult or local authorities immediately. Many social media platforms also have reporting mechanisms for inappropriate or harmful behavior.

□ **Restrict Location Services:**

- Limit the use of location-sharing features on apps and social media, ensuring that these settings are turned off or set to only share with trusted contacts.

6. Legal Protections

□ **Knowledge of Local Cybercrime Laws:**

- Rural youth, parents, and community leaders should be aware of local laws related to cybercrime, cyber bullying, and stalking. Knowing their rights and available legal recourse can help protect them from online dangers.

□ **Reporting Cybercrime:**

- Local authorities or cybercrime cells should be contacted if youth experience cyber fraud, harassment, or stalking. Many countries have hotlines or online portals for reporting such incidents.



Chapter XIV :Information for the facilitator (Bouncing back)

I. Addressing every situation positively

Negative events will happen in each one of our lives, which many times seem like a failure. To gain victory over failure, disappointment due to negative events, we should develop a skill to deal with it. Inability to deal with negative events can start the cycle of failure. We can see negative events as an opportunity to learn and move forward in life rather than seeing it as a failure. By bringing changes in our behavior, in the event of failure we can change our thoughts from negative to positive. Not dealing with failure can give birth to negative feelings, such as making a suicide attempt, excessive consumption of alcohol or dropping from the school etc, As a result of these decisions, people at a later stage often express regret. Remember this saying; failure is the key to success. Dealing effectively with failure increases self-respect and confidence. Successfully dealing with each failure enhances emotional development, gives more in-depth understanding of events in life and boosts emotional maturity.

Successful people face failure by inventing options, finding solutions and moving forward by using it. To comprehend as to why you were a failure is important to improve yourself so that this failure is not repeated again. This is only possible when a person accepts failure as a challenge and with positive thinking emerges victorious over it. Failure can also be linked to long term stress in life.

II. Steps to deal with problems

When we face failure, then in order to solve the problems it will be useful to follow the six steps:

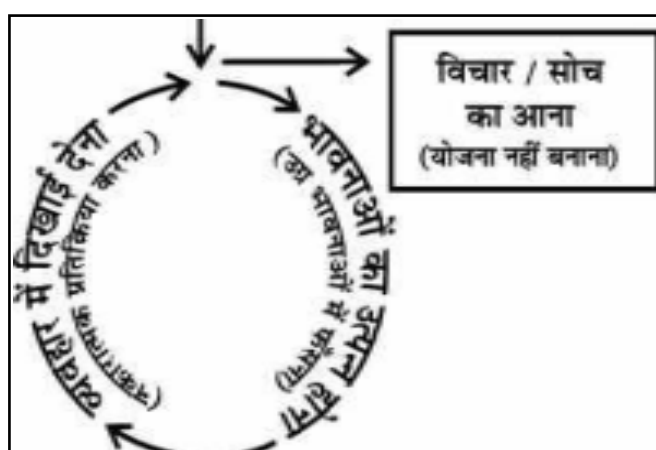
1. Identify the problem.
2. Define it as a problem which can be solved.
3. Think about varieties of possible solutions to solve the problem
4. Reflect on various possible results of each solution.
5. Choose one solution and work on it.
6. Examine the results, if needed repeat the same cycle.

III. How to rise above failure

1. Accept feelings and emotions. ...
2. Failure does not mean your life is going to be over. ...
3. Learn from failure and be constructive. ...
4. Find inspiration. ...
5. Don't give up. ...
6. Be passionate. ...
7. Surround yourself with positive people. ...
8. Avoid isolating yourself.

IV. Coping with failure

Failure can be an unpleasant and unwanted experience. It can come in different forms - not achieving the academic grades you hoped for, being unsuccessful in a job application, a relationship breakdown or a general setback.



The unsuccessful cycle diagram illustrates how individuals cope with adversity through a cyclical mental process involving emotions, thoughts, and behaviors. When emotions dominate, rational thinking is often sidelined, leading to reactive behavior. This emotional override can trap the person in the situation, preventing constructive action and resolution.

