

A LIFE SKILLS CURRICULUM  
TEACHER TRAINING MANUAL

Ages  
15-19

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# INTRODUCTION

Dear Educators,

We welcome you to the comprehensive sexuality education curriculum for ages 15-19 years. This curriculum consists of lesson plans about growing up, sexuality education and life skills. The purpose is to equip your students with knowledge and skills to make informed decisions; to show resilience; to stay healthy and to channel their curiosity in the right direction.

Sexuality education in schools is about enabling students to understand the physical, emotional, cognitive and social changes they experience as they grow up, develop healthy relationships, stay away from diseases and infections, and make informed and wise choices related to matters of sexuality.

## The goals of our comprehensive sexuality education curriculum are –

- To help students make informed choices with the help of accurate, fact-based and age-appropriate information on growing up, sexuality, and life skills.
- To help students know themselves and build healthy relationships with the help of social-emotional skills.
- To develop strong, resilient, self-aware, empathetic, and kind adolescents.
- To help students develop respect for themselves and others irrespective of gender and sexual preferences and create positive attitudes towards safer practices.

## Educator Connection

The most important part of the curriculum is delivery by educators. This is the first of its kind comprehensive life skills curriculum in India that provides accurate, age-appropriate and honest information in a fun and engaging manner. We are very excited to have educators on-boarded for delivering this curriculum and establishing a stepping stone of a brighter future. You will be inspiring millions of young minds and carving path for thousands of educators.

## To support the activities in the curriculum

Spend some time building a good rapport with students. You can connect and understand the background of students, their attitudes, beliefs, socio-economic background, and family values before introducing the lesson plan.

1. Read the lesson plan well in advance and increase knowledge of the topic and related topics with the help of various online/offline resources. Also, arranging the required material for the lesson plan will help in smooth delivery.
2. Provide accurate, age-appropriate, fact-based and honest information about topics that prevent risky behavior as adolescents grow up.

3. Try to establish an ongoing conversation with adolescents to explore the facts of life and not just one discussion. You can take support from the school's counseling department.
4. Communicate with parents and explain the importance of sexuality education. It can be done in several ways – send home an information letter, have a word on parent-teacher meeting day, or hold an information session for parents where the curriculum can be explained. This will reinforce student's learning at home. We have provided a note for parents that can be sent home for information.
5. Prepare to handle discussions around sensitive topics by reading about it and discussing with another adult.

## INFORMATION FOR FACILITATOR USE

1. Depending on school policies regarding comprehensive sexual education, the facilitator may want to seek the support of their administrator before beginning this lesson.
2. It is suggested that lessons be used after building a good rapport with students. Facilitators can spend some time to connect with students and understand them before introducing the lesson plan. This will include knowing about the background of students, their attitudes, beliefs, socio- economic background, and family values.
3. Facilitators may find that students need to talk about personal experiences related to pregnancy and sexual intercourse, relationships, therefore teachers may want to alert their school's counseling department ahead of time or refer students to a counselor as necessary.
4. The discussion around reproduction, anatomy, puberty, feelings and sex may bring about more sensitive topics. The facilitator should be prepared to handle such topics.
5. The Facilitator to be careful about the use of age-appropriate language. They can make changes and adjust topics (if required) according to the need of the audience.
6. The Facilitator may practice talking about the concept with another adult before introducing the lesson plan to the students.
7. Other people who can help talk to the teenager to reinforce the topic may include their parents, elder siblings, relatives or counselor. Carefully selected books on the topic may also be helpful in addressing questions.

*We are excited to join hands with you to start the journey of creating happy, safe, healthy and responsible adolescents! We thank you for becoming pioneers of comprehensive sexuality education!*

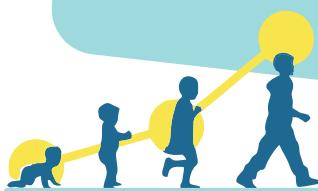
*You have the power to inspire the future!*

## MY PLEDGE – As a pioneer of comprehensive life skills education

, \_\_\_\_\_, pledge that I will....

- Provide information to students that are fact-based, age-appropriate and reliable.
- Not let any student feel uncomfortable, embarrassed or left out in talking about sexuality, life skills and growing up.
- Treat every student irrespective of their gender or sexual orientation with respect, love, and equality.
- Use the correct terminology when talking about the body, sex, sexual orientation, and reproduction.
- Spend time to connect with students and build a rapport before commencing with lesson plans.
- Be available for any discussion that may bring up sensitive topics.
- Be careful about student's feelings, opinions and beliefs.
- Read the lesson plan well in advance and increase knowledge of the topic and related topics with the help of various online/offline resources.
- Make changes and adjust topics (if required) according to the need of the audience.
- Discuss and collaborate with other educators to maximize the impact.
- Communicate with parents and explain the importance of sexuality education.
- Create a classroom environment that is safe for every student irrespective of their gender and sexual orientation.
- Encourage students to be responsible for their own actions and to be aware of the consequences of their behavior.

My Signature: \_\_\_\_\_



## Making informed choices

Making choices and taking decisions are important aspects of adult life. The capability to make informed choices and take considered decisions are important life skills. This lesson plans aims to enable students nearing adulthood gain these skills. These include the ability to critically assess situations, seek accurate information (including where to find it) and base decisions (or choices) on well-considered arguments. In this lesson, students explore the decision-making process.

### Learning Outcomes:

Students will be able to:

- Feel empowered to take healthy decisions.
- Explore the process of informed decision making.
- Cultivate body and mind gratitude to accept and appreciate changes.
- Practice making choices and taking informed decisions.
- Understand the importance of seeking information from trusted sources.



### Session guidelines: Part-I (30mins)

- **Change is Good**
- **Changes and Decisions**

**Introduce** the topic by asking students to read the comic strip conversation between Sia, Iqra and Max.

Have a discussion with the class on the following:

- Have you noticed any changes related to growing up in your body?
- Have there been any changes in how you think and feel about things?
- What do you enjoy the most about growing up?
- What is the one best thing about growing up?
- What is the one challenging thing about growing up?

**Explain** 'As we grow up, we may need to take many decisions or make new choices. Some are easy, like what to wear to a party or what to eat at the canteen. Others may be harder, like choosing after-school activities or who to be friends with. A few others may require us to think carefully before we reach a conclusion, such as what career path to follow. As you grow up, the number of choices grow too.'

Now tell students 'As we grow, many changes take place in our body. These changes can be Emotional, Social, Cognitive and Physical. Emotional changes are about our feelings. Social changes refer to how we interact with others. Cognitive

*Cognitive changes deal with how we think and process information. Physical changes have to do with the changes in the body.'*

**Ask** students to note down some questions regarding the different changes they are experiencing. Club the questions in 4 categories and try and answer the key questions most students would like to get addressed.

**Discuss :** Read the following to the class 'Soon you will need to start taking decisions about things that are close to you. It might not always be easy to take these decisions. But let's first think about the kind of decisions you may have taken in the past and some that you may need to take in the near future'. Invite questions and thoughts from students.

**Ask :** Divide the students into groups of five members and ask them to take a sheet and divide into three halves, with titles 'School', 'Home' and 'Community'. Ask them to think and write two decisions they have recently started taking at school and at home. Did they have the option to take these decisions when they were five years old?

**Explain** that decision making is an act of choosing between two or more possible choices. Example: Decision to talk to a new boy/girl, to exchange phone number with someone or to wear a new dress.

**Discuss :** Have a discussion with the class: How does it feel to take decisions? Is it easy to take decisions? What problems do you face in decision making? Have you recently taken any decision related to your body? Have you recently taken a decision related to your relationship?

*Conclude the session by explaining 'When we are young, adults take most of the decisions for us but as we grow up, we may have to decide for ourselves. Every decision or a choice leads to a result we may or may not like. It is important to consider our decisions and choices carefully and think through pros and cons of a situation'.*

### Session guidelines: Part-II (30mins)



- **Walk the Walk, Talk the Talk**
- **Trusted Sources**

**Discuss :** Read the following situation to the class

'Max is in the eleventh grade and there is a group of popular teenagers in the neighbourhood that Max has been wanting to be friends with. Since the ninth grade, all he has wished for is to be a part of the popular group. One day, some members of the popular group start talking to Max and ask him to join their group. But they think that Max's best friend is not so interesting. They want max to stop hanging around with his best friend, who he has known for years now.'

**Have a discussion on the following:**

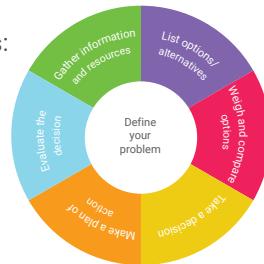
- What should Max do?
- What would happen if Max stops hanging out with his best friend?
- How would his best friend feel?
- Should he stop being with his best friend?
- How should Max take a decision?

Tell the students 'Now that you may need to start taking some tough decisions, you should equip yourselves with decision-making strategies, to ensure that your decisions are well considered and have results that benefit you as well as those that matter to you.'

**Note:** Ask students to keep the 'Decision Wheel' handy as it will be used in subsequent activities.

**Explain** the seven steps of decision making to students:

- Define your problem
- Gather information and resources
- List options/alternatives
- Weigh and compare options
- Make a decision
- Make a plan of action
- Evaluate the decision



**Ask :** Divide the class into four teams and give each team a scenario on decision-making. The team will refer to the seven steps of 'Decision Wheel' to work through the scenario.

Provide a chart paper and inform that each group will illustrate their decision on a chart paper. (They should write about steps they followed and how they reached a conclusion. Encourage them to brainstorm, discuss and be creative).

**Note:** Facilitator to walk around and observe the discussion. Invite groups (or one student from each group) to explain their process and decision.

Start with asking students to refer to the decision-making scenario in the activity. Take some time to reflect and answer a question to your pair: 'For me, taking decisions is difficult when \_\_\_\_\_.'

**Discuss :** Tell them that taking decisions can be difficult when there isn't enough information. We should always try to get more information and facts. But where do we get the required information? Do we get the information in books? Do we get the information on Google? Do we get the information on social media platforms like Facebook or WhatsApp? What are some other sources of information? Invite responses.

**Ask the following questions to students:**

- Do you think all the available information available online is always true? Why or why not?

- Who should we consult for reliable information? (Introduce the idea of 'trusted sources')
  - Now ask students to identify any five trusted sources in their environment they can reach out to for reliable information. Invite volunteers to share with the class.
- Conclude the session by asking students to share their thoughts on the following:
- What are the benefits of choosing trusted sources for making a decision?  
How would you know if a source is reliable and trustworthy? (prompt – scientific information, recommended by school/authorities, known to be non-biased)
  - Invite students to ask questions to each other.

**Encourage students to assess their understanding of the chapter by doing the D.A.R.E worksheet at the end of chapter of the workbook. Use parts of the Discuss, Analyse and Reflect during class discussions.**

### KEY MESSAGE OF THE LESSON:

As you get older, you may need to start taking your own decisions.

It may not always be easy to decide. It is vital to learn the process of decision making.

The key to good decision making is to assess a situation carefully and consider the pros and cons.

The decisions made must be based on an assessment of the situation and accurate information.

The process of taking decisions can be difficult when there isn't enough information available. It's vital to get more information and facts from a reliable source.





## Bigger changes & growth

Students in this age group may have already experienced a few bodily changes that come with puberty. This chapter builds upon these to help students better understand the physical changes but also the sexual feelings that may now be developing. The aim of the lesson plan is to educate students on sexual changes and empower them to accept these as a normal and healthy part of growing up. In this lesson plan, students explore the changes of puberty with a focus on menstruation, nightfall and masturbation.

### Learning Outcomes:

Students will be able to:

- Recognize the differences in the body of girls and boys.
- Create an understanding of sexual growth and development.
- Explore the process of puberty and outline the physical and emotional changes.
- Identify the role of hormones in puberty and understand how the puberty prepares the human body for the potential to reproduce.
- Internalize that development differs for different bodies.
- Understand the bodily changes that take place during menstruation in girls and nightfall in boys.
- Recognize the process of masturbation as a healthy part of growing up.
- Clarify and accept the process of menstruation and nightfall as a normal and healthy part of growing up.



### Session guidelines: Part-I (30mins)

- **The Sexual Changes**

- **Menstruation & Nightfall**

**Introduce** the topic by asking students to open chapter two of the workbook. read the conversation between Sia, Iqra and Max.

**Explain :** Write the word 'Sexual' on the board. Explain students that 'The word sexual refers to those processes and activities inside our body that are related to our sexual organs (genitals) and physical attraction or intimate physical contact between individuals. As you reach puberty, the interest in sexual activities/feelings may intensify. This is due to the hormonal changes of puberty. Sexual interest may be expressed in a number of ways, such as flirting, kissing, masturbation or sexual intercourse as one feels ready and responsible.'

**Discuss :** 'Now that you are growing up, you may have a lot of questions related to your body and feelings, especially the ones that are sexual in nature. It's completely

ok to be curious about bodies and feelings because it's a stage when they are undergoing change. Today, in this lesson, we will further explore the concepts of puberty, sexual feelings, menstruation, masturbation and nightfall.' Invite thoughts, questions from the students.

**Ask :** Divide the board into three parts – Male, Female and Both. Group the students and ask them to list down all the words process and body parts that fall in each part.

Have a discussion with the class on – Have you ever heard the word Puberty? What do you think is the meaning of Puberty? Do girls and boys both go through Puberty? Now ask them to refer to 'Puberty in Boys' and for the 'Puberty in Girls' guide. Tell them that it's a guide for all the physical and emotional changes taking place in their body. Some changes have already taken place and some will take place in the future. (Refer to the annexure to guide the discussion.)

**Discuss :** Read the situation below to the students:

*"There is this person who lives in your neighbourhood and you see them playing with their friends every evening. You feel really attracted to this person. In fact, sometimes your palms sweat when this person says 'hi' to you. That night you go to bed and before you sleep, you have one last thought about this person. Sometimes the thought is romantic and sometimes the thought is more sexual. Every day for the next few weeks you think about this person. At times you may wonder, 'Why do I feel like this?'*

Now have a discussion with students on the following:

- Do you think the situation feels relatable? Have you ever been in such a situation?
- Why do you think the romantic or sexual feelings increase during puberty? (Explain that it's the hormones at play.)
- Do you think it's ok to feel in this way? (Explain it's completely normal and a part of growing up.)
- Do you think sometimes the person may have an urge to explore their own body and that of others? (Explain it is ok to explore your body but not others without their meaningful consent.)

**Ask** the students the following questions-

- Have you ever heard the term 'Period' or 'Menstruation'?
- Do you know what happens during the period or menstruation?
- Do you think every girl has a period or menstruation?

