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With the help of the games we can discuss the following topics-

1. Reproductive Health
2. Life Skills
3. Communication Skills
4. Adolescent Age
5. Violence and Eve-teasing
6. Drug Abuse/ Peer Pressure
7. HIV/AIDS and Risk Behaviour etc.

Every game has an instruction sheet which tells about-

1. How to use game and facilitation process for the game.
2. Messages to be delivered through game.
3. Rules and instructions for each game.
4. Question and Answer sheet (if required in the process of game).
Facilitator can pick the questions according to the age and education level of the participants so that participants can understand the messages and information easily.

Who can use this kit?

This kit is for social workers who are working on the issue of reproductive health and life skills with the community. They should also have an understanding on gender issue. In this instruction manual it is assumed that the facilitators have clear understanding on the issues related to reproductive health and life skills and they have received proper training on these issues.

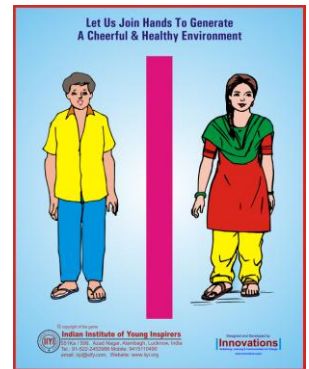
Activity–1

Objective– To discuss about life skills.

Material Required- Board Coin Game (Life Skills Education),
Counters (10 in yellow color)

Method-

- First of all spread the board on an even surface.
- Divide the participants in small groups according to the number of participants.
- Distribute counters in the group.
- Participants are suppose to put counters related to girls on girl's picture and counters related to boys on boy's pictures printed on the board. Counter srelated to both girls and boys should be put on the pink line.
- Every time when the participants place a counter, initiate a discussion on the same.



Important points for discussion-

- What do you understand by Life Skills?
- Why Life Skills are necessary for being successful in life?

Suggestions for facilitator-

- Encourage every participant for participating in the discussion.
- Discuss every life skill with examples.
- Give ten minutes time for feedback session.

Counters related to life skill education-

- Effective communication
- Rational thinking
- Decision making
- Sympathy
- Overcoming stress
- Self awarenesss
- Controlling emotions
- Creative thinking
- Problem solving
- Interpersonal relations

Activity–2

Objective- To develop the understanding of communication skills in the participants

Material Required- Flip book (Effective communication).

Methods-

- First of all let the participants sit in a circle.
- During the discussion keep the flip book in the hand or on any high place like on the table in front of everybody.
- Keep the flip book in a position so that pictures should be towards participants and text towards the facilitator.
- Show pictures one by one to the participants.
- Let the participants understand the messages from pictures and discuss about this messages with them.
- Now read the message/information written behind the pictures and hold a discussion over this.
- At the end, tell the participants to repeat the informations they have got from the flip book.
- During discussion if facilitator feels that there is need to discuss more, discuss the issue in more detail to develop the understanding of the participants on that particular issue.
- If participants are not able to recognize the pictures, then facilitator should help them and initiate a discussion on the pictures.



Important points for discussion-

- What do you understand by the term - communication skill?
- Type of communication and it's elements.
- Qualities of a good communicator.
- Ways of saying "NO".

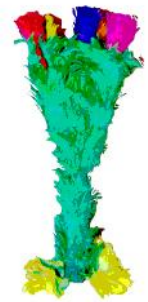
Suggestions for the facilitator-

- Before discussing in the group, facilitator should go through the flip book carefully.
- Give each participant a chance to speak and ask about his/her understanding on the pictures.
- Ask questions and involve each participant in the discussion.
- Respect the views of participants.
- If facilitator has any example or incidence related to that particular issue, discuss it in detail with it's positive and negative aspects.

Activity–3

Objective- To understand the importance of inter-personal communication in life.

Material Required– Panchratan game and a handkerchief



Effect–

Facilitator comes with a bouquet which has only five yellow flowers and he/she plucks away all the five flowers in front of the participants. Then he/she says 1, 2, 3, and the five colored flowers appear in place of yellow flowers.

Preparation–

Check the lever of the 5 Ts trick and ensure that it is functioning properly. Also ensure that while pressing the lever the colored flowers pop out through the cavity in a smooth manner. Now press the lever inwards and place all the yellow flowers properly.

Method–

1. Show the yellow flowers bouquet to the participants.
2. Pluck the yellow flowers one by one saying that when the two person quarrel frequently their life remains disturbed and full of tension.
3. Discuss with the participants what should the one do to maintain happiness in their life?
4. Tell them about 5 Ts - Talk, Time, Touch, Trust and Tolerance.
5. Press the lever of the bouquet and colored flowers will appear at the place where there were yellow flowers before. Colored flowers symbolize happy life.

Message–

One can make their family life happier by following the 5 Ts –

- Talk,
- Time,
- Touch,
- Trust and
- Tolerance.