Figure 1 unsuccessful cycle

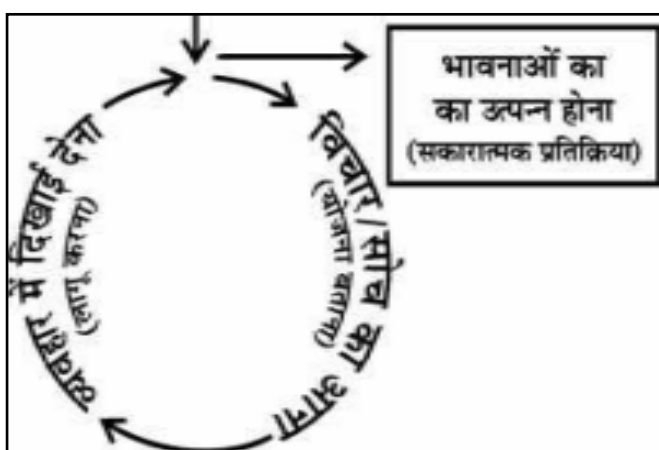
While undesirable, failure is also a normal and necessary part of life. Yet, many people will go to significant lengths to avoid failing because the emotions we can feel as a result can be so painful. Nonetheless, a fear of failure can hold us back from taking up the opportunities we might need to succeed - so, a more helpful approach is not to avoid situations that might lead to potential failure, but to change the way we perceive it.

When we fail, we can experience a range of uncomfortable emotions such as shame, disappointment, sadness, worry, anger, and embarrassment, amongst others. These emotions hurt and our instincts are often to escape from them by suppressing or avoiding them. While this can bring a short-term sense of relief, it does not resolve the issue which will usually show up again, or can get in the way of healthy processing of our emotions. Rather than struggling with our feelings, it can be more helpful to allow them to be. First, try to identify and label the emotion. Then, allow yourself time to experience it, remembering that failure is a part of everyone's life experience and actually, crucial to success.

Although painful, we can learn and grow from our past failures. Asking yourself, 'What can I learn from this experience?', or 'What useful information can I gain from this experience to take forward?' may prepare you better for the next challenge and foster resilience in the face of stress and hardship.

□ *Reflect on failure positively*

When reflecting on failure, it can also be helpful to perceive it from a growth mindset as opposed to a fixed mindset. A fixed mindset is when you believe that your qualities and skills are fixed, and therefore, cannot change no matter what you do (e.g., "What's the point in trying if I'm going to fail?"). In contrast, a growth mindset is when you believe that your qualities and skills can develop and improve with time and experience (e.g., "It's always good to try, failure is a learning curve. ").



The success cycle diagram shows how individuals cope with the adversity through a cyclical mental process involving of emotions, thoughts, and behavior. Here, despite emotional impact, the person prioritizes thoughts over feelings, enabling a constructive plan of action to resolve the problem. This thoughtful approach supports problem-solving leading to a more responsive action, rather than reactive behavior.

Figure 2 Success cycle

Once you have given yourself sufficient time to feel the emotions associated with the failure, show yourself kindness and care in the midst of it, reflect on the learning from the experience, identify areas for improvement. Then review your goals and create a plan for the future.

Failure isn't just a roadblock; it's a goldmine of lessons waiting to be discovered. When faced with a setback, take a step back and analyze the situation. What can you learn from this experience? Maybe it's a valuable lesson about your strengths and weaknesses. Perhaps it's a wake-up call to change your approach or strategy. The point is, failure is feedback. So listen closely and let it guide you towards a better, wiser version of yourself.

Failure is not the end of the world; it's just a detour on the road to success. Embrace failure with a "SO WHAT" mindset, learn from it, build a support network and set realistic goals. And don't forget to celebrate every win, because those victories will keep you going when the going gets tough. So rise above the setbacks and let failure become your greatest ally on the path to a better you.



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