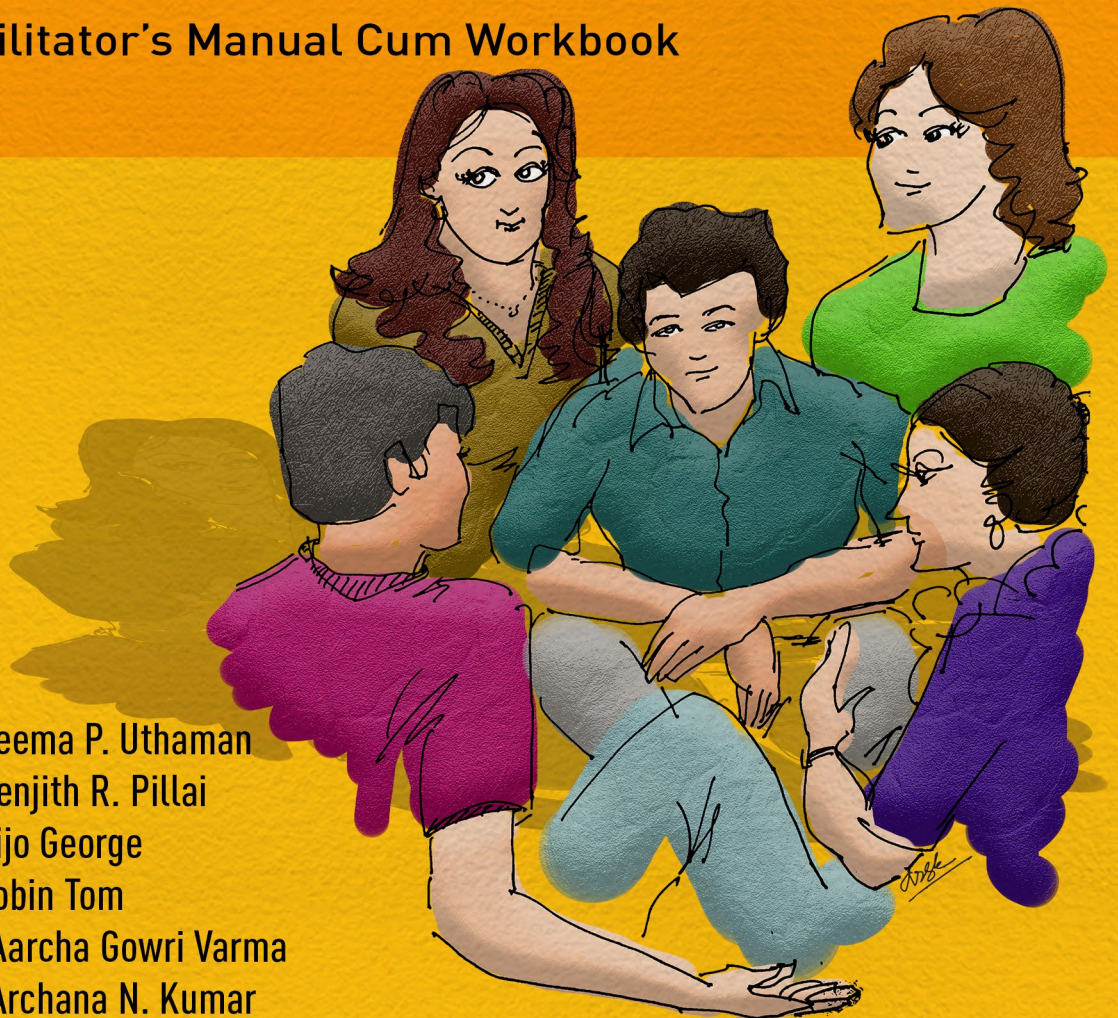




National Institute of Social Defence, New Delhi,
Ministry of Social Justice and Empowerment, Govt. of India

LIFE SKILLS EDUCATION FOR PREVENTION OF SUBSTANCE USE AMONG ADOLESCENTS

Facilitator's Manual Cum Workbook



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MESSAGE

The Department of Psychiatry, Post Graduate Institute of Medical Education and Research is happy to associate with the joint venture of National Institute of Social Défense (NISD) under the Ministry of Social Justice and Empowerment, Government of India and IMHANS, Kozhikode in developing a manual on “Life skills education for prevention of substance use among adolescents”.

Adolescents are vulnerable to substance abuse for various reasons and the exposure is detrimental to their brain development, along with physical, psychological, familial and social consequences.

To address the substance abuse among adolescents, as an evidence based preventive intervention, the Life skills education has been widely adopted around the world.

I hope that across the country all the De-addiction and Treatment Centres will find this manual useful for their preventive programs, all the stakeholders will utilise it to its fullest, and thus it will help the adolescents to develop appropriate skills in staying “drug free”.



Dr. SK Mattoo

Professor and Head
Department of Psychiatry
& Drug De-addiction and Treatment Centre (DDTC)
PGIMER, Chandigarh



MESSAGE

I am happy that Department of Psychiatric social work at our institute is collaborating with NISD and PGIMER, Chandigarh in developing a manual cum workbook on “Life Skills Education for Prevention of Substance Use among Adolescents”.

Morgan Freeman, the renowned American actor, playing the role of God, in the 2003 film “ Bruce Almighty” hilariously states that “An adolescent keeping away from drugs- that is a miracle”. In our country also Substance abuse among adolescence has become a major concern of health care professionals, parents, teachers and policy makers. Use of substances is known to be influenced by multiple factors such as family history of substance abuse, peer relations, curiosity or urge to experiment and the easy availability of such substances. Life skill education as a methodology to prevent substance abuse among adolescents and young adults is widely researched and accepted.

I hope that this manual cum workbook will prove useful for all the stakeholders and allow them to develop a better understanding on the use of life skills in preventing substance use among adolescents in the country. I congratulate the team which has tirelessly worked to bring this manual within a short period of time.



Dr. P. Krishnakumar
Director, IMHANS, Kozhikkode



FOREWORD

Learning in true sense requires proper guidance, thorough attention and an overall effort by the facilitators to help learners. This becomes all the more important when it comes to spreading awareness and education about substance abuse and its harmful effects. Substance use among the youth of India, especially adolescents, is a matter of grave concern. It has to be curbed urgently to ensure a healthy and safe environment for all. Effective measures are required to encourage shaping the attitude of youngsters towards self-confidence and adequacy, as also to prevent risky behaviour.

Dr. Seema P Uthaman and her team from the Institute of Mental Health and Neurosciences, PGIMER Chandigarh, and the National Institute of Social Defence have put together a comprehensive training module, which is an attempt to provide life skill education for the prevention of substance use among adolescents. Besides being a valuable content for programmes in general, it could be used for the Targeted Intervention programme under the National Action Plan for Drug Demand Reduction of the Ministry of Social Justice and Empowerment. I hope its content is helpful for anyone looking to educate adolescents in the field of addiction management.

Veerendra Mishra, Ph. D

Fullbright Humphrey Fellow (USA)

Director, National Institute of Social Defence,
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PREFACE

Adolescence is a vital stage of growth and development characterised by rapid physical and psychosocial changes. During this period, adolescents extend their relationship beyond parents and family and are greatly influenced by their peers and the outside world. They mostly get involved in experimentation and risk-taking behaviours. Thus, it is a period of greater vulnerability.

Drug and substance use have been identified as a major problem during this period and the life skill-based education has been found to be an effective strategy to deal with the issue. This facilitator's manual cum workbook titled "Life Skill Education for Prevention of Substance use Among Adolescents" has been structured with an idea of training teenagers on how to resist the negative influence from the peers as well as the environment in which they live. It is designed in such a way that the facilitator can easily understand the concept of the particular skill from the manual and train the adolescents with the help of the activities given for each skill. Apart from the 10 core skills, we have incorporated five major areas related to substance use namely, the risk & protective factors, myths & facts, substance use & legal issues, coping skills for substance use and substance use & education.

We hope that this comprehensive training manual will be useful in promoting education on life skills and in imparting behavior skills needed for substance use prevention among adolescents.

Dr Seema P. Uthaman



HOW TO USE THIS MANUAL

The underlying theme of this manual cum work book is facilitation. The manual deviates from the traditional lecture methods. For better understanding and learning, activities are designed in such a way that the participants are encouraged to open up and talk about the subject first. The role of the trainer is that of a facilitator. Through different activities, the facilitator encourages the adolescent to come up with realistic solutions to difficult situations. Later the trainer fills the gaps in the information or clarifies their doubts or misconceptions with the use of facilitating questions. The possible outcome of each activity is also given in the work book. A variety of active learning methods are used in this manual such as –games, quiz, role play, brainstorming, debates, experience sharing, group learning, case studies, making posters and others. These methods clearly separate Life Skills Education Programs from information dissemination programs that may only focus on teaching the facts of life.

In this way learning is not passive.

The activities included in this manual are designed in such a way that minimum teaching aids are used. Most of the activities require paper and pen. The resource sheets, wherever necessary are attached at the end of the manual as appendices. It is recommended that the trainer goes through each activity before the session, in order to familiarize with the activity and make necessary arrangements. The facilitator is advised to go through the description of each skill and then only move on to the activity part. While doing the training also try to stick to this format. Facilitators should make sure that all the participants are getting opportunities to open up or volunteer during an activity. Every response, whether positive or negative should be acknowledged and encouraged then and there. The facilitator can also use small material rewards like pen/ pencil/ toffee to encourage a participant wherever necessary.

LET'S START....

INTRODUCTION

Adolescence is considered as the most beautiful, yet troublesome period in the life of an individual. It is a transition phase between childhood and adulthood. This period is also known as a period of storm and stress. It is a period in which an individual undergoes tremendous physical and psychological changes. Growth in this stage, unlike in other stages in the life cycle, is rapid. Hence, the children entering this phase takes time to get used to the changes in their own perception, feeling and thought processes, often creating adjustmental issues with the family and social environment. They tend to be less dependent, more emotional as well as impulsive during this phase. Adolescents rely more on their peers and are easily influenced by them. With the onset of sexual maturation, intimate relationships also come in the forefront, making them more vulnerable to risk taking behaviours. The individual's capacity for abstract and critical thinking also develops, which in turn make them question the authority figures

The age ranges

Adolescents are defined as individuals in the 10-19-year age group, "youth" as the 15-24-year age group. The Government of India, however, in the National Youth Policy defines youth as the 15-35 age group and adolescents as 13-19 years.

Developmental Characteristics of Adolescents

Adolescence, as mentioned before, is a period of rapid growth and change. The different areas of development and its characteristics are as given below:

Physical development

Growth Spurt: This refers to the rapid physical growth in adolescence,

often caused by hormonal changes. For Indian girls and boys, the growth spurt is slightly different. For girls the growth spurt occurs approximately between 10-13 years, whereas in boys it occurs between 12-17 years. There will be rapid acceleration in height and weight leading to changes in body proportions. Along with the changes happening in body proportions, changes occur in reproductive systems, which in turn leads to sexual maturity.

Emotional development

With the increased activity of hormones, adolescents experience frequent changes in their mood, ranging from a feeling of extreme happiness to that of sadness. At times, they may find it difficult to control their emotions and they tend to over-react without thinking about the consequences of the way they reacted, causing interpersonal issues. Bodily changes cause emotional distress in a few. A tendency to engage in intimate relationships and attraction to opposite sex are considered normal during this phase.

Social Development

Gaining acceptance and popularity among peers is much important for an adolescent. Peers become their role models. For gaining conformity with the gang, they experiment with their physical appearance and may use slang languages in speech. The stress is on looking differently from children and adults. They also tend to experiment with substances at this phase, as it is falsely considered as a way of showing heroism. Though the

number of friends decreases at this stage, the relations with the existing ones become steady and strong.

Behaviour Changes

The behaviour of adolescents are often driven by emotions. They “act” first and then “think” about the consequences of their action. This is a period in which the affiliation to one’s own peers outweigh the family relations and bonds. To show that they have “grown up” they start using tobacco or alcohol in the company of peers. Few adolescents continue alcohol and drug use on a regular basis and get dependent in these substances. Substance abuse is the well-known risk factor for several physical and psychological disorders. High-risk behaviours like rash driving, unsafe sexual intercourse, needle sharing by intravenous drug users, etc. are associated with substance abuse. The warning signs of substance use particularly in adolescents include:

Physical: Tiredness, redness in eyes, cough which does not have a physical reason, weight loss, loss of appetite, injection marks on the body.

Psychological: Sudden changes in the mood, irritability, reckless behaviours, low self esteem, poor judgment, depression and a general lack of interest

In family context: Less bonding with family, picking up quarrels, withdrawing from family gatherings,

tendency to disobey and back answer, demanding behaviours.

In the school: Decreased interest in studies, bunking of classes, picking up quarrels with teachers and class mates, creating disciplinary issues

In social context: Affinity to friends who are less interested in standard home and school activities, engaging in legally prohibited activities.

Certain factors including Negative Peer group influence, adverse experiences in childhood and adolescence etc should be addressed in a systematic and evidence-based method. Certain skills learned through the Life skill training can make a paramount change in one's behaviour.

Life Skills

The concept of Life-Skills has become popular over the past few decades especially in the context of Health and Reproductive Health. However, World Health Organization (WHO), while initiating Life Skills Education, conceptualized Life-Skills as abilities for Psychosocial Competence. Psychosocial Competence is an individual's ability to maintain a state of mental well-being and to demonstrate this through adaptive and positive behaviour while interacting with others and with his/her culture and environment. Life-Skills are defined as 'living skills' or 'abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life' (WHO, 1999). 'Adaptive' means that a person is flexible in approach and is able to adjust to different

circumstances. 'Positive behaviour' means that a person is forward looking and that even in difficult situations he/ she can find a ray of hope and find alternative solutions to problems. Life Skills of a person are not inherited, but developed over the years continuously in a dynamic manner. There are innumerable skills, which are needed to successfully negotiate each and every situation in one's life every day.

UNICEF, UNESCO and WHO list the ten core life skill strategies and techniques as: **problem solving, critical thinking, effective communication skills, decision-making, creative thinking, interpersonal relationship skills, self awareness, empathy, and coping with stress and emotions.**

Life skills helps an individual in understanding a problem from different view points, to explore alternatives, to evaluate the pros and cons of a particular behaviour and make rational decisions in solving each problem or issue as it arises. It also entails being able to establish productive interpersonal relationships with others.

Let's have a look on the 10 core life skills

Decision making: We all make decisions in our day to day life. Making a good decision is not always easy and many a times we prefer to leave the decision making on certain matters to others. All decisions

will have consequences – sometimes good and sometimes bad. Therefore, we usually hesitate to take decisions on matters about which we are not sure and feel that the results may be bad. Making a good decision requires skills which can be acquired. **Problem Solving:** As the name itself indicates, it is the ability to effectively solve problems in one's life. It involves identifying problems, their causes and accurate assessment of what can be done. **Creative Thinking:** It is the ability to think beyond the regular frame of perception. It enhances the problem-solving capacity and brings novelty in life. **Critical thinking** is the ability to analyse information and experiences in an objective manner. It is often considered as the backbone of all skills. **Effective Communication:** Being a social animal, humans consider communication as an important aspect of life. It helps adolescents stay connected with their world, share their emotions and ideas with others and make and maintain their relationships with friends and family members. Those who communicate effectively build a strong and healthy relationship with another. **Interpersonal relationship skills:** The development of interpersonal relationship skills begins early in life and is influenced by family, friends, and our observations of the world around us. Some aspects of interpersonal skills are even inherited. **Self-awareness:** Being aware of one's self is very important. It involves not only knowing about our qualities but also about our limitations, the strengths as well as the weaknesses. This awareness will help us to correct ourselves. Self awareness is about knowing self as a total human being, comprising of body, mind and spirit. It helps one to understand

their immediate and long term needs, wants, desires, wishes and also intensity of these in our lives and their role in keeping us happy. **Empathy** is the ability to think and perceive the world from the point of view of another person. Empathy can help us to understand and accept others who may be very different from ourselves, which in turn may help in improving our social interactions. **Coping with emotions:** Adolescents are known for their lability of mood and emotions. The capacity to control the emotional expressions according to different situations in life is a skill. This is known as coping with emotions. **Coping with Stress:** This is the ability to stay calm and focused even in the midst of different problems in life. For this, one needs to identify what causes the stress, how it has affected our lives, how to overcome it and where to seek help from, in times of need.

In this manual cum workbook, an attempt has been made to explain different Life Skills through different activities which can be used by facilitators to train adolescents and young adults. Each skill is theoretically explained first, followed by a set of 4 activities to teach adolescents/ young adults these skills through the use of a wide range of training modalities.

The manual can be used in community based targeted intervention programs particularly addressing substance use among adolescents.

DECISION MAKING

Decision making can be defined as a process which includes selecting an alternative from a set of options on the basis of certain criteria. Decision making is basically a study which comprises of identifying and selecting the alternative based upon the wish and values of the decision maker. Selecting a decision indicates that there are various different options to be examine and to identify an alternative which fits with the objectives, goals and wishes of the decision maker.

