

## Session 1

### Building Self Esteem, mental and emotional changes in puberty

#### Rationale

Self-esteem – an internal feeling of self – worth increases a person's ability to speak up for her/his rights, safety and dignity. It reduces a child's vulnerability to different kinds of abuse, including sexual abuse. This lesson plan works to help children develop their self-esteem and cultivate a positive attitudes about themselves and their bodies. Concepts like, "I am special" and "I am unique" based on their abilities and talents are intended to help children feel genuinely good about themselves.

Important information on rights to be shared with students. This knowledge could help strengthen the concept that children are special and that adults are supposed to protect them

#### Materials required

- Charts to introduce names of body parts covered with swim suit/undergarment
- Marker pen
- Any sticking substance (Blu Tac / double sided sticking tape / cello tape / board pins)
- Session 1 worksheets/charts

#### Note to Trainers

The module **has 8 sessions. Each session is for 60 - 90 minutes.** It is up to the trainer to further split the sessions as is suitable considering the attention span and specific needs of the children. **Lesson 3 and 4 have to be delivered separately for boys and girls.**

Additional activities for some concepts have been provided in the Annexure.

#### Objective of session 1

To impart and help children internalize the following messages:

**Core Message 1: Each one of us is unique and special. There is no one else exactly like me.**

**Core Message 2: I am the first protector of my body**

**Core Message 3: I can take pride in developing and taking care of my brain and body**

**Core Message 4: I can help my body be strong and healthy.**

## **Introduce self and the program**

### **Introduction:**

Introduce yourself and the program

This is a session on Personal Safety Education and I will help you explore about what is meant by “personal safety”. But first let us put down some rules that the entire group will agree to follow.

WE are all here to participate and learn.

What do you think will help you to feel comfortable participating in this session?

What could make this group uncomfortable for you or prevent you from participating?

These are some guidelines which will help us participate comfortably:

- Raise your hand before answering or sharing your thoughts.
- Wait for your turn to speak.
- Listen carefully when someone speaks.
- Brainstorm other ground rules and write them all on the board.
- Do not leave the place without permission.
- If any student has anything personal to share, please speak to the trainer individually after the session. During the session let our sharing include general experiences and examples only.
- Do not make fun of anyone when they share their personal thoughts or views, likes and dislikes. Respect each other.
- When any one breaks these rules, the group will decide on an action to stop it.

## **Tips for Trainers**

- It is important to establish ground rules and to repeat them whenever necessary for the smooth functioning of the session. However one must remember that children in the age range – 13-15 years are at a developmental stage that they might not be comfortable with instructions/rules. Hence it is important to give them ownership to create guidelines and follow them.
- Even if children have not given ‘right’ answers to the questions asked, you need to take all responses. A nod for answers given by each child can add validity to the contribution of the students.
- When answers are wrong or inappropriate, these should be discussed such that children realize why they are inappropriate. In this way children will not internalize incorrect responses as correct. Be aware of your facial expression and body language especially when incorrect responses are given. Children should not feel intimidated or rejected. This will prevent them from sharing further. Welcome each response.
- Encourage children to speak up and participate by saying "Thank you for bringing that out/ pointing that out. Let us have more response”
- Incorporate a lot of hand gestures and voice modulation to capture the interest of the students.
- It would be advisable to keep your language simple and also to intersperse some words from the local language during your session as it will help students feel comfortable and understand concepts better.
- With this age group, the role of the trainer is of facilitating the session rather than leading it.

### **ICE BREAKER (Human Bingo)**

Students respond to 9 questions with 'Yes/No' answers in a grid. They then walk around the room trying to find people whose answers match theirs. They have to find one person with the same answer for each question, and write their name in the box.

Whoever finds 9 people with matching answers first, shouts Bingo and is declared the winner. The activity highlights that they all have a lot in common by way of feelings, habits and experiences.