**Explain :** *'As many of the changes that happen during puberty, menstruation or periods is one of them. Roughly, once a month for a few days, girls who have reached puberty have a period. Another name for having a period is menstruation. It happens to nearly every girl at different times. As you grow up, you may experience nightfall or wet dream. Most boys experience nightfall as they start puberty. It is a very normal and healthy part of growing up.'*

**Ask** the students the following questions-

- Have you ever heard the term 'Nightfall' or 'Wet dream'?
- Do you know what happens during nightfall or wet dream?
- Do you think every boy has a nightfall or wet dream?

**Explain :** 'As you grow up, you may experience nightfall or wet dream. Most boys experience nightfall as they start puberty. It is a very normal and healthy part of growing up. We would explore the concept in greater detail in the next session.'

**Discuss :** Tell students that now you'll share examples of students who developed at different rates. Read the following sentences to the class:

- Reeni noticed that some of her friends are developing breasts, whereas she hasn't yet.
- Aman noticed that he has developed underarm hair whereas his best friend doesn't have any yet.
- Neha recently had her first period but her sister who is the same age has not started menstruating.
- Nishant noticed that most of the boys in his class are getting taller but he is not.

Have a discussion with students on the following – Do you agree puberty comes at different times for different people? Have you ever felt that you are growing faster or slower than others?

**Explain :** *Everyone is different, so it is normal that they don't all develop in the same way. But eventually everyone catches up and the differences between you and your friends will even out. We all have qualities that make us unique and they are what matters the most.*

### Session guidelines: Part-II (30mins)



**Introduce** the topic by asking students to share their thoughts of Sia, Iqra and Max's conversation in chapter 2 of the workbook.

**Discuss :** **Have a discussion with students on the following –**

- Do you now know what happens if the eggs released by the female body don't meet the sperm cells from a male body? (Say menstruation.) refer to 'The Menstruation Process' diagram. (annexure)
- What do you think will happen if the eggs meet the sperm cells? (It results in pregnancy in females.)

**Ask :** Do you now understand why menstruation happens every month? (Because eggs don't meet the sperm cells so the blood lining breaks to come out of the vagina). Encourage students to ask questions or clarify doubts.

**Introduce** a sanitary pad to the students. Ask them the following questions:

- 'Do you know what is it called? Have you ever seen this before? Where have you seen it? What do you think it is used for? Invite responses.'

**Note:** Lay the sanitary pad out on a table so that students can touch and feel it.

**Explain :** that sanitary pad is a cotton lined pad used to catch menstrual blood.

Tell them that '*During periods a small amount of blood comes out of the vagina for three to seven days, so girls have to wear a pad that absorbs the blood and prevents it from spoiling clothes. It is worn between the underwear and the genitals in such a way that the absorbent middle part of the pad exactly covers the opening of the vagina. There are a few other methods to absorb this blood, such as a tampon and a menstrual cup (both placed inside the vagina to absorb blood).*

*Tampons and sanitary pads are one-time use only whereas menstrual cups can be washed and reused.'*

Encourage students to ask questions, discuss and clarify doubts.

**Introduce** 'The Process of Nightfall' diagram in the workbook. Ask students to carefully look at the diagram. refer to 'The Process of Nightfall' diagram in the workbook. Ask students to carefully look at the diagram. Now have a discussion with students on the following – (annexure)

- Do you now understand what comes out of the penis in nightfall or wet dream? (Say semen that has sperm cells in it.)
- What is the use of semen or sperm cells? (They are used during reproduction.)
- What do you think will happen if the eggs meet the sperm cells? (It results in pregnancy in females.)

**Explain** to students that 'Sometimes as we grow up, we may have sexual desires and urge to explore our own body. We may feel like touching our genitals and this touch may give us pleasure.'

**Ask** the students, have you ever heard the word 'Masturbation?' Do you think we sometimes have an urge to touch own genitals as we grow up?

**Introduce :** Write the word 'Masturbation' on the board and explain that masturbation is touching one's own genitals to make them feel good. Both girls and boys may like to do it. Touching genitals feels different than touching other body parts. It may lead to a peaking pleasurable feeling known as orgasm. As you keep growing, you will explore more and understand better. Masturbation is completely normal, but should only be done in private.

Encourage students to ask questions, discuss and clarify doubts.

Conclude the session by asking students to share their thoughts on the following:

- What is the one thing you learned about menstruation today?
- What is the one thing you learned about nightfall today?
- What is the one thing you learned about masturbation today?

**Encourage students to assess their understanding of the chapter by doing the D.A.R.E worksheet at the end of chapter of the workbook. Use parts of the Discuss, Analyse and Reflect during class discussions.**

## KEY MESSAGE OF THE LESSON:

A period is also called a menstrual cycle. The menstrual cycle is the time it takes for an egg to be released and the uterus to prepare itself for an egg if it is fertilized. If an egg is not fertilized, the uterus sheds its lining, the blood. This is called menstruation or period.

Once a boy's body begins making sperm, he will start having erections and ejaculations from time to time. When a boy has an erection, the body releases certain chemicals and these chemicals causes blood to flow in the penis. This is what makes the penis go hard. The boy can also have an erection while he is sleeping. This is called nightfall or a wet dream.

Masturbation is rubbing one's own genitals to make them feel good. Touching genitals feels different than touching other body parts and it's a healthy part of growing up. It may happen with boys and girls both.



## Annexure

### PUBERTY IN BOYS

Puberty is a time when there are physical and emotional changes in the body of boys to become that of an adult. When your body reaches a certain age, the brain releases a special hormone that kicks off the changes that come with puberty. The hormones reach the pituitary glands and this gland releases more hormones into the blood stream.

These hormones give the testicles the signal to begin the production of testosterone and sperm. Testosterone is the hormone that causes most of the changes in a boy's body during puberty and sperm cells are produced for reproduction.

#### Physical Changes of Puberty

1. Skin become oilier, pimples and acne develop on the face.
2. Production of body odour and increased sweat.
3. Hair begins to grow in armpits, legs, and face. There may also be some hair above the penis and chest.
4. Penis gets longer and thicker.
5. Testicles get bigger and erection (hardening of the penis) at different times during the day.
6. You may notice a white discharge from your penis. This is called ejaculation.  
During ejaculation, sperm, and fluid in which sperm live, come out of your penis. It's only during puberty that your body starts producing sperms.
7. Erection and ejaculation can also happen during sleep. This is called 'wet dream' and is very normal.
8. Increased urge to rub your penis until you have an ejaculation, this is called masturbation.
9. The voice becomes deeper and the body becomes taller, heavier and broader.

#### Emotional Changes of Puberty

1. Need to understand one's sexuality.
2. Feeling confused or having strong emotions.
3. Anxiety about body changes.
4. Feeling sensitive or easily upset.
5. New, confusing feelings about sex – and many questions.
6. Experiencing strong romantic and sexual feelings.
7. Wanting to be around the peer group.

*Keep in mind that puberty starts only when your body is ready and everyone grows at their own pace.*

## Annexure

### PUBERTY IN GIRLS

Puberty is a time when there are physical and emotional changes in the body of girls to become that of an adult. When your body reaches a certain age, the brain releases special hormone that kicks off the changes that come with puberty. The hormones reach the pituitary glands and this gland releases more hormones into the blood stream.

These hormones give a signal to ovaries, which contain eggs that have been there since birth. The ovaries start releasing eggs and another hormone called estrogen, which cause a girl's body to mature and prepare for reproduction.

#### Physical Changes of Puberty

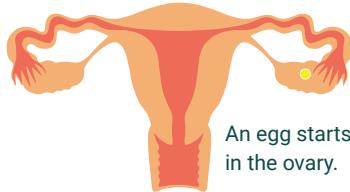
1. Skin become oilier, pimples and acne develop on the face.
2. Production of body odour and increased sweat.
3. Hair begins to grow in arms pit, legs, and the area between the legs.
4. Breasts become bigger.
5. Hips get wider.
6. Weight may increase.
7. Menstruation or period may start. The ovaries begin to release eggs. A layer of tissue and blood builds up in the uterus. This tissue is discharged once a month and is termed as the monthly period.
8. Urge to rub your vagina for pleasure.

#### Emotional Changes of Puberty

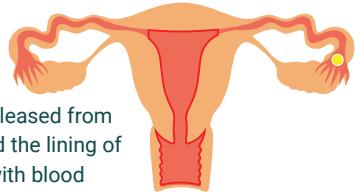
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2. Feeling confused or having strong emotions.
3. Anxiety about body changes.
4. Feeling sensitive or easily upset.
5. New, confusing feelings about sex – and a lot of questions.
6. Experiencing strong romantic and sexual feelings.
7. Wanting to be around the peer group.

*Keep in mind that puberty starts when your body is ready and everyone grows at their own pace.*

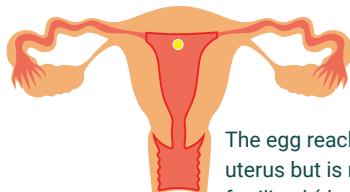
## Annexure THE MENSTRUATION PROCESS



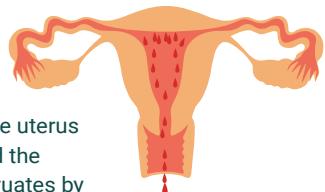
An egg starts to develop in the ovary.



The egg is released from the ovary and the lining of the uterus (with blood cells) starts to thicken. (to provide for a future foetus/baby).



The egg reaches the uterus but is not fertilized (does not meet a sperm).



The lining of the uterus then sheds and the woman menstruates by losing these blood cells via her vagina.

**THE FEMALE BODY RUNS THIS CYCLE ONCE EVERY MONTH.**

## THE PROCESS OF NIGHTFALL



**Sperm**

As boys grow up, the hormones start producing sperm cells in the testicles. As the body begins making sperms, boys may experience erections and ejaculations from time to time.



**Erection**

When a male's penis goes hard and sticks out from his body, it is called an erection. During an erection, the body releases certain chemicals, which cause the blood to flow into the penis. This is what makes the penis go hard.



**Ejaculation**

During this process, the penis can ejaculate a grey-white fluid called semen. The semen contains millions of sperm cells. This is called ejaculation. Sometimes this ejaculation takes place during sleep and is thus called nightfall or a wet dream.



**Penis in soft state**

After a while, the erection will finish and the penis would become soft again.



## It's ok to talk

Sexual feelings and desires are a normal and healthy part of growing up. It's the right time to help students understand these feelings and desires and empower them with healthy and happy strategies in making sexual decisions. The lesson aims to help students explore the concepts of sexual contact and sexual intercourse. It is designed to give students some practice in making healthy choices by incorporating valid and reliable information. It also stresses that every individual should take sexual decisions without any kind of pressure.

**Learning Outcomes:**

- Explore the meaning of sexual feelings and sexual contact.
- Develop an understanding of the concept of intimacy.
- Develop skills to make informed decisions regarding sexual intercourse.
- Normalize talking about sexual intercourse and asking honest questions.
- Identify the myths related to sexual intercourse and learn the corresponding facts.
- Explore the need to combat pressure that comes from peers and partners related to sexual activity.
- Identify the role of comfort, readiness and consent in sexual activity.

**Session guidelines: Part-I (30mins)**

- **Sexual Contact & Intimacy**
- **Sexual Intercourse: Making Love**

- **Introduce** the topic by asking students to open chapter three of the workbook and read the conversation between Sia, Iqra and Max.
- **Discuss and explain :** Start the session by Writing the word 'Sexual Feelings' on the board and have a discussion with the class on the following:
  - Do you think feelings sometimes change as we grow up? Have you ever noticed this change? (Ask students to refer to the last chapter on puberty changes.)
  - Do you know the meaning of 'sexual feelings'? (Explain it's wanting to be physically very close to someone who attracts you.)
  - Do you think it's ok to feel strong emotions for other people? (Explain it's completely ok and a part of growing up.)
  - Why do you think people want to be physically close to each other as they grow up? (Explain that as we read in last chapter hormones are responsible for sexual feelings.)

**Discuss :** Read out the first situation -

*'Arjun and Ankita are in a romantic relationship since a few months. It all started the day Ankita confessed her feelings to Arjun. They both are strongly attracted to each other. They feel a sudden rush of excitement and sometimes nervousness when they meet. They sometimes express their feelings by holding hands and kissing. It makes them feel good and happy.'*

**Have a discussion with the class on the following –**

- Why do you think Arjun and Ankita hold hands or kiss each other? (Explain it's a physical expression of feelings if two people feel attracted towards each other and enjoy doing it.)
- Have you ever heard the term 'sexual contact'? (Explain it's all about physical ways to express feelings.)
- Do you think it's ok to talk and discuss sexual feelings and contact? (Explain it's a normal part of growing up.)
- Do you think sometimes we feel attracted to someone?

**Explain** that '*'As you reach puberty, it may be exciting to think about having a boyfriend or girlfriend. Sometimes you may have a crush on someone and you may feel you are in love. It may be someone of the opposite or the same gender.*

*Sometimes these sexual feelings may lead to the exploration of your own body like you read in the last chapter. Other times you may want to express your feelings by being intimate, such as kissing, cuddling or holding hands with another person.'*

**Introduce** the word 'INTIMACY' on the board and read the first scenario. As you read it, inform students that you'll have a discussion on the scenario.  
*'Every time Amaira sees Arnav, she can't stop staring at him. She likes the way he walks, the way he talks and the way he smiles. She also likes that Arnav is generous and intelligent. When Arnav and Amaira start dating, they spend time expressing how they feel for each other and discussing their likes and dislikes. Amaira enjoys expressing her feelings by making lovely cards for Arnav. Arnav has just written a song for Amaira that he is excited to play for her on his guitar.'*

**Now have a discussion with students on the following –**

- Do you think Arnav and Amaira are attracted to each other? What makes you say that?
- Do you think Arnav and Amaira are finding ways to tell each other about their feelings?
- Do you think communicating feelings with the person of attraction is exciting?
- What do you think are other ways to express love and affection?
- Is it ok if someone doesn't feel the need for physical contact to express feelings? (Explain it's completely ok and physical contact is not the only way to express feelings)

**Explain** that '*If you feel sexually attracted to someone there are different ways to express it. Amaira and Arnav express their love by sharing their feelings. Intimacy is all about being close to another person and there are different ways to do that*

such as cuddling, holding hands, hugging, touching and simply communicating feelings.'

**Ask :** Now ask every student to take a paper and write their definition of intimacy without mentioning their names. Encourage them to use keywords like feelings, communication, love and expression. Tell them that the definition of intimacy is different for different people because it's about the qualities that we value. Example – Communication and Respect are the fundamentals of intimacy.