Importance of five T's in relationship

Story- Prashant and shekhar are good friends and they both have passed class fifth examination with good marks and have taken admission in class sixth. They are good friends since their childhood and in school too they always remains together, they come together, they go together, they eat together, enjoyeverything together. They are popular for their friendship in the school.

In class sixth, the teacher appointed Prashant as a monitor of the class. It started causing several misunderstandings between Prashant and Shekhar as if they were never good friends earlier. One day some boys were playing mischief in the classroom. Shekhar was also amongst them. Shekhar was doing this knowingly, because he was thinking that from last few days Prashant has changed and neither he is giving that much time to him as earlier nor he is talking to him. So he wants to test the friendship of Prashant, but Prashant gave Shekhar's name too with other students to the class teacher.

Teacher punished Shekhar too with other students. Shekhar could not tolerate this and now he lost faith in his friendship with Prashant. He stopped talking and meeting with Prashant. Due to the end of communication and faith between them, their childhood friendship broke.

As Shekhar was angry with Prashant so he could not realize the pain of broken friendship but Prashant was feeling it very badly. Basically he was unhappy to know that his inability to give time to Shekhar was also one of the reason behind this. He tried to meet Shekhar but Shekhar refused to meet him. At last, Prashant told all about this to one of his classmate Vivek, he also told Vivek that how for a very small matter Shekhar has ended friendship with him.

Vivek had assured Prashant that he will try to sort out the problem by talking to Shekhar. He promised Prashant that not only he will reunite his friendship with Shekhar but also give them "mantra" of friendship.

One day Vivek got the chance to discuss the issue with Shekhar and advised him to talk to Prashant immediately on the issue but Shekhar refused to discuss anything with Prashant. Vivek again told him that for a successful relationship it is very important that both the parties should discuss all the issues whether it may be related to the misunderstanding between them otherwise confusions can not be removed. As for success of any relationship dialogue is very important.

While they were discussing the issue Prashant came there. With both of them Vivek discussed the '5Ts' "the Mantra of friendship". He said whether it is friendship or any other relationship of the world these are the five conditions for its success. These are called '5Ts' because these started with T letter of English.

1. Talk
2. Time
3. Trust
4. Tolerance
5. Touch

Further Vivek told them to look for their behavior in previous few days and they will easily come to know that where they have missed these five things which became the reason for the breakup of their friendship.

With Vivek's clarifications Prashant and Shekhar have understood the importance of "5Ts" and they have realized their fault. Shekar feels that loosing trust over Prashant and not talking to him was his mistake; Prashant thinks that he must have tried to contact Shekhar and this was the failure on his part.

After all, the misunderstandings were sorted out, they hugged each other and took an oath that they will not repeat such mistakes in future. With the efforts of Vivek not only two friends were reunited but also they have got a Mantra of "5Ts" that will not create misunderstanding between them in future. On the other hand Vivek was also happy that due to having information about the "5Ts" he was able to keep his promise made to Prashant.

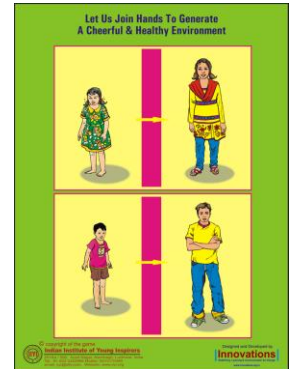
Activity– 4

Objective– To discuss about the Physical and Emotional changes during adolescent age.

Required Material- Board Coin Game, 30 counters related to topic.

Method-

- First of all spread the board on the floor.
- Divide the participants in small groups as per the number of participants.
- Distribute the counters amongst the participants.
- Now as the participants are having the counters related to physical and emotional changes during adolescent age, tell them to keep these counters on the pink strip of the board.
- After keeping every counter on the strip discuss about the change mentioned on the particular counter.



Important Points for Discussion–

- What physical changes take place during adolescence?
- Myths related to physical changes during adolescence.
- What emotional changes take place during adolescence?

Suggestions for the Facilitator-

- Give every participant chance to speak and ask about their understanding on the counters.
- Ask questions and involve each participant in discussion.
- Respect the views of participants.
- If facilitator has any example or incidence related to that particular issue, then discuss it in detail with its positive and negative aspects with participants.
- Give 10 minutes time for feedback session.

Counters related to physical changes in girls and boys-

- Hair growth in armpits and around genitals
- Firmness of body
- Skin becomes smooth
- Increase in weight and height
- Appearance of pimples
- Change in voice
- Development of uterus and ovaries
- Onset of menstruation
- Growth of hair on chest
- Development of reproductive organs
- Erection in penis

- Initiation of sperm formation and ejaculation
- Development of penis and testis
- Erection in penis
- Enlargement of waist bone
- Development of breasts

Counters related to emotional changes in girls and boys-

- Feeling of shyness and stress
- Worrying about the physical changes
- Impressed with friends
- Increase in anger
- Development of self confidence
- Increase in imagination and curiosity
- Dilemmas in desires
- Desire for full liberty
- Increase in enthusiasm
- Anxious to know about male-female relations
- Ready to take risk
- Wanting to be left alone
- More self care
- Attraction towards opposite sex

Activity–5

Objective– Understanding male and female reproductive organs.