**The grid is provided in the Annexure 1:1**

### ***Material Required***

Marker pen, Blu Tac / Board pins /  
Double sided sticking tape / Cello tape  
Worksheet : Human Bingo for all  
children.

### **Tips for Trainers**

The activity highlights that they all  
have a lot in common by way of  
feelings, habits and experiences

## Setting the context: We know our Rights

Concerned adults all over the world and in India want children to be safe, happy and healthy. They have formed rules for child safety and I have come from one such group of concerned adults to talk about child safety and child rights.

What are rights?

A right is something that a person “must” be provided with, something essential for his/her Survival, Protection and Development.

Do you think children have any rights? Give time for students to respond.

“Rights” are things every child should have or be able to do. All children have the same rights. All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. There are four broad classifications of these rights. These four categories cover all civil, political, social, economic and cultural rights of every child. There are four broad classifications of these rights. These four

There are 4 basic child rights:

**Right to Survival:** A child's right to survival begins before a child is born. According to Government of India, a child life begins after twenty weeks of conception. Hence the right to survival is inclusive of the child rights to be born, right to minimum standards of food, shelter and clothing, and the right to live with dignity.

**Right to Protection:** A child has the right to be protected from neglect, exploitation and abuse at home, and elsewhere.

**Right to Participation:** A child has a right to participate in any decision making that involves him/her directly or indirectly. There are varying degrees of participation as per the age and maturity of the child.

**Right to Development:** Children have the right to all forms of development: Emotional, Mental and Physical. Emotional development is fulfilled by proper care and love of a support system, mental development through education and learning and physical development through recreation, play and nutrition.

In these sessions we will be learning how to keep ourselves and our body safe. The reason why we should learn about keeping safe is because we are very special.

## Tips for Trainers

- Make use of gestures and actions while explaining the rights.
- There might be children who can share that their rights has been violated.
- Validate their feeling. Explain that it is the responsibility of adults to ensure that children’s rights are protected. Some adults may not do their duty and may actually violate children’s rights. The shortcoming is that of the adult. As a child you can approach other adults and report the violation and get help – that is, until the abuse stops.
- You may also meet the child after the session
- If the matter concerns people you have access to, state that you will address the matter with those people. After the session take appropriate steps and inform the child about the steps you took when you meet next.

## Material Required

Marker pen, Blu Tac / Board pins / Double sided sticking tape / Cello tape

## Advance Preparation

Write the rights in a clear print on a chart to put on a flannel board.

**Core Message 1: Each one of us is unique and special. There is no one else exactly like me**

Each child is different from the rest; their likes and dislikes are very different, some of them may like music, others like dancing or drawing, acting or sports. Even in music or dance there is so much of variety, while some may enjoy Indian while others may be fond of western or fusion. Everyone has different beliefs, different personalities, choices, qualities, thoughts and different people handle situation/s differently. No two individuals are exactly same. Because there is no one like them, each one is unique and special. (All individuals' even adults are unique and special).

Another important thing that makes them unique is their body. Although all of us have similar body parts and each part has similar systems and functions like the digestive system (that includes stomach, intestines etc.) is responsible for digestion of food, nervous system (neurons and nerves, brain) sending and receiving messages and so on, yet the way these processes take place varies from child to child. For e.g., some children eat more than others and have a higher metabolic rate while some have a low metabolic rate; both have the same digestive system and same process but their body behaves differently. This is what makes our body - unique and special. It enables us to do so many things and contributes to our identity (our face, stature, appearance, the way we carry ourselves along with our behavior and attitude contribute to form our identity) making us unique/different to everyone. That is also one of the reasons why we need to take care of our bodies, dress well, maintain hygiene and protect it from any kind of hurt or danger. Our body is an amazing machine and it keeps growing and changing depending on a lot of factors like age, eating habits, environment, etc.