**Introduce and Discuss :** Write the word 'SEX' on the board and have a discussion on the following:

- Have you ever heard the word sex or sexual intercourse?
- Do you think sex comes with some responsibility? What kind of responsibility? (Let students talk/ prompt about caring for each other, taking protection, consider issues such as STI and pregnancy.)
- What are the other important aspects of a relationship besides sex? (Focus on qualities of a relationship like trust, care, respect and acceptance.)
- What's the right time to have sex? (Explain sex is a personal choice for everyone and the right time is really when you and your partner have sufficient knowledge, understanding of responsibilities that comes with sex and are both interested. It's wrong to force a partner to do something they are not comfortable with. Also, the legal age for consensual sex in India is 18 for girls and 21 for men.) Sexual intercourse is sharing your body with someone of the opposite or same sex. So, when two people are so close to each other that their genitals meet (for example a boy's penis goes inside the female's vagina), it is called sexual intercourse.

**Explain :** *'This is an exciting phase and it's all normal and healthy. It's not necessary that your crush will always remain your crush. You may even have a crush on more than one person. So, this is just a phase of exploration and it's a good idea to first understand our thoughts and feelings before getting involved with another person.'*

### Session guidelines: Part-II (30mins)



- Sexual Contact Myths and Facts
- Talking About Sex

**Explain :** today we will talk about the importance of consent and comfort in sexual activity. Students will explore the right reasons to engage in sexual activity and combat pressure that comes from peers and partners.

**Ask :** Divide students into small groups and ask students to carefully read the scenario below ( you can make copies and distribute) and prepare for a discussion. (Have two students in the group read dialogues of the characters.)

### Scenario

Neena – I am meeting Ayush today. I think he is no more interested in me.

Ankita - What? Why do you say this?

Neena – You know the last time we met, he asked me to kiss him.

Ankita – What did you do then?

Neena – Well I said no, I don't think I want to kiss right now. I mean I really enjoy being with him but this is just not the right time for me.

Ankita – Oh, I understand.

Neena – The other day my cousin suggested that I should have kissed Ayush. She says it will save my relationship.

Ankita – Don't do something you are not comfortable with. A physical or sexual contact is when both partners feel ready and comfortable.

Neena – I think you are right! My relationship can't depend on just sexual contact.

Ankita – Yes, and you should communicate with Ayush about this.

Neena – Makes sense! Let me talk to him now!

**As they complete, have a discussion on the following -**

- Do you think what Neena and Ankita are saying is correct? Why or why not?
- Do you think sexual contact is a way to save a relationship? (Explain it can never save a relationship and should not be done until someone feels comfortable and ready.)
- What would you do if you were at Neena's situation?

**Explain :** that '*Sexual contact is all about consent. If you don't want to have sexual contact, let your partner know. It's solely your decision and shouldn't be influenced by what others say or what others think. Also, be confident and do what you think is right when people around directly or indirectly try to pressurize. Remember, there is no rush and force to engage in sexual activity.*'

'As you grow up, you may find a lot of information on sexual contact and intercourse. But not all the information is valid and verified. Sometimes there are myths and incorrect assumptions. This makes it necessary to get information that is valid, accurate and reliable.'

**Discuss :** Read the following situation and prepare students for a discussion - '*Aman and Anjali have been together for about six months. They have a close relationship but don't get to see each other often. Aman just moved to a town about three hours away from Anjali. Since his move, Anjali has begun to hint that she wants to engage in sexual intercourse. The next time Aman comes to Anjali's town, she tries to get physical. Aman feels a little confused and unsure of what Anjali is trying to do.*'

**Have a discussion with the class on the following –**

- Do you think Anjali should have taken Aman's consent?
- Do you think both the partners should have a say in such situations?
- Do you think both partners should communicate clearly in a relationship?
- What can happen if there is no clear communication between the partners?

**Ask :** Now ask students to write a question they have in their mind regarding sexual intercourse. Ask them not to mention their name. Collect the chits and keep them.

**Explain :** 'We may have a lot of questions in mind regarding sexual intercourse. It's perfectly ok to talk about sex and ask honest and open questions. However, it is important to pose these questions to someone who knows better than us and someone we trust. Not everyone we meet will have the right answers to our questions. Also, both partners in a relationship have an equal say to decide about any sort of sexual activity. Encourage students to ask questions, discuss and clarify doubts.

Conclude the session by asking students to share their thoughts on the following:

- One of your friends is in a relationship and doesn't want to engage in any sexual activity. Do you think your friend should talk to their partner?
- One of your classmates doesn't know the meaning of sexual intercourse and constantly make jokes on it. Do you think they should talk to a trusted adult?

**Encourage students to assess their understanding of the chapter by doing the D.A.R.E worksheet at the end of chapter of the workbook. Use parts of the Discuss, Analyse and Reflect during class discussions.**

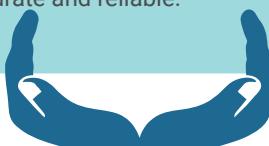
### KEY MESSAGE OF THE LESSON:

Sexual intercourse is sharing your body with someone of the opposite or same sex. So, when two people are so close to each other that their genitals meet (for example a boy's penis goes inside the female's vagina), it is called sexual intercourse.

Masturbation is rubbing one's own genitals to make them feel good. Touching genitals feels different than touching other body parts and it's a healthy part of growing up. It may happen with boys and girls both.

Sexual contact is all about consent. If you don't want to have sexual contact, let your partner know. It's solely your decision and shouldn't be influenced by what others say or what others think.

It is necessary to get information that is valid, accurate and reliable.





# SAFE SEX

Chapter

04

## Safety first, safety always

The aim of the lesson plan is to create awareness about safe sex practices. It is hoped that through the reliable and valid information provided in this lesson, students will be able to make healthy choices about sex.

### Learning Outcomes:

Students will be able to:

- Explore and understand the meaning of safe sex practices.
- Recognize the different types of STIs/STDs with a focus on the symptoms and treatment.
- Understand the meaning and potential impact of HIV/AIDS in depth.
- Understand the concept of teenage pregnancy and explore the issues related to it.
- Identify safe sex practices with an introduction to condoms.
- Clarify misconceptions related to safe sex practices and reduce perceived barriers.



### Session guidelines: Part-I (30mins)

- **Understanding STDs/STIs**
- **Teenage Pregnancy**

- **Introduce** the topic by asking students to read the comic strip conversation between Sia and Iqra and Max in chapter four of the workbook.
- **Explain** to the class '*The desire to have sex is normal and natural but sex can carry some risks. There's the risk of catching or passing on sexually transmitted diseases (STDs) or sexually transmitted infections. And also of the risk of getting pregnant, or getting your partner pregnant, when that's not wanted. Fortunately, there are ways to reduce the risks involved with sexual intercourse. The term safe sex refers to protecting self and partner against sexually transmitted infections and unwanted pregnancy.*'
- **Ask** students to read the 'Kinds of STDs/STIs' poster in the 'The Teenage Years: With Max, Sia and Iqra' workbook. Have them carefully read the poster and write the following terms on the board – Herpes, Syphilis, Gonorrhea, Genital warts, Chlamydia, Water warts, Hepatitis B, HIV-AIDS and Trichomoniasis.
- **Discuss and explain :** Tell them that there are different kinds of STDs/STIs that exists. Some are curable, but others are only manageable. Most spread through sexual contact and can affect a person's sexual, physical and mental health.

**Have a discussion with the students on the following:**

- Do you think STDs/STIs can be dangerous for the human body?
- What causes STDs/STIs? (Explain that they are caused by bacteria, parasite sand viruses.)
- How do STDs/STIs spread?
- How do you think STDs/STIs can affect a person's life? (Focus on emotional, physical and sexual aspects.)
- Do you think STDs/STIs are easy to detect with their symptoms? (Explain that it's not always the case. The problem with STDs/STIs is that some may not have any symptoms. With HIV for example, one may be infected for up to 10 years without any major symptoms.)

**Discuss :** Now tell the class that you would like to share a case study with them -

*'Alia was first diagnosed with HIV in 2015 when she went for a regular body checkup. She was aware of HIV but accepting it in her own body was tough. She was anxious and scared initially. But gradually she took charge. She acquired detailed information on HIV and began dealing with it in a confident manner. Since then, she has been on a mission to educate people on HIV - how to prevent an HIV infection, but also how to manage it well post infection.'*

**Have a discussion with the class on the following:**

Do you know the full form of HIV? (Introduce Human Immunodeficiency Virus.) Can you recall different ways people can get an HIV infection? (Unprotected sex, sharing needles, exposed to infected blood and HIV infected mother to newborn. Can HIV can be cured? (Emphasize it cannot be cured but managed through treatment.)

Conclude the session by explaining '*Worldwide, 34 million people have HIV/AIDS. It is an STD that can destroy the immune system of a human body, making it unable to fight off any infections that may occur. There are different stages of HIV and it's in the last stage of HIV that a person develops AIDS. Now that you know about HIV/AIDS, do you think it's important to protect ourselves against the disease?*' Discuss ways to prevent oneself from these deseases.

**Discuss :** Divide students into small groups and distribute the Teenage Pregnancy story to all the groups.(Annexure). Ask them to carefully read the story.

**Have a discussion with students on the following:**

- Do you think Mehu and Ayaan are ready to take responsibility for a baby? Why or why not?
- Do you think becoming a parent will affect Mehu's life? How?
- Do you think becoming a parent will affect Ayaan's life? How?
- How would you feel if you were in Mehu or Ayaan's situation?

**Explain :** *'Teenage or adolescent pregnancy refers to pregnancy where the pregnant person is 19 years of age or younger. A female can get pregnant if she has sexual intercourse with a male at any age after she's begun her monthly periods (refer back to sexual development chapter). There are different signs of pregnancy such*

as missed or very light period, breast tenderness, nausea, vomiting, feeling lightheaded, fainting, weight gain, feeling tired and swollen abdomen.' In an unintended pregnancy, there may be two choices, to have an abortion or to have the baby (the issues related to which were discussed on the poster). Abortion or the termination of pregnancy can be done through a medical or a surgical procedure. Abortion must always be conducted in a safe manner and under the supervision of trained medical professionals. Abortion may carry certain risks, if not carried out with full information and safety.'

Discuss the impacts of teenage pregnancy.

### Session guidelines: Part-II (30mins)

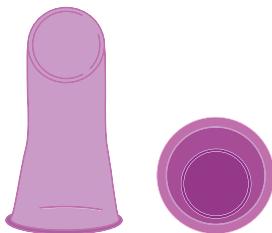


- Sexual Contact Myths and Facts
- Talking About Sex

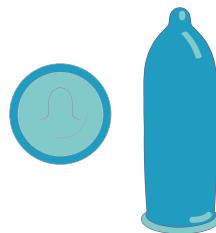
**Discuss :** Tell the class that there is a risk of getting pregnant and sexually transmitted diseases/infections associated with unsafe sexual intercourse. Fortunately, these are all preventable! Today's lesson is about how to prevent both unwanted pregnancy and STDs/STIs. Invite responses, questions and thoughts

#### Picture of Condoms

FEMALE CONDOMS



MALE CONDOMS



**Introduce** the pictures of the male and female condom to the class. Ask the following questions and write down students' responses on the board: What is it that you see in the picture? What do you know about it? Why is it important to know about it? As you write, validate what is correct and clarify any misinformation you hear.

**Note:** Give enough time to students to look at the pictures.

**Introduce** the term '*Condoms*' by explaining the class that '*Condom* is a sheath-shaped barrier device, used during sexual intercourse as a contraceptive to reduce the risk of unintended pregnancy and sexually transmitted diseases/infections. There are both male and female condoms. There are more methods of contraception such as birth control pills, that they may sometimes have side effects.'

**Discuss & Explain :** Now have a discussion with students on the following

- Where do you think people buy a condom from? (Explain that it's available in every medical shop.)
- Do you know think it's important to use a condom every time a person engages in sexual activity? (Emphasize that only consistent and correct use of a condom can prevent STDs/STIs and unwanted pregnancy.)
- Do you think people usually talk about a condom? If not, why? (Explain that sometimes people may be unfamiliar with condoms or embarrassed to talk about it. As one engages in sexual activity, the use of condom is necessary.)
- Do you think male and female condom both are required? (Explain that during sexual intercourse, only one type of condom should be used, either male or female. Whichever condom you and your partner prefer, the responsibility of using a condom is with both partners. One should refuse sex, if their partner insists on sex without a condom.)

**Discuss :** Start the activity by reading the first scenario to students and ask them to prepare for a discussion:

'Ash and Ankur are thinking to become sexually active. But every time Ash asks Ankur to use a condom, he says that it's not required because he really loves her and she can trust him.'

**Have a discussion with students on the following:**

'Do you think Ankur is correct in saying that condom is not required? What can happen if they don't use a condom? Should Ash agree with Ankur? What should Ash tell Ankur?'

**Read the second scenario-**

'Bobby and Bubble are sexually active and every time they use a condom during intercourse. However, they think that not using a condom just once won't do any harm.'

**Have a discussion with students on the following:**

*Do you think Bobby and Bubble made the right decision? What can be the consequence of not using a condom for just one time? Do you think it's necessary to use a condom every single time?*

Conclude the session by saying '*A condom is the only contraception method that prevents from both STDs/STIs and unwanted pregnancy and must be used every single time.*'

**Ask :** Tell students that there are many false beliefs related to STDs/STIs, teenage pregnancy and the use of condoms. Lets discuss false beliefs? (Annexure)

**Explain :** '*As you grow up, you may find a lot of information on sexual intercourse. But not all the information is valid and verified and sometimes there are incorrect assumptions. This makes it necessary to get information that is valid, accurate and reliable and follow safe sex practices every single time.*'

## KEY MESSAGE OF THE LESSON:

There are some risks linked to unsafe sex. These risks involve infections and diseases, known as Sexually Transmitted Infections/ Sexually Transmitted Diseases. Another risk associated with sexual intercourse is unwanted pregnancy in females.

There are ways to reduce the risks linked to unsafe sex. The term safe sex refers to sexual intercourse while protecting yourself and your sexual partner against sexually transmitted infections and unwanted pregnancy.

HIV can destroy the immune system of the human body. It may even affect the body so badly that one is unable to fight off any infections that may occur. There are different stages of HIV and it's in the last stage of HIV that a person develops AIDS.

Teenage or adolescent pregnancy refers to pregnancy where the pregnant person is 19 years of age or younger. The issues related to teenage pregnancy are financial, emotional, physical health, medical complication and social.

A condom is the only contraception method that prevents from both STDs/STIs and unwanted pregnancy and must be used every single time.

As you grow up, you may find a lot of information on sexual intercourse. But not all the information is valid and verified and sometimes there are incorrect assumptions. This makes it necessary to get information that is valid, accurate and reliable and follow safe sex practices every single time.



### Annexure 'Teenage Pregnancy'

Mehu was around 17 years old when she fell in love with Ayaan. They liked to put their arms around each other and kiss. As they started spending more time together, they sometimes caressed each other. They both thought that they would be able to stop in time but they could not. They had intercourse without any protection and the next thing they realized was Mehu was pregnant.