Section 1– Male Reproductive System

Materials Required– Diagrams of male reproductive system, with Yellow counters having names of the various male reproductive organs.

Method–

- Divide the participants in 2/3/4 teams.
- Give each team one board game on male reproductive system with a set of counters having names of the various male reproductive organs.
- Ask them to place the counters on various parts of the diagram correctly.
- Assess how many counters each team could place correctly.
- Give them a talk in detail on male reproductive system.
- Then again ask the teams to place the counters on the diagrams.
- Once again assess if they have been able to place all the counters correctly this time. If not, then repeat your talk on male reproductive system briefly.
- At the end, all the teams should have been able to place the coins correctly on the diagram.

Section 2– Female Reproductive System

Materials Required–

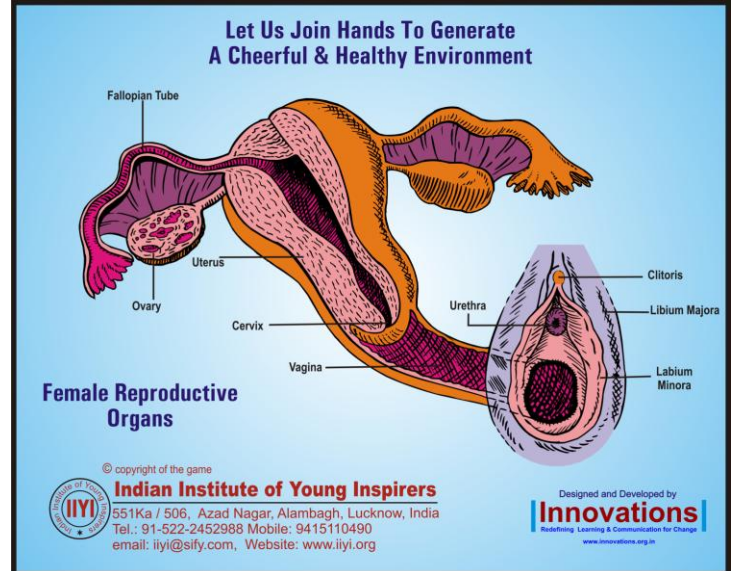
Diagrams of female reproductive system, with Yellow counters having names of the various female reproductive organs

Procedure–

- Divide the participants in 2/3/4 teams.
- Give each team one board game on female reproductive system with a set of counters having names of the various female reproductive organs.
- Ask them to place the counters on various parts of the female reproductive system correctly.
- Assess how many counters each team could place correctly.
- Give them a talk in detail on female reproductive system.
- Then again ask the teams to place the counters on the diagrams.
- Once again assess if they have been able place all the counters correctly this time.
- If not, then repeat your talk on female reproductive system briefly.
- In the end, all the teams should have been able to place the coins correctly on the diagram.

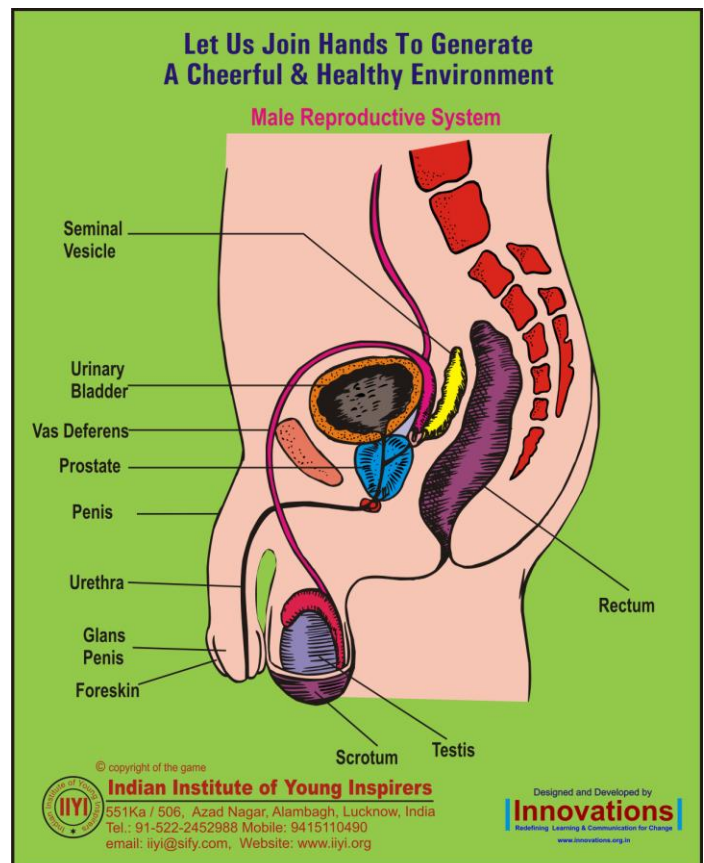
Female Reproductive Organs–

- Fallopian Tube
- Uterus
- Ovary
- Cervix
- Vagina
- Urethra
- Clitoris
- Libium Majora
- Libium Minora



