

## Session 1

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

#### Rationale

Starting the sessions with positive, encouraging messages about them as individuals and making them feel good about their bodies will allow for the setting of a productive and open platform for the teens to voice their questions and doubts.

Self-esteem plays a very important role in deciding vulnerability of children. The higher the self-esteem the lower is the vulnerability to different kinds of abuse, including sexual abuse. This lesson plan works to help children develop 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.

#### 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 Worksheets/certificates

#### 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. **Session 3 and 4 need to be taken separately for boys and girls.**

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

#### Objective

At the end of the session 1 the children will internalize:

**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**

## **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:

Set ground rules and agreement on confidentiality

Ask if the participants agree to:

1. Participate actively and share my questions, feelings and doubts.
2. Listen patiently to what my classmates have to say
3. Respect others’ opinions even when different from mine
4. Not talk about details shared by others outside the workshop
5. Not make fun of any person or put anyone down
6. Be honest in what I say
7. Follow instructions

If everyone agrees then we can all have fun and make these sessions a happy learning experience!

## **Tips for Trainers**

- It is important to establish ground rules and to repeat them whenever necessary for the smooth functioning of the session.
- As children in this age group will like to lead – Make a Captain/boss of the session who ensures that all ground rules are followed. Rotate it every day.
- 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 stated in order for children not to internalize incorrect responses as correct.
- Praise children who have answered correctly or are on the right track by using words like, “very good 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 get comfortable and understand better.
- With this age group, your role is that of a facilitator and not a teacher.

### **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.

**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 and encourage them to talk to you post the session.

## 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.**

Begin with talking about how each of them 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 behave 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.

**Refer to Annexure 1:2 for additional or alternate activities on Self Awareness**

**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. However, consider whether this should be tackled in the session itself or you should take note and find the child post the session to discuss this.
- **Refer to Annexure 1:2 for additional or alternate activities.**

**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 combined.

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

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 takes care of your body, take decisions about what you do or not do, what you eat or not eat, etc.

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

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

**Tips for Trainers**

- Some Children might ask that though they have learnt they are the boss of the body they are not allowed to take decisions regarding what they eat/wear etc. Affirm children, validate their feelings and rationalize with them as to why there can be exceptions.

**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 standard? 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.

**Refer to Mind Map provided in Annexure 1:3**

**Tips for Trainers**

- In most cases, while discussing sexual feelings 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 it is natural and normal and important to all human beings. Children can sense non-verbal cues very well and hence you should not display any signs of awkwardness or nervousness while talking about sexual feelings. It would be good if you practice and break any mental block that you may be having.

Explanation of the changes:

(1) **Need for independence** -that an adult need to do is to make decisions. So there is this need for independence that comes up. When you were 4 yrs old it was ok for your parents 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 small real examples. Because you are training yourself to be an adult and you are forming your own identity.

(2) **Mood swings:** Mainly hormonal and 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:** 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). But is the situation the same today as Stone Age? (then 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.

(5) **Importance of peer group:** We are social animals, 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, 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: Why? 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, and what attracts boys? His hairstyle? Her eyelashes?

List their responses - Bring in the need to look for qualities, 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.

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

Methodology: How many of you think you are intelligent? What do you think an intelligent person needs to be good at? 3) How many intelligences do you think you have? Or do you think that all of us are intelligent?

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

Then distribute or discuss the multiple intelligences **sheet (Provided in Annexure 1:4)**. 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.

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. 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.

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.

#### **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:**

**Activity:** Mirror Image: Ask the children make groups of 3 – A, B and C. A has to strike a pose and B has to mimic it exactly. C has to check if it is exact. If they pass, then B strikes a pose and C has to mimic it. A has to check and so on.

### **Summarize and review the 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.**

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**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>

**Activity: Self Awareness**

In order to keep ourselves safe we need to be self-aware (know about ourselves).