Now Mehu and Ayaan know their life may change. When they first found out, they didn't feel it was real, 'How can this be? We are not even ready. How will we take care of the baby? It isn't possible. It's just not possible.' They both knew they were too young to become parents. What do we do now?

They understood teen parenting was not an easy job. How do we tell our parents? How do we take the responsibility? What about our studies? What about Mehu's health? What about our future?

## Annexure

**MYTH**

Once a girl is pregnant, abortion is an alternative to birth control.

**FACT**

Abortion should not be seen as an alternative to birth control since it is a procedure that might carry risks, which can be different for everyone.

**MYTH**

Putting two condoms during sexual intercourse is effective.

**FACT**

Abortion should not be seen as an alternative to birth control since it is a procedure that might carry risks, which can be different for everyone.

**MYTH**

STDs/STIs are always visible. So if the partner has STDs/STIs, it will be evident.

**FACT**

There's no physical sign that a person has STD/STI. People with STDs might not know they have them and STDs don't always have symptoms. It's possible to carry and spread an infection even when one feels completely healthy.

**MYTH**

Condoms cannot be purchased without a prescription from the doctor.

**FACT**

Condoms can be purchased by anyone without a prescription.

**MYTH**

HIV infection happens only to 'certain' people.

**FACT**

HIV infections or any other STDs/STIs can happen to anyone. It doesn't discriminate on the basis of gender, class or location.

**MYTH**

STDs/STIs do not stay for long and go away on their own.

**FACT**

It's very unlikely that an STD/STI will go away by itself, and if an individual delays seeking treatment there's a risk that the infection could cause long-term problems.

**MYTH**

Individuals can get HIV from donating blood, mosquito bite, shaking hands, hugging, giving a high-five, being in the same room with someone who has HIV or visiting someone who has HIV.

**FACT**

Individuals can get HIV only through sexual intercourse, coming in contact with the blood of a person who is infected, taking drugs by needles, sharing needles and from an infected mother to a new-born child.



## Healthy vs unhealthy

Part of being an adolescent is exploring and developing new relationships. Relationships also help promote our social, emotional and cognitive development - however, only when they are healthy. Sometimes relationships can get difficult, demanding and unhealthy. This lesson plan encourages students to identify the characteristics of healthy and unhealthy relationships, reflect on their own traits, communicate when there is a problem and explore the do's and don'ts for safe dating practices.

### Learning Outcomes:

Students will be able to:

- Understand the difference between healthy and unhealthy relationships.
- Identify the characteristics of healthy relationships.
- Explore communication skills that foster healthy relationships.
- Reflect on their own traits in a relationship.
- Explore solutions when dealing with an unhealthy relationship.
- Identify do's and don'ts of dating and staying safe.



### Session guidelines: Part-I (30mins)

- **Healthy vs Unhealthy**
- **Traits of Relationships**

**Introduce** the topic by asking students to open chapter five of the workbook. Ask them to read the comic strip conversation between Sia Iqra and Max.

**Discuss :** Start the session by having a discussion with students on the following:  

- What comes to your mind when you hear the word 'relationship'?
- Do you know the meaning of a romantic relationship? (Let them come up with the terms - Boyfriend and Girlfriend)
- Have you ever heard the terms healthy or unhealthy relationship?

Tell the class '*Today we are going to talk about romantic relationships and how to have a healthy and happy relationship. We will discuss the qualities of a healthy relationship.'*

**Introduce** the term 'dating' by explaining that two people date when they are emotionally and/or physically attracted to each other and spend time together. Now ask students in small groups to take a paper and write down as many reasons as possible on 'Why do people have romantic relationships or engage in dating?' (Prompts – It feels good to be with someone/ It makes a person feel happy/ It feels new and interesting/ It feels safe/ It is an expression of love to the partner/ It feels good to be cared for). Explain that there are no right or wrong answers and this isn't necessarily what they might want, but people in general.

**Ask :** Then invite each group to take turns and read a few statements they have written. Or ask a member from each group to write one statement on the board. As they complete, ask the class to look at different statements and ask what they notice. Are these statements similar? Are they different? Do you think you don't agree with a statement? Are they all positive?

Now divide students into groups of four-five members and provide a chart to each one of them. Ask them to make a T chart titled – Relationship Qualities. One side of the chart, they write 'Would want' and on the other side 'Would Not Want.'

Students brainstorm and discuss in groups and record qualities they would want in a romantic relationship on the first side and those they wouldn't on the second side.

**Note:** Facilitator to provide examples to get students started. Example:  
Wanted - Care, trust and respect. Unwanted – Jealousy and possessiveness.

Now provide a second chart and ask them to make a T chart titled 'Relationship Actions.' One side, they write 'Healthy' and on the other side 'Unhealthy'. They write things people do in a healthy relationship and things people do that are signs of an unhealthy relationship.

**Note:** Facilitator to provide examples to get students started. For example - People talk to each other in a healthy relationship or people taunt each other in an unhealthy relationship.

**Discuss :** Read the following scenario to students:

*'Vinit and Nikita always go to the movies on Sunday nights. However, this week Vinit told Nikita that he can't come because he has prior commitments with his family. Although Nikita was initially upset because she was looking forward to the movie with Vinit but understood the situation and said, 'It's ok, we can watch a movie anytime later.'*

**Have a discussion with students on the following:**

- Do you think Nikita is understanding and accommodating? Is that a good quality in a relationship?
- Do you think Nikita and Vinit are in a healthy relationship?
- What would you do if you were Nikita?



## Session guidelines: Part-II (30mins)

- The Dating Scenario
- Strategies and Solutions

**Explain :** *'As we saw in the last session, relationships can make one feel excited and happy. It's normal to feel special and safe when you are in a relationship. However, relationships can sometimes be unhealthy and it can be hard to figure out when things start to go wrong.'*

**Discuss :** Read the following situation to students

'Neeti notices that her partner is getting a lot of attention from other people and receives a lot of calls/messages. When Neeti mentions it to her partner, he says that he is working on a new project which requires him to coordinate with other people on calls or messages. When Neeti's partner goes to use the washroom, she checks his phone and read his messages.'

**Have a discussion with students on the following:**

- Do you think Neeti and her partner is in a healthy relationship? Why or why not?
- Is it ok to check our partner's phone without their permission?
- How would you feel if you were Neeti's partner?
- What would you do if you were Neeti?
- What happens when we are in an unhealthy relationship? (Explain that it makes us feel sad and lonely)
- What does an unhealthy relationship look like? (Use key words like abusive, controlling, stalking, ordering, forcing, lying and hiding.)

Tell them, 'we have been discussing the qualities and characteristics of a healthy relationship. It's equally important to be able to recognize when a relationship is unhealthy.

**Ask :** On the board, draw a continuum as –

Unhealthy dating—————Healthy dating

Read the following signs of a healthy/unhealthy relationship and ask students to place them on a continuum:

*'Spending most time together/ Seeing friends less/ Holding hands/ Sharing feelings/ Not being jealous/ Deciding together/ Frequent taunting/ Insulting behavior/ No arguments/ Making plans for future.'*

**Note:** Some statements are deliberately ambiguous to help students place their thoughts related to the topic.

**Explain :** that it can be difficult and challenging to deal with an unhealthy relationship. There will be times when they don't know how to tackle an unhealthy relationship and this might affect how they feel and think. They might find themselves alone. So, equipping the self with strategies to deal with an unhealthy relationship can help to become safe and happy.

**Ask students to share their thoughts on the following**

- What will you tell your partner if you find them trying to take advantage of your feelings?
- What will you tell your partner if you find them forcing you to do something that you are not comfortable with?
- Invite students to ask questions to each other.

**Encourage students to assess their understanding of the chapter by doing the D.A.R.E worksheet at the end of chapter of the workbook. Use parts of the Discuss, Analyse and Reflect during class discussions.**

## KEY MESSAGE OF THE LESSON:

Dating refers to two people being emotionally and physically attracted to each other and spending time together.

Healthy relationships are vital to your happiness. They are the ones in which you feel happy being with a partner. They enrich your life and bring some positive qualities.

Healthy relationships allow both partners to feel supported and connected but still feel independent whereas unhealthy relationships are controlling and abusive.

It's important to be able to recognize when a relationship is unhealthy. Equipping the self with strategies to deal with an unhealthy relationship is important for your safety and happiness. These strategies should be used as a tool to help self and others, as and when the characteristics of a relationship start resembling those of unhealthy ones.





## Know it, own it

Boundaries and consent are important components of all relationships. As students develop new and intimate relationships, it's important to develop an understanding of the importance of consent and communicating consent. In this lesson plan, students will explore the concept of consent and that it is the responsibility of both partners when initiating a new sexual activity. The aim of the lesson is to promote positive messages about sexuality and empower students to experience a safer and healthier environment.

### Learning Outcomes:

Students will be able to:

- Explore the concept of sexual boundaries and consent.
- Recognize the importance of taking consent before, during and after any sexual activity.
- Develop better communication skills around consent and boundaries.
- Identify the importance of meaningful consent.
- Explore the meaning of sexual harassment and its various forms, including stalking and bullying.
- Understand the difference between sexual harassment and healthy flirting.
- Explore the safety measures to prevent/ask for help regarding sexual harassment.



### Session guidelines: Part-I (30mins)

- Consent in Relationship
- Communication in Consent

**Introduce** the topic by asking students to open chapter six of the workbook. Ask them to read the comic strip conversation between Sia, Iqra and Max.

**Discuss :** Start the session by reading the following situation to students:

'Arjun and Aneeta have been dating for two years. One day, Arjun invites Aneeta to his house. They end up kissing each other. Then Arjun starts to touch Aneeta on her thighs. Aneeta really likes Arjun but isn't ready to move that fast. She doesn't want to hurt Arjun's feelings, so she tries to push his hands away, but keeps kissing him, hoping to send a message that 'kissing is ok, but nothing more right now.' Arjun ignores the message and continues with his actions. Aneeta finally shouts, 'Stop.' This is when Arjun feels alarmed and moves away.'

Have a discussion with students on the following:

- Do you think Arjun should have asked for Aneeta's permission?
- Do you think Arjun should have stopped when Aneeta pushed his hands away?
- When did Arjun finally stop?

**Explain :** 'Everyone has some invisible boundaries which are the guidelines or limits that they set for themselves. Just like Aneeta doesn't want to move so fast, it represents her personal boundaries. When someone tries to enter another person's personal boundary, they should seek their permission. Just like when Arjun decides to move ahead of kissing, he should first seek Aneeta's consent.'

**Ask :** Ask the students - Do you think it's important to take consent in a romantic relationship? Do you think it is important to take consent before, during and after sexual activity? What are the three golden rules of consent? (Refer Annexure)

**Discuss :** Now ask them to read the case study, 'Anisha & Vishal' and appoint one student in the group to take notes.

*Anisha asks Vishal, her boyfriend if he would like to have sex. They are very honest with each other. Vishal tells her that he is not ready and is afraid of the consequences at this point in time. He suggests that they only kiss and touch each other for now. Anisha wants to try more, but she agrees with Vishal and says, 'Yes, we'll only do it when both of us agree.' They still spend as much time together and enjoy each other's company.*

**Have a discussion with the class on:**

- Did Anisha ask for Vishal's consent? How?
- Did Anisha listen to Vishal's consent? How?
- Did Anisha respect Vishal's consent? How?
- Do you think following the golden rules of consent help a relationship?

Now that you know the meaning of asking for consent, let's explore what is the meaning of giving proper and clear consent.

**Introduce and Explain :** 'Communication in Consent' 'Effective communication plays an important role in consent. Sometimes a person might not say a clear no but show subtle signs like being uncomfortable, confusion, pushing away and escaping. Verbal and nonverbal cues are equally important in consent. Also, it's a good option to learn various ways to say no and be clear and concise about personal boundaries and consent.'

**Discuss :** Read the following situation to students -

*'Anagha has come to a party at her best friend's house and has had a few drinks. Her partner, with whom she has had a sexual relationship before, pulls her into a corner and tries to kiss her. Anagha is nearly unconscious and she is fading in.'*

Have a discussion on - Do you think Anagha can give her consent? Why or why not? Do you think it will be a meaningful consent?

**Explain :** 'Meaningful consent requires a person to be not under any type of the influence. In such a situation, it's best to back off and let the person become sober and conscious. Having a clear mind and decision making is what makes a consent meaningful.'



## Session guidelines: Part-II (30mins)

- Flirting or Harassment
- Forms of Harassment

**Explain :** Tell the class that now they understand about consent, it's time to talk about something that is unwelcome and unwanted. Can you guess what it is? Well, when a person acts without the consent of other, it results in unwanted and unwelcomed behaviour.

**Discuss :** Write the word 'Sexual Harassment' on the board and have a discussion with the class on the following:

- What do you understand by the word sexual harassment? Have you ever heard this word before?
- What is meant by unwelcome? (Prompts – something not wanted/ something that is uncomfortable)
- Can you give some examples of sexual harassment?

**Explain :** '*When a behaviour involves unwanted sexual comments, suggestions, advances or threats to another person, it's called sexual harassment or sexual bullying. Just like other types of harassment, sexual harassment focus on things like a person's body parts, appearance, sexual orientation or activity. It may be verbal (like making comments on someone) or nonverbal (trying to touch someone). But at times, it can also be through the internet such as asking for or sharing inappropriate pictures. Or sometimes it is neither verbal nor non-verbal, such as stalking behaviour.*'

**Ask :** Make a continuum on the board from 'Flirting' to 'Harassment.' Remind students that sexual harassment is any behaviour that is unwanted and uncomfortable for the recipient. It is one-sided and does not feel good. On the opposite side is healthy flirting. Any behaviour in which both people are okay, comfortable, which can be fun. Is called flirting.

**Have a discussion with students on the following:**

- How would you feel if you were at the receiving end of sexual harassment?
- Do you think sexual harassment is harmful? How?
- Do you now understand the behaviours that fall under sexual harassment? Can you name some of these behaviours?
- Do you know harassment is a crime and can be reported to the police?
- Can you reach out to trusted adults if you ever feel harassed? Can you name some trusted adults you can reach out to in case of harassment?

**Explain :** '*There are different forms of harassment. It doesn't always look the same. Sometimes it's in the form of stalking behaviour and sometimes it's bullying. Let's now understand the different forms of harassment and learn ways to manage them.*'

**Discuss :** Read the first scenario to students and have a discussion on the questions that follow.

'Anu really likes Vihaan. He is smart, intelligent and he makes good jokes. She gathers the courage to ask him out. He says no, saying 'I don't think I am ready to be in a relationship and I don't want to date anyone.' Anu feels offended and starts messaging him every minute. She is now spreading rumours about Vihaan that he is a scared baby and won't talk to girls.'