Male Reproductive Organs–

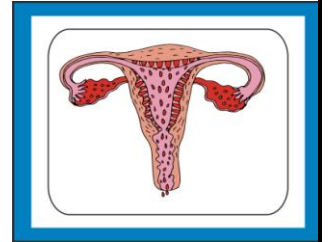
- Urinary Bladder
- Vas Deferens
- Prostate
- Penis
- Urethra
- Glans Penis
- Foreskin
- Scrotum
- Testis
- Rectum
- Seminal Vesicle



Activity–6

Objective– To discuss about the Menstruation process and myths related to it

Material Required- Color T.V. Tool



Method-

- First of all brief the participants about the purpose of tool.
- Show the picture of female reproductive system to the participants.
- Discuss with them about the female reproductive system.
- Further discuss about the process of menstruation.
- Now pull the picture out by holding loop given.
- Participants will see a picture of female reproductive system in which the blood of menstruation is coming out.
- Discuss about the process of menstruation in detail.
- Turn the tool and show the picture at backside. Discuss about the hygienic behavior to be adopted during menstruation.
- Conclude the learning from the tool.

Important points for the discussion-

- Process of menstruation.
- Myths related to menstruation.
- Hygiene to be maintained during menstruation.
- Functions of different female reproductive organs.

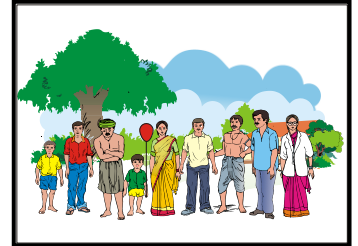
Suggestions for the facilitator-

- Be careful while pulling out the picture, do not pull it completely out of the frame, leave one inch picture within the frame.
- Every time before using this particular tool facilitator must check whether it is working properly or not.
- During the session on menstruation, facilitator should try to reduce the hesitation of the participants so that they are able to discuss on the issue freely and can raise their queries.
- Give each participant a chance to speak and ask about their understanding on the picture.
- Ask questions and involve each participant in the discussion.
- Respect the views of participants.
- If facilitator has any example or incidence related to that particular issue, then discuss it in detail with its positive and negative aspects.
- After taking the session put the tool in the cover supplied with the tool for preventing any damage to the tool. Do not put any heavy load over it.

Activity–7

Objective– Be friendly and supportive to people living with HIV and AIDS so that they do not feel left out and discriminated. Help them lead a normal and productive life.

Materials Required– One set of Color TV game



Preparation–

- Ensure that the white paper is placed properly between the black and white and colored pictures.

Method–

- Show the black and white picture to the participants and ask them out of the 9 persons in the picture can they identify the person who is living with HIV and AIDS?. Generally participants do identify one person and say that he/she is living with HIV and AIDS.
- Now ask the participants how they could decide that by seeing a person one can say that he/she is living with HIV and AIDS. Make it clear to the participants that no ones HIV status can be determined by looking at him/her. Also clarify that anyone whether rich or poor, old or young or a child, man or a woman, of any profession is at the risk of getting HIV infection if he/she does not adopt preventive measures.
- Now initiate a discussion on the mental state of the people living with HIV and AIDS. They feel left out, discriminated and stigmatized. Hence, their life is colorless like this black and white picture. Also discuss what can be done to make the life of people living with HIV and AIDS full of happiness and hope?
- Then pull out the black and white picture from the frame and the same picture appears colorful now. Say, that if we will make positive efforts as suggested by the participants just now, we will be making the lives of people living with HIV and AIDS colorful, that is full of happiness.
- During the discussion please ensure that the roles and responsibilities of the community towards the people living with HIV and AIDS are highlighted.

Initiate a discussion on-

- How people living with HIV and AIDS lead a stigmatized and discriminated life because of the prevailing misconceptions in the society related to transmission of HIV?
- What young people can do to create awareness on HIV and AIDS specially advocating for a stigma free life for people living with HIV and AIDS?

Message–

- Be friendly and supportive to people living with HIV and AIDS so that they do not feel left out and discriminated. Help them lead a normal and productive life.