A decision making process can be divided as follows:

Name/ identify the problem

To solve a problem, first we need to

identify what the problem actually is. Following questions can be included:

- What have I (or others) noticed?
- What was I (or others) doing at the time when the problem happened?
- Is this a problem in itself or is there any deeper underlying problem?
- What more information do I need?
- What were the strategies we tried to address the issue?

Search for alternatives

Searching for alternatives is the most important as well as the creative side of decision making.

Weigh the alternatives

When a number of ideas have been created, it is essential to evaluate each of the ideas to see how successful they might be in addressing the issue.

Make a choice

It has been observed that some individuals avoid making decisions which later results in problem escalation. Therefore it is important to make a choice while solving an issue.

Implement the decision

When a decision is made, it must be implemented.

Evaluate the outcome

Whenever a decision is executed, it is crucial to assess the results. If the results are towards success, the problem gets resolved there. If it is unsuccessful, we need to start with the next best alternative down the list we have already made.

Benefits of decisionmaking skills

Decision making is a vital component in life. From solving a problem to making a major life change, everyone is applying decision making skills in their everyday life. Decisions that are

made on the basis of knowledge and reasoning can lead to positive outcomes whereas decisions that are based on flawed logic, emotionalism can lead to negative outcomes. Decision making skills helps one in critically evaluating various alternatives and thus choosing the best option. Decision making skills also helps in gaining knowledge that will make choices more effective.

Development of decision making skill

Making decisions is a part of our lives, but when we are presented with wide range of options, we make wrong decisions because of indecisiveness and regret of opportunity. There are some techniques which can help in developing decision making skills and reducing indecision in life. They are as follows:

Cost-Benefit Analysis

It is essential to consider the pros and cons of a decision before reaching the final decision to make sure that we are making the best possible decision. For that we need cost-benefit analysis where decision maker explores both positives and negatives of the outcome of every decision.

Narrow down the options

In order to simplify cost-benefit analysis, we must limit it to few options. Because when we are presented with numerous options, it is difficult to reach an ultimate decision.

Get a Well-Informed Opinion

We can improve decision making skills by getting a personal opinion, which further gives you confidence and reassurance that we are

making the correct decision.

How decision making helps in dealing with stressors of daily life

Adolescence is a crucial time as physical, cognitive, social, and emotional growth and changes takes place. During adolescent period, there is an increasing capacity for abstract reasoning, counterfactual reasoning, and reasoning from assumptions that are not true. These abilities are applicable to decision making. When children enter adolescence, they are gaining greater

autonomy as they are more exposed to wider variety of adults and peers. During adolescence, individuals make crucial decisions under the circumstances where adults have great difficulty: unfamiliar tasks, choices with uncertain outcomes, and ambiguous situations. To reach an accurate decision, an individual must be able to identify the pros and cons of choices and by looking at all aspects of a situation and to decide on a path that leads to a productive and enjoyable life.

ACTIVITY NO: 1 “WHAT WILL YOU DO?”

Aim of the activity:

- Teach decision making process to the participants

Duration: 45 minutes

Materials required: Pen and paper

Procedure

- Divide the participants in to “1” and “2”.
- All the “1” and ‘2’ participants are given scenario 1 and 2 respectively. .
- Participants has to write down their stand on these given situations

Scenario 1: You are in an examination hall and writing your half-yearly examinations. You came to see one of your friends cheating on the exam. Do you tell your teacher? Why or why not?

Scenario 2: During the lunch break at school, you see that some of your friends are bullying one of your classmates. What would you do in such a situation?

- Instruct few participants to report their decisions and the justification for the same. The other students may ask questions and add other ideas

Facilitating Questions:

- How they felt doing the activity?
- What are the steps involved in making a decision?
- What are the different ways of dealing with a conflicting situation?
- Did any human factors or values influence your decision?

Expected Outcome:

- Participants should be able to tackle conflicting solution in real-life
- They may become aware of the different steps involved in making a decision.
- They can apply the learning from this activity in everyday life.

ACTIVITY NO: 2 “DECIDE FOR YOURSELF”

Aim of the activity:

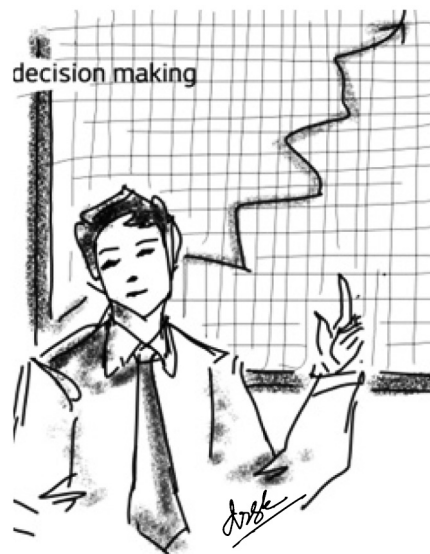
- Understand the various components of involved in decision making process to solve conflicts

Duration: 45 minutes

Materials required: Decision making chart sheet and pen

Procedure:

- Provide Decision making chart to all participants.
- Ask them to identify one conflicting situation they are in (For example: you started involving in drug peddling and caught by police)
- Write down the choices, consequences, and final decision they made in the decision making chart.
- Invite few volunteers to share their experiences and their decision making style.



Decision making chart (see: appendix i)

CHOICES	CONSEQUENCES	DECISION

Facilitating Questions:

- How was your experience in doing this activity?
- How did you reach to the final decision?
- How do you make sure that you have all the facts required to make a decision?
- Which all factors hindered your decision making?
- What is the importance of ‘decision-making’ in your day to day life?

Expected Outcome:

- The activity should enhance the decision-making skill of the participants in applying it appropriately to resolve issues
- Participants should be able to identify the factors which hinders the proper decision making

ACTIVITY NO: 3 “ROLE PLAY”

Aim of the activity:

- Learn the different aspects of making a decision

Duration: 1 hour

Procedure:

- Pair the participants and provide a scenario to them.
- Brainstorm the participants on how one would react in such a situation
- Instruct 3 pairs of volunteers to do the role play about the same.
- After the role play, discussion is followed

Scenario :

You have told a secret to one of your friends but later you happen to hear the same from others. How will you react to this betrayal and what decisions would you take? Will you go to the friend and talk about the situation?

Facilitating questions:

- How was your experience doing this activity?
- Conflicts and disagreements are part of everyday life, how do you feel when things go out of hand?
- Explain the process of decision making during this activity.

Expected Outcome:

- Participants will be able to identify various aspects involved in decision making as well as how emotions and values play a role while making a decision.

ACTIVITY NO: 4 “WRITE IT DOWN”

Aim of the activity:

- Understand the various steps involved in decision making

Duration: 45 minutes

Procedure:

- Give each participants a common scenario
- Ask them to write down the problem, list out the options, outcomes of each options and the final decision they took.
- Invite few volunteers to read out their decision making steps.
- Following this, session is opened for discussion

Scenario:

While going home after school, you saw one of your classmates being pressurized by some senior students to try smoking.

What would you do in such a situation?



Facilitating questions:

- How was it to do this activity?
- What are the abilities that are required to make decisions successfully?
- What are the steps involved in effective decision making?

Expected Outcome:

- Subsequent to this activity, the participants will be able to understand various steps involved in decision making process.



PROBLEM SOLVING SKILL

Problems are part of our daily life, so is problem solving. On an everyday basis, individuals face and solve numerous problems ranging from simple to complex. In order to resolve some problems, it requires less time whereas some may take too much time.

If we do not have the right kind of resources to resolve the problem, we look for alternative solutions. In the case of problem solving, our thinking pattern becomes directed and focused and we use most of the resources such as internal (mind) and external (support and help of others) to reach at the right and suitable decision.

For example, if you want to achieve high marks in an exam, you study hard making

use of all the resources you have such as: help of teachers, friends, and parents and finally you score good marks. Thus problem solving is nothing but focused and directed thinking towards dealing a particular problem. This thinking has three elements: the problem, the goal, and the steps to reach the goal.

We may or may not be successful in solving the problem using a particular strategy or technique. Although, in resolving real life problems, we depend on our past learning and experiences. There are various problem solving methods and the Six-step problem solving process is as follows:

Identify and Select the Problem

The aim of this step is to recognise the problem. Sometimes when we come across a problem, it may be so big therefore we have to break them down into smaller, workable problems and tackle one at a time.

Analyse the Problem

When the problem is defined, we move on to analyse the root cause of the problem. For that, we must gather all possible information regarding the problem. Once the information is collected, take a deep look at it.

Generate Potential Solutions

Now as the problems are analysed, one can start to find out possible solutions. This step is the most creative as well as practical where every possible solution is recognized.

Select and Plan the Solution

This step is focusing on selecting the most feasible solution to solve the problem considering the circumstances and resources.

Implement the Solution

Once a solution is made, it must be implemented.

Evaluate the Solution

It is essential to evaluate the results whenever a solution is implemented. The outcome provide valuable advice regarding the problem solving process

Benefits of Problem solving skills

Problem solving skills are important so as to direct the complex adolescent phase, and which is needed throughout the life. By imbibing problem solving skills an adolescent will be able to sort out a conflicting situation, be independent, and attain challenging goals and making decisions on their own. The ability to solve a problem can stop small issues from escalating into big ones, and thus have an important impact on adolescent's mental health and wellbeing.

1. Problem-solving skills help to discover practical solutions to problems. It will also nourish their empathetic skills. These abilities are considered to be beneficial in both social and work situations.
2. It will help to assimilate about the positive inference of another person's intentions.
3. Problem-solving skills will teach to think clearly and to respect the opinions of other people.
4. When adolescents instil these skills to resolve conflicts all by themselves, they will feel more confident, independent and responsible.
5. Problem-solving ability has been associated to a number of favourable mental health outcomes in children and youth. For example, skilful problem solving has been linked to better social functioning in youth.

Development of problems solving skills

Individuals require developing the ability to apply problem-solving skills when faced with issues that are new to them. The development and use of problem-solving skills enhances learning.

Some of the methods to develop problem solving skills are:

Brainstorming

Brainstorming is a technique which comprises of a relaxed and informal way to solve a problem using lateral thinking. Brainstorming motivates individuals to come up with various ideas and thoughts which can be crafted into creative solutions to a particular problem. Individual brainstorming is considered to be most effective when you need to solve a simple problem whereas Group brainstorming is more effective for solving complex problems.

Root Cause Analysis (RCA)

RCA is one of the most used techniques which help people to answer the question of why the problem occurred. It also seeks to recognize the origin of a problem using a particular set of steps to identify the major cause of the problem, so that we can:

- Determine what happened.
- Determine why it happened.
- Figure out what to do to reduce the likelihood that it will happen again.

A cause-effect diagram

It is a visual tool which is used to organize possible causes for a particular problem by graphically representing them in increasing detail, causal relationships. A cause-effect diagram cannot identify a root cause but it graphically presents the many causes that might contribute to the particular problem.

Role of problem solving skills in dealing with stressors of life

Problem solving skills encloses all major areas of a child's development i.e. social, emotional, creative, cognitive and physical. For an adolescent, problem solving is an essential life skill that requires to them to make practical and healthy decisions for themselves. If an individual is capable of solving problems of their own, they will be more independent and confident. Even though problems are looked on as negatives, it also helps individuals to build their characters, resilience and perseverance. Problems offer us opportunities to see and do things in a different way. An adolescent who lacks problem solving skills may try to avoid new things, also may ignore certain situations altogether or act rashly when presented with a problem.

ACTIVITY NO: 1 “WORST CASE SCENARIO”

Aim of the activity:

- Understand and imbibe problem solving skills.
- Application of problem solving techniques in completing the tasks as a team

Duration:45 minutes

Procedure:

- Divide the participants in to four or five groups
- Give a common scenario to group

Scenario: Imagine you as a group got stranded in a forest or in a building surrounded by flood water

- Discuss the strategies you will adopt to come out of this situation.
- Invite each group and ask to present their way of solving the problem.

Facilitating Questions:

- How do you feel after doing the activity?
- What all steps have you used to solve the problem?
- As a team, what were the strategies you have devised to solve the problem?
List down the problem solving steps.

Expected Outcome:

- Participants will learn problem solving skill, its steps and application in real life situations.

Idea adapted from: Seema P Uthaman, V. M. N., Kavita V Jangam, R Parthasarathy. (2007). Life skill education for college teachers: Department of Psychiatric Social Work, NIMHANS.

ACTIVITY NO: 2 “PICTURE PIECES PUZZLE”

Aim of the activity:

- Understand and imbibe problem solving skills
- Learn the steps involved in problem solving

Duration: 45 minutes

Materials required: Four or five A4 sized pictures of scenery, chart paper, scissors, and glue

Procedure:

- Divide the participants in to four or five groups
- Facilitator can tear the picture into 10 pieces of unequal sizes
- Ask the group to form the full picture and fix it in a chart paper



Facilitating Questions:

- How you felt doing this activity?
- How far you were able to achieve the problem solving?
- What were the supports you needed to complete the activity?

Expected Outcome:

- Participants will be able to use problem solving techniques in completing the tasks as a team

ACTIVITY NO: 3 “NINE DOT PROBLEM ”

Aim of the activity:

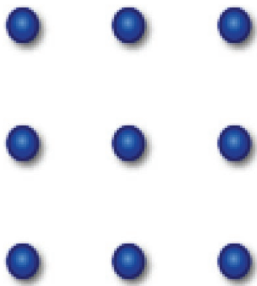
- Learn problem solving skill

Duration: 30 minutes

Materials required: Paper, pen, white board, and marker

Procedure:

- Provide paper and pen to each participants
- Instruct the participants to draw nine dots on the paper as given below.
- Facilitator may draw the same in the white/black board, if available.
- Ask them to join all those dots using four straight lines. 10 minutes can be given for this.
- Successful participants can volunteer and show their paper to group
- Facilitator can show the correct answer in the board. (see: appendix : ii)
- Once the activity is over, session is open for discussion.



Facilitating questions:

- What do you learn from this activity?
- What were the steps you have used to solve the task at hand?
- How far you were able to achieve problem solving?
- How can you relate this activity to your personal life?

Expected Outcome:

- For any problem, there will be a solution though at times it may not be complete.

ACTIVITY NO: 4 “BLIND FOLD”

Aim of the activity:

- Application of problem solving skill

Duration: 45 minutes

Materials required: Thread, blind folds

Procedure:

- Divide the participants into pairs
- Blindfold one of the member and provide thread to him/her
- Other member has to ask the blindfold person to form shapes by instructing him/her
- After the completion of the activity, session is open for discussion

Facilitating questions:

- How they felt doing this activity?
- Were they able to solve the given problem?
- What were the hurdles they faced in solving the problems?
- Do you find application for this skill in the real life?

Expected Outcome:

- After this activity, they will be able to understand how other skills such as communication skills, creative thinking helps in problem solving.



CRITICAL THINKING

Critical thinking can be defined as an ability to analyse information and experiences in an objective manner. Critical thinking imparts psychological well-being by helping us to realise and evaluate the factors which influence attitudes and behaviour

The critical thinking forbids us from directly jumping to conclusions. It is the ability to argue in an organized way. Critical thinking leads our mind through logical ways which widen the range of our perspectives, accept findings, keep aside personal biases, and consider practical possibilities. In other words, critical thinking requires the ability to reason. It is about being an active learner rather than a passive recipient of information. For example: the ability to recognise fake news – rather than trusting any information that is being passed and analyse the information in an objective manner.

The core of critical thinking:

- Interpretation – It is to understand and convey the meaning of a wide variety of experiences or situations
- Analysis – It is to recognize the intended and actual inferential relationships among statements, questions, or other forms of representation, which are used to express opinions.
- Evaluation - This means to evaluate the reliability of statements about a judgment, belief, or opinion
- Inference – This means to recognize and establish elements needed to reach a reasonable conclusion.
- Explanation – Being able to present in a logical way the results of one's reasoning.

- Self-regulation – This means to consciously observe one’s own cognitive activities and the elements used in those activities by applying skills in analysis, evaluation and reasoning.

Benefits of Critical thinking

Best possible solution

All of the actions, decisions, and judgments originate from assumptions, so if they are unchecked or unsuitable will result in poor decisions and wrong judgments. Therefore critical thinking focuses on the ability to follow logical steps and arrive at a decisive and appropriate conclusion.

Approaches

One of the important learnings of critical thinking is differing approaches to a problem as well as an ability to analyse those approaches critically. Rather than following on a standard, uniform problem-solving method, critical thinking helps in how to identify various other, often more valuable approaches.

An appreciation of differing worldviews:

Critical Thinking enables you to see beyond and not to judge and learn how to understand other factors that can influence decision-making. This empathy and understanding is important to effective teamwork and leadership.

Enhanced Communication:

By the ability to examine and build evidence for any given situation, Critical Thinking can make an individual a more effective communicator. Reliable and relevant points to support one’s statement play a pivotal role in communicating an idea effectively.