- Do you think this is sexual harassment?
- Do you think Vihaan can report the matter to school authorities or consult a trusted adult?
- What would you do if you were at Vihan's place?

**Explain :** 'If you ever feel sexually harassed by someone, remember you are not to be blamed for what happened. You can reach out to people you trust and tell them about what is happening with you. You can let the harasser know that the behavior is unacceptable and note down the incident details for reporting purpose. It's always a good idea to reach out to school authorities or adults who can help you file a legal complain.'

**Encourage students to assess their understanding of the chapter by doing the D.A.R.E worksheet at the end of chapter of the workbook. Use parts of the Discuss, Analyse and Reflect during class discussions.**

### KEY MESSAGE OF THE LESSON:

Consent plays a great role in the relationship. It is important to take consent before, during and after sexual activity with any person.

Effective communication plays an important role in consent. Sometimes a person might not say a clear no but show subtle signs like being uncomfortable, confusion, pushing away and escaping. Verbal and nonverbal cues are equally important in consent.

Certain factors affect a person's ability to give consent. Meaningful consent requires a person to be not under any type of the influence.

Sexual harassment or sexual bullying refers to behaviour which involves unwanted sexual comments, suggestions, advances, or threats to another person. While flirting is any behaviour that is fun and both people are okay with it.

Bystanders play a vital role in stopping sexual harassment. If you see someone being harassed, take action and stand up for what's right.



## Annexure

### Three Golden Rules of Consent

#### ASK

Consent involves checking in before, during, and after.

'Hey, do you think you want to do it?'

'Hey, are you comfortable?'

'Hey, how was that for you?'

#### LISTEN

Certain factors affect a person's ability to give consent. Anyone who is underage, under the influence of any substance or is unconscious cannot give consent.

'But she/he/they were drunk!'

'Regardless, it's important to respect the boundaries'.

#### RESPECT

A no means no.

It is also important to notice your partner's verbal and nonverbal cues as they help in understanding consent. It's always better to ask.

'Oh, but he didn't say a no.'

'Was she/he/they uncomfortable? Was she/he/they silent? Was she embarrassed? Was she upset? Well, it's a No.'



## Break the cycle

Healthy relationship consists of honesty, respect, trust and acceptance. Unhealthy relationships involve controlling behaviour, abuse, possessiveness, jealousy, isolation or over dependence. Teen relationships are also susceptible to partner abuse and violence, exacerbated by myths that include viewing violence as an act of love. Unhealthy relationships can negatively influence the development of intimacy, sexuality and identity as teens grow into adulthood. It can also increase the risk of physical injury, poor academic performance, substance abuse, low self-esteem, unhealthy sexual behaviour and negative body image. This lesson aims to empower students with strategies to recognize and deal with violence in intimate (dating) relationships.

### Learning Outcomes:

Students will be able to:

- Understand the meaning of violence in romantic relationships (dating).
- Recognize the consequences of violence on different aspects of life.
- Analyse examples of emotional, physical, verbal, mental and financial violence.
- Identify early warning signs of dating violence.
- Understand strategies to combat violence for themselves and others. Identify a support network to help deal with dating violence.



#### Session guidelines: Part-I (30mins)

- **Forms of Dating Violence**
- **Consequences of Dating Violence**

**Introduce** the topic by asking students to open chapter seven of the workbook. Ask them to read the comic strip conversation between Sia, Iqra and Max.

Start the session by introducing the word 'Violence' by asking the class their views. What is violence? Can you share some examples of violence? When does violence take place? Example: Violence is when two people hit each other.

**Note:** If students only focus on physical violence, encourage them to think of other kinds of violence.

**Discuss :** Ask the class if they know anyone about 'Dating Violence.' *Can violence exist between two people who are in a relationship? If yes, what kind of violence exists between two people in a relationship? Have you ever noticed such violence in any relationship you know?*

**Explain :** 'Dating is fun and exciting, but sometimes relationships can turn into something you don't like or you aren't comfortable with. Violence can happen between people who are in a relationship (dating). It is a pattern of abusive and controlling behaviour that one person in a relationship uses against the other. This could be to gain power or maintain power in a relationship. Violence in a romantic relationship is also known as intimate partner violence.'

**Ask :** Divide the board into four columns – Emotional/Mental, Physical, Verbal and Financial. Ask students to brainstorm in groups and share examples of emotional/mental, physical, verbal and financial violence that they know about.

**Note:** Also touch upon the concept of sexual violence such as rape and forcefulness. Tell them that it comes under physical/emotional/mental violence. It is unacceptable in a relationship.

Ask the students if there are any consequences of dating violence and invite responses.

Tell them that just like the types of dating violence, the consequences can also be divided into the same categories.

Ask them to work with their partner and one impact/consequence of physical, emotional, mental, financial and verbal dating violence. Invite responses.

**Explain** the following to class by writing them on the board under each category:

**Physical Violence :** It can result in permanent or temporary injuries and even death.

**Emotional/Mental Violence :** It can result in feeling guilty or blamed, anxiety, stress, loneliness, low self-esteem and even depression. It can also include effects of sexual violence like unwanted pregnancy and mistreatment.'

**Verbal Violence :** It can result in a feeling of insult, embarrassment and guilt.

**Financial Violence :** It can result in the difficulty to manage expenses and sustain daily needs.

Conclude by asking students to give a self-hug to or ask them to write a thank-you message to self to remind themselves how important they are.

Tell the class that awareness about dating violence helps in dealing with it. Congratulate the class on the first step towards increasing awareness.

### Session guidelines: Part-II (30mins)



- Combating Violent Relationship
- Dating Violence Myths and Facts

**Ask :** Write the following on the board 'Early Signs of Dating Violence.' Ask students if they think there are any early signs that can give a warning on violence in a romantic relationship. Invite responses.

**Ask & Discuss :** Read the following to class:

*'There are some early signs of dating violence that can protect one from an unhealthy relationship. Some of these signs are extreme possessiveness, jealousy, checking behaviour, emotional manipulation, financial manipulation, abusing, blaming, giving orders, making all decisions, not taking partner's opinion seriously, threatening, losing temper quickly and history of fighting and isolating.'*

Now ask students to work in small groups and brainstorm scenarios where partners show signs of dating violence.

Every pair will take five minutes to decide a situation and two minutes to enact that situation in front of the class. The class has to guess and describe the kind of violence being enacted.

Provide examples to class – the sign of jealousy can be shown when a partner is talking to someone else, the sign of giving orders can be shown when the partner is being bossy, the sign of financial manipulation can be asking for money repetitively and the sign for possessiveness can be constant calling and texting.

**Discuss:** Assess the following situation –

*Amar is watching a movie with his parents. When he returns to his room after the movie, he sees that he has several missed calls and messages from his girlfriend, including one that says 'I know you are cheating on me. I hate you and you are such a moron.' He then receives a call from his girlfriend and she shouts on him for almost 15 minutes.*

What should Amar do? \_\_\_\_\_

**Have a discussion on the following:**

- How does it feel to address violence in a relationship?
- What are some other strategies you may use to deal with violence in a relationship?
- Why do some victims find it difficult to end a violent relationship?
- How can you help them in dealing with a violent relationship?
- If you know the violent partner of a relationship, what would you tell them?
- If you know the partner at the receiving end of a violent relationship, what would you tell them? Note: If students find it difficult to answer, provide examples and prompts.

**Explain & Ask** the meaning of myth and fact to the class. Ask volunteers to share a myth and fact related to their life or in general. invite the class to come with more myths they may have heard about relationship or dating. Write them on the board. Now ask students to come with a fact for the myth presented by their classmates. Write them on the board corresponding to the myth. (Annexure)

**Ask :** students to think of one dating safety tip to protect against violence. What can you do to protect yourself or someone you know in a violent relationship? Tip: Introduce the idea of talking to someone they trust and reaching out to friends/-family/counsellor.

Encourage students to assess their understanding of the chapter by doing the D.A.R.E worksheet at the end of chapter of the workbook. Use parts of the Discuss, Analyse and Reflect during class discussions.

### Annexure

- MYTH** Only girls fall victim to relationship violence.
- FACT** Anyone can fall victim to relationship violence.
  
- MYTH** Dating violence happens only in some types of relationships.
- FACT** Dating violence can happen to anyone, in any type of relationship.
  
- MYTH** It's ok to ignore relationship violence for the first few times.
- FACT** If violence in a relationship is ignored, the behaviour will likely continue and it might worsen.
  
- MYTH** If the partner says, 'my life is over without you', it's ok to forgive them.
- FACT** The partner may use these words to threaten and manipulate.
  
- MYTH** Relationship violence is only when the partner is physically abusive.
- FACT** Relationship violence can also be emotional, financial, sexual or verbal.

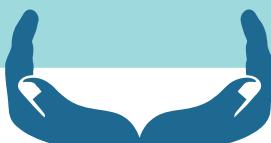
### KEY MESSAGE OF THE LESSON:

Dating violence is a pattern of abusive and controlling behaviour that one person in a romantic relationship uses against the other. This could be to gain power or maintain power in a relationship.

There are various forms of dating violence, such as physical, emotional /mental, financial and verbal.

There are consequences and effects of every type of abuse. Some of the consequences are low self-esteem, anxiety, isolation, embarrassment, guilt, loneliness, injuries and monetary problems.

Nobody should be abused. Abuse is not a sign of love or affection and builds fear, not love.





## Moving from stress to strength

Self-esteem is the assessment of personal worth as a human being and it is largely based on the approval of self and the approval from others around us. The aim of the lesson is to build and nourish healthy aspects of self-esteem and help students positively manage challenges as they occur. In this lesson plan, students explore strategies to manage stress related to increasing demands from school, home, friends, romantic relationships and career. They learn to make effective choices and feel at ease expressing emotions and opinions.

### Learning Outcomes:

Students will be able to:

- Explore the concept of self-esteem and self-worth.
- Develop a sense of confidence to overcome the multitude of barriers they may face.
- Practice assertiveness skills in relation to peer pressure.
- Identify their feelings, thoughts, strengths and recognize their accomplishments.
- Explore the various stressor they face in life and develop strategies to manage them.
- Differentiate between positive and negative coping strategies to manage stress.
- Create a positive climate of resilience and empathy in the classroom for managing stress.



### Session guidelines: Part-I (30mins)

- Overcoming Barriers & Building Confidence
- No to Pressure

**Introduce** the topic by asking students to open chapter eight of the workbook. Ask them to read the comic strip conversation between Sia Iqra and Max.

Write the following keywords on the board – Confidence, Self, Barriers, Positive Traits.

**Discuss :** Now read the following situation

*'Anuja has been trying for the basketball team for the past two years and was unsuccessful both times. All her friends are on the team and now she has nothing to do after school. She thinks that she was good at basketball but is now horrible. She sometimes feels she should just forget about sports.'*

Have a discussion with students on- What does Anuja think about herself? Do you think Anuja is right in thinking this way?

**Discuss :** Now read the following situation:

*'Aman looks at the cool boys in magazines and TV. He is short, has curly hair and*

*his mom won't let him wear the cool baggy jeans. At first, he wishes that he could look as good as those boys. But slowly, he realizes that it's not just the looks that matter. He thinks about how much joy his painting brings to him. This was a thing he was good at! So he worked on finding out other things he is good at and focuses on them. He accepts himself the way he is and feels comfortable and happy.'*

Have a discussion with students on - What does Aman realize about himself? Do you think Aman is right in accepting his body and looks the way it is? What is the one similarity you notice in Anuja's and Aman's scenario? What is the one difference you notice in Anuja's and Aman's scenario?

**Introduce :** As they share, introduce the concept of 'Self-esteem'.

*'The example of Anuja portrays unhealthy self-esteem and the example of Aman portrays healthy self-esteem. It is what and how you feel about yourself as a person. It's how much you love and respect yourself. It's how you evaluate your worth. So, self-esteem can range from 'I am worthy' to 'I am worthless', that is from healthy self-esteem to unhealthy self-esteem.'*

**Ask :** Have students get in small circles either by standing or rearranging the desks. Give them a few minutes to write the following on a paper

- Two characteristics or traits they like about themselves. Focus on writing personality traits rather than interests. Give them prompts like – understanding, caring, respect, courage, kind, creative, empathy, etc. Encourage them to write traits that are less common and more unique to them.
- Two things they feel they are good at. Example – Dancing, making people laugh or sports.
- One characteristic or a trait they like the most about student sitting on their right.

As they complete, have them share it in their group. It's advisable that facilitator also becomes a part of the group.

**Discuss:** As the sharing circle ends, have a discussion with the class on the following

- How did the moments of sharing feel?
- Were you surprised by the traits identified by your classmate?
- Are the traits you identified for yourself the same as the ones identified for you by the classmate?
- Do you think you know more positive traits about yourself now?
- How can you use these positive traits and things you are good at to overcome challenges?

**Ask :** Write the following on the board – 'I am Special and Unique'. Ask students if they think they are special or unique and why. Tell them to write what they think and feel. Tell them that if they don't have an answer right now, they can revisit the exercise.'

Start the activity by reading the following lines.

*'Have you ever been under the influence. That despite your inner vows, you'll give into the crowds Just to spend time in the clouds.*

*But is it doing the cool or the right To finally have a worthy life'*

**Ask** them to read the first scenario in the worksheet and have a discussion on the following: (Annexure)

- Do you think trying to act cool can sometimes lead us to problems?
- Have you ever faced a situation like Vidhi?
- Do you think it's important to be cool or doing the right thing?
- How would it feel to be pressurized in doing something you don't want to do?

**Explain :** *'We all are special and unique in our own ways. We cannot compare ourselves to others because everyone has a different set of skills and abilities. Our self-esteem depends on how much we value ourselves and have accurate perceptions of our skills and abilities. Remember, we cannot be like everyone else because we are special the way we are.'*

### Session guidelines: Part-II (30mins)



- Know Your Bucket
- Managing Stress

**Explain :** *'As you grow up, you may feel stressed with the increasing demands from school, home, friends, romantic relationships and career. Stress is the uncomfortable feeling you get when you're scared, worried, angry or overwhelmed. It is caused by emotions but also affects your mood and body. Also, stress factors differ from person to person. There are many healthy ways of coping with stress.'*

**Ask** every student to think and identify a situation in which they felt stressed or anxious this week or month. As they think of it, have them write it on a piece of paper without mentioning their name. Now introduce the four small buckets to class. They should be labeled as 'Home', 'School', 'Relationship' and 'Others'.

**Note :** Prepare four small buckets using paper cups/bowls beforehand and label them in the four categories.

Now invite students to come one by one and put a pebble inside their folded chit to finally place it in the bucket that their situation resembles.

**Example :** Stress related to the family will come in the first bucket, stress related to academics/career/school will come in the second bucket, stress related to peers and romantic partners will come in the third bucket and stress related to anything else will come in the fourth bucket.