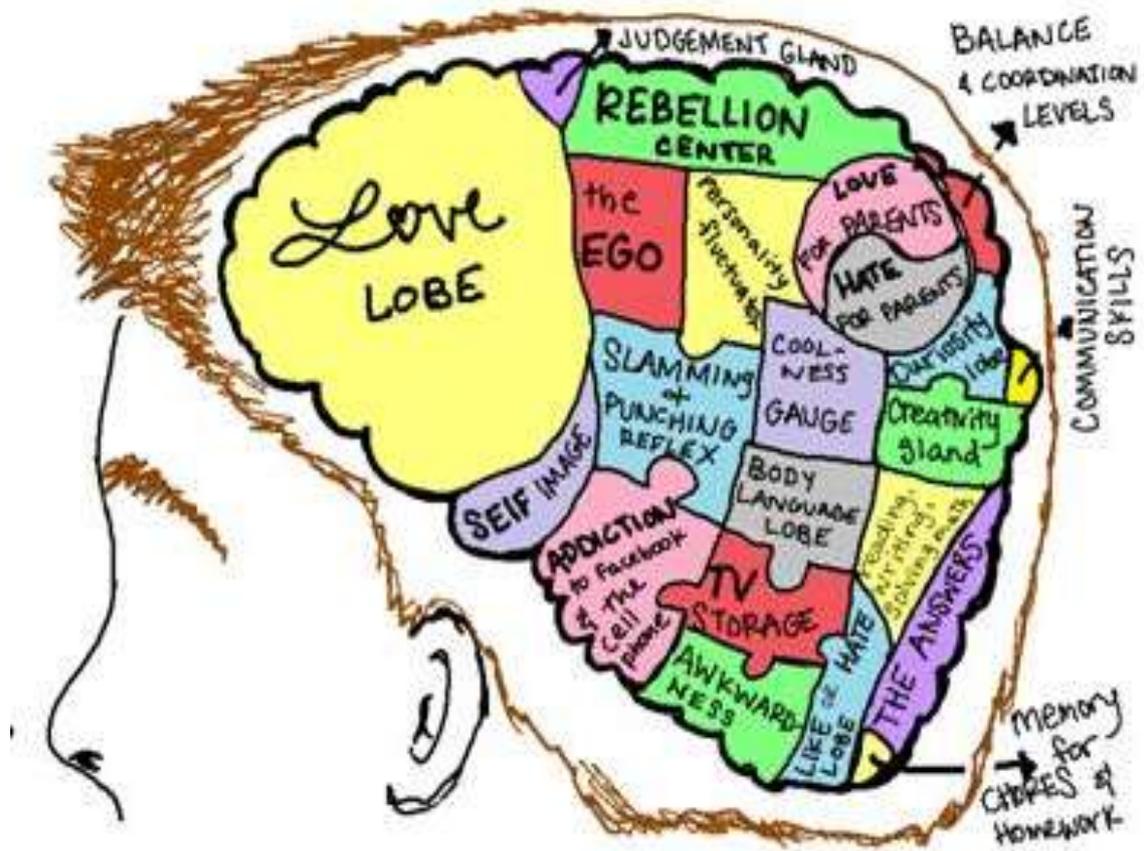
Let us find out through this activity how much we know about ourselves.

**"What I like and don't like" exercise**

- Objective: Encourage students to identify what they like and not like in order to help them having appropriate attitude and behavior.
- Procedure:
  1. Every student lists what they like and they do not like into two columns in the paper (mark \* sign next to the word to show what they like best or worst) and explains why they like and don't like. )
  2. Sharing their papers with nearby student.
  3. Discussion in small group.
  4. Every student reviews their list, then they can correct and adjust what they like or do not like.
  5. Class discussion:
    - What do you think about this activity?
    - What do you think about what your friends like or do not like?
  6. Conclusion:
    - Everyone has something he/she likes or does not like. These things are different in content and level.
    - There is no standard for what people like or do not like.

Annexure 1:3

Mind Map



Multiple Intelligence Questionnaire

1. 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.