Decision making:

The goal of decision making is to reach a conclusion, and critical thinking is the process that proves whether the conclusion is effective or not.

Development of critical thinking skill

Critical thinking skills are not innate, but acquired and developed throughout the life of an individual. This means that if you want to be a good critical thinker, you need to remember that becoming a critical thinker is all about practice.

There are several different steps that will help one to develop critical thinking skills.

Ask basic questions that matter

To enhance your questioning skills while solving a problem (and thereby improve your critical thinking abilities), make sure you break the questions down.

For example: If you come across a problem at home or school, and aren’t sure what to do. Start by asking the following:

- What information about this problem do you already have?
- How do you come to know the above information?
- What is your goal and what are you trying to discover, prove, disprove, support or criticize?
- What might you be overlooking?

These types of questions help you to reach to the heart of a problem, interrogating it for simple solutions before assuming complexity.

Evaluate What You Hear

It is important to assess everything that we hear. The pieces of information we receive are not always right. Evaluating helps to reach an opinion of what we heard. This helps in analysing whether or not the information they heard and understood is significant or insignificant.

Think In Reverse

Thinking in reverse is an effective technique, especially when you're stuck trying to puzzle through a difficult problem. For example: if you think it's pretty obvious that A cause B, ask yourself "But what if B caused A?" Thinking in reverse won't always get you an immediate solution to a problem. However, it

helps you out of perceiving the problem in the same old way.

Research

Developing critical thinking skills depends a lot on effort. The need to strive to improve knowledge helps in improving critical thinking skills.

Critical thinking as a way to deal with stressors of daily life

The ability to think clearly and logically is a definite asset for people, which is the complete opposite of the type of thinking that most adolescents who rely on substances, use. Lack of critical thinking skills means that the individual is likely to make decisions purely on the basis of emotions or irrational beliefs. Those who can think critically not only make better decisions, but they also find the whole process of dealing with difficulties to be easier. Adolescents who abuse substances usually have many beliefs and ideas that helped to keep them trapped in their misery. Critical thinking will allow the individual to rid themselves of the faulty thinking that is making their life miserable.

ACTIVITY NO: 1 “MOCK PARLIAMENT”

Aim of the activity:

- Understand critical thinking skill
- Recognise the importance of critical thinking in day today life

Duration: 1 hour

Procedure:

- Divide the participants into four or five groups
- Ask the group members to list down few major social issues that they have observed in their area.
- After 4-5 minutes, ask each group members to select one topic for discussion
- Instruct each group to plan a programme to tackle the issue.15-20 minutes can be given.
- The leader of each group (Chairman) is asked to present their plan to all the participants.
- Other groups can add, clarify or criticize after each presentation.

Facilitating Questions:

- How was the activity?
- Were you able to do the activity successfully?
- What were the factors that helped in thinking critically?
- What were the factors that hindered in thinking critically?
- What is your current understanding about critical thinking?

Expected Outcome:

- Participants should be able to understand the concept of critical thinking
- Participants will be able to understand the importance of in-depth critical analysis before coming to conclusions.
- Participants will be able to relate with the situations in their lives where these skills can be applied

ACTIVITY NO: 2 “DEBATE”

Aim of the activity:

- Teach the relevance of in-depth analysis of an issue.
- Application of critical thinking skill

Duration: 1 hour

Procedure:

- Divide the participants into two groups
- Topics can be given for debate. For example: Positives and negatives of online education or whether cigarette smoking should be banned in public
- One group will talk for the topic while another group will talk against the topic
- Each group can be given 15-20 minutes to discuss about the topic and prepare the points.
- By taking turns, one person from each group will share air their opinion/point



Facilitating questions:

- What is the activity about?
- What have you learnt from the activity?
- Is it important to understand and use critical thinking skill before coming to conclusions?

Expected Outcome:

- Participants gets an opportunity to understand that there are varied views on the same issue
- Participants will come to conclusions only after considering the pro and cons of an issue in the real life situations
- Participants will learn the basic processes in critical thinking.

ACTIVITY NO: 3 “SKIT”

Aim of the activity

- Understand about critical thinking skill

Duration: 45 minutes

Procedure

- Inform the participants that this activity is a skit and ask five participants to volunteer
- Allot the roles in the activity sheet to each of the volunteers.
- Give 10-15 minutes to prepare and then enact the skit.
- Post skit, using the facilitative questions, do a discussion

Activity sheet:

1. P is a 16-year-old male, who started the habit of smoking under the influence of his friends. He is also keen that his other friends should also smoke.
2. Q is a 15 year old female, who haven't smoked yet but is curious and wants to experiment as she did not get any opportunity before.
3. R is a 16 year old male who knows that smoking is injurious to health, but he does not want others to think that he is not part of the group.
4. S is a 16 year old who is against smoking.
5. T is a 15 year old who thinks that smoking one cigarette may not harm a person but at the same time he does not want to involve himself in smoking

Facilitating questions:

- What are the various situations you have observed in the skit?
- Whose stand/opinion was correct in the skit? Give reasons.
- If P is offers you a cigarette, will you accept the offer or decline? Why?
- If you are T, what would you do? Why?

Expected Outcome:

- Through this activity, the participants will get varied views of an issue to think from different angles, analyse and come to a conclusion

Idea adapted from: Life Skills Education Toolkit for Orphans & Vulnerable Children in India, India – (October 2007)

ACTIVITY NO: 4 “GROUP DISCUSSION”

Aim of the activity:

- Demonstration of imbibing critical thinking skill

Duration: 45 minutes

Procedure:

- Divide the participants into 4 groups.
- Four different topics are written in paper chits and each group’s leader can select one.
- On the selected topic, group members have to discuss and write down the points. 15-20 minutes can be given.
- After the discussion, each group can do their presentation.
- Once presentation is over, ask each group to critically evaluate other groups

Topics for Group Discussion:

- a) Different types of substances and the modes of use
- b) Problems related to substance use
- c) How to protect oneself and friends from substance abuse?
- d) Importance of healthy life style habits

Facilitating questions:

- Discuss the application of critical thinking skill in this activity?
- What is the new information you have acquired from this activity?
- What is the application of these skills in your personal life?

Expected Outcome:

- Participants will learn the core of critical thinking skills and how to critically evaluate an issue before coming to conclusions.



CREATIVE THINKING

Creative thinking skills are essential to master in life. Even though, “creativity” seems like a skill useful only to artists, designers, writers, or marketers, creative skills are indispensable for all professionals. Creative thinkers are able to look at things in novel ways and come up with solutions. Creativity is something which directs innovation and thereby.

Creativity is commonly referred to as the ability to give rise to various ideas, insights, and solutions that are basically original and achievable. Creative thinking involves characteristics of both rational thinking and imagination. Creative thinking is a process in which the individual forms a productive solution to an existing problem.

Creative thinking process involves four stages:

Preparation:

Here, thinker formulates the problem and develops the facts and materials which are necessary for finding practical solutions.

Incubation:

During this, some of the ideas which were impeding with the solution start to fade. The overt activity and even thinking about the problem is absent in this stage. But the unconscious thought process which is involved in creative thinking is at work during this period.

Illumination:

Following the period of incubation, the creative ideas takes place.

Verification:

In this stage, it is essential to establish whether the formulated solution is right or wrong. Here, evaluation of the solution is also done.

Benefits of creative thinking

Creative thinking is an invaluable skill for everyone. It is important because it helps to view the problems and situations from a different view point. Creative thinking is a way of moving beyond barriers.

Adolescents and young adults often feel good while they are creating or solving a problem creatively as it helps them to boost their self-confidence. And students who feel able to experiment and to make mistakes feel free to invent new ways of thinking, which extends well beyond creativity.

Development of creative thinking

Thinking creatively involves developing new and original ideas. When one is creatively thinking, they can develop novel solutions from a different perspective. Creativity is considered to be the most difficult thinking skill to acquire. Creativity always begins with imagination; it enhances our understanding and can make life easier.

Steps in Creative Thinking:

Gather the information you already have
One of the most important steps in

the creative-thinking process is preparation. We can only create a solution when we gather all possible information regarding the situation.

Consider the obvious solution or process

We may be addressing a problem that already has a simple solution. Even though it is important to know the most obvious solution, you only have to use this information as a foundation for finding a more suitable answer.

Brainstorm additional solutions

Allow time for brainstorming as many solutions or processes as you can.

Other tips to develop creative thinking are as follows:

- Be a good observer
- Allow ideas to incubate.
- Be open to insight
- Ask, "What would happen if . . ."
- Ask, "In how many different ways . . ."
- Develop ideas and expand their possibilities.

Role of creative thinking in dealing with stressors of life

During the adolescent period, development of creative capacity occurs. Creativity is part of building an identity. This identity serves as a direct motivating factor for the attainment of necessary skills. Creative thinking and adolescent mental health go hand in hand. In addition, it supports brain development. Moreover, creative thinking and activities help them to build authentic connections with self and others. Consequently, they are better able to form positive relationships.

ACTIVITY NO: 1 “PAPER CUTS”

Aim of the activity:

- Demonstration of generating new ideas using common materials
- Developing capacity to think “out of the box”

Duration: 45 minutes

Materials required: Newspapers, thread, scissors, stapler, glue

Procedure:

- Divide the participants in to four or five groups
- Provide the materials to each group
- Participants are asked to make different items using the materials.
- Groups will be given 20-25 minutes to make the items.
- Members can arrange the items

Facilitating Questions:

- How was your experience while doing this activity?
- Was it difficult to make items within limited time and limited resources?
- How do you evaluate your creativity skill after the completion of this activity?
- List the real-life situations demanding creative skills.

Expected Outcome:

- Participants will understand that creative thinking is not restricted only to artists or writers
- They will be able to realize the creativity within themselves
- Participants will be able to make “out of the box” thinking within limited time and available resources.

ACTIVITY NO:2 “WORDS TELLING THE STORIES”

Aim of the activity:

- Enable the participants to generate creative ideas
- Teach creativity skill to the participants

Duration: 1 hour

Procedure:

- Divide the participants in to four or five groups
- Give a word to each group (for example : flowers, sea, home, forest, puppy, school)
- The first member has to create a sentence with that particular word and next member have to continue from the point first member stopped and so on. Within a time limit, the group members have to create a story.

One member from each group can voluntarily write down the story and shall present the same to the larger group.

Facilitating Questions:

- What were the thoughts and feelings stimulated during this activity?
- How easy was to create a story in a group?
- Did you face any difficulty to create a story in a group?
- How creative thinking skill can be helpful in day to day life?

Expected Outcome:

- Participants will be able to generate new ideas
- They will learn to creatively think in a limited time
- They will be able to learn how a group of people can generate new ideas

ACTIVITY NO: 3 “TOWER BUILDING”

Aim of the activity:

- Understand the concept of creative thinking

Duration: 45 minutes

Materials required: 50 pieces of straw, tapes, scissors

Procedure:

- Divide participants into groups of 5
- Provide 50 pieces of straw, tapes and scissors to each group
- Instruct them to make a tower using the materials provided
- Groups are given 20 minutes to complete the task
- Once the activity is over, session is open for discussion.

Facilitating questions:

- Tell the experiences during the activity?
- Can anyone point out the processes you have undergone in completion of this activity?
- Which were the areas requiring more improvement in doing a group activity?

Expected Outcome:

- Participants will be able to understand what creative thinking skill is and the processes involved in it.

ACTIVITY NO: 4 “POSTER MAKING”

Aim of the activity:

- Understand creative thinking and its relation with other skills

Duration: 45 minutes

Materials required: Chart papers, sketch pen

Procedure:

- Divide the participants into 5 groups.
- Start a brainstorming by asking groups the “Top 10 reasons to say NO to substance use”. 5-10 minutes can be given.
- Instruct them to make an attractive poster saying “NO TO SUBSTANCE USE” incorporating the ideas of members in the group. 20-25 minutes can be given.
- Once the poster making is completed, discussion can be held using the following questions.

creative thinking



Facilitating questions:

- Did you apply critical skills in this activity?
- For the completion of this activity, which all skills have you used?
- Were you able to complete the task in time?
- What is the utility of this skill in your personal and family life?

Expected Outcome:

- Participants will be able to find out the skills they have used while complete a task. They will understand the interconnectedness of various skills and its application in various situations.



EMPATHY

Empathy is the translation of the German term “Einfühlung”, meaning, ‘to feel as one with’. Empathy and sympathy are two words which are often misinterpreted. Many at times we sympathise but fails to empathize. Empathy is the ability of one to look into the reality through someone else’s perspective. Whereas sympathy is all about feeling pity for someone’s situation. In simple words, Empathy is the capacity to understand or feel what another person is experiencing from within their frame of reference, that is, the capacity to place oneself in another’s position. An empathetic person can understand or feel with the other person as if it is his own.

According to **Alvin Goldman**,

“Empathy is the ability to put oneself into the mental shoes of another person to understand his/her emotions and feelings”.

Empathy is the underlying principle of unselfish, prosaically behaviour, whereas a lack of empathy is related to antisocial, psychopathic behaviour. Proper empathic engagement helps an individual understand and anticipate the behaviour of another as well as to engage in empathic reasoning of one’s behaviour

Components of Empathy

There are three main components of empathy: Cognition, emotion and compassion

Cognitive empathy, simply knowing how the other person feels and what they might be thinking. Sometimes called perspective-taking, this kind of empathy can help in, say, a negotiation or in motivating people

Emotional empathy, – when you feel physically along with the other person, as though their emotions were your own. Emotional empathy makes someone well-attuned to another person’s inner emotional world. One risk associated with emotional empathy is when people lack the ability to manage their own distressing emotions. This can lead to psychological exhaustion that leads to burnout. One should be able to maintain a purposeful detachment from others too.

Compassionate empathy, –this can be simply called as the “empathic concern”. This means that by empathy we not only understand a person’s predicament and feel with them, but also spontaneously moved to help, if needed.

Empathetic Listening

Though the concept of empathy can be easily understood people get confused of how to express empathy. Often words like “I can understand, it’s all fate! Something worse must have happened, we all are there with you” are used to console persons in distress. But the effectiveness of such words are questionable. Then how do we show empathy?

Sometimes silence can itself be empathetic. Most valuable thing a distressed person needs is someone’s time. If you can provide that time even through silence, then that could be actually empathetic. Empathetic listening is the need of the hour. It involves

active listening with empathetic understanding.

How to Listen with Empathy

- willingness to let the other parties dominate the discussion,
- attentiveness to what is being said,
- care not to interrupt,
- use of open-ended questions,
- sensitivity to the emotions being expressed,
- ability to reflect back to the other person

The Benefits of Empathic Listening

Empathetic listening helps to build trust and respect between the listener and the communicator. It enables the disputants to open up mind, release their emotions and ventilate. Through this tension is relieved. It also encourages the surfacing of information, and creates a safe environment that is conducive to collaborative problem solving and decision making.

Indicators of Lack of Empathy

People who lack empathy find it difficult to think from other’s point of view. They might have rigid and inflexible perspectives along with denial of existence of other perspectives of the same subject.

Some of the indicators of lack of empathy are:-

1. Frequently finding oneself in prolonged arguments
2. Forming opinions early and defending them vigorously
3. Thinking that other people are overly sensitive
4. Refusing to listen to other points of view
5. Blaming others for mistakes
6. Not listening when spoken to
7. Holding grudges and having difficulty to forgive
8. Inability to work in a team

Adolescence and Empathy

Adolescence is often a period of emotional psychological and physical changes. This sudden changes leads to various confusions and struggles. Each child goes through this troublesome phase. Due to their own changes, some might forget to be considerate about others. We often find them irritable and yelling at parents.

So it is necessary to consciously include empathy training for adolescents to enable themselves to think from others view too. This help them to think from their parents and elders side whom they often indulge in difference of opinions. Empathetic listening to parents also helps them to safeguard themselves from peer pressure and risky behaviours.

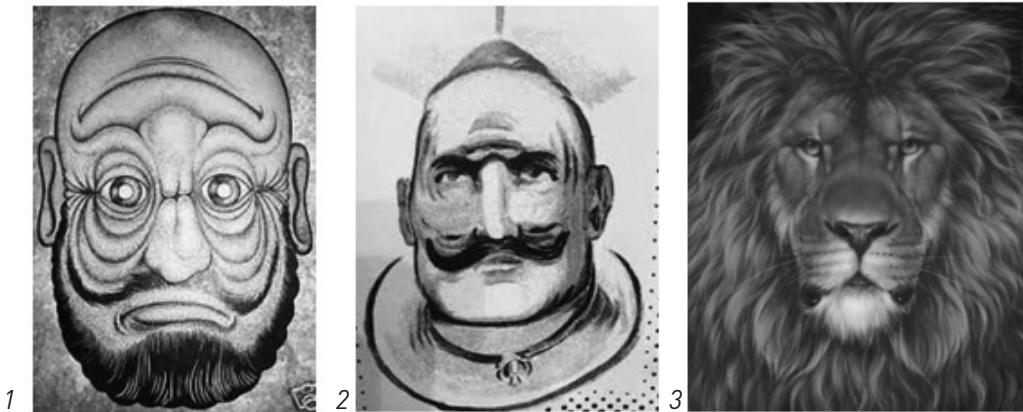
ACTIVITY 1: PHOTO ILLUSION GAME

Aim of the activity

- Encourage participants to think from others perspective

Duration: 30 minutes

Materials required: cards printed with upside-down illusion images (pictures which given different images when looked from different sides)



(see appendix 4 for color images)

Procedure:

- Divide the students to groups of two
- Each group asked to sit face to face.
- The photo illusion printed cards are placed in between them.
- First the person sitting on right side is asked to tell whatever they see on the image.
- Then the participant on left side is given the opportunity to tell what they have seen.
- Participants can now turn the image so that they can understand what the other person has been telling.