**Explain :** 'All/most of us feel stressed at some point in time. It could be related to school, home, relationship or others. If we try to hold the bucket now, it will feel heavy and full because we have put all our stress in the respective buckets.'

Similarly, we are full and heavy when we keep our stress in the body and mind. This is why we need strategies to manage stress.'

**Discuss :** Have a discussion with the class on the following

- How do you feel when you are stressed? (Focus on the strong emotions of stress.)
- What thoughts do you have in mind when you are stressed? (Focus on negative thoughts.)
- How do you manage the stress?
- Do you think if we change the feelings and thoughts associated with a stressful situation, we can better manage the stress?

**Discuss & Ask :** Tell students that you will be reading situations about people like them who sometimes feel stressed. They should act as advisors and answer the questions that follow.

*'Anuja is 17 years old. She is facing problems with her boyfriend. She feels that he always keeps checking on her and that he doesn't trust her anymore. She feels stressed because of this situation. She cannot concentrate or get anything done in the school or home.'*

Have a discussion with the class on - How do you think Anuja is feeling? What do you think Anuja should do? What would you do if you were at Anuja's situation?

Now read the second scenario to class –

*'Varun is 15 years old. He recently heard that someone at school is talking behind his back, saying things that are not true. This person is making stories and spreading rumors about him. Varun is very stressed and the problem is getting to him.'*

Have a discussion with the class on - How do you think Varun is feeling? What do you think Varun should do? What would you do if you were at Varun's situation?

**Encourage students to assess their understanding of the chapter by doing the D.A.R.E worksheet at the end of chapter of the workbook. Use parts of the Discuss, Analyse and Reflect during class discussions.**

## KEY MESSAGE OF THE LESSON:

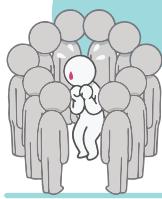
Self-esteem is your subjective evaluation of your own worth. In other words, it's about how much you value, respect and love yourself. Self-esteem and confidence play a significant role in your motivation and success throughout life. Unhealthy self-esteem may hold you back from succeeding because you don't believe in your capabilities and traits. Whereas healthy self-esteem can help you achieve success because you navigate life with a positive, assertive and helpful attitude.

You might face difficult situations in life that require you to navigate with your set of positive traits. In situations like these, it's a good idea to do the right and important thing that you truly believe in rather than doing something you don't believe in just to be a part of the group.

Stress is the uncomfortable feeling you get when you're scared, worried, angry or overwhelmed. It is caused by emotions but also affects your mood and body. Factors of stress differ from person to person. As you grow up, you may feel stressed with the increasing demands from school, home, friends, romantic relationships and career.

Nobody can avoid all stress, but you can learn ways to deal with it. When you are stressed, it is normal to want to feel better. Anything that makes you feel better is called a coping strategy.





## Strength to choose

As friends gain importance in adolescents' lives, they also gain influence over behaviours in positive and negative ways. This influence or pressure is faced by every adolescent, directly from immediate peers but also indirectly when they see other people (such as 'popular' students in school) do something. The aim of the lesson plan is to empower students identify negative peer pressure and explore peer pressure situations related to relationships, substance abuse and body image. It empowers students to explore and practice strategies to combat pressure in real life situations and practice assertiveness strategies.

### Learning Outcomes:

Students will be able to:

- Explore the meaning of peer pressure.
- Introspect on the kinds of peer pressure they face in real life situations.
- Learn assertiveness skills and strategies to combat peer pressure.
- Explore peer pressure situations in relationships, substance abuse and body image.
- Build empathy to combat peer pressure.
- Learn techniques for exerting positive peer pressure as well as withstanding negative peer pressure.



### Session guidelines: Part-I (30mins)

- Peers – Is it Correct?
- Ways to Say 'No'

**Introduce** the topic by asking students to open chapter nine of the workbook. Ask them to read the comic strip conversation between Sia, Iqra and Max.

**Ask & Discuss** : Introduce a 'Bag of Tricks' to create curiosity in students. Ask them what do they think is inside the bag? Invite one student from every group to pick a folded chit from the bag of trick. They shouldn't read the chit until asked.

Ask them to open their chit and act it out to group members for them to guess. If they can't guess within two minutes, tell them what's written in the chit. Let every group share it with the class.

Ask them to open their chit and act it out to group members for them to guess. If they can't guess within two minutes, tell them what's written in the chit. Let every group share it with the class.

## Bag of Tricks

Use a small bag and put the following one-liners chits in the bag.

Oh come on, It's just one time!	You have to do it if you want to look cool!	Everyone is doing it!
Everyone will laugh at you if you don't do it!	If you don't want to be a loser, just do it!	Come on, don't be a baby!
It will make you look popular!	Don't be a kid! We all do it sometimes!	If you want to be a part of the group, just do it!
Don't worry, it's just the first and last time!	You should prove that you have grown up!	Stop being a loser and have some guts!
Go on, I dare you!	Who's going to find out, anyway!	No one will ever know!

Now have a discussion with the students on the following:

- Have you ever heard these sentences before?
- Has anyone used these words with you?
- Are these words ok to use on someone?
- Have you ever heard the term 'Peer Pressure?' (If student's don't know, explain that it's when our friends or people we know force us to do something that we are not comfortable with.)
- Do you think these statements represent the various tricks people use to put pressure on each other?

**Discuss :** Read the first situation for students

*'Varun does not have a girlfriend. He feels left out because all his friends have girlfriends. His friends say that they know a girl who is interested in Varun and wants to date him. Although he has refused many times, he agrees to date her.'*

**Have a discussion on –** Do you think Varun is facing peer pressure? If you were Varun, would you date someone only because your friends ask you to? What are some more situations when you face peer pressure in life?

Now read the second situation to students:

*'Almost all of Anamika's friends have tried smoking. Some do it regularly now and they tempt her to try almost every second day. Anamika has refused many times, but it's becoming harder.'*

**Have a discussion on –** Do you think Anamika is facing peer pressure? If you were Anamika, would you smoke only because your friends ask you to? What are some more situations when you face peer pressure?

**Explain :** 'As you get older, you'll find yourself spending less time around your parents and more time around people of your own age. Usually, that's a good thing because friends are people you can rely on. But what happens when your friends push you to do something you simply don't want to? This is called Peer Pressure. It makes you feel uncomfortable or just something you know isn't right for you.'

**Ask :** Tell the class that first, they will make a list of different peer pressure situations on the board. Ask students to volunteer and tell situations while facilitator writes on the board. (Prompts – drinking alcohol, drugs, smoking, bunking class, wearing certain clothes or watching inappropriate pictures.)

Ask students to discuss the following in small groups –

- One thing I learned about peer pressure \_\_\_\_\_
- One reason why people might give into peer pressure is \_\_\_\_\_
- One way friends can be a good influence to each other is \_\_\_\_\_
- One strategy to escape from peer pressure is \_\_\_\_\_

**Ask & Discuss :** Get students in pairs and distribute the 'Ways to Say No' handout. Ask them to carefully read the strategies to combat pressure. Now give each pair one of the following situations to act. Ask them to end each role play using of one of the strategies they have just read. (Annexure)

- Your friend says 'Hey, why do you dress so bad? You should wear tight dresses and cool hats. Everyone wears that!'
- Your partner says 'Come on, just meet me alone. I think it's time to kiss.'
- Your friend says 'Here, smoke this cigarette with me. Come on! We always do things together, just try it for me!'

### Session guidelines: Part-II (30mins)



- Peers Pressure on Substance Abuse
- Peer Pressure on Relationship

**Discuss :** Ask students to read a case study (or facilitator can read for the class).

*Amar is lean, wears specs and loves wearing some floral print t-shirts. 'Are you a girl?' Amar recalls what Vishal, his classmate, had said the other day patting his waist. Amar stands in front of the full-length mirror in the hall to get his daily glance. He starts from his face; his eyes automatically scan and search for everything that's wrong! Why can I not look like Vishal? Amar spends his day thinking how life would be only if he looked like Vishal!*

**Have a discussion on the following :**

- Do you think what Vishal said portrays peer pressure? Why or why not?
- How does someone feel when they are pressured for their looks?
- What would you do if you were in Amar's place?
- What can you do to stop peer pressure on body image?
- Do you all sometimes feel peer pressure on how you look or how you dress?

**Discuss :** Have students work in pair and read out 'Just One Drink' case study to them.

*Bubble is on her way home from school when she meets three other friends from school who are hanging around in a park. They have got a bottle of vodka and ask Bubble to join in. Bubble refuses, One of then friends then quipped, 'I know why Bubble won't drink any. She is still a baby.' The group erupted in laughter. Suddenly, one of the friends in the group said, 'Hey, one drink won't do any harm! It's ok, nobody will ever know and you will have fun just like us.' Bubble is in a difficult situation. She really doesn't want to be in any trouble (what if her parents found out), but at the same time also wants to perhaps try a little!*

**Have a discussion with the class on the following:**

- Do you think alcohol, drugs and cigarettes are often forced on by friends?
- Have you ever faced any such situation in your life?
- Do you know anyone else who has faced such situation in life (don't disclose names)?

**Ask :** Encourage students to create mind map based on the case study above – they should imagine themselves in the case study situations and write –

- 'What do we THINK when under pressure?' (Give prompts like – should I just do it, nobody will know, what if someone finds out, what will my parents think, etc.)
- What do we FEEL when under pressure? (Give prompts like – embarrassed, upset, confused, excited etc.)
- What do we SAY when under pressure? (Give prompts like – I don't think I want to try, No thanks, I don't want it, It's harmful and I don't like it, etc.)
- What do we DO when under pressure? (Give prompts like – walk away from there, consult an adult, tell my trusted friends, make an excuse and leave, etc.)

**Ask :** Write the following on the board –

*'It's great to be a part of a group'*

*'It's great to have friends'*

*'It's great to have support, it's great to have some fun Yes, it's great to be a part of a group'*

*'But what when it stops being great?'*

Ask students 'Does it stop being great when you pretend to like something you don't? Does it stop being great when you do something even when you don't want to?'

**Discuss :** Read the following scenario to students:

*'Vridhi is talking to her group of friends on a conference call during the summer vacations. Most of them claim that they have a boyfriend/girlfriend and enjoy going out on a movie with them every weekend. They are teasing Vridhi because she doesn't have one. One of the group members hurts Vridhi with a taunting remark, 'We are sure all you do is play with your dolls, ha ha ha.'*

**Have a discussion with students on the following :**

- Does the situation sound familiar?
- Have you or anyone you know ever faced a situation like this (no names)?
- Can you share more examples of a situation like these?
- How would it feel to have friends like Vridhi's?
- Should Vridhi get in a relationship because her friend teases her? Why or why not?

**Explain** the class 'Students often give in to peer pressure because they want to fit in. They want to be liked and they worry that they may be left out or made fun of if they don't go along with the group. But do real friends exert pressure on each other? What do real friends do? Do real friends let you be yourself and make your own choices?'

**Encourage students to assess their understanding of the chapter by doing the D.A.R.E worksheet at the end of chapter of the workbook. Use parts of the Discuss, Analyse and Reflect during class discussions.**

### **KEY MESSAGE OF THE LESSON:**

Sometimes your friends push you to do something you are not comfortable with or simply don't want to. This is called Peer Pressure.

Peer pressure refers to the pressure that your friends put on you to act in a certain way.

Friends sometimes exert pressure in situations like drinking alcohol, smoking, wearing certain clothes, bunking classes, dating somebody, physical relationship or looking a certain way.

Whatever be the area of the peer pressure, it's important to identify the force, learn combating strategies, build empathy and stick to your identity to resist peer pressure.



## Annexure

### 'Ways to Say No'

There are many ways of refusing and resisting peer pressure. You need to say 'No' in such a way that it is clear to the other person. Some of the ways to say 'no' are –

**Strategy - Walk away**

**Possible Answer -** Say 'No' and walk away/ Say 'Never' and walk away

**Strategy - Polite refusal**

**Possible Answer -** No thanks, I have some work/ No thanks, I have some things to do with my family/ No thanks, I have to go somewhere

**Strategy - Broken record**

**Possible Answer -** No thanks/ No thanks/ No thanks

**Strategy - Cold shoulder (with strangers)**

**Possible Answer -** Keep going as if you have just not heard anything

**Strategy - Give an alternative**

**Possible Answer -** I think I want to stay home. How about you come along and have dinner with me? We can also watch a movie; I know a really good one!

**Strategy - Change the topic**

**Possible Answer -** Didn't you hear what I just tell you? What did I just tell you?

**Strategy - Give reason**

**Possible Answer -** I don't want to look like you because I really like myself / I don't want to smoke because it's not healthy



# SUBSTANCE ABUSE

Chapter

10

## Smart choice, Smart consequence

As students attempt to navigate the bridge between childhood and adulthood, risk-taking behaviour becomes a normal part of the growth. While positive risk-taking leads to healthy consequences, negative risk-taking leads to unwanted consequences. This is why students need an understanding of the potential impact of substances, identifying alternatives and using communication skills to navigate pressure. In this lesson plan, students explore the various types of substances and understand their impact on the body and brain. The lesson aims to empower students to make healthy choices related to substance abuse and explore strategies to combat pressure.

### Learning Outcomes:

Students will be able to:

- Understand the meaning of substance abuse and the types of substances.
- Explore the functions and effects of drugs while assessing the risks involved.
- Recognize the consequences of substance abuse on different aspects of life.
- Learn techniques for exerting positive peer pressure as well as withstanding negative peer pressure.
- Evaluate the risks they are taking or have taken and made an informed choice.



### Session guidelines: Part-I (30mins)

- **The Substance Mountain**
- **The Consequences**

**Introduce** the topic by asking students to open chapter ten of the workbook. Ask them to read the comic strip conversation between Sia Iqra and Max.

**Ask :** Have the students look at the substance handout and discuss the substances they know about. Example: Alcohol is used in parties or drugs make you feel dizzy. Note: Encourage students to come up with any information they have about the substance, correct or incorrect.



Substance abuse refers to the harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs.

**There are two categories of psychoactive substances:**

Legally available substances	Banned substances
Alcohol	Marijuana
Cigarettes	LSD
Inhalants (such as glue)	Opiates
Prescribed medicines (cold-cough-sleep)	Heroin Ecstasy

**Discuss :** Have a discussion with the class on: Do you know the different types of drugs? (Introduce terms like cannabis, amphetamines, cocaine, ecstasy and heroin.)

**Introduce :** an important word that you should know – **SUBSTANCE ABUSE**. Have you heard this word before? Where? The word 'substance' refers to alcohol, drugs and cigarettes. The word 'abuse' refers to overusing alcohol, drugs and cigarettes. What do you know about alcohol? What do you know about cigarettes? What do you know about drugs? Invite responses.'

**Note:** Emphasize that the word substance includes all types of substances that are used by people - alcohol, cigarettes and drugs.