Activity– 8

Objective– To have a discussion on Violence and Eve- teasing

Materials Required– Kites and Parachutes board game, a dice, four counters of different colors (red, blue, green, yellow), question and answer on Violence and Eve- teasing

Method–

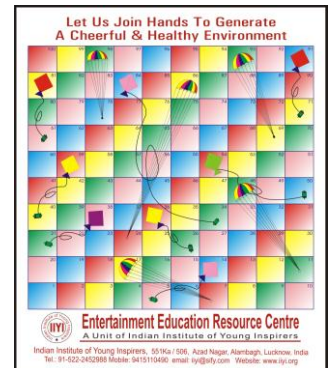
- This game is played just like a routine Snakes and Ladders game. The parachutes in this game represent a risky/negative behavior that leads to social and health problems. The kites correspond to responsible behavior/indulging in constructive activities that lead to avoidance of problems and ensure health and happiness for all.
- When a counter reaches a block on which there is spindle of a kite, then the player/team is asked a question related to Violence and Eve - teasing
- If the answer is correct, then only his/her counter can go up the kite otherwise the counter will not be allowed to go up until he/she is able to answer a question correctly in the subsequent chances.
- When the counter reaches at the top of a parachute, the player/team will be asked to do an activity like singing or anything else and the counter will slide down to the end point of the parachute.
- If the counters of two or more players reach the same block then none of the counter is sent home i.e. the starting point.
- The player whose counter reaches the 100th block first is the winner.
- Ask him/her to give an inspiring or a health related message.
- Depending on the duration and the extent of the issue covered, you can make the rest of the three players continue playing for second, third and fourth positions.

Points for discussion–

- Why do people get involved in violence and eve teasing?
- Physical, psychological and social harm caused to the victim of violence and eve teasing
- Harm caused to the offender
- What should be done with the offender and the victim?
- What should be done to reduce the incidences of violence and eve teasing?

Suggestions for the facilitator-

- Give each participant a chance to speak.
- Ask questions and involve each participant in the discussion.
- Respect the views of participants.



Eve Teasing and Violence– Question & Answer

Q- Why do young people indulge in violence/eve-teasing?

A- For fun, for getting easy money, to show power/dominance, to please their friends

Q- Eve-teasing causes no harm to girls. True/False

A- False

Q- What all forms of violence do we come across in our surroundings?

A- Rape, eve teasing, wife battering, feticide, infanticide, sexual harassment at work places/home, trafficking and prostitution, discrimination against girl-child, murder/harassment of women and girls for dowry, acid throwing, early/forced marriages.

Q- Mention three physical consequences of sexual violence.

A- Sexually transmitted infections/HIV/unwanted pregnancy, urinary tract infections.

Q- Mention two psychological consequences of violence.

A- Stress, Depression, Suicide, Helplessness, Insecurity, Are unable to concentrate in their routine work/ studies.

Q- Mention two social consequences faced by a victim of sexual violence.

A- Social boycott from the society; problem in marriage settlement. She is taunted/made fun of / pitied in public places.

Q- Which of the rights of a women are violated if she is subjected to violence?

A- Women who are subjected to violence are not able to enjoy fully economic, social and cultural rights, such as the right to freely choose or accept gainful employment, the right to adequate housing or their right to enjoy the highest attainable standard of physical and mental health.

Q- Wife/Women battering includes

A- Slapping, punching, kicking, beating with fists or objects, biting, strangling, burning, stabbing and shooting.

Q- A 14 years old girl was sexually abused by her neighbor. She complained to her parents about this misbehavior of her neighbor. Her parents did not believe her and scolded her in return. Did her parents do the right thing? Yes/ No

A- No

Q- Moina is going to get married to a handsome young man. Just a week before marriage there is big dowry demand from her in-laws house. She pacified her worried father and called off the marriage. Did she do the right thing? Yes/No

What would you have done-

(for girls) if you were in Moina's place?

(for Boys) you were Monia's brother OR you were the bridegroom?

A -

Q- There is lack of sensitivity in the community and in the investigation and prosecuting officers towards the difficulties faced by victims of domestic violence.
(true/false)

A- True

Q- Seema's uncle touches her in a way she does not like. What should she do?

A-

Q- Women are often reluctant to report the crime out of shame and fear.
True/False

A- True

Q- Non-fulfillment of dowry demands often results in ----

A- Verbal and physical abuse of the wife. Physical abuse includes beating, burning with cigarettes, withholding food, sleep deprivation and denial of medical treatment.

Q- The dowry victims are reluctant to go back to their parent's house because----

A- Because of the social stigma, fear whether they will be accepted by the family members or not, concern if they will be a burden on their family members- specially in cases when they have children.

Q- How are young girls and boys trafficked?

A- By luring their parents that their sons/daughters will be given a good job and they can send money to their parents, fake marriages and later the bride is sold and forced into prostitution.

Q- What are some of the reasons leading to the trafficking of children, specially girls?