**Tips for Trainers**

- Steer the discussion for 'differences' by using the following pointers : Likes & Dislikes, Beliefs, Personalities, Qualities, Thought Patterns, Hobbies, etc.
- It is possible that some children will answer that they are not special /important (because they don't do good in studies etc./no body loves them) or that their parents/relatives do not consider them special. In such a scenario it would be advisable to ask them the reason for thinking like that and then rationalizing with them and bringing out their positive traits. This should be tackled in the session itself as there may be other children who feel the same but have not vocalized their feelings. You may say "If someone is not able to see the red colour of a rose it does not take away the redness from the rose. Similarly if someone is not able to see your qualities, it does not reduce your worthiness."
- You may also meet the child after the session
- Be in touch with children's realities. Avoid examples with parents if you working with orphaned children.
- Refer to Annexure for additional or alternate activities.
- It will be beneficial to ask students to repeat the following statements:  
I am special and unique  
I now know that I have rights.

**Key Message to Communicate**

Children need to realize that physical differences alone do not make us special or unique. What makes us truly unique and special are our mental attributes, our personalities and ideas.

## **Core Message 2: I am the first 'care taker' / protector of my body**

Methodology: Who takes care of your body? Who is the first protector of your body?

Suppose you are walking home from school or playing outside and you fall and get hurt? Who will take care of your body? Who is the boss of your body?

Discussion: Ask for responses and discuss. Yes, parents/guardians/caregivers, doctors or teachers will take care of us when we are hurt, but how will they know that you are hurt?

Who will know first that you got hurt? Because parents, teachers/ doctors are not there with us all the time. Who is with us all the time? Who will come to know that you are hungry, happy or hurt first? Yes! It's YOU.

You will come to know first because 'My Body is telling me that it is hurt and that I need help'.

Methodology: Who is the boss of your school? In the same way, who is the boss of your body?

Discussion: You are the boss of your body. It is you who ensures the protection and safety of your body.

We all have a body and it is our body. If anybody or anything hurts us, we can feel the pain but others cannot understand that. So it is our body and we are the boss of our body. Can I tell your hand to write for me or play for me? If I feel tired can I tell your body to rest for me? No. So can we say that we are the boss of our body. Also our body helps us to do so many things like to play, to eat, to do other things of our daily work. So can we tell that we all are the boss of our own body? Do you think your special and unique body belongs only to you? Give time for students to respond.

This means that you are the boss or leader of your body.

You and only you. Not your teacher/superintendent/parents/guardians/caretakers.

**Write "I am the Boss of my Body" on the board.**

Make the students repeat after you: **I am the boss of my body**

## **Material Required**

Your bag, purse or any other object that can be easily identified as belonging to you which can be used to demonstrate that you are the boss of it.

## **Tips for Trainers**

- Refer to Annexure for additional or alternate activities for this section.
- Some Children ones might say that their parents/guardian/caregiver are the boss of their body. Rationalize with them as to who feel hurt when he/she falls down or who feels good after having water/food when thirsty/hungry? It's only you and not your caregivers.
- If any child says that they do not feel their body is personal to them, trainer can ask why do they have a bath, wear clothes suitable to the climate, have medicines when they are sick? They do so because their body belongs to them and they need to take care of it in order to be healthy.

## **Making Connections**

If students are able to identify that their body belongs only to them, they will be able to confidently decide on who should be allowed to touch them and in which situation.

**Core Message 3: Changes in my body and brain are making me ready for adulthood.**

Methodology: What are the emotional and mental changes you are experiencing? Are they any different from when you were in 4th or 5th std? List their responses.

Then summarise their responses and explain.

An adult is a person capable of survival and reproduction. Human beings live in groups - this requires an ability to procure food, find shelter, protect oneself from predators and other dangers, find a mate and live harmoniously within a group.

**Emotional changes:** Feeling of independence, strength, ability, courage, extra awareness and consciousness about our body, attraction towards another person, mood swings, etc.