Pictures adapted from:

1. *topsy-turvy-mask-of-two-faces*. (2018, October 16). Retrieved from Anonymousworks: <http://anonymousworks.blogspot.com/2008/10/1950-topsy-turvy-mask-of-two-faces.html>
2. *335799715971816106*. (2020, July). Retrieved from Pinterest: <https://www.pinterest.fr/pin/335799715971816106/>
3. *lion-mouse-an-upside-down-illustration-project*. (2018, May 2). Retrieved from renemilot.wordpress: <https://renemilot.wordpress.com/2017/01/16/lion-mouse-an-upside-down-illustration-project/>

Facilitating questions:

- What did you feel when the other participant was describing the image?
- What did you feel when the image was turned?
- What did you understand from this activity?

Expected Outcome:

- Participants will be able to understand the concept of various perspectives of the same subject.
- Participants will learn to empathize by recognizing and accepting the perspectives of others

ACTIVITY 2: SHOE GAME.

Aim of the activity

- To enhance the empathy by placing oneself in others angle.

Duration: 20 minutes

Materials required: Slippers/shoes of participants

Procedure:

- The facilitator should ask the participants to take off their shoes and pile them in the middle of the room
- Mix the shoes, separating the pairs. Make a large pile of shoes.
- After this, ask the participants to select a pair of shoes that are not theirs and put them on and walk to the front of the room and describe how they feel.
- Write the comments on the board. - When there are enough reactions collected, ask the participants what they have learned from this experience.

Facilitating questions

- How did you feel while walking on other's shoes?
- Did you face any challenges while walking?

Expected Outcome:

- The activity enhances empathy.

ACTIVITY 3: ROLE CHANGE

Aim of the activity

- Enhance the empathy of participants
- Encourage the participants to think from other's point of view.

Duration: 45 minutes

Materials required: paper and pen,

Procedure:

- Divide the participants into groups of 3-4.
- Based on the number of groups formed assign a particular role for each group, example one group will be assigned the role of parents, second group can be teachers. Third group can be grandparents, fourth group can be siblings and so on.
- At first the groups are asked to write down whatever they expect from the particular role eg: group which was assigned the parent role, writes about what the participants expect from parents. Any changes they want in parent's behavior, the expectations they have from parents, any behavior they like or dislike in parents etc.
- Now each group can present the points they have noted down.
- After a group finishes presenting, other groups can give justifications to why the particular role behave in the mentioned pattern. (For example, if the group has presented that parents always wants you to return to home before 6pm. The other groups have to justify this need of parents)
- Each group has to present their notes and other groups has to justify the roles.
- In the second part of the activity, each group has to write down what the particular role expects from the adolescents. E.g. the group assigned with parent role, should write down points that parents the needs and expectation from the participants age group, the behavior parents dislike/like or wants to change, etc. based on the community these can be added.
- After this each group has to present their findings.
- Other groups can add if they have missed any. They also have to find reasons or justifications for whatever the group has presented.
- This has to be repeated for every group so that all the significant roles are covered.

Facilitating questions

- How do you feel now?
- Have you got any new perspective about others and their behaviours, if yes please share.
- What do you feel for your parents/ teachers /siblings now?

Expected Outcome:

- This activity would help participants to acknowledge the existence of different perspectives.
- Participant's starts to think from others side and respect other's perspectives.

ACTIVITY 4: INTROSPECTION

Aim of the activity

- Encourage introspecting empathy from real life situations.

Duration: 20 minutes

Materials required: paper and pen

Procedure:

- This activity should be done in continuation with the previous one.
- A paper and pen is given to all participants
- Based on the previous activity participants are asked to write about an incident where they had to shout or yell at someone or speak/feel bad about someone who is very close to them.
- After that the participants are asked to write about the possible reasons of the other person to react or behave in that particular way.
- Participant then has to write a letter to that person whom he yelled at or had a conflict with. He can add his current feeling after being aware of the possible reasons or the other person's perspectives. E.g. I feel sorry for you, I apologies, I am ready to forgive you etc....
- If anyone is ready to share the letter or feelings, then the facilitator can facilitate.

Facilitating questions

- How do you feel now?
- Can anyone share your letter?
- Is right always on our part?
- What do you now feel for someone who has done a mistake or yelled at you?
- Do you want to share your thought or feelings now?

Expected Outcome:

- This activity would help participants to connect the concept of empathy into his day to day life
- This activity will encourage participants to apologise, forgive and understand others.



SELF- AWARENESS

Self-awareness refers to being aware of oneself, which implies a capacity to value the qualities and shortcomings of one's own character. It is an individual comprehension of the very centre of one's own character. Understanding this will empower one to take action, make choices and decisions that are reliable with one's own capacities. Self-awareness is essential to our lives in light of the fact that our performance in life depends somewhat what we do and how we do it. For example, if we need to do a quality work, it is important that we must be aware about our self, especially on our capabilities. Thus, it holds a great deal of importance. Creating self-awareness empower us to distinguish when we are under stress or feel under stress. This is often a prerequisite for successful communication and interaction,

as well as for creating compassion for others. Some of the self-awareness skills includes the ability to recognise one's own strengths and weakness, appreciating oneself, identifying one's own talents and differentiating what we can do and cannot do by ourselves.

Understanding self-awareness can be done effectively once we understand the concept of self-esteem and related issues.

Self-Awareness & Self esteem

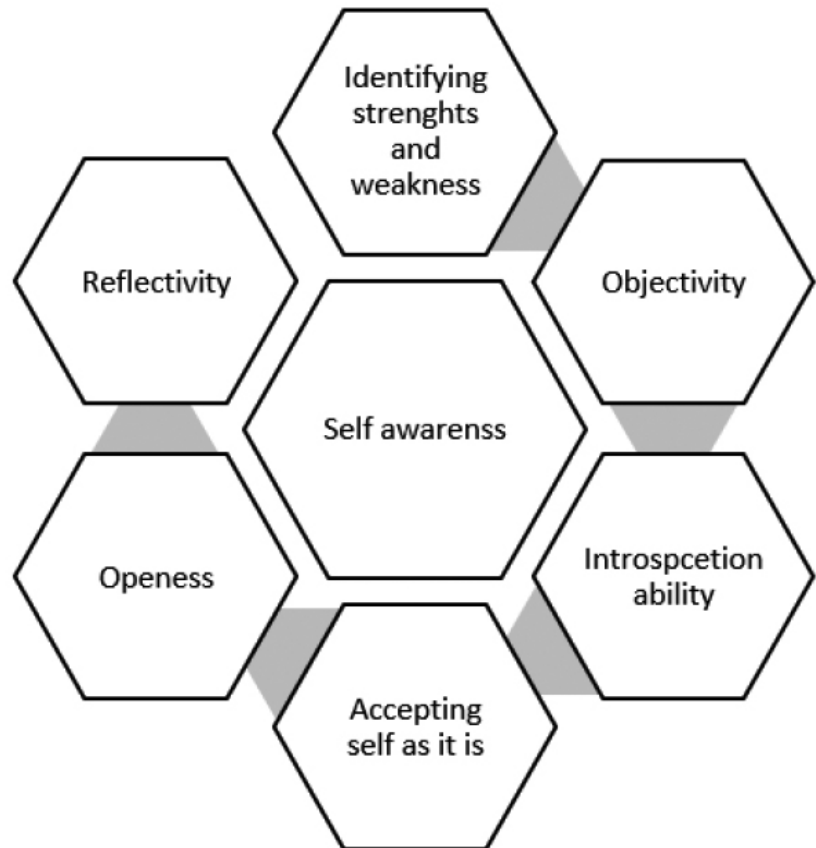
Self-esteem is often used to depict an individual's overall sense of self-

worth or individual value. In other words, self-esteem is marked by your ability to appreciate yourself, like yourself and think yourself how important you are. It's not about considering oneself great or perfect, yet realizing that one is worthy of being cherished, acknowledged, loved and accepted. Self-esteem is significant in light of the fact that it causes one to hold one's head high and feel pleased with oneself and what one can do. It gives one the courage to attempt new things and the ability to trust oneself. It lets people to regard themselves, in any event, when they commit an error. What's more, when we regard ourselves, others will automatically regard us.

Our self-esteem extends all through our lives as we create an image of ourselves through our encounters with distinctive individuals and activities. Our early childhood stages are exceptionally imperative for creating self-esteem. Thus, the environment in which one lives and the quality of life has a great influence in shaping and maintaining self-esteem. Having high self-esteem can help you achieve success in life.

Components of self-awareness:

As a skill, it can be considered as a bunch of components, which together work as self-awareness skill. The distinctive components are as follows:



Benefits of self-awareness

Self-awareness enables us to deal with ourselves more effectively, irrespective of whether we are males/females/teachers/students/illiterates/literates. Therefore, it is important to develop self-awareness. Some of the proven benefits of practicing self-awareness include:

Self-development: It will make us more active, increase our acceptance and promote positive self-development.

Developing self-esteem: Self-esteem allows us to see things from the perspective of others, to exercise self-control, to be creative and productive, and to be proud of ourselves, our work, and our self-esteem in general.

Knowing our strengths and weaknesses: Self-awareness helps us to use our strengths and to deal with our weaknesses. This can be the most vital advantage of being self-aware. The more you know about yourself, the less demanding it is to move forward and work towards your growth.

Stress Management: Self-conscious people have an understanding of what causes them stress. Therefore, they either avoid such situations or develop counter-situations to deal with stressful situations.

Being objective and realistic in life: Self-conscious people are objective and realistic in nature; these can make an individual subjectively much better in managing various circumstances of life. It can improve us at our employments, better communicators in the workplace, and enhance our confidence and occupation related prosperity. In this way, the individual viability is upgraded.

Enhancing Motivation: Self-awareness is empowering because it can reveal where the performance problems are and indicate what can be done to improve performance.

Basic process in developing self-awareness

Develop objectivity in life: Develop an intellectual dimension of being objective

in life. Here, one has to assess the situation and make decisions based on a set of criteria accepted by the society. This is the thing that objectivity comprise of. Developing objectivity in life is the basic step in developing self-awareness.

Avoid being Narcissistic: Each of us has a tendency to fall in love with our own abilities, appearance, strength, and positive aspects of personality. In certain individuals, this turns out to be excessive. That unnecessary or excessive self-love is called narcissism. This is detrimental to the development of self-awareness. By cultivating excessive self-love, we are blind about our shortcomings . In this way, it is significant that we avoid being narcissistic.

Learn to be realistic in life: One must figure out how to acknowledge the social reality of which one is a part. Thus, it is desirable for an individual to move in consistence with group norms and needs to be realistic in life. In this manner, the assessment of the general public or the community about us is likewise to be acknowledged by us seriously. This can empower us to stay realistic in life.

Assess your own strengths and weaknesses: Develop the ability to objectively assess your own strengths and weaknesses. This may seem

difficult to do. But if one tries to do it, one can. For this to occur, one must be eager to keep one's eyes and ears open to receive judgments from others in society. Constantly in our whole interpersonal interaction circumstances, we do get responses of others. This should be a sufficient feedback for an intelligent person.

Avoid developing complexes about yourself: There are various types of complexes that individual experience the ill effects of. These complexes are a sort of mask that everyone wears to show an alternate alluring face to the society. For example, there is an inclination among certain individuals to flaunt when they are in the midst of a gathering. This is only to get the attention of others in the group. Attempting to flaunt with jewellery, riches, dresses and so forth are all examples of complexes.

Examine your characteristics based on different evidence: It is significant that we keep up a student's mentality throughout everyday life and develop continually. If this can exist, then it turns out to be simple for one to develop. To do this, one should be intelligent throughout everyday life. Through reflection, one needs to check one's qualities based on the evidence one gets from various situations in life.

Accept yourself with all positive and negative attributes: It is healthy to accept the fact that our self is composed of all good and bad attributes. The ability to be aware of one's bad qualities is just as important as the awareness of good qualities. Together, one must be aware of oneself.

Self-awareness and dealing with stressors of daily life

One of the major developmental tasks for adolescents is to answer the question, 'Who am I?' A major conflict during this period is the tension between role confusion and identity. Identity seeking involves trying to understand clearly what one's abilities and personal attributes are, finding where one is going and believing in oneself. Adolescents who create a sense of identity picks up the benefit of feeling at home in their own body and of mental well-being. Therefore, creating self-awareness can help teens identify when they are stressed or under stress . This is often a prerequisite for effective communication and interaction, as well as for developing empathy with others.

Adolescence is considered as period of storm and stress and a time of real vulnerability. This is the time when the peer group membership assumes more importance and adolescents getting involved in illegal behaviours especially substance use. Adolescent who lacks social support would have a tendency towards smoking and drug use. Researchers have found that students with low self-esteem are more likely to have emotional, behavioural and anti-social behaviours. Therefore, low self-esteem is associated

with disturbed young minds, which can lead to substance use. The self-esteem of an individual is influenced by their life experiences, events and circumstances. To maintain high self-esteem, individuals need to understand what makes them feel great and arrange to create those things happen in their lives. People must learn to avoid negative influences from others or circumstances, or learn to think differently about how it affects them.

How self-awareness helps to deal with substance use:

Just as a lack of self-awareness can perpetuate substance use behaviour, building one's self-awareness may aid in reducing this behaviour. Self-awareness helps you to understand the triggers which lead to your substance use, such as certain emotions, situations, or people. This awareness allows you to take control of these behaviours, emotions, and situations, empowering you to make changes in your life. As you become more aware of these, you are better able to control your surroundings, and as a result gain control over your addiction.

ACTIVITY 1: APPRECIATING ONESELF

Aim of the activity:

Enhance self-awareness and create better idea about self-esteem.

Duration: 30 minutes

Materials Required: Photocopies of the handout 'Appreciating oneself'

Procedure:

- Distribute the handout and ask the participants to fill it up.
- Invite participants one by one to share their positive qualities as well as their weaknesses.
- Once everyone in the group has shared, open the discussion by asking the following questions to stimulate individual and group learning.

Facilitating questions

- Each of us have positive qualities as well as certain negatives which we are not conscious about in our day to day life. Identifying one's own qualities and negative behaviours will help us in improving our life.
- How did you feel when you shared your positive qualities?
- Was it hard to find out the negatives about oneself and open up about it in the group?
- What is self-esteem and what happens when we have low self-esteem?
- How can we improve our self-esteem?

Expected Outcome:

- They will be able to understand the importance of knowing oneself
- Participants will become aware of their strengths and weakness.
- Finding one's inner self makes them feel good about themselves.

Hand out 1
Appreciating oneself



Four things I like in myself



My weakness

ACTIVITY 2: GETTING WHERE YOU WANT TO BE

Duration: 30 minutes

Materials required: Hand out for each participant, pen /pencil



Procedure:

- On the printout given you will find a diagram that includes boxes and arrows. This is an activity which you need to complete on your own, considering all the areas / aspects of your personal life (such as friends, family, school etc.)

Instruction

- Fill in the box titled 'currently I am' using as much as you can to describe your current state.

For e.g. Currently I'm a student

Currently I'm employed as a sales executive in X

- Now do the same for the other three boxes titled 'In two years I want to be'....., 'In five years I want to be', 'In ten years I want to be.....'

For E.g. In two years, I wanted to complete my X qualification and pursue a job.

Like this complete the rest.

- After the completion of all the boxes as detailed above, the next step is to complete the remaining arrow boxes.
- The arrow boxes have to be filled with lists of what changes and/or adjustments need to be made in order to achieve what is listed in the next box.
- So, in order to move from the section "Currently I am..." to "In two years I want to be..."

The answer will be as: *"I will need to attend my classes regularly".*

"I will have to give up my mobile gaming."