A- Break up of traditional joint family system and the emerging nuclear families, child marriage, dowry demand, acute poverty forcing parents to sell their children, unequal power relations and discriminations in the family by gender and age.

Q- A young man rapes a 16 years old girl. She is very scared and is crying a lot. Suppose you know this girl. If she comes to you for help, what actions will you take?

A- Give her emotional support, help her tell this to a trusted adult person in her family, make her preserve her soiled clothes, take her to a doctor for physical examination, lodge FIR.

Q- What steps should be taken by the parents so that their children can be prevented from violence?

A-Educate their children about good touch and bad touch even if they are being touched by their known people, trust the child if he/she complains of unwanted advances being made by a stranger/known person, tackle such problems

immediately, comfort the child that they trust him/her and are with him/her, help their children have self-confidence and higher self-esteem.

Q- What role young people can play to reduce the cases of violence in their area?

A-

Q- No harm is caused to those who indulge in violence and eve teasing. True/False

A- False

Q- Moni is 15 years old. A 17 years old boy in her neighborhood often passes obscene remarks when she is going to the fields to help her mother in farming. Moni dislikes this boy and feels very insecure. She remains tensed and worried because of this. How will you help her?

A-

Q- Kamal is your friend but he hangs around with a group of young boys who indulge in violence like theft, chain snatching, eve teasing etc. Will you like him to leave this group of boys who indulges in anti-social activities? If yes, then what will you do?

A-

Q- Ranjeet is 18 years old. He has been arrested by police and sent to jail as he was caught while eve teasing few girls. His photo and name was also published in the newspaper and now people can recognize him for his misdeeds. Do you think Ranjeet will face any physical/psychological/social problems due to all this?

A- His studies/work will get hampered, social boycott of his family, he will face problems in getting work after he comes out of the jail, depression, stress, anger etc.

Activity–9

Objective– To discuss effects of negative peer pressure

Materials Required– A Bond magic trick

Effect–

Facilitator calls two participants and asks them whether they are good friends of each other. If they say “Yes”, then the facilitator asks both of them to put in their index finger in either side of the trick. Then they are asked to pull out their fingers, but they are unable to do so and their fingers remain trapped in the cavity.

Method–

- Invite two participants to come up on the stage.
- Ask each of them to put in their index finger in either side of the Bond trick.
- Now ask them to pull their fingers towards outside in order to release their fingers.
- The harder they pull to make their fingers free, the more firmly the tube traps the fingers.
- Initiate a discussion on peer pressure and how negative peer pressure can compel an adolescent to adopt unhealthy/harmful habits like smoking, taking drugs etc. and what one should do to avoid such negative peer pressure and learn to say ‘No’ to such friends.
- Now ask the two volunteers to push their fingers inwards. This will loosen the trap. Then hold the ends of the trap and gently wriggle their fingers out.
- Continue the discussion on negative and positive peer pressure and drug abuse and its consequences.

Suggestions for the facilitator–

- Every time before using this particular tool, facilitator must check whether it is working properly or not.
- Give each participant a chance to speak.
- Ask questions and involve each participant in the discussion.
- Respect the views of participants.

Message–

Avoid negative peer pressure that can compel you to indulge in unhealthy and harmful practices.



Activity–10

Objective– Making understanding on the issue that drug abuse leads to physical and mental harm and it also has an ill-effect on social and economic conditions.

Materials required– A set of Life is Precious magic trick (Cigarette)



Effect–

Facilitator comes with a cigarette in his hand and puts it in the cylindrical pipe and hands it over to one participant and asks him/her to take out the cigarette. When the participant takes out the cigarette it comes out in a much smaller size.

Preparation–

The cigarette used in this trick is not a real cigarette instead it is an artificial cigarette which is hollow. Place the small cigarette in the cylindrical pipe.

Method–

- Hold the artificial cigarette in your hand pretending as if it is real cigarette.
- Discuss with the participants about the bad effects of smoking.
- Then call one participant and in front of him/her and the other participants, put the cigarette in the cylindrical pipe.
- Ask him/her to take out that cigarette from the pipe. When he/she tries to take out the cigarette, the much smaller cigarette comes out in its place.
- Now discuss the ill-effects of smoking saying that if a person smokes then his/her life also gets shortened like this small cigarette.
- Continue the discussion on consequences of drug abuse/smoking.

Suggestions for the facilitator-

- Every time before using this particular tool, facilitator must check whether it is working properly or not.
- Give each participant a chance to speak and ask about his/her understanding on the picture.
- Ask questions and involve each participant in the discussion.
- Respect the views of participants.
- If facilitator has any example or incidence related to that particular issue, then discuss it in detail with its positive and negative aspects.
- After taking the session, put the tool in the cover supplied with the tool for preventing any damage to the tool. Do not put any heavy load over it.