**Mental changes:** Eagerness to learn new things, to grow in different areas, social skills, ability to think for oneself, form one's own opinions. All this is helping in developing your identity, decide which values are important for you to follow and are leading towards adulthood.

**Sexual feelings:** feelings of attraction towards another person, because the body is getting ready for reproduction.

**Tips for Trainers**

- In most cases, while discussing the names of the genitals children will feel shy, awkward and embarrassed. This will in most cases result in giggling or covering their eyes, etc. At such a time please realize that it is a natural way for the students to react in this manner. It would be advisable to let the students vent out their initial reaction before moving on to say that all the parts of our body are natural and normal and important to all human beings. Just as we do not laugh when we talk about the eyes, ears or fingers, in the same manner there is no need to laugh about these parts.
- Children can sense non-verbal cues very well and hence you should not display any signs of awkwardness or nervousness while naming the genitals. It would be good if you practice saying the names of the different private body parts for a few days before the session so as to develop confidence and break any mental block that you may be having.

Why does change takes place (Explanation for change)

(1) **Need for independence:** An adult needs to make/take decisions. So at this juncture, there is this need for independence that comes up. When you were 4 years old, it was ok for your parents/caregivers to tell you when to study, what to wear, where to go/not go. Is it ok now? At this point of time you decide when you want to study, how to study, who your friends are. Give examples from real life so that they can relate . Because you are training yourself to be an adult and you are forming your own identity.

(2) **Mood swings:** It is mostly determined by hormonal changes and is normal.

(3) **Increase in anger/ aggression:** Could be because you are denied independence; due to confusion about what you really want to do; because you are trying to find your own identity.

(4) **Risk taking / courage:** Exploration and testing of your boundaries are important part of forming your identity, knowing what you are capable of, so that you can move into independent adulthood (give example of puppies moving away from mother and going out own their own once they start growing up).

What are the challenges of risk taking in today's time and space?

Today, the situation is not same as it was in ancient times. For example in stone age groups of adolescents would get together and start venturing out on their own for hunting and gathering of food on foot. Today they have speeding bikes which brings in their set of challenges.

(5) **Importance of peer group:** We are social animals and cannot live alone. As we grow up we need the company of people our age, so we start developing them now. We will work with them, we will marry a peer and we will need them in our leisure time too. Hence the need to be accepted in a group, to belong to a group and to be appreciated by the group members. This could lead to us doing things we do not really want to do due to pressure of peer group members.

(6) **Sexual desire and attraction towards another person:** When the body gets physiologically prepared for reproduction, unless there is attraction, there cannot be sex and babies.

What to do? Feelings vs action.

Feelings arise naturally. Feelings of attraction towards another person is perfectly normal. A feeling can be expressed or acted upon in many different ways.

Actions are visible to people. Actions have consequences. Every feeling need not be acted upon. Managing feelings is choosing the actions and ways of expression after thinking about its possible consequences. Bring in responsibility while acting and managing emotions.

What attracts girls, what attracts boys? His hairstyle? Her eyelashes?

List their responses - Bring in the need to look for qualities and behaviour and intelligences in a person – and not looks. We do not make our bodies. A person's human potential is seen in his/ her behaviour, skills and creativity.

**Refer to Annexure 1:2 for the Activity 'Expressing Love Safely'**

#### **Core Message 4: All of us have multiple intelligences**

Ask Children: How many of you think you are intelligent? What do you think an intelligent person needs to be good at?

Then distribute and /or discuss the multiple intelligences

#### **Refer to Annexure 1:3 for the Multiple Intelligence sheet**

Discussion: There are nine types of intelligences. All of us have all the intelligences developed to different extent. Everyone is intelligent in some way or the other. Each one of us has 9 intelligences. Some of us are more intelligent in some areas than others. But we can develop our intelligences in each of these areas and increase our intelligence in them by practice. Each of these intelligences can make us excel and also make us earn a living. An example of a student is getting 30% and another is getting 60% in a subject over the year. With practice both can do better. 60% may start getting 90 or 100 % but it would be v difficult for the one getting 30% to reach 90%, she may reach 50 or 60%. This is because of the basic architecture and efficiency of the brain area dedicated to that intelligence.