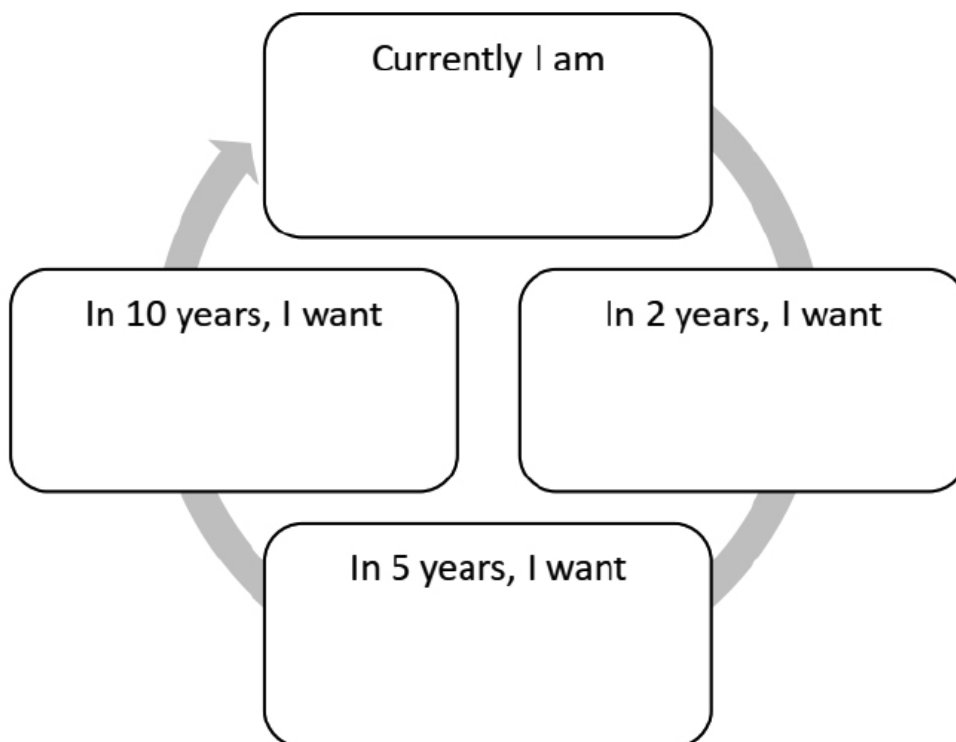
Facilitating questions:

- How did it feel?
- Did you learn something new about yourself? If so, what?
- How easy was it for you to identify your future goals?

Expected Outcome :

At the end of the session the participants get a reflection about their own life with regard to where they are, and where they actually wanted to be and the discrepancies between these two. This will help them to set realistic and achievable goals in life.

Hand out 2:



Adapted from: The Association of Business Practitioners (ABP). (2010). Self-awareness and Personal Development. British Business Professional Skills Development. Liverpool.

ACTIVITY 3: ANIMAL IN ME

Materials Required: Pen and Paper and a paper box

Duration: 30 Minutes

Procedure:

- Ask the participants to draw a picture of an animal, which they feel has similar characteristics as them.
- For those of who have difficulty in drawing write the name of the animal that resemble them using the following sentence. Do not write anything about the animal.
If I was an animal, I would bea cat
- Instruct the participants to fold it and drop it in the box placed.
- Now each person has to select a drawing from the box (other than their own), show it to the group and list all the good things they can think about the animal. Ensure that only the positive things are listed.
- Once the activity is over the picture can be returned to the participants.

Facilitating questions

- How did you feel about the activity?
- What did we do?
- Did you find any difficulty in listing out the positives?
- Was there any gender difference in this activity?
- Was there any difference in how you think about yourself and how others think about you?

Expected Outcome :

- By the end of the activity the participant will be able to develop self-awareness and self esteem
- Get to know about the positive qualities we are unaware of
- Aware of one's own worth and dignity

ACTIVITY 4: STRENGTH ENVELOP

Duration: 30 Minutes

Materials required: Pen, envelop and white paper

Procedure:

- Ask the participants to sit in a circle. (Divide the whole group into two circles if you have a large number of participants) and distribute the envelop and writing paper to each members of the group.
- Instruct the participants to write down their name on the face of the envelop.
- After writing their names ask them to pass the envelop to the person on the left and receive from the person on the right.
- Now think of the person whose name is written on the envelop and write at least three strengths you have observed in him/her with reference.

For e.g.:

Strength:

Knowledge

Strength in action:

When you are asked to explain about a subject, you come up with valid explanation pointing out the facts.

- After 3 minutes, ask them to fold the paper, put it inside the envelop and pass it on to the person sitting on the left and receive from the one on their right side.
- Continue this activity until they receive their own envelop.
- Before they open up ask the participants to prepare a list of strengths, they feel about themselves.
- Now instruct them to open their envelops and see what others think about their strengths

[Note: It is advisable to initiate this activity once the participants are familiar with each other]

Facilitating question:

- Which of your strengths are recognized by most other people—and by yourself?
- Which strengths surprised you (because you never realized that you had them)?
- Which strengths did most people list?

Expected Outcome :

- This activity will help the participants to discover their personal strengths
- Participants will be able to understand their strengths as perceived by others.



EFFECTIVE COMMUNICATION

Introduction

Communication is the most important life skill which enables individuals to convey ideas/messages/ or any form of information to each other. Every living organism in this world has its own way of communication. Humans, are social beings who need to continuously engage in various forms of communication throughout his life. It is a dynamic process that takes place around us all the time. In fact we spend 70% of our time receiving and sending messages. So it is essential for us to communicate effectively and convey messages in the right and accepted ways.

The term Communication was derived from a Latin word 'communicare' which means to share. Leland Brown defined communication

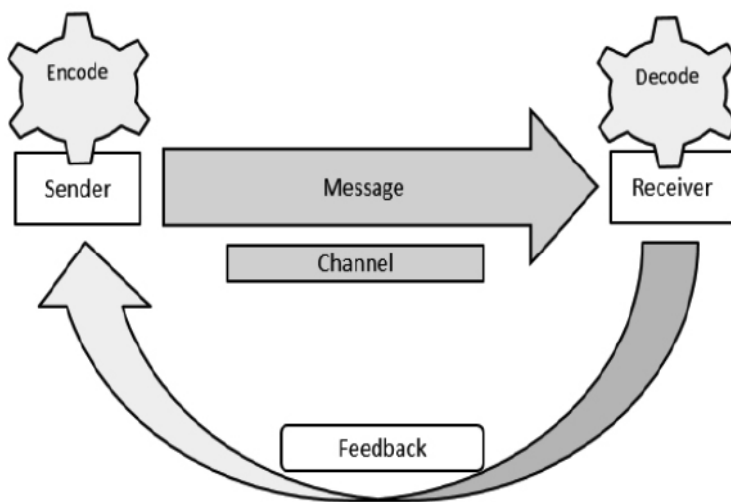
as *"the transmission and interchange of facts, ideas, feelings, or course of action."*

Allen Louis considers communication as *"the sum of all the things one person does when he wants to create understanding in the mind of another. It involves a systematic and continuous process of telling, listening and understanding"*

The methods and means of communication has evolved from the time immemorial from gestures, vague sounds, cave paintings, symbolic representations, to the use of multi-media and multi linguistic modern methods.

Process of communication:

Communication is usually a two way process where a message is sent by the source to the receiver and he in turn provides the feedback. The sender encodes the information into transmittable language and send the message in a particular channel. At the other end of channel, the receiver receives this message and decodes it into a medium which he understand. After the information is processed and analyzed , the receiver sends a feedback to the sender.



Types of Communication

There are two main types of communication- the verbal and the nonverbal communication. Verbal form of communication uses language as the medium of communication. Whereas the nonverbal communication uses the non-linguistic, bodily elements like the body posture, tone etc. to communicate messages. It is said that 70-80% of the communication happens through nonverbal cues like the voice modulation, facial expression, body movements etc.

Do's and Don'ts in Effective Communication

Communication need not always be effective. There are some situations in which communication need not reach the receiver in the way it was intended to. There are various reasons for this. For example, barriers in communication like noise, difference in the medium of language, usage of mismatching nonverbal cues, etc. So to enhance the effectiveness in communication there are few do's and don'ts.

DO's :-

- Convey the message clearly , directly, and in simple language
- Use a medium which is familiar by the sender and the receiver
- Maintain eye contact
- Message should be clear and crisp
- Message should be convey in through culturally sensitive and age appropriate ways.
- Encourage feedback
- Carefully use the non verbal cues for better understanding and comprehension.
- Maintain an acceptable distance

Don't's:

- Don't use indirect phrases or those with double meaning
- Don't stare
- Don't use over pour information
- Don't interrupt the other speakers
- Don't be too far nor too close

Importance of communication skills for adolescents

Adolescents come across various events and life situations during their period of growth. These drastic changes often leads to various confusions and chaos. Such confusions can be sort out only if

it is communicated well. Adolescents may find it difficult to communicate their problems to their family members due to generation gap. So it is important for them to have effective communications skill to express their concerns and have solutions for their problems.

Often adolescents are persuaded to use substance by their peers. An adolescent who has good communication skills can handle such peer pressures and assertively communicate their opinion. This helps them to stay away from such pressures. Adolescents with poor communication skills may eventually fail to communicate their opinions and may fall in this trap of peer pressure.

ACTIVITY 1: FOLDING PAPER

Aim of the activity

- Demonstrate that even simple instructions are prone to be misinterpreted based on the listeners' perception

Duration: 10minutes

Materials required: A4 sheet papers, instruction notes

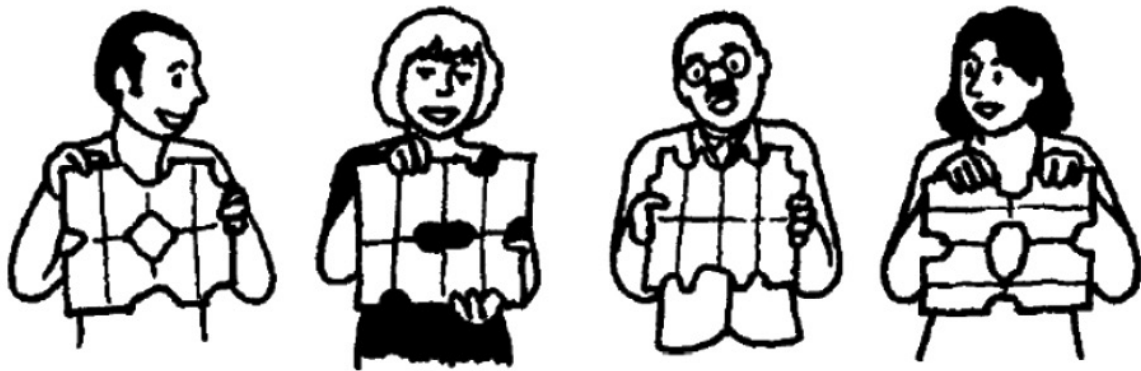
Procedure:

- Divide the group into pairs of two.
- Give one paper to each group.
- One will be blindfolded and given the paper
- The other will be given a printed instruction note. He has to read it to the blindfolded participant. He should not add any additional information nor comments. Instructions should not be read more than twice.
- The blinded folded student should follow the instructions read out without asking any questions or clarifications.

INSTRUCTIONS: (written on the instruction note)

1. Fold the paper into half
2. Tear a small piece from the bottom right corner
3. Again fold the paper to half
4. Tear a small piece from the upper right corner
5. Again fold the paper into half
6. Tear a small piece from the left hand corner.

- After all the instructions are completed, paper is compared with other groups. It could be noted that various form of shapes has come out.



Facilitating questions

- What words in the instructions could be interpreted different ways?
- How could the directions be clearer?
- Why do you think there is different interpretations of the same instruction?
- How was it to do the activity without clarifying your doubts?
- How did you find when you were reading out the instruction?

Expected Outcome :

- Participants will realize the need of giving precise and specific instructions with minute details.
- Participants understand how lack of feedback and clarification can lead to misinterpreted information.

Adapted from, Bangladesh, U. N. I. C. E. F. (1993). VIPP-Visualisation in Participatory Programmes: A Manual for Facilitators and Trainers Involved in Participatory Group Events. UNICEF Bangladesh.

ACTIVITY 2: PASSING THE MESSAGE WITH SONGS

Aim of the activity

- To identify the communication barriers and overcome it.

Duration: 20 minutes

Materials required: Printed message

Procedure:

- Ask the entire group to stand in circle. (if there are more than 15 students, then two circles of equal number)
- One participant is called out from the circle and a written paragraph of 5-6 important points are shown to him (paragraph can be in local language, taking into consideration the cultural elements). After he has finished reading the message carefully he is asked to come back to the circle.
- Then he is asked to pass the information to the person sitting next to him. While this starts, all other students are asked to sing their favorite song along with clapping and doing small footsteps.
- The message should not be repeated. No doubts should be asked.
- The song, clap and foot works has to continue till the message reaches the last person.
- Now the last person is asked to write down whatever he has heard in the proper order.
- Now the initial message is compared to the last one.

Facilitating questions

- What do you think had happened?
- Where you able to hear the message correctly?
- What were the difficulties you had faced while listening and passing the message?
- How did you overcome?

Expected Outcome :

- Participants will identify the barriers to communication
- participants will understand how lack of feedback and clarification can lead to misinterpreted information

ACTIVITY 3: PICTURE DICTATION

Aim of the activity

- Understand the importance of effective communication

Duration: 30 minutes

Materials required: Image cards, colour pens/pencils, papers

Procedure:

- Divide the students to groups of three.
- The first participant is given a card with a simple image like a cow, cat, house etc. Colours and papers are given to the second participant.
- The first participant has to describe the image with as much details as possible, without directly telling the name of the object.
- The second participant, has to draw the image from the details given by his pair.
- The first participant is not allowed to see the image drawn and the second participant is not allowed to see the image on the card.
- The third participant can be the observer who can see both the image as well as the picture drawn. He observes how the activity is proceeding. He can note down how the first participant is conveying the message and the receiver is drawing.
- After 10 minutes the picture drawn is shown to other groups.
- Then the observer is given a chance to give additional descriptions or changes which he had noted and the second participant can make the additional changes in the picture.
- After five minutes, the groups are asked to come back with the image for discussion.
- In the discussion the observers in each group will share whatever they had observed in the group.

Facilitating questions

To participant 1:

- What did you feel while describing the images?
- What were the challenges you faced?
- How do you think you could improve?

To participant 2:

- What did you feel when you got the description?
- Were you able to comprehend and how successfully where you able to draw it?
- What all information would you be expecting?
- Do you have any suggestions?

To participant 3:

- Based on your observation what type of messages were helpful and not helpful for the participant 2?
- What are the additional information's you wanted to add?
- While observing what all did you find as important in effective communication?

Expected Outcome

- Participant will be able to understand the importance of effective communication.
- Participants will realize various components which will help and impede the communication.

ACTIVITY 4: INSTRUCTION AND ACTION

Aim of the activity

- Explain the importance of verbal and nonverbal communication.

Duration: 15 minutes

Materials required: Nil

Procedure:

- Explain to the group that you are going to give them a series of instructions, which they have to follow.
- Give the following the instructions along with the respective actions: -
- Place your hand on your nose
- Clap your hands
- Touch your shoulder
- Stand up
- Sit down
- Cross your arms
- Stamp your foot
- touch your chin –(for this instruction the facilitator has to touch his/her cheek instead of chin)
- Discuss about what the participants has done

Facilitating questions

- What would have made you touch your cheek instead of chin?
- So what kind of communication have I used?
- Do you feel it's equally important to the verbal communication?

Expected Outcome :

- Participant will be able to understand the importance of effective communication.
- Participants will realize various components which will help and impede the communication



INTERPERSONAL RELATIONSHIP SKILL

Human beings are interdependent on each other. They depend on each other for the basic level needs like food and water to higher level needs like self-esteem and self-actualization. Individuals live their life only through constant interaction with their environment. These interactions lead to various interpersonal relations with other people and with his own environment. Interpersonal relation as a life skill is the sum total of all other life skills. It is combination of all other life skills in various degrees.

Interpersonal relationship is an association or acquaintance of two or more people with the ultimate aim of satisfying emotional,

psychological, social or physical need. The nature of relationship varies based on the context in which the relations is established and its purpose. For example, relationships established through or kinship, friendship or marriage are much stronger and satisfies the emotional needs. Whereas relations with associates, colleagues, neighbours and persons at the place of worship are more professional and aiming to satisfy the social needs. Relationships in any context is regulated by set of unwritten norms as in family and written laws as in profession or social

organisations. Violation of these norms can cause disharmony or disruption of relation.

Importance of Interpersonal Relationship

Human behaviour is largely shaped by the personal and social experiences of his interpersonal relations with others and his environment. Each of us have the innate need to interact with each other. According to the Maslow's hierarchy of needs, human beings are in need of love, care and acceptance from various social groups. All these together provides safety, security and a sense of belonging.

Another important aspect of relationship is the social exchange of reinforcements and rewards which motivates individuals to achieve their goals. Such rewards keep us go and move forward irrespective of the hurdles that can come across. Relationships also help to develop a sense of self. One develops a concept about himself with the interactions he makes in his relationships. Hence his behaviour and emotions attitudes and beliefs are highly influenced by his relationships.

Satisfaction in interpersonal relationships enhances the confidence and general positivity. Whereas a dissatisfying interpersonal relationship like an abusive relation, or toxic relation can hinder the growth, development and self-actualisation.

Ways to Enhance Interpersonal Relationship.