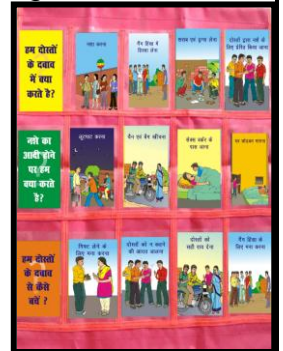
Activity–11

Objective- The purpose of the tool is to discuss about the peer pressure and develop the understanding of the participants to recognize positive and negative peer pressure.

Material Required- Pocket Chart and Cards

Method-

- First of all brief the participants about the purpose of tool.
- Hang the pocket chart on the wall or spread it on the floor.
- Keep the question cards in the first column of the chart.
- Distribute rest of the cards amongst the participants.
- Ask the participants to put the answer cards after the related question cards.
- Every time participants will put the card he/she will also discuss about the reason for putting the same.
- The process will continue till all the cards are inserted in the chart.
- At the end, facilitator will summarize all the cards.
- If required, the facilitator should hold a discussion in detail on the given issues.



Important points for the discussion-

- What is peer pressure?
- Positive and negative peer pressure.
- What is negotiation skill?
- How to say 'NO' to negative peer pressure?

Suggestions for the facilitators-

- Facilitator is not suppose to go very fast in any of the step, adequate time should be given to the participants for understanding their cards and making their views about the issue given in the particular card.
- Be prepared about the issue before taking session.
- If the participants are not able to recognize the pictures, facilitator should help them and develop their understanding over the pictures.
- Give each participant a chance to speak and tell about his/her understanding on the picture.
- Ask questions and involve each participant in the discussion.
- Respect the views of participants.
- If facilitator has any example or incidence related to that particular issue, then discuss it in detail with its positive and negative aspects.
- After taking the session put the tool in the cover supplied with the tool for preventing any damage to the tool, do not put any heavy load over it.

Activity –12

Objective- The purpose of the tool is to discuss about the risk behavior amongst adolescents/youth and to create awareness on staying away from such behavior that can cause adverse impacts over their life and health.

Material Required- Wheel Game

Method-

- First of all brief the participants about the purpose of tool.
- Show the wheel to participants.
- Discuss the pictures printed on the wheel.
- Now spin the wheel.
- There is a triangle shape window on the wheel.
- When the wheel is spinned, then a picture will appear in the triangle shape window.
- Discuss about this picture with participants.
- Each picture which appears in the window will show the pictures related to the risk behavior during adolescence.
- Initiate a discussion on this risk behavior.



Important points for discussion-

- What is risk behavior?
- What are the risky situations in one's life?
- How one can tackle the risky situations in his/her life?
- How the risk behaviors are bad for the health and development of adolescents/youth?

Suggestions for the facilitator-

- Discuss only about the issue which comes in the triangle window.
- Move the wheel very carefully so that it doesn't get loose.
- Facilitator should not go very fast in any of the step, adequate time should be given to the participants for understanding their cards and making their view about the issue given in the particular card.
- Give each participant a chance to speak and ask about their understanding on the picture.
- Ask questions and involve each participant in the discussion.
- Respect the views of participants.
- If facilitator has any example or incidence related to that particular issue, discuss it in detail with its positive and negative aspects.
- After taking the session put the tool in the cover supplied with the tool for preventing any damage to the tool, do not put any heavy load over it.

Activity –13

Objective– To discuss the importance of adopting positive social behaviours.

Required Material- Changing Scenario and Magnate



Method–

- Explain the objective of the game to participants.
- Hold the changing scenario in your hand and show the pictures printed on it to the participants.
- In the changing scenario, participants will see the pictures related to the negative social behavior.
- Discuss with participants impacts caused by the negative social behavior, besides this also discuss that what will be the positive social behavior for this.
- Now rub both the chips by keeping them one over another, and show it to the participants.
- Now participants will see that the pictures of the negative social behavior have disappeared from the chips and now its showing pictures of positive social behavior.
- Discuss about the importance of adopting positive social behavior and its impact over individual and society.

Important point for discussion–

- What do you understand by social behavior?
- What are the different types of social behavior?
- Which are the accepted social behaviors?
- Which are the unaccepted social behaviors?
- Which behaviors are beneficial and which behaviors are harmful for us?

Suggestions for the Facilitator-

- Be properly oriented to the aspects of positive and negative social behavior before taking the session.
- Give each participant a chance to speak.
- Ask questions and involve each participant in the discussion.
- Allow only one participant to speak at a time.
- Respect the views of participants.
- If facilitator has any example or incidence related to that particular issue, then discuss its positive and negative aspects with participants.

Preparation-

- Before taking the session please set the pictures of negative social behavior on both sides of the chips with the help of magnate.
- Always keep the magnate carefully in the packet provided with the tool.