#### **Material Required**

Carry Multiple Intelligence test Sheets for all children.

#### **Tips for Trainers**

If children cannot read, ask them to raise their hand as you read out each sentence. Ask them to note down how many times they raised their hand for each of intelligence.

### **Concluding the session:**

Each one of us is unique and special. There is no one else exactly like me. I can take care of my body by eating healthy foods, playing, exercising and sleeping well. I can also develop my abilities and talents and build my personality.

Game: Activity: Imagine there is a blackboard in front of you, with something written on it. You have to erase the blackboard, but do not have a duster. Now, try to rub the blackboard with your hands. This is followed by other body parts- right foot, elbow, forehead, knee, back, buttocks. (This activity is to help the teenagers to talk about their body parts freely. Discuss why we feel free to talk about some body parts and not about others. Stress importance of each body part. There is no shame or anything embarrassing about any of our body parts).

### **Summarize and review key messages:**

Ask children to share what they learnt today in the session

Reiterate:

**Core Message 1: Each one of us is Unique and special. There is no one else exactly like me.**

**Core Message 2: I am the first protector of my body.**

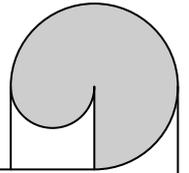
**Core Message 3: Changes in my body and brain are making me ready for adulthood.**

**Core Message 4: All of us have multiple intelligences**

I came here to help you learn more about yourself, how you interact with others and how to be safe. I will come again and we will learn some more things.

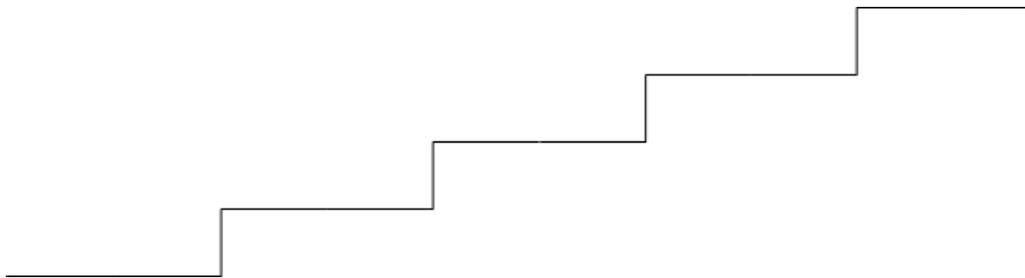
**Annexure 1:1 Grid – Human Bingo**

<p>I feel confused about things and don't know who to talk to Yes/No Matched with: _____</p>	<p>Sometimes I forget to brush my teeth Yes/No Matched with: _____</p>	<p>I like to look at myself in the mirror Yes/No Matched with: _____</p>
<p>Occasionally I feel pressured to do things because everybody is doing them Yes/No Matched with: _____</p>	<p>I sometimes cry a little when watching sad movies Yes/No Matched with: _____</p>	<p>I skipped breakfast this morning Yes/No Matched with: _____</p>
<p>I sometimes feel like no one understands me Yes/No Matched with: _____</p>	<p>There is someone whom I like and want to spend time with Yes/No Matched with: _____</p>	<p>I feel happiest when I'm with my friends Yes/No Matched with: _____</p>



### Expressing Love Safely

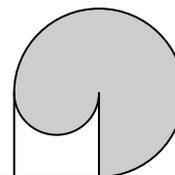
Starting from the least risky, list down sexual activities that teenagers might engage in with their partners. Till which step on this ladder would do you feel prepared, and physically and emotionally safe? Put a mark at the step to define your current boundaries.



What can be the other 'safe' and healthy ways to express love for your partner?