To enhance and maintain a relationship it is very essential to be aware of your own thoughts, actions and feelings and how these are affecting the person on the other end. It is equally important to understand and respect the other person's perspectives and needs. Maintaining optimal transparency in relationship helps to communicate effectively, enhance the trust and honesty in the relation. Acceptance of individuals as they are, non-judgemental attitude and controlled and purposeful use of emotion aids in strengthening the relation.

Constant use of rewards and reinforcements, expression of gratitude, acknowledgements foster the relationship. Whereas neglect, hostility, critical comments, can impede the relation.

It is universal to have problems in relations. But the ways in which problems are dealt indicates the strength of the relationship. Taking responsibility, asking and giving forgiveness, taking initiative etc. helps to solve the problems. But revenge, remorse, blaming, denial etc. may worsen the problems.

Importance of Interpersonal Relationship in Adolescents

Adolescence is a time of drastic change in the concept and meaning of relationship. Due to hormonal changes and emotional

needs relationship are given much more importance and these relationships plays a major role in shaping the adolescent's behaviour and attitude. It is mostly observed that adolescents are mostly acquainted to their own age mates and slight disharmony arise in familial relationship as they struggle for autonomy and independence. They also start to build attraction to opposite gender and strives to establish relationship to opposite gender.

Though these are quite normal, there is a high chance of developing and getting involved into risky behaviours. As part of experimentation adolescents may indulge

in harmful behaviour patterns like substance abuse if their relationship circle is not good enough. Through giving the education about interpersonal relationship as a life skill, adolescents learn to identify toxic relations and prevents themselves from falling into traps dangerous peer groups and risky behaviours. Interpersonal skill can also enhance the family relations whereby the family can stay well connected during the course of this drastic changing development period.

ACTIVITY 1: BALLOON FIGHT

Aim of the activity

- To make the participants imbibe the need of interpersonal relationship for coexistence.

Duration: 20 minutes

Materials required: Music, Balloon and Thread.

Procedure:

- Ask each participant to blow one balloon and tie it on their left leg, just above the ankle.
- Now a big circle is drawn and all the participants are asked to stand inside the circle.
- Now the facilitator gives the instruction

“A song will be played for 10 minutes. During that time no one should go out of the circle. If anyone goes he will be out of the game. If anyone’s balloon burst, he will also be out of the game. The participant who remains with the balloon by the end of 10 minutes will receive a gift.”

“Ready 1, 2, 3 start” (Play the music with beats)

- When the song starts, it can be observed that participants try to burst others balloon. By the end of the song, only few participants will remain.

Facilitating questions

- Facilitator can ask the winner the strategy they have used.
- Facilitator ask the ones who are out of the game to analysis what happened to them.
- At the end the facilitator ask the group why did they burst others balloons though it was not instructed?
- What would have happened if no one tried to burst others balloons?

Expected Outcome :

- Participants will understand the importance of positive coexistence and relation, where no one hurts others.
- Participants would realise that if no one tried to burst others balloons, then the entire team would have achieved the goal together. Good interpersonal relations would benefit the entire system where as disharmony and toxic relations would restrain the entire system from achieving their goals.

ACTIVITY 2: PAPER BRIDGE

Aim of the activity

- Exposure to various interpersonal relationship process
- Identify the processes that can strengthen and impede the interpersonal relations

Duration: 45 minutes

Materials required: Newspaper bundle, scissors, gum, cello tape

Procedure:

- Participants are divided into groups of 6-7.
- Each group is provided with sufficient amount of newspaper, scissors, cello tapes, gum etc.
- Each group is asked to build a model of a bridge which is almost one feet tall and has one feet width.

Facilitating questions

- Can you explain how you came up with this plan of bridge?
- Were there any leaders?
- Did you have any conflict in between? How did you resolve it?
- What did you notice about your relationship with each other?
- What are the factors which helped you to build this?

Expected Outcome :

- Participant would understand how strong interpersonal relations could bring in success and goal attainment.
- Participant during the course of activity will come across some interpersonal issues which they will learn to solve by themselves.

ACTIVITY 3: BALLOON GAME

Aim of the activity

- Educate the importance of interpersonal relationships.

Duration: 30 minutes

Materials required: Balloons and markers

Procedure:

- All the participants are given one balloon each.
- They are asked to blow and tie the balloon. Markers are given to write their name on the balloon.
- All the balloons are missed up in the centre of the space.
- Now participants are asked to find their own balloons.
- Time taken by the entire team to complete the activity is noted.
- Then again the balloons are mixed up.
- This time participants are asked to take the balloon which they see first and give it to the owner.
- Time taken is again noted
- It is evident that it needs very little time to complete the entire activity.
- Participants are then called for discussion

Facilitating questions

- How did you find it in the initial part?
- Why do you think you have taken little time and effort in the second round?

Expected Outcome :

- Participants will be able to acknowledge the importance of interpersonal relationship in their life

ACTIVITY 4: CASE DISCUSSION

Aim of the activity

- Identify interpersonal issues in relationship and use interpersonal skills effectively.

Duration: 30 minutes

Materials required: case vignettes

Procedure:

- The entire group is divided into groups of 4-5.
- Each group is given a case studies where there are interpersonal issues. Cases can be made by the facilitator based on the number of groups and taking into consideration the socio-political set up of the community. It could be a recent issue of the local area.
- Groups are asked to analyses the case and suggest interpersonal skills that would enhance each case.
- After the group discussion, the case and the suggestions are presented by the group to the entire participants.

Facilitating questions

- What were the interpersonal issues in the case?
- How would the skills you have suggested improve the scenario?

Expected Outcome :

- Participants will learn to identify interpersonal issues
- Participants will learn to use interpersonal skills in enhancing the relationships





COPING WITH STRESS

Stress is your body's method of reacting to any sort of interest or danger. At the point when you sense danger—regardless of whether it's genuine or imagined—the body's resistance shifts into high gear in a rapid and automatic process known as the "fight or flight" reaction or "stress response".

The stress response is the body's method of securing you. When working appropriately, it encourages you remain engaged, vigorous, and alert. In emergencies, stress can save your life and give you extra strength to defend yourself. But when it is beyond a certain point stress can be dangerous, it can damage your mood, relationship, productivity and the overall quality of life.

Thus, it's important for one to learn how to recognise and cope with the stressors of everyday life

Coping and Stress Management Skills Defined

Coping and stress management skills are the ability of a person to take charge of their life through knowledge, attitude and skills, as well as healthy and friendly behaviour, which is portrayed in their mental well-being and personality. The development of these skills enables the individual to take care of themselves, others and the environment. A certain amount of stress or stimulation is needed, which can be positive and increase personal performance, mental health, and quality of life.

Types of Coping.

Coping refers to the use of strategies to deal with real or expected problems and the negative emotions that may arise. This approach helps to control the responses to our needs. We use actions, thoughts and emotions to cope. Different situations or stressors call for different kinds of coping.

Problem-centric coping aims to change a situation or its accompanying needs. This is most appropriate when you have some control over a situation or are able to deal with a problem in the environment. It uses specific functions to accomplish a task.

Emotion-focused coping aims to deal with the emotions caused by a situation and its needs. This is more appropriate when you have little or no control over a situation. This type of coping reduces anxiety related to the stressful situation without addressing the issue.

Components of stress management



Benefits of managing stress

Stress is common to all, but there is always an individual difference in how we respond to these stressors. Maladaptive coping can lead to adjustment problems and unhealthy results. The way an individual assesses and copes with a situation is more important for mental well-being. Stress coping skills prevent stress-related problems and promote personal growth. Training in certain skills, such as problem solving and social skills, will help prevent stress and increase coping skills. To prevent stress-related problems, an individual should learn to improve their skills, which makes them capable for dealing with difficulties they face in life. Here are some skills that seem to be related to stress coping skills:

Expect or detect potential stressors and identify healthy and unhealthy coping;

Takes responsibility for one's behaviour and its consequences.

Create a satisfying relationship with others.

Develop effective problem solving and decision-making skills.

Process of coping with stress

Stress is a fact of daily life that can be controlled by:

- Planning activities to set realistic goals and celebrate success,
- Time management
- Identifying what you can and cannot control,
- Learning to relax alone and with others,
- Gather information, analysing it and making decision
- Reviewing how you feel about things and why.

Importance of coping with stress in managing drug use behaviour in adolescents

Adolescents with substance abuse begin to use it as a way to control stress. When teens do not have the skills and resources to deal with stress in a healthy way, they may turn to drug use or other unhealthy and dangerous ways to deal with their mental distress. That's why it is vital for the teens to learn to manage stress. While it may seem that teens who turn to drugs for stress management are taking control of their circumstances and expressing their independence, the reality of drug use is that it can quickly overwhelm people's lives and reduce control more than ever before.

ACTIVITY 1: BRAIN STORMING

Aim of the activity:

Understanding and dealing with the stressful situation.

Duration: 30 Minutes

Materials Required: White board and pen

Procedure

- Explore the participants understanding on the word stress and note down various points that emerge during the discussion on the whiteboard.
- Next draw three columns on the board: stressful event, how do we feel and 'what we will do'.
- Invite the students and ask them to write under the given headings.
- Once it is done, read each item under the heading what we will do and group them into healthy and unhealthy way of coping with stress.



Facilitating question

- How does stress affect your life?
- What are the signs and symptoms of being stressed out?
- What are the behavioural changes during stress? And how does your body react to it?
- How will you distinguish a healthy and an unhealthy way of coping?

Expected Outcome:

- Participants will be able to identify the stressful situation in their life.
- They will learn to develop healthy way of dealing with stress.
- They will become aware of the physiological changes during stress.

ACTIVITY 2: ROLE PLAY

Duration: 30minutes

Materials required: Role play situation hand out

Procedure

- Divide the participants into 3 groups.
- Assign different situations and instruct each group to prepare a role play of about five to eight minutes based on the situation assigned to them.
- Instruct them that the play must end with a possible solution suggested by the team.
- Allow ten minutes for the preparation.
- Each role play has to be followed by a discussion within the group.
- At the end, the whole class discuss on the appropriate ways of dealing with stress.
- Sum up the activity with the key messages.

Role play situation handout

Group 1: R is a 15-year-old boy studying in class IX. He never listened to his parents and teachers. He spends most of his time in chatting, playing and going out with his friends. He is now under stress as his final exams are near and he is not prepared for it.

Group 2: S is a 12-year-old girl studying in class VIII. She is very poor in her studies compared to other students in her class. They often make fun of her and says that she is an idiot. Due to this she is not able to go to school causing lot of stress.

Group 3: Q was employed in a well-known company with good salary package. Recently he lost his job and had a disruption in his lifestyle and financial status. He is going through a stressful situation to find a new job.

Facilitating questions

- What do you think of this situation?
- If you were in the situation how will you react?
- How do you find that they are under stress?
- What was the situation?
- How do they react? Was it in a healthy way or unhealthy way?
- How they might improve on the way they handle the situation in the future

Expected Outcome:

- By the end of this activity participants will learn to identify different situations that cause stress and the appropriate ways to cope with the situation.

ACTIVITY 3: TALK ABOUT STRESS

Materials Required: Pen, Paper and a box.

Duration: 30 minutes

Procedure:

- Get the participants ready with a pen and a paper and ask them to tear into 6 pieces.
- On each piece of paper, everyone should write about a situation that was very stressful for them. (one situation per paper i.e., six stressful situation).
- Once they are done, collect it in a box and place it on the table.
- Next call the participants one by one and ask them to pick up a paper and read the stressors aloud.
- At the same time, rest of the participants has to raise their hands if they find it stressful in their personal point of view. Difference in opinion has to be discussed therein.



Facilitating questions:

- Which situation seemed to be most stressful and why?
- Why is some situation stressful for some people while for others they are not?
- What situations were most unique and why?

Expected Outcome

- They will learn to identify stressful situations in future

ACTIVITY 4: DEEP BREATHING

Materials required: Nil

Duration: 5 minutes

Procedure

- Ask participants to sit comfortably in a chair.
- Instruct them to keep their body relaxed and eyes closed.
- Now ask the participants to concentrate on their lower abdomen and imagine a small balloon on that space.
- Breathe in slowly and deeply through nostrils, imagining the balloon inflating (getting bigger/larger/growing) slowly
- Hold the breath for two seconds
- Now Slowly exhale through the mouth, imagining the balloon gently deflating (getting smaller, shrinking); blow out of the mouth as if blowing out a candle.
- [Tip: Place a hand over the lower abdomen while breathing in and out to feel it go up and down, and make sure you're not breathing with the chest]
- Repeat at least 5 times (At the end advise the participants to practice deep breathing when they are under stress).

Facilitating questions:

- How do your bodies feel after the exercise?
- Are you more relaxed/calm?
- Do you feel lighter? Great? Tired?

Expected Outcome:

- By the end of this activity participants will be able to understand the concept of deep breathing as a stress reduction strategy that can be used anywhere.
- They will learn to use it effectively in coping with future stressors.

Adapted from: National Centre for Health Promotion and Disease Prevention (NCP) (2014). Manage Stress workbook. U.S. Department of Veterans Affairs



COPING WITH EMOTIONS

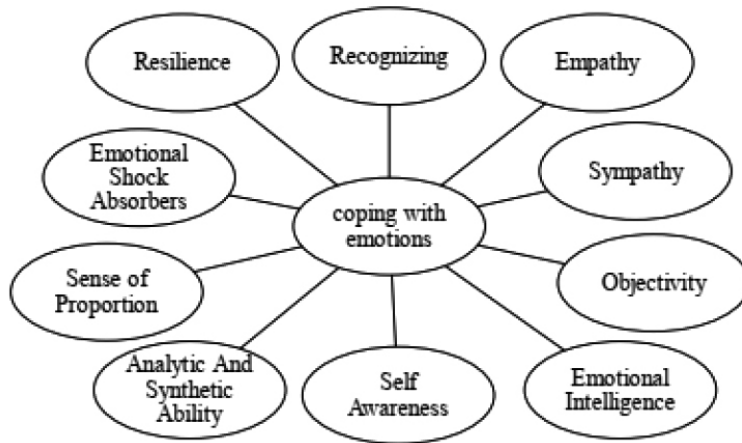
Emotion is a Latin word which means to set in motion. Whatever you are feeling is an emotion. Emotions are therefore strong feelings which are reactions to situations, people and issues. Emotions are recognized and defined in terms of feelings. Emotion is a mental state that arises spontaneously rather than through conscious effort. It is accompanied by physiological changes. Emotions mobilize the organism's resources. They energise organisms to a very high degree in order to meet the emergency situations. For example, while encountered with a feared object, the body releases extra energy either to fight or escape from the feared object.

Types of emotions

Emotions can be classified as positive and negative. Emotions that can be used to successfully reconcile or adjust with others are considered positive and those that become a source for maladjustment with others are considered negative emotions. They are ideal when most emotions are in moderation. They become negative or malfunction when overdone.

Positive emotions: warmth, love, compassion, humour, gratitude, curiosity, joy, or happiness. **Negative emotions:** sorrow, fear, tension, anger, hate, envy, jealousy, resentment, repulsion, hostility, depression, grief or insecurity.

Components of Coping with Emotions



Significance of managing emotions:

It is vital to express emotions for mental and physical well-being. Research has shown that when you keep your feelings to yourself and don't express them, you will encounter physical issues. Anxiety and inability to express oneself on time often lead to physical discomfort, body aches, weight gain, stress, irritability, anger, lack of concentration, and sleep problems. Hence, it is imperative that you know how to deal with emotions.

Coping with emotions is the capability to talk or express the way one is feeling. It is a life skill that leads to a healthy and prosperous life. Coping with emotions includes the following: Understand the impact of emotions on perception.

Understand the impact of emotions on conduct and evaluate its impact on others.

Understand the role of physiological or substantial changes behind the development of emotions.

Process of managing emotions:

Emotions that we experience are natural and are caused by either pleasant or unpleasant circumstances. Emotions are unpredictable and management of your emotions is your own responsibility.

Step by step process involved in managing emotions include:

Identifying your emotions:

The primary step is to figure out what you're feeling without censoring it. All feelings drop into these categories: anger, sadness, anxiety and happiness and you just need to select from these four primary emotions.

Reflecting on how the emotions is affecting you:

Following step is to recognize the message of your emotions. Understand what is happening to you and acknowledge your feelings. To do so, inquire yourself these questions

Anxiety: What am I afraid of?

Sadness: What have I lost?

Anger: How have I or my values been attacked?

Happiness: What have I gained?

Take action: Once you've recognized the emotions and its message, the final step is to take

action. Ask yourself if there's anything you can do to ease the situation. If so, consider what you can do, and if you can do nothing, decide how you'll adapt with the emotions such as by meditating, getting social support, exercising, writing and seeking professional help.

Importance of emotional regulation in adolescence

Adolescence is a time of various emotional challenges, such as new academic or workplace pressures, increasing the importance of peers and romantic relationships, and decline in reliance on family support. In addition, adolescence is characterized by high emotional responsiveness, increased risk, and impulsive behaviours. Emotional reactions are especially common in adolescents, and learning to control emotions is an important socio-emotional skill that allows for flexibility in emotionally charged situations.