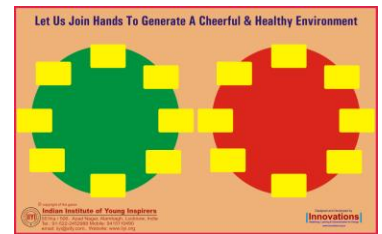
Activity–14

Objective– To discuss the risks of pregnancy during adolescent age.

Material Required- Board, 16 cards

Method–

- First of all spread the board
- Divide the participants in small groups and explain about the game and its objective.
- Distribute the cards to the groups.
- Tell the participants to keep positive behavior cards in the green circle and negative behavior cards in the red circle.
- Discuss the reason for keeping the cards in the red or green circles.



Important points for discussion-

- How we can avoid pregnancy in the adolescent age?
- What do you understand by social values?
- What are the risks in pregnancy during adolescent age?

Suggestions for the Facilitator-

- Orient yourself to the positive and negative aspects of social behavior before taking the session.
- Discuss the reason for selecting the green or red circle for every card.
- Give each participant a chance to speak.
- Ask questions and involve each participant in the discussion.
- Allow only one participant to speak at a time.
- Respect the views of participants.
- If facilitator has any example and incidence related to that particular issue, then discuss it's positive and negative aspects with participants.

Positive Cards-

- Do not want to go against social values
- Desire to maintain friendship with male or female friend.
- Do not want to take risk of pregnancy
- Do not want to take risk of STI and HIV infections.
- Do not want spoil relationship with their parents.
- Do not want to spoil their social prestige.
- Do not want to live life full of guilt feeling after sexual intercourse.
- Do not to fail in achieving goal of their life.

Negative Cards-

- Peer pressure.
- To avoid loneliness.
- For entertainment and joy.
- To show themselves as grown up/adult.
- Due to the attraction towards opposite sex.
- To satisfy their curiosities.
- Ignorance about the results.
- To maintain the relationships.

Activity–15

Objective- To discuss about the nutritional requirements during adolescence, it's importance and the impacts of insufficient nutrition.

Required material– Multi flip change

Method-

- First of all brief the participants about the purpose of tool
- Show the tool multi flip change to the participants.
- Discuss every picture of food items shown on the tool.
- Further discuss about the nutritional requirement during the adolescent age and importance of proper nutrition.
- During the discussion keep the flip change facing downwards on the table.
- Further discuss what are the important steps which a person should take to avoid the infections.
- Now pick up the flip change from your side and turn to show the changed pictures to participants.
- Initiate a discussion on the changed pictures. Also compare the previous shown picture to this picture and illustrate the benefit of nutritious diet.



Important points for discussion-

- What is nutrition?
- Importance of nutrition during adolescence
- Which nutritive elements are required to keep oneself healthy and what are the sources of nutritious food?
- What all nutritive items should we include in our food?
- What type of food items should we avoid?

Suggestions for the facilitator-

- When you keep the multy flip change on the table between the discussion, keep the tool on the table in a position that when at the end of discussion when you are again picking it up that the flap itself goes down resulting the change in picture.
- Do this step very carefully so that the participants cannot not guess what happened.
- Every time before using this particular tool please check whether it is working properly or not.
- Give each participant a chance to speak and ask his/her understanding about the picture.
- Ask questions and involve each participant in the discussion.
- Respect the views of participants.
- If facilitator has any example/incidence related to that particular issue, then discuss it's positive and negative aspects with participants.

Activity-16

Objective- The purpose of the tool is to discuss about the understanding of employment and basic preparation to get the employment.

Required material- 10 blocks

Method-

- First of all brief the participants about the purpose of tool.
- Have a brief discussion on the pictures printed on each block.
- After the brief discussion, give the 10 blocks to the participants.
- Tell them to make a straight tower or building by putting these blocks one over another.
- The participants should keep in their mind that the tower or building should not lean towards any side.
- Every block is having pins, participants are suppose to fix the block with the help of these pins.
- After the participants make the tower, discuss about the pictures shown in the blocks of tower and the about the pictures in the blocks which did not fix in the tower or building. Ensure that all participants are able to understand the points being covered in the discussion.



Important points for discussion-

- What are the reasons to work for income generation?
- How to work in the direction of fulfilling the dream of getting a job?
- What important points should be taken into consideration while searching for a job?
- What all skills should youth develop in themselves so that they can easily get a job?
- From where all you can get information about employment opportunities?
- How to choose the right employment?

Suggestions for the facilitators-

- Out of ten blocks only six blocks which showing the positive behavior for the successful employment will fix in the building and the blocks showing the negative behavior will not fix in the building.
- Please be prepared about the issue before taking session.
- Give each participant a chance to speak and ask his/her understanding about the picture.
- Ask questions and involve each participant in the discussion.
- Respect the views of participants.
- If facilitator has any example/incidence related to that particular issue, then discuss it's positive and negative aspects with participants.
- After taking the session put the tool in the cover supplied with the tool for preventing any damage to the tool, do not put any heavy thing over it.