**Ask :** Make a list on the board of legal and illegal substances. Legally available substances include alcohol, cigarettes, prescribed medicines (cold-cough-sleep), inhalants like glues and Illegally available substance are marijuana, stimulants (cocaine, crack), LSD, opiates, heroin and ecstasy. Invite the meaning of legal and illegal from students.

Now divide the students into groups and ask – Why do people use substances? Invite responses.

**Explain :** that 'People use substances because it can give them momentary euphoric sensation, change in mood, feeling better about self, reduced sense of stress, temporary feeling of happiness, temporary pain relief, calmness, excitement, etc. These are termed as 'Highs'.

**Ask** the class– Do you think if there are highs, there are lows as well? What do you think are the lows? Invite responses.

**Explain :** that 'Lows refer to the period when your body is trying to process the substances you've had. Every substance has a unique after-effect. Some of the common after effects are headache, inability to concentrate, anxiety, nausea, low

*energy, sleepiness or sleeplessness, loss of appetite, the flatness of mood, lack of energy, memory problem and poor judgment. If they become extreme, they can lead to depression, coma, tremors, stroke and cancer.'*

**Ask :** Provide a chart to every group and ask them to create the substance mountain by depicting the highs on the upward side and lows on the downward side. They can write more highs and lows they know of. In the middle of the mountain, ask them to brainstorm and write whether they think one should choose the temporary highs or avoid the permanent lows.

**Explain** '*An abuse occurs when a substance is consumed in more than prescribed amounts. These apply to both legal substances (for which certain amounts are prescribed after a certain age) and illegal substances that are not prescribed or recommended at all.'*

**Ask :** Write the following on the board without explaining – 'Physical Health | Relationships | Legal | Academic'

Ask students to work in pairs and provide a sticky note to each pair. They must think a consequence of substance abuse on health, relationships, legal and academics.

**Note :** Give prompts like – Drink before an important activity such as an exam may make you feel very drowsy. You may even witness headaches and nausea. Possession of drugs can land people in jail. Smoking seriously harms lungs. The body's functions deteriorate if drugs are taken every day.

**Explain :** that the legal age in India for drinking is different for different states and ranges between 18 to 25 years. The legal age for smoking is 18 years old however smoking in public places is not allowed all over the country. Drugs are banned in the country for all ages. It's considered an illegal activity. Tell the class that '*We must follow the laws to be responsible citizens. Besides, one should only engage in any act when they have complete information and can make a responsible decision.'*



### Session guidelines: Part-II (30mins)

- Under Pressure Situation
- Role-Play Scenario

**Ask :** Write the following on the board 'MAKING CHOICES' without explaining anything.

Tell the students to read the statement and complete them with what comes to your mind first. Remember, there is no correct or incorrect answer. It's all about what you think and feel. Be honest and clear!

1. For me, drinking alcohol is \_\_\_\_\_.
2. For me, smoking is \_\_\_\_\_.

3. One thing I don't believe about substance abuse \_\_\_\_\_.
4. One thing I am sure about substance abuse \_\_\_\_\_.
5. Drugs are \_\_\_\_\_.
6. If I saw my best friend using drugs, I would \_\_\_\_\_.
7. If I saw a classmate smoking, I would \_\_\_\_\_.
8. If I was offered alcohol, I would \_\_\_\_\_.
9. If I made laws about alcohol or drugs, I would \_\_\_\_\_.
10. One consequence of substance abuse is \_\_\_\_\_.

**Discuss :** Read the situation and discuss the question that follows. Have them read each situation followed by a discussion.

*Amar is out in a party with his friends. There are people of different age groups at the party. One of Amar's friends comes and hands him a tablet. When he carefully looks at the tablet, he finds out that it's a drug. He asks the friend 'Where did you get this from?' His friend says, 'The guy in green t-shirt said we should try it.'*

What will Amar do? What will he tell his friend? Who will Amar reach out to in this situation? What will Amar do with the drug in his hand?

Have a discussion on – How does one feel under pressure from friends? What is an example of positive pressure related to substance abuse? What is an example of negative pressure related to substance abuse? How can you exert positive pressure and you withstand negative pressure?

**Ask :** Divide students into groups of five members and write the following situations on a chit of paper.

- o Five students are discussing the consequences of substance abuse.
- o Five students are discussing whether they should go to a party that serves alcohol.
- o Five students are discussing the highs and lows of substance abuse.
- o Five students are discussing a scenario in which one of the student forces other students to try smoking.
- o Five students are discussing their feelings related to substance abuse.

**Note :** Fold the chits and randomly put them on the table for students to pick.

Invite one student from each group to randomly choose a chit. Tell them they will have five minutes to practice and two minutes to demonstrate the role play. Invite every group to demonstrate the role play in the class.

Conclude the session by asking students to share their thoughts on the following:

- o What are some fun activities you can choose instead of substance abuse?
- o What can you do to educate your friends on substance abuse?

Invite students to ask questions to each other.

**Encourage students to assess their understanding of the chapter by doing the D.A.R.E worksheet at the end of chapter of the workbook. Use parts of the Discuss, Analyse and Reflect during class discussions.**

### KEY MESSAGE OF THE LESSON:

Substance abuse refers to the harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs. It is divided into two categories of legally available substances like alcohol, cigarettes, prescribed medicines (cold-cough-sleep), inhalants like glues and illegally available substance like marijuana, stimulants (cocaine, crack), LSD, opiates, heroin and ecstasy.

Substance abuse is a choice. It's important to make the right choices in the years you are growing up, to have a healthy and happy future. The best way to make a choice is to equip the self with information about the advantages and disadvantages of substance abuse.

It is important to follow the laws. One should only engage when they have complete information and can make a responsible decision.



## I am who I am

The aim of the lesson plan is to create awareness and acceptance of all sexual orientations. It hopes to reduce the bullying and harassment related to sexual orientation while enhancing respect and communication.

### Learning Outcomes:

Students will be able to:

- Explore the concept of sexual orientation and recognize the types of sexual orientation.
- Create a safe and accepting school environment for everyone irrespective of sexual orientation.
- Build the understanding that sexual orientation is discovered, not chosen.
- Recognize the process of accepting sexual orientation, referred to as 'coming out'.
- Identify the discrimination associated with sexual orientation.
- Recognize the importance of reaching out to trusted people about sexual orientation.
- Clarify the misconceptions related to sexual orientation.
- Learn that expressing one's sexuality is a sexual right.



### Session guidelines: Part-I (30mins)

- **Types of Sexual Orientation**
- **Coming Out**

**Introduce** the topic by asking students to open chapter eleven of the workbook. Ask them to read the comic strip conversation between Sia, Iqra and Max.

**Explain :** *'As you grow up, you may feel attracted to people of your own gender (boy-boy and girl-girl) or that of another gender (boy-girl). This is what is known as sexual orientation and there are three broad categories of sexual orientation – homosexual, heterosexual, or bisexual.'*

**Explain :** that there are three broad categories of sexual orientation:  
**Heterosexual (Straight):** Someone who is only attracted to people of a gender different to their own.

**Homosexual (Gay/Lesbian):** Someone who is only attracted to people of gender same as theirs. If there is an attraction between a boy and a boy, the sexual orientation is gay. If there is an attraction between a girl and a girl, the sexual orientation is lesbian.

**Bisexual:** Someone who is attracted to two genders, sometimes boys and sometimes girls.

**Explain :** to the class that there is diversity in romantic relationships and attractions and all are perfectly normal.

**Discuss :** Start the activity by reading the following situation

*"Lisa is walking down the corridor when she notices a group of three classmates staring at her. One of the classmates grabs her arm and pulls her into a corner "Hey Miss Braces, where are you going? I thought we told you not to come into this part of the corridor again", says one of the classmates. "You don't own this corridor. Leave me alone please", says Lisa. "Oh, so Miss Braces thinks she can scare us....Ha ha ha..", says the second classmate. They shove Lisa towards a sink and sprays running water on her, getting her all wet. Suddenly a teacher passes by the door but doesn't come inside, 'Hey, what's happening here?' One of them gives Lisa one last punch and says, 'You better not come near us or you know the consequences."*

Now have a discussion with students on the following –

- How would you feel if you were in Lisa's place?
- What would you do if you were Lisa?
- Have you or your friends ever felt discriminated against?
- What can the school do to fight discrimination that Lisa experienced?

**Explain :** 'Just like Lisa faced discrimination because of her braces, some people face discrimination because of their sexual orientation. How would such a discrimination feel? What can be done to end such discrimination?'

**Discuss :** Divide students into small groups and tell them that you will be reading an instance of someone who identifies as a homosexual.

*'I am not into labels. I am not this or that. It's just the way I am. I have always been comfortable with who I am, but this wasn't easy. I took some time to understand my feelings and attractions. I have to give time to finally know what I feel. It's also about accepting myself the way I am. For the most part of my life, I remember feeling attracted to boys. Initially, I was also confused about feeling attracted to boys despite being a boy myself. But I understand that this is what it is. I am no more confused. I know I am gay.'*

Have a discussion with students on the following:

- How was it for the person in the situation to accept their sexual orientation?
- Do you think the person in the situation rushed to understand their feelings?

**Explain** that it's a good idea to allow yourselves times to understand your feelings. 'Feelings of attraction are discovered, not chosen. We don't choose who we feel attracted to. We discover our feelings and learn to accept them as healthy and normal. It isn't something we can turn on and off.'

### Session guidelines: Part-II (30mins)



- Creating a Safe Environment
- Sexual Orientation Myths and Facts

**Discuss :** Start the session by reading a riddle to the class and ask them to give the correct answer.(Create curiosity by asking students to make guesses)

*'I stay in the fear of judgment and fear of ridicule. But most of all, I am sometimes afraid that the process might be a greater peril. Or perhaps the process will be the release I am looking for, so let me take a chance.'*

What do you think is the meaning of 'process'? (Don't reveal the answer and tell them that they'll know the answer by the end of this activity.)

**Introduce :** Reveal the answer of the riddle – 'Coming Out.' 'The process of coming out is understanding and accepting our sexual orientation. It is developing the confidence to communicate sexual orientation to self and others.'

**Discuss :** Read the following instance to the class.

*'Rishi has known for quite some time about his sexual feelings towards boys but he has had trouble accepting that he is gay. He knows that one day he has to accept his feelings and communicate with others. He thinks it will be both easy and difficult. Easy because he won't have to hide his feelings and difficult because people might not understand at first. He also worries that he may face bullying.'*

**Now have a discussion with students on:**

- What can we do for Rishi to make him feel comfortable and accepted?
- How would you feel if you were in Rishi's place?
- Who can Rishi talk to about this situation? (Introduce the idea of talking to trusted adults.)

**Ask** every student to take a paper and write down the answer to a question.

*'If you had the power to make decisions at school, what decision would you take for Rishi to feel safer?'*

Tell the class that now that they have an overview of sexual orientation, let's understand the various correct and incorrect information surrounding this topic.

Most people know their sexual orientation when they hit teenage. MYTH/ FACT

If a person dresses and acts in a certain way, it's easy to figure out if they are gay, lesbian or bisexual. MYTH/ FACT

It is possible to feel attracted towards men and women. MYTH/ FACT

Being homosexual is a choice. MYTH/ FACT

Homosexuality is legal under India law. 1MYTH /FACT

**Ask :** As they complete, ask them to pair up with a student sitting next to them and compare their answers.

**Note:** Tell them that it's ok to have different answers, but they can feel free to change answers as they wish.

**Encourage students to assess their understanding of the chapter by doing the D.A.R.E worksheet at the end of chapter of the workbook. Use parts of the Discuss, Analyse and Reflect during class discussions.**

## KEY MESSAGE OF THE LESSON:

As you grow up, you may feel attracted to people of gender different to yours (boy-girl) or you may feel attracted to people of the gender same as yours (boy-boy and girl-girl). This is what is known as sexual orientation and there are three broad categories of sexual orientation – homosexual, heterosexual and bisexual.

Someone with a heterosexual (also known as straight) orientation will be attracted to people of opposite gender. Someone with a homosexual orientation will be attracted to people of their own gender. Someone attracted to both men and women has a bisexual orientation.

The process of coming out is understanding and accepting your sexual orientation. It is developing the confidence to communicate sexual orientation to self and others.

Using respectful language and developing accepting behaviour related to sexual orientation helps create a safer school environment.

There are a lot of myths associated to sexual orientations. Empowering the self with correct and reliable information is important.

Reaching out to a trusted adult if you have concerns about sexual orientation is helpful.





## Different ways to be you

The aim of the lesson plan is to create awareness on diversity in gender and understand key terms related to gender. In this lesson plan, students will also examine gender roles and recognize how genders are stereotyped. It hopes to enable students, through the use of past and current examples, to think ahead and move away from a gendered style of thinking and generate an understanding that there is no limit on possibilities for any gender. The lesson also aims to generate support around gender and personal expression.

### Learning Outcomes:

Students will be able to:

- Explore the concept of gender diversity.
- Identify the broad categories of genders— Cisgender, Transgender, Bigender and Genderless.
- Learn respectful ways of communication and appropriate use of language in relation to gender diversity.
- Examine gender roles and recognize gender stereotyping.
- Expand the perception of activities and possibilities for all genders.
- Cultivate support around gender and personal expression.



### Session guidelines: Part-I (30mins)

- **The Types of Gender**
- **Acceptance of Gender Diversity**

- **Introduce** the topic by asking students to open chapter twelve of the workbook. Ask them to read the comic strip conversation between Sia, Iqra and Max.
- **Ask** : Write the word 'Gender' on the board and ask students if they understand the meaning of gender. Invite responses.
- **Explain** : '*Sex refers to the identification as a male or female at birth. This is based on the genitals. If it's a penis, the baby is declared a male and if it's a vagina, the baby is declared a female and when the genitalia are unclear, the baby is described as intersex. Sex and Gender are two different things. As opposed to the sex of a person, gender is the way a person feels about themselves. It can be similar to the sex they were allotted at birth or different from the sex allotted at birth.'*
- **Discuss** : Ask children to read the scenario and have a discussion on the following - What do you think is the gender of Vansh? What makes you say that? Can you mention the gender of Vansh in the identity card? (Write Transgender on the board.)

Name: Vanan

Likes: Singing and Sports Age: 20

Gender: \_\_\_\_\_

Vanana enjoys singing and sports. Vanan has always had short hair. As a kid, Vanan didn't like when people asked Vanan's parents if Vanan was a boy or a girl. Vanan still doesn't like that question as he/she finds it difficult to relate to either.

**Explain :** 'Sex may be divided into two categories but gender cannot. There is a variety in gender and the categories are more diverse than the ones we explored just now. It is important to understand that only individuals can decide for themselves what gender they identify with. It cannot be enforced by others.' Use the Beauty in Diversity poster from annexure to explain genders.