**Students may mention examples like**

- hugging often and for long
- talking openly about feelings
- cuddling
- sending love letters, notes, emails



### **Multiple intelligences**

Scientists believe that we have various kind of intelligence. All intelligences are present in every individual, though some intelligence is better developed than others.

Check out your true unique mixture of intelligences. Read the statements in each section. Tick the statement that is true for you. Count the number of ticks and write it next to the intelligence in the space provided.

#### **Good with Words: Linguistic Intelligence \_\_\_\_\_**

- . I like reading books
- . I enjoy word games like scrabble, crosswords.
- . I enjoy rhyming words and can easily remember the words of the songs.
- . I use unusual and difficult words in my writing / speech.
- . I like debating and extempore talks.
- . I write stories, essays or poems.
- . I can learn a new language easily.

#### **Good with numbers and science: Logical/ mathematical intelligence \_\_\_\_\_**

- . Math and science are my favorite subjects
- . I count numbers easily in my head.
- . I am interested in scientific discoveries.
- . I enjoy puzzles.
- . I like to find out reasons for various things
- . I like making working models of things
- . I enjoy doing research & finding out information on topics.

#### **Good with arrangement and placement of objects: Spatial Intelligence \_\_\_\_\_**

- . I love jigsaw puzzles
- . I like to draw, paint, or doodle and make posters.
- . I am good with following and giving directions to reach a place.
- . I find it easy to read graphs, pie charts, bar diagrams.
- . I like books with lot of pictures.
- . I can imagine things clearly in my mind.
- . I enjoy origami (Paper folding to make objects)

**Good control over body movements: Bodily Kinesthetic Intelligence \_\_\_\_\_**

- . I like to walk up and down while thinking or studying.
- . I enjoy dance and dramas
- . I use my hands and body while talking.
- . I enjoy taking part in sports.
- . I like activities like- model building, craft and other indoor physical activities.
- . I like playing outdoor games.
- . I don't like to sit still for long periods of time.

**Good with Music: Musical Intelligence \_\_\_\_\_**

- . I enjoy learning poems by singing them.
- . I play a musical instrument.
- . I listen to music often.
- . I can tell when a song is not in tune.
- . I like to make my own musical beats by tapping or humming.
- . I often hum or sing while reading, studying, walking
- . Music cheers me up.

**Good with people: Interpersonal Intelligence \_\_\_\_\_**

- . I make friends easily
- . I enjoy group games like carom, cards, monopoly.
- . I prefer playing with my friends rather than spending an evening by myself.
- . I like to study in a group rather than study alone.
- . I prefer to talk about my problems with my close friends or family instead of keeping them to myself.
- . I can easily make out when my friend is feeling very sad.
- . I like to cheer up my friends.

**Feeling good about myself: Intrapersonal Intelligence \_\_\_\_\_**

- . I like myself
- . I am happy with my body
- . I prefer to take care of my feelings and problems by myself rather than discuss it with others.
- . I have a favorite place in the house where I like to be by myself.
- . I think I am confident and intelligent.
- . I do my homework by myself without being told.
- . I can make a time table for myself and follow it without pressure from my parents.

**Love for Nature: Naturalistic Intelligence** \_\_\_\_\_

- . I prefer being outdoors than sitting inside.
- . I know names of different plants / birds / insects.
- . I like planting, watering and taking care of plants.
- . I like nature walks and treks.
- . I would like to take up a job that involves being with animals or plants.
- . I like to help animals that are hurt or sick.
- . I enjoy looking at trees, flowers, sunset, fish, etc.

**Belief in universal power: Spiritual Intelligence** \_\_\_\_\_

- . I believe in the power of the universe.
- . I know that the universe has tremendous energy.
- . My energy is a part of the universal energy
- . I wonder about GOD.
- . I think everything has not been explained by science.
- . I often follow my gut feelings.
- . I pray.