There are obvious developmental changes in how we deal with emotional responses. During childhood, emotions are often expressed and seek external support (e.g. from parents or guardian). In adolescence, there is typically a decline in reliance on parental support and limited efficacy of adaptive internal emotion. Stressful life events and childhood adverse conditions have been confirmed to be significant risk factors for future psychopathology. There is also evidence that the ability to control emotional reactions to these events may play a vital role in teenagers' life. Thus, failure to cope with emotions confer risk for mental health problems. Therefore, coping

with emotions helps adolescents to enhance their psychological health and interpersonal relationships.

Role of managing emotions in controlling substance use behaviour among adolescents

Adolescence is an emotionally turbulent time where young people frequently start utilizing drugs or liquor in an endeavour to manage with upsetting feelings. Guilt, outrage, depression and low self-esteem can all be temporarily lightened by the use of drugs. On the other hand, drug use can also lead to problems with emotional control. Drugs influence a portion of the brain known as the limbic system; an area responsible for processing our feelings. Drug-related changes to this zone can contribute to low mood, mood swings, irritability and emotional outburst. In this way, adolescents may be trapped in a cycle of drug use and emotional distress. They use drugs to temporarily get rid of negative emotions, but the use of that drug can actually make those feelings worse. One way to break this cycle is to deal with complex emotions and to eliminate the use of drugs or alcohol to deal with emotional distress. Emotions are sometimes unmanageable for teenagers, so learning to recognize and control emotions can be a relief for many teens and drug addicts.

ACTIVITY 1: PASS THE FEELINGS

Aim of the activity:

Develop clear understanding about emotions and the way to deal with them.

Duration: 30 minutes

Materials required: word cards with emotions/feelings, box, and music

Procedure

- Cards labelled with feelings such as joy, shyness, loneliness, sad, scared, funny, confused, excited, angry, happy etc. are put in a box.
- Participants sit in circle and pass the feeling box while the music is on. When the music stops the person, who hold the box has to pick up a card from the box and acts out the emotions described without telling any word.
- The rest of the group has to tell which emotion it is.
- List out the emotions in the box and add if the participants suggest more. Keep them placed in the wall and refer to it in different sessions when feelings need to be expressed.
- At the end of the session participants can be asked to think of a situation that give rise to the feelings, following which they have to recollect how they were helped and with whom they have discussed their feelings. Few of them can volunteer if they are willing.

Facilitating questions:

- Was it difficult to express certain emotions? Why?
- How did they feel when they express without using words?
- Did they find any difficulty in identifying the emotion?
- Do different people express the same emotion in different ways?
- Do girls and boys express them differently? Why?
- When did you last feel joy/sadness/any other emotion?

Expected Outcome :

- Participants will become aware of their own emotions and learn how to cope with them.
- They will develop an understanding on how emotions are expressed differently by different people.
- Participants will learn to look at the situation objectively.

ACTIVITY 2: MIX AND MATCH

Materials required: 4 to 5 copies of the mix and match feeling cards

Duration: 20 minutes

Procedure:

- Divide the participants into group of four or five.
- Give each group five feeling statements and ask them to place them in front of the group on the floor or on the table depending on where they are sitting.

Feeling statements:

When I am angry

When I am very sad

When I am happy

When I am Scared

When I am nervous

- Trainer will hold three sets of body statements distributing one set at a time. The group
- has to match the body feelings with the statements given. Once they have completed one set, they move on to the next and so on.
- When the group finishes, they will have a grid like this:

BODY STATEMENTS			
FEELING STATEMENT	SET ONE	SET TWO	SET THREE
When I am angry	I have a headache	My breathing becomes shallow and quick	My head is about to burst
When I am very sad	I feel empty inside	My heart feels heavy.	I feel very tired.
When I am happy	I'm excited and feels like flying	I want to smile	I feel like my energy is boosted
When I am Scared	I find difficulty in breathing	My heart beats faster	My stomach feels sick.
When I am nervous	Feels weak and tired	I become restless	I feel butterflies in my stomach.

- If the group have made the body statements with feeling statements differently, let them discuss on *why they do so, as it is possible* that people react to situations differently.
- Once the activity is over, brainstorm with the groups the non- verbal cues such as postures, tone of voice, speech rate, facial expression, gestures and breathing.

Facilitating questions

- How do they express their feelings such as happiness, fear, nervousness, anger and sadness? Discuss the differences in their answers.
- Do they feel overwhelmed by emotions at times?
- What do they do when they feel so?
- Would others know what they are feeling in their body?

Expected Outcome :

- Participants will become aware that the feelings are expressed non-verbally through body language.
- They will learn on how our body reacts to the feelings and helps them think about the feelings and express accordingly.

Ideas taken from: AVSI (2017). Facilitators manual for life support. AVSI Lebanon, Ghadir-Jounieh.

ACTIVITY 3: THINK – FEEL- DO

Duration: 30 minutes

Materials required: None

Procedure

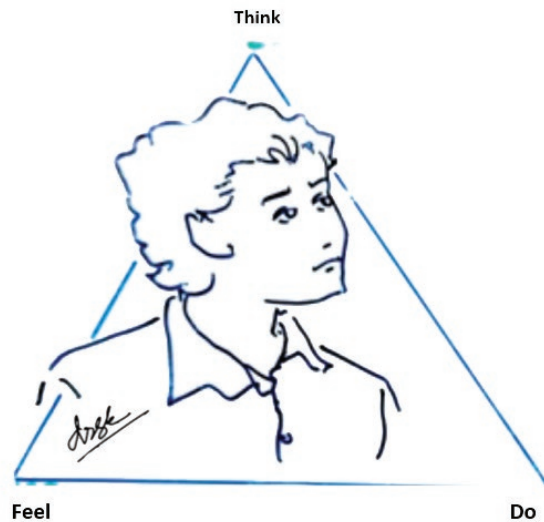
- Divide the participants into three or four groups and give a problem for each.

Suggestions:

1. *Our team has lost the match and we cannot play in the finals.*
2. *My father is sick and he won't be able to go for work anymore.*
3. *I don't look good and people make fun of me.*
4. *I'm not prepared for my final exams.*

- Now ask each group to think of this problem based on two perspective i.e., from the negative as well as from the positive aspect
- Each group will have to discuss on the following points if the feelings were negative as well as positive and write it down separately.
 - What would be the thoughts?
 - What would be the behaviour?

Below is an example of the activity;



Situation		Feelings	Thoughts	Behaviour
I have failed in my exams	Negative	I feel sad & angry	I'm stupid and there is no point in wasting my time in my studies	I will drop out
	Positive	I'm upset but I'm ok	I think I need to get some help in clearing my exams.	I will try again

Facilitating questions:

- What did you learn from this activity?
- What was most challenging in this activity? Why?
- How do you feel when you have a good feeling about yourself?
- How do you feel when you have a bad feeling about yourself?
- Is there any difference in how you think and behave in this situation?
- What do you prefer?

Expected Outcome:

- Participants will become aware of the influence of emotions on our thoughts and behaviour.
- They will understand how people react to same situation in different ways.

Ideas taken from: AVSI (2017). Facilitators manual for life support. AVSI Lebanon, , Ghadir-Jounieh.

ACTIVITY 4: GROUP DISCUSSION

Materials Required: whiteboard, paper/book and pen

Duration: 30 minutes

Procedure:

- Divide the participants into group of 3 or 4 and assign each with a situation.
- Next, ask the group members to appoint a reporter among them who will be presenting the points at the end.
- Allow each group 10 minutes to think of how would they respond to the situation assigned and note down their points.
- Encourage all the members to be part of the discussion
- Now each representative from the group has to come forward and present their opinion before the audience.
- At the same time trainer has to draw two columns on the board and label them as negative and positive response.
- As the reporters present their points, ask the whole group whether the response was positive or negative and write it under the appropriate column.
- Once everyone finishes their presentation, involve whole group in the discussion of healthy way of dealing with stressful situation.

Situations for the group

- You and your best friend had a fight for no reason.
- Your classmate reports a false complaint against you to the teacher.
- You were scolded by your parents without any reason.
- You lose your match in the finals

Facilitating questions:

- What did you learn from this activity?
- Were you able to identify the emotions and use it appropriately?
- Have you ever come across this situation before?
- How can we cope with our emotions positively?

Expected Outcome

- By the end of this activity Participants will understand that managing emotions is a part of growing up.
- They will learn that managing emotions is the ability to identify and express emotions appropriately.

LIFE SKILLS EDUCATION AND SUBSTANCE USE



RISK AND PROTECTIVE FACTORS

Aim of the activity

- Provide knowledge about various protective and risk factors associated with substance abuse
- Help to identify various protective and risk factors in the community and to enable the participants to stay away from the risk factors.

Duration: 45minutes

Materials required: Plain paper slips, already prepared paper slips

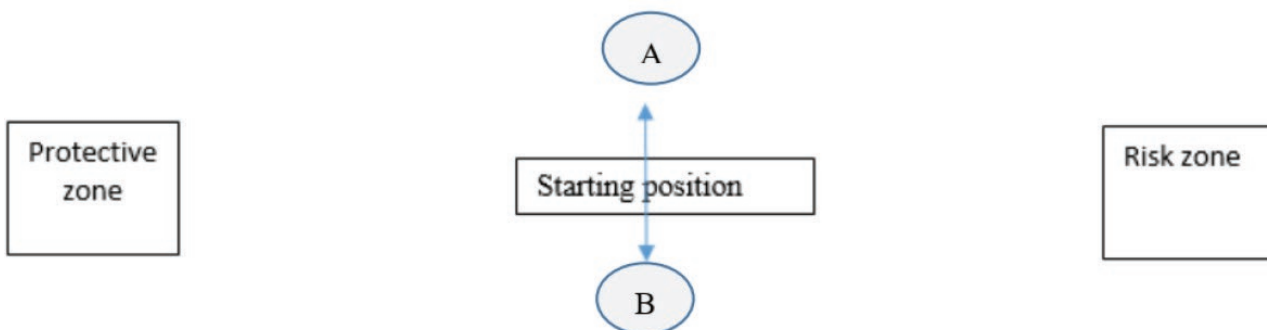
Pre requisite: Write down various risk factors and protective factors with the scores in separate paper slips and fold it. Each risk factor carries 2 negative marks and protective factors carries 1 positive mark

Few points that can be include are given below. Based on the drug used locally and the community response, facilitator can modify the points given .

RISK FACTORS	PROTECTIVE FACTORS
Family history of substance use	Good family support and - strong and positive family bonds
Peer pressure	Good friends
Low self-esteem and self-image	Good self-image
Poor assertiveness	Assertiveness
Accessibility	Poor accessibility
Poor coping skills	Good coping skills
Stress	Good knowledge about of substance and its impacts
Poor academics performance	Impulse control, will power
Personality traits-impulsiveness, risk taking behavior	

Procedure

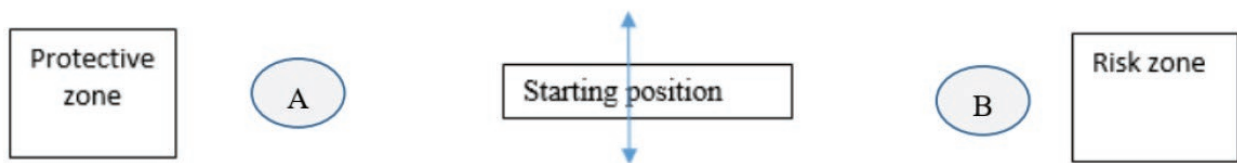
- Introduce the concept of risk and protective factors in substance abuse
- Have an interaction with adolescents and identify the specific risk and protective factors in their community and note down in the paper slips along with the score.
- Jumble the pre prepared and the newly added ones.
- Now the participants are divided into two equal groups A and B.
- The left side of the venue (hall/ground/room) is marked as protective zone and right side as risk zone. The groups are asked to stand in the middle of the two zone



- One participant from each group is asked to pick a slip randomly. The group has to move one step towards left if the paper slip has a protective factor with score one

and two steps to the right if the slip has a risk factor with -2 marks, from their starting position.

- Similarly, the activity is repeated till the paper slips ends. Based the scores the group has to move left or right from the current positions.
- By the end of this the groups with be positioned to either one side of the field based on the number of risk and protective factors they have picked



- Conclude the activity by relating these factors to the zones and analyses how the participants can stay in the protective zone and deal the risk factors.

Facilitating questions:

- What did you understand from this activity?
- How can you deal the risk factors you have in your neighborhood?
- What is the application of life skill in this activity.

Expected Outcome :

- Participants will be able to identify the risky factors and realize the protective factors in their neighborhood.
- Participants also gets an idea how to deal with these risk factors.

IMPACT OF SUBSTANCE ABUSE

Aim of the activity

- Understand the impact of drugs on various domains of life
- Educate the adverse effects caused by drugs.

Duration: 1 hour

Materials required: Chart papers, colors, gum, scissors,

Procedure

- Form 3 equal groups.
- Each group is assigned one domain that can be adversely effected by substances use e.g. family, social life and physical and mental health.
- The groups are asked to give a pictorial representation of their domain using chart papers and colours. e.g. family can be represented by drawing a house, social life can be represented using a picture of globe and physical domain can be represented by drawing a rough image of human body. Ask them to make it as beautiful as they can. They can use the locally available materials to beautify the image.

- Then the participants are asked to discuss and note down the various possible impacts of drugs on each domain on a separate paper.
- After all groups discussion is over each group is asked to present their points and pictorial representation to other groups.
- When the group presents one impact, one big strike mark is given over their particular image. Repeat giving the strikes for each point being discussed. Make sure the strike is large enough that it extends from one side to the other (the strikes can be diagonal, horizontal or vertical)
- Also encourage contributions from other groups too. The facilitator can also add the points which are left out by the participants.
- By the end of the presentation the pictorial representation should look messed up. Facilitator should then relate the image to the actual life where the impacts can cause harm to the entire domain.

POINTS FOR THE FACILITATORS NOTE:

► Physical and mental impact:

- Respiratory problems such as lung cancer, emphysema and breathing problems
- Abdominal pain, vomiting, constipation, diarrhoea
- Seizures, stroke, brain damage
- Changes in appetite, body temperature and sleeping patterns(euphoria) sexual activity
- Loss of weight, drowsiness
- Contraction of HIV, hepatitis and other illnesses
- Impairs cognitive functions like memory, attention, concentration, perception and judgment.
- Heart rate irregularities, heart attack

► Social impact :

- Impairment in social interaction
- Fights and aggressive behaviours
- Impulsivity and violence

- Risky behaviours
- Occupational absenteeism and impairment
- Illegal activities like gambling,
- Legal issues and punishments
- Social isolation
- Accidents and harms to society

► **Impact in family life:**

- Poor family interaction
- Abuse and violence
- Poverty
- Divorce and separation
- Poor child rearing and bearing

Facilitation questions:

- What were the efforts taken by you to build up each domain?
- How beautiful were each domains
- How did you feel when the strikes were made on the beautiful pictures?
- Wouldn't you feel more sad, when these strokes are made in your personal life
- What is the application of life skill in this activity.

Expected Outcome :

- Through this activity the participants could reflect on efforts taken build each domain in their life
- Participants would understand the adverse impacts made by Substance use on various aspects of life.
- This activity will provide a chance to experience the pain when various domains are effected in one's life.
- The final image would help them to visualize the holistic harm caused by drug abuse.

COPING SKILLS FOR SUBSTANCE USE

Activity 1: Group discussion

Aim of the activity:

- Instil healthy and unhealthy ways of coping with substance use among adolescents.

Materials required: Handout of the case vignette

Duration: 30 minutes

Procedure:

- Prior to the activity, hold a discussion among the participants on the ways people try to prevent or deal with stressors of their life.
- During the discussion give focus on drug use as the way to cope with stressors and then discuss on the healthy and unhealthy ways of coping.
- Once the discussion is over, divide the whole group into two and distribute one copy of the case vignette to each group.
- Ask them to select a team leader in regulating the discussion, once the handout is received the team leader has to read it aloud and make sure that the members of the group understood the case.

Case Vignette:

X is an 18-year-old boy who is very good in his studies. He is anxious in nature and this has adversely affected him in many situations. He is very much loved and supported by his family and teachers. One day out of peer influence he happened to experiment alcohol as a means to cope with his anxiety and later it has become a habit for him to use alcohol whenever he feels under stress. The continuous use of alcohol made him an addict affecting his functioning as a whole. He realised his addiction as the reason for his failures in life and wants to come out of it.

- Now instruct the groups to discuss on how the person can be helped to come out of this problem and write down the healthy and unhealthy ways of coping with this situation.
- Encourage all the members to be part of the discussion
- Now each representative from the group has to come forward and present their opinion before the audience.

Facilitating question:

- How do you feel about this activity and what was your learning from this?
- In this case what was the root cause of the problem?
- How did he cope with his situation? Was it healthy or unhealthy?
- What would be the reason behind choosing drugs/alcohol as a better way of coping with the situations?
- What are the healthy and unhealthy coping strategies for substance use and addiction?
- In your opinion what are the best ways to cope with the stressors in life.?