Start the activity by reading the following lines. (Facilitator can also write them on the board to reinforce)

'Boys, Girls, Both or None

Who cares as long as they are true and fun

Gender doesn't limit you

And no group is the best

It doesn't matter who is what,

from head to toe, from the heart to brain You love it all! It's all that is you!'

Explain to the class, 'Gender is just different ways for us to be girls, boys, none or both. There are lots and lots of ways to be us. Growing up is about figuring out what is right for us. We all decide for ourselves what we like and it is important that everyone feels safe, happy and accepted.' Tell the class

**Ask** every student to write one way they think they can show respect and acceptance towards all genders. As they complete, invite volunteers to share with the class.

**Note:** Give prompts like – Treat everyone just the way you would like others to treat you, use correct and respectful words for everyone.

### Session guidelines: Part-II (30mins)



- Exploring Gender Roles & Stereotypes
- Building Gender Neutrality

**Discuss :** Divide students into small groups and ask them to read a poem by Iqra on fighting gender stereotypes

Girls wear pink and boys wear blue,  
 Mostly we are told what to do.  
 When we differentiate between her and him,  
 I just can't find the point but just be.  
 Girls are taught to smile and wave,  
 Boys are asked to be brave.  
 Act like one Act like one,  
 They say when it's actually none.

Girls have dolls and boys have trucks,  
 What if they don't like them enough.  
 They say girls are quiet and boys are strong,  
 But it's not right when they don't decide.  
 Let's walk an extra length,  
 and focus on everyone's strength.  
 Because girls don't wear pink,  
 And boys don't wear blue.

We go through life never knowing,  
 All the biases we are showing.  
 Let them be them and you be you,  
 Because girls and boys act the way they want to.  
 All we need is walk an extra mile,  
 To realize the strength we hide.

Boys wear pink and girls wear blue,  
 They choose how they talk or how they look.  
 Because gender is not a sentence,  
 of who you are and how you look.  
 Let live and try, find why we lie,  
 To say it straight, it's none that others decide.

**Have a discussion with students on the following:**

- What do you think the poem is talking about?
- Do you agree with 'girls wear pink and boys wear blue?' Why or why not?
- Do you think girls are expected to look and behave a certain way? Can you give some examples? (Prompt – Long hair, wear dresses, household work, act shy.)
- Do you think boys are expected to look and behave a certain way? Can you give some examples? (Prompt – Short hair, wear jeans, act strong, earn for the family?)
- Have you ever noticed someone telling a girl to behave like a girl and a boy to behave like a boy?

**Explain :** Write the word 'Gender role' on the board. Explain to the class 'Gender role refers to how we're expected to act, speak, dress and conduct ourselves based upon our assigned sex. Some examples are that girls are expected to be polite, shy, accommodating and boys are expected to be strong, bold and aggressive. Do you know more examples of gender roles?'

**Explain :** Now write the word 'Stereotype' on the board. Explain to the class 'A gender role becomes a stereotype, a widely accepted judgement or bias about a person or group – mostly inaccurate, not backed by any evidence and usually hearsay. Do you know of any stereotypes?'

Explain to the class 'Often we grow up identifying certain characteristic as belonging only to boys or girls. Gender shouldn't limit a person in terms of what they can wear, what they can do and what they can feel. This means that a boy or a girl is free to choose what they like or dislike. They are free to walk, talk and behave the way they want to as long as it is not harmful to another person. It's important that we don't encourage behaviours that categorize everything as for girls or boys.'

**Ask :** Write a 'Statements List' Ask students to get in pairs to carefully read each of the statement mentioned in the list.

Now ask them to divide the statements as either gender stereotype or gender neutral. Reinforce that gender stereotype statements give guidelines on how boys or girls should dress, behave, talk or act. On the contrary, gender-neutral statements portray girls or boys as the same in different areas.

**Discuss :** As the pairs divide the statements as gender stereotype and gender neutral, have a discussion with the class on the following – How did you feel after reading gender stereotype statements? Do you think one should not stereotype according to the gender?

## STATEMENTS

- Girls are better in academics than boys.
- Gender does not have any impact on the subjects a person chooses.
- People should go for jobs they think they would be interested in.
- Firefighting is a profession that will only be suited to boys.

- Boys don't really cry, no matter what.
- Girls are always sensitive and understanding.
- Girls should look after the household chores and boys should look after the finances of the house.
- Boys are better at computer and electronics than girls.
- People should play a sport they enjoy the most.
- The best career is the one that matches a person's abilities.

*Answer Key(Only For Facilitator Use) Stereotype - 1, 4, 5, 6, 7, 8 Neutral -2, 3, 9, 10*

**Encourage students to assess their understanding of the chapter by doing the D.A.R.E worksheet at the end of chapter of the workbook. Use parts of the Discuss, Analyse and Reflect during class discussions.**

### KEY MESSAGE OF THE LESSON:

Sex refers to the identification as a boy or a girl at birth. This is based on the genitals. If it's a penis, the baby is called a male and if it's a vagina, the baby is called a female. If the genitalia are not clear, then the baby is called an intersex. Sex and Gender are two different things. As opposed to the sex of a person, gender is the way a person feels about themselves. It can be similar to the sex they were allotted at birth or different from the sex allotted at birth.

Gender role refers to how we're expected to act, speak, dress and conduct ourselves based upon our assigned sex. Some examples are that girls are expected to be polite, shy, accommodating and boys are expected to be strong, bold and aggressive.

A gender role becomes a stereotype which is a widely accepted judgment or bias about a person or group – mostly inaccurate, without any evidence and based on hearsay.

Gender shouldn't limit a person in terms of what they can wear, what they can do and how they should feel. This means that everyone is free to choose what they like or dislike. They are free to walk, talk and behave the way they want to. It's important that we don't encourage behaviours that categorize into girls or boys. Irrespective of the gender, one should choose an occupation they are good at and feel the way they like to feel.





## Creating cyber shield

The internet is a useful and informative source for students, however, there are risks as well. Cyberbullying and online harassment are the most common forms of unacceptable contact that people face online. This lesson plan aims to create awareness on online bullying and harassment and explore strategies that can help students maintain a safe and healthy online presence.

### Learning Outcomes:

Students will be able to:

- Understand the concept of internet safety.
- Analyse the kind of threats on the internet.
- Identify the situations of cyberbullying and strategies to deal with them.
- Identify the situations that may come up in online dating and strategies to deal with them.
- Create a cyber shield to protect against the threats.
- Equip and demonstrate skills to be smarter and safer online.



### Session guidelines: Part-I (30mins)

- Recently Heard On The Net
- Online Dating

**Introduce** the topic by asking students to open chapter thirteen of the workbook. Ask them to read the comic strip conversation between Sia, Iqra and Max.

Introduce the topic by having a discussion with the class on the following:

- How many of you use Facebook, Skype, Instagram, Snapchat and WhatsApp?
- Is it ok to meet strangers online?

**Discuss :** Now tell students that you will read the situation of a boy who was visiting a new place for the first time.

*'Vineet applied for a scholarship for a two-month summer programme in France and finally received his acceptance letter. Now Vineet is preparing to visit France, but before everything, he has to check the weather in France. He also wants to know about places he can visit on weekends. He also wants to learn some common words in French so that he can communicate with the locals. Where do you think Vineet can find all this information?' (Let students say internet.)*

**Ask :** Now ask students to work in groups and write five benefits of the internet. Invite some volunteers to share.

**Discuss :** Have a discussion with students on the following:

- Do you think that the internet is a good source of information?
- Are there times when the internet may be unsafe?

Build on student's thoughts and tell them that the internet is a great source of information. However, there are times when the internet may not be safe. This doesn't mean that we stop using the internet but we take measures to protect ourselves online. Ask the class what could be some unsafe internet behaviours?

**Explain :** '*Just as our parents or friends can follow us online, so can strangers. It is important that we are careful about privacy settings on social media and do not post about any personal details (for example about who we break up with or any other important financial details). It is also important not to make comparisons based on what we see on other people's internet profiles (someone looking prettier, thinner etc.). That information may have only limited perspective, singular opinion or little truth to it. Last but not the least, it is important to watch what we are saying to others and develop resilience against what others might say on the internet. Again it may just be said in spite, may have limited perspective and might have little truth in it (such as you look fat or grow up!).'*

**Introduce** the word 'Cyber Bullying' by writing it on the board. Ask students if they have ever heard this word before. Do you know the meaning of cyber bullying? Is it the same as bullying in the real world?

**Explain :** 'Cyber bullying is the biggest threat of the internet. It is a common form of unacceptable contact that people face online, so we need to be aware of different ways in which it happens and the potential consequences. Cyber bullying is all about posting hurtful comments, saying mean things, spreading hatred and causing harm to another person. It is more dangerous than other forms of bullying because it can happen 24/7.'

**Discuss :** Read the following scenario to class -  
*'Someone keeps sending you Facebook messages saying things like 'No one likes you. You're such a loser! Why do you look so dumb?'*

Have a discussion with the class on – Do you think the comment is hurtful? Do you think it's supposed to be a joke? Do you think it will make you worry about what will happen next? Do you think it's cyber bullying?

Now read the following case study to them. Have a discussion on the following:  
*Anandi is receiving messages from a boy called Aman on Skype. At first, she decides to ignore the messages because Aman is a stranger. But later she thinks that it's ok to exchange a few words. Slowly they start talking and Anandi finds him sweet and caring. Anandi has never met Aman in real life but does not stop her from sharing pictures with Aman. They exchange phone numbers and start talking on WhatsApp. Aman asks Anandi to meet him alone at a restaurant and says*

*'We have been talking for days now. I really like you and I want to be your boyfriend. Anandi suggests they meet for a coffee with friends. Aman however says, 'I think we should meet alone first. Don't worry, you can trust me!'*

What should Anandi do?

Is there a threat to the situation?

Do you think it's safe for Anandi to meet Aman? Why or why not? 4. What would you do if you were at Anandi's place?

Do you think online dating/relationship is always safe?

**Explain** that 'It's easy for predators to lure people online. They can befriend you and work to gain your trust. They may also pretend to be someone they are not and lure you with false pretenses. Remember, it's best to make some checks before revealing any personal information or making close contact.'

### Session guidelines: Part-II (30mins)



- Cyber Shield
- The Social Media Profile

**Explain & Discuss :** *'The messages/comments are examples of cyber bullying. It can be very harmful and can happen 24/7. Sometimes it might be difficult to get away from. What do you think about cyber bullying? Do you think it's harmful? In what ways is it harmful?'*

Ask: Read the statements below and answer –

- Someone of your class sends you a private message saying, 'You look so bad in your recent pictures!'
- The statement makes feel\_\_\_\_\_
- A friend comments on your picture saying, 'Why do you wear such ugly clothes?' and 10 people like the comment.
- The statement makes me feel\_\_\_\_\_

**Discuss & Ask :** Distribute the poster ( content given below, you can create one poster to show in the class) on 'No to Cyber Bullying' to students. Explain 'these are some examples of when a joke crosses a line and becomes cyber bullying.' Have you ever experienced any of these? Do you know someone who has experienced this? (don't reveal names)

Content - Cyber bullying means bullying through technology. This can include online sites, social media apps, games and phones. Cyberbullying can be more hurtful than other forms of bullying as it can happen 24/7 and may seem impossible to get away from.

- A negative comment on someone's post with an intention to embarrass, hurt or harm.
- Sharing an embarrassing picture of someone online
- Logging into another person's account and posting on their behalf without telling them.
- Sending threatening messages to someone.
- Sharing a screenshot of the personal conversation on the internet.
- Making cruel comments on someone's account.
- A negative and derogatory conversation over a status.
- Sending abusive messages or comments.
- Making fun of someone's looks, nationality, race or gender.

Have students in pairs and ask – Do you think the mean comments and rude activities online can be taken as a joke? If yes, how do we divide a line between a joke and cyber bullying?

As they complete, have a discussion on – How does it feel to become cyber safe? Would you try to be cyber safe?

Start the conversation by asking class - Who uses Instagram? Who uses Twitter? Who uses Snapchat? Who uses Facebook? What do you share on your social networking site?

**Discuss :**Tell the groups that now they can discuss some profiles or practices that they follow to categorize them in Safe /Unsafe behaviour and discuss findings with the class. One member of the group can take notes. They should analyse the profile on the following pointers:

- Appropriate/Safe behaviour
- Inappropriate/Unsafe behaviour

As they complete, invite one member from each group to share their findings. Guide the groups towards appropriate/ safe behaviour using the answer key (at the end of the lesson plan for facilitator's use).

**Have a discussion with the class on the following:**

- What is some other safe behaviour on social media?
- What is some other unsafe behaviour on social media?
- What can we do to help someone facing an online threat?
- Would you like to change something in your social media profile now?

**Encourage students to assess their understanding of the chapter by doing the D.A.R.E worksheet at the end of chapter of the workbook. Use parts of the Discuss, Analyse and Reflect during class discussions.**

## KEY MESSAGE OF THE LESSON:

Internet is a great source of information. However, there may be times when the internet is not safe. This doesn't mean that you stop using the internet but that you take measures to protect online.

Cyber shield refers to certain strategies and behaviours that protect from threats on the internet. You should build a cyber shield by practicing safe and healthy online behaviour.

Bullying is a form of aggressive behaviour which involves the use of force to affect others. Cyberbullying is bullying that takes place on the internet. It can take place through social media, text message, chat or website. Examples include mean comments, rude text messages, rumours, fake profiles and embarrassing pictures or videos.

If you follow safe social media profile strategies, you can limit the exposure that strangers have to your personal life.





## CONCLUSION

Looking back,  
Looking forward

*Dear Educators,*

In our lesson plans, we've made the case for making informed decisions a greater focus of lessons. We've emphasized the idea of growing up comes with changes that require us to make informed choices and decisions. You will have noticed that we have made a deliberate effort to engage students in stories, situations and other participatory activities which are tightly focussed on giving information in an honest, accurate and age-appropriate manner.

Not every activity we've outlined will be your cup of tea, but given the reality that classrooms are full of students from diverse backgrounds, beliefs and opinions, we've chosen activities that are fun, informative, manageable, high impact and suitable for diverse backgrounds. In a nutshell, it's all about a happy, healthy, safe and informed transition of students to young adults.

We would like to express our gratitude for the role you play in shaping young minds and hearts and creating individuals that are happy, healthy and resilient. The curriculum on life skills education will ensure that every student is prepared for the changes and challenges that come with growing up. Therefore, we believe that educators play the most important part in shaping students into young adults they are fast becoming.

We hope that you enjoyed delivering the lesson plans to students and continue to create a community of happy and healthy individuals. Thank you for your work, time, dedication and effort in implementing lesson plans.

***We thank you for becoming pioneers of comprehensive life skills education!***

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