Expected Outcome:

- Participants will become aware of the healthy and unhealthy way of coping with substance use.
- They will learn a drug free way of dealing with stressors in life.
- They will learn a personal action that will reduce the likelihood of drug use.

SUBSTANCE USE AND EDUCATION

Activity 1: Poster making

Aim of the activity:

- Explore participant's understanding on the impact of substance use on education.

Materials Required:

Chart paper, sketch pen /markers/pencil

Duration: 30 minutes

Procedure:

- Divide the participants into two groups and distribute the chart paper, sketch pen, markers and pencils to each group.
- Now the group has to brainstorm their ideas on the topic 'Impact of substance use on education', instruct them to focus their discussion in relation to attention, concentration and memory.
- Allow 15 minutes for discussion followed by working on the posters.



- Once the posters are ready invite the team to present it before the audience.
- While the team is presenting their posters, the facilitator can draw three columns on the board and label them as attention, concentration and memory and write down the points discussed by each group under appropriate headings on the board.
- Once the presentation is over, facilitator can discuss on the major points presented and also see that the points missed out by the participants are also discussed at the end.

Facilitating questions:

- How did you feel about the activity?
- Did you find any difficulty in listing out the problems?
- Is there any relationship between substance use and academic achievement? If yes, what are they?
- What happens when a person has problem with his attention and memory, especially among school age children?
- Does substance use affect the motivation of an individual?
- What are the behavioural and social component related to substance use in adolescents?

Expected Outcome:

- They will understand the influence of substance use on academic outcomes
- They will understand that the substance use as a risk factor for school dropout and academic problem.
- They will understand how substance use increases behavioural and social problems among adolescents
- They will understand the effects of substance use on academic outcomes may have motivational, social and behavioural components in addition to any effects on cognition and cognitive development

MYTHS AND FACTS REGARDING SUBSTANCE USE

Activity No: 1

Aim of the activity:

- To make the students aware regarding the myths and the facts related to substance use

Duration: 1 hour

Procedure:

- Divide the participants into two teams.
- Each team gets to choose a statement card and answer 'true' or 'false' to that statement and they have to give an explanation regarding their choice of answer.
- If an explanation is incorrect or incomplete, the facilitator must immediately clear up the misconceptions before going on to the next statement.
- When the entire statement card's discussion is over, participants are instructed to make a chart regarding the myths and facts related to substance use.
- Once the activity is over, session is open for discussion based on the questions below.

Statement card 1

One or two cigarettes a day cannot harm me.

Answer: False. Smoking is harmful. Cigarettes contain a very large number of toxic chemicals (about 4000) that can harm us . Besides, young people can slowly get addicted to smoking starting with one cigarette a day.

Statement card 2

Inhaling glue /paint thinner / petrol / nail polish remover / whitener is safer than other substances.

Answer: False. All these substances are injurious like other substances. Sniffing can lead to death.. It can damage the brain, and cause personality changes.

Statement card 3

If you use 'lower level' legal drugs like cough syrups and prescription drugs, you will be safe from highly addictive drugs like heroin, marijuana and all.

Answer: False. Legal drugs are equally addictive. Most adolescents' addicted to substance addicts say they started off this way and quickly moved to more dangerous substances. .

Statement card 4

Drug use in pregnancy is dangerous.

Answer: True. There is a possibility of miscarriage, low birth weight and developmental delays.

Statement card 5

Drugs help a person manage his or her problems (relieve stress).

Answer: False. Drugs may temporarily make a person forget or feel better. But the

problem does not go away. In fact, by substance use, a person is creating a new problem for him.

Statement card 6

More young people are beginning to use drugs and alcohol.

Answer: True. Surrogate advertisements, false ideas on stress and performance, peer pressure and curiosity are few factors that push young persons into substance use at early ages.

Statement card 7

Alcohol, smoking and drugs enhance sexual performance.

Answer: False. In fact on a long run, it weakens the sexual performance. Sexual acts under the influence of substance makes a person's loosen one's inhibitions, making him/her take sexual risks that would not be taken, in sober conditions.

Statement card 8

All drugs are addictive

Answer: False. Some drugs can create addiction or dependence much quicker than others. There is no evidence that people get 'hooked' after one or two uses, or that everyone who tries a drug will become addicted. Addiction depends on the what, who, why, where and how of drug use.

Statement card 9

All illegal drugs are equally harmful

Answer: False. Different drugs can harm you in different ways. Some drugs, such as heroin, are regarded as more dangerous because they have a higher risk of addiction and overdose, or because they are injected. However, each drug has its own risks.

Statement 10

Addiction is the only problem with substance abuse

Answer: Addiction or dependency is not the only problem drugs can cause. Some people have problems the first time they use a drug, or problems may develop as you use them more often. Drug use can affect your physical and mental health, your family life, relationships and your work or study. Using illegal drugs can also get you into trouble with the law or cause money problems.

Facilitating Questions:

- What are the leanings you got from this activity?
- How can we tackle the myths persisting in the society regarding substance use?
- How can you apply the life skills to pass on this information to your friends?

Expected Outcome:

- After the completion of this activity, participants will get clear idea about the myths and facts regarding substance use persisting in the society.

Note: Facilitators are requested to provide additional information from authentic sources to supplement the discussion. Myths and facts not included in this document can also be discussed

SUBSTANCE USE AND LEGAL ISSUES

Activity No: 1

Aim of the activity:

- Understand the legal aspects of substance use.

Duration: 1 hour

Procedure:

1. Divide the participants into teams of two members
2. Provide the work sheet to every participants
3. Ask them to bubble the correct answer
4. After the test is done, ask them to exchange their work sheets and do the evaluation as per facilitator's instruction.
5. Once the activity is done, session is open for discussion

WORK SHEET

1. Which of the following are illegal substances in India?
 - a) Cannabis
 - b) Cocaine
 - c) Tobacco
 - d) (a) and (b) only
2. What is the legal age for tobacco smoking in India?
 - a) 18 years
 - b) 21 years
 - c) 23 years
 - d) 16 years
3. No person is allowed to smoke any tobacco product in
 - a) In a public place
 - b) While preparing or serving food
 - c) While driving or traveling in a vehicle carrying passengers
 - d) All of the above
4. What is the punishment for smoking tobacco in public places
 - a) Fine of rupees 200
 - b) Fine of rupees 500
 - c) Fine of rupees 200 and one year of imprisonment
 - d) Fine of rupees 500 and 6 months of imprisonment
5. What is the punishment for public drinking which is followed by creating nuisance in the public place?
 - a) Fine of Rs. 10000 and imprisonment of 3 months
 - b) Fine of Rs.5000
 - c) Imprisonment of 6 months
 - d) Imprisonment of 3 months

6. What is the punishment for drunk driving in India?
- a) Imprisonment up to 6 months or fine up to Rs.10000
 - b) Fine of Rs.1000
 - c) Imprisonment of 3 months
 - d) Imprisonment of 3 months and fine of Rs.1000
7. Which of the following is related to the mandatory attachment of warning labels to all alcoholic beverages?
- a) Food safety and standards Authority of India
 - b) Central Board of Indirect Taxes and Customs
 - c) NDPS act,1985
 - d) None of the above
8. State true or false
- No person shall advertise or promote a brand associated with tobacco product
- a) True
 - b) False
9. State true or false
- Legal age for purchase and consumption of alcohol is different in different states of India
- a) True
 - b) False
10. Which of the following is not a law related to substance use?
- a) NDPS Act,1985
 - b) Cigarettes and Other Tobacco Products Act, 2003
 - c) The Air (Prevention and control of Pollution) Act, 1981
 - d) None of the above

Note: Facilitators are allowed to add more questions if they wish in this session. Responses to the above questions are given in appendix 3.

Facilitating Questions:

- How did you felt doing this activity?
- What is the learning from this activity?
- How would you apply the learning in your future life?

Expected Outcome :

- After the completion of this activity, participants will be aware of key legal aspects related to substance use.

CONCLUSION

To conclude it's reminded that substance abuse among adolescents is a matter of grave concern across the globe. For varied reasons, adolescents are vulnerable to the usage of addictive substances. The recent magnitude of the substance use survey, done across the country reported drug (1.8% for opioids) and alcohol (1.3% for alcohol) use among a substantial minority of the children and adolescents. The study commissioned by the National Commission for Protection of Child Rights reported more than 12% of drug using children and adolescents have been engaged in Injection Drug Use (IDU). IDU increases the risk of HIV, Hepatitis C, and Hepatitis B infections.

Onset of substance abuse during the formative years interferes with academic, social and life skills development, and

warrants both primary and secondary prevention. Curiosity, peer pressure and stress are the factors widely accepted as reasons for initiation of substance use by adolescents. Various preventive approaches to deal with substance abuse among adolescents are available such as information improvement, social influence and drug abuse resistance education. Life skills education approach equips adolescents with appropriate skills required to deal with challenges and adversities in day today life in a positive way, without turning towards substances in times of difficulties. It's also the most widely accepted school-based substance abuse prevention programme.

The authors have prepared this module of life skills education is based on experiential learning method. Participation of the trainees is given prime importance and the trainer needs to undertake in activities like group discussion, free listing, presentation, role-play and general discussion. The strategy adopted gives ample opportunity to the participants to come out, participate and share their personal experiences. To break the monotony and boredom there is scope for adding energizers. Group activity by the facilitator involves group discussion, presentation, analysis, explaining, conceptualization and summing up

the process. All the activities could be related substance abuse through the facilitating questions. Facilitators have the freedom to add field level experience that can add more value to training.

This manual could be utilised in school-based programmes as well as in any other community settings. The module (manual cum activities) can strengthen the ongoing National Action Plan for Drug Demand Reduction for 2018-2025 of the Ministry of Social Justice and Empowerment, Government of India which undertakes training and research activities through National Institute of Social Defence (NISD).



APPENDIX -1

LIFE SKILLS EVALUATION QUESTIONNAIRE

Pre/Post:

Sl. No	Tick the appropriate response to each of the statements given below			
	Items	Yes	No	Do not Know
1	I'm aware that proper analysis of an issue/situation should be done before coming to a conclusion			
2	I know that looking at things in many ways is a skill			
3	I always select the best option available and implement it to resolve an issue			
4	I know that a well thought choice made from the available options would be mostly correct			
5	I know how to convey the understanding, feelings and thoughts clearly to others without any distortion			
6	I know that maintaining healthy relationship with others is essential for mental and social well-being			
7	I relate with others and understand their situation/ problem			
8	I'm aware of my merits and weaknesses			
9	I recognize the stressors first and then manage it appropriately			
10	I try to be aware of my emotions and respond appropriately			

SUBSTANCE USE QUESTIONNAIRE FOR ADOLESCENTS

11	Smoking, drinking and use of illicit drugs can lead to severe physical, psychological and social issues			
12	Smoking, drinking and use of illicit drugs can lessen the feelings of distress and produce feelings of pleasure			
13	Adolescents resort to smoking, drinking and illicit drug use to get acceptance in their social circle			
14	It is a false notion that smoking, drinking and illicit drug use can enhance or improve athletic and academic performance			
15	Smoking, drinking and use of illicit drugs can get into trouble with legal system			

Note : Scoring in Page Number 137.

APPENDIX - 2

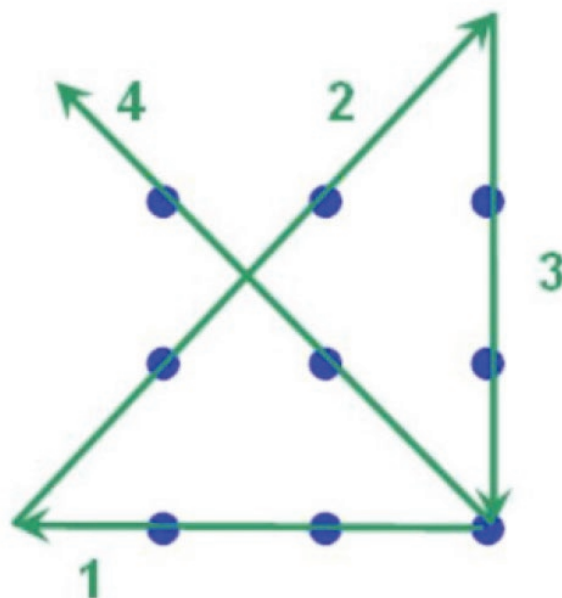
I. DECISION MAKING SKILL Activity No.2 - Decide for yourself

Decision making chart

CHOICES	CONSEQUENCES	DECISION

II. PROBLEM SOLVING SKILL

ii. Nine dot problem



APPENDIX -3

SUBSTANCE USE AND LEGAL ISSUES

ANSWER SHEET AND ADDITIONAL INFORMATION

1. Option: d) (a) and (b) only

Use and possession of cocaine is illegal with a mandatory 10-year sentence. Holding a small quantity (Up to 1kg of cannabis) can result in rigorous imprisonment of up to six months or a fine of Rs. 10,000 or both.

2. Option: a)

A person must be 18 years old to purchase or to smoke cigarettes including any tobacco products as the 'Public Health (Restrictions on Tobacco Products) restrictions (2008)

3. Option: d)

4. Option: a)

5. Option: a)

Drinking in public places is prohibited as keeping in mind the society in which we live in. but people used to drink in public at a particular concern and secretly have liquor. But when, if caught, has to pay Rs 5000 and if, any nuisance is created by an individual in a drunk mode, then the fine increases to Rs 10,000 with a jail term of three months.

6. Option: a)

In case of drunken driving, imprisonment up to 6 months and/or a fine of up to Rs 10,000 in case of first time offense. For the second offense, there will be a prison term of up to 2 years and/or a fine of Rs 15,000 will be levied.

7. Option: a)

Food Safety and Standards Authority of India (FSSAI), issued a notification on March 19, 2018, directing alcoholic beverage manufacturers to put on labels the following warnings: "Consumption of alcohol is injurious to health"; and "Be safe: Don't drink and drive"

8. Option: a)

In case a person advertise or promote a brand associated with tobacco product, (a) fine of not less than 5,000 rupees and not more than 8,000 rupees, on a first conviction; (b) to a fine of not less than 8,000 rupees and not more than 10,000 on a second conviction; (c) to imprisonment for a term not exceeding 12 months, on a third or subsequent conviction.

9. Option: a)

Each State has enacted different laws for liquor consumption and/or purchase, where some have completely banned it, others have enforced prohibition up to certain age limit. The permitted age prescribed by the law for consumption and purchasing of alcohol is different in each State.

tate/Union Territory	Age limit
Andaman & Nicobar Islands	21
Andhra Pradesh	21
Arunachal Pradesh	21
Assam	25
Bihar	Illegal (Total ban)
Chandigarh	25
Chhattisgarh	21
Daman and Diu	25
Dadra and Nagar Haveli	25
Delhi	25
Goa	18
Gujarat	Illegal (Total ban)
Haryana	25
Himachal Pradesh	18
Jammu and Kashmir	18
Jharkhand	21
Karnataka	21
Kerala	23
Lakshadweep	Illegal (except island of Bangaram)
Madhya Pradesh	21

Maharashtra	18 for Wine
21 for Beer	
25 for Others	
Manipur	Illegal (Partial ban)
Meghalaya	21
Mizoram	21
Nagaland	Illegal
Odisha	21
Puducherry	18
Punjab	25
Rajasthan	18
Sikkim	18
Tamil Nadu	21
Telangana	21
Tripura	21
Uttar Pradesh	21
Uttarakhand	21
West Bengal	21

10. Option: c)

The Narcotic Drugs and Psychotropic Substances Act, 1985, commonly referred to as the NDPS Act, is an Act of the Parliament of India that prohibits a person to produce/manufacture/cultivate, possess, sell, purchase, transport, store, and/or consume any narcotic drug or psychotropic substance.

The Cigarettes and Other Tobacco Products Act, 2003 or COTPA, 2003 is an Act of Parliament of India enacted in 2003 to prohibit advertisement of, and to provide for the regulation of trade and commerce in, and production, supply and distribution of cigarettes and other tobacco products in India.

Scoring for Life Skills Evaluation Questionnaire & Substance Use Questionnaire for Adolescents

For questions, 1-10, give '1' for all "YES" response and '0' for "NO" and "Do not Know" responses. Add the scores. Higher the score, better the awareness on life skills. For questions 11-15, give '1' for all "YES" response and '0' for "NO" and "Do not Know" responses. Add the scores higher the score, better the understanding of ill-effects of substance use

APPENDIX - 4

EMPATHY

Activity No: 1 Photo illusion game



Pictures adapted from:

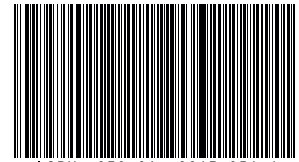
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LIFE SKILLS EDUCATION FOR PREVENTION OF SUBSTANCE USE AMONG ADOLESCENTS

Facilitator's Manual Cum Workbook



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