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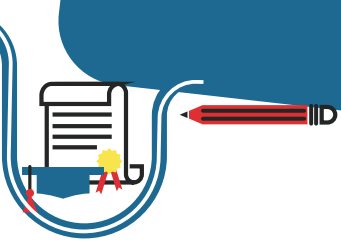
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INTRODUCTION

Dear Educators,

We welcome you to the comprehensive sexuality education curriculum for ages 10-14 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: _____



GROWING UP

Chapter

01

BIG Changes, BIG Choices

Growing up refers to changes in the physical, emotional, social and cognitive aspects. It is an exciting and challenging time when the body and mind go through several changes. Adolescents can feel nervous and awkward talking about the changes. They might not be able to process their feelings related to the changes that take place. In this lesson, students understand the changes and accept them as a part of growing up. They explore the responsibility of growing up, seeking more information and making informed choices. In all this, finding trusted and non-judgmental adults and peers to talk makes the process easier. These people support students in exploring without judgment and biases and providing reliable and truthful information.

Learning Outcomes:

Students will be able to:

- Feel empowered to manage feelings related to growing up.
- Identify the changes involved in growing up – Physical, social, cognitive and emotional.
- Identify trusted adults to reach out to make healthy choices.
- Explore the choices and responsibilities that come with growing up.



Session guidelines: Part-I (30mins)

- Understanding and identifying changes in body
- Feelings related to the changes

Introduce the topic by asking students to read Bubble and Joy comic strip-1 from workbook.

Discuss : In the groups, ask them to discuss the following:

- Have you experienced any such changes in your body? What are these?
- Why are these changes happening?
- What do you understand by growing up? Do you think it's just about changes related to your body?
- What does the comic sheet say about growing up?
- How do you feel about growing up??

Explain the following to class:

'You are going through a time in your life when you may be experiencing changes in your body and mind. The changes in your mind are due to the production of new hormones that impact our feelings. We will focus on such changes only in the next chapter. In this chapter, we will focus on seeking information and making informed choices. For some of you, the changes may have already started; for others; these

changes will take some more time. Are you excited to grow up? Some of these changes will make you feel excited about yourselves and some may feel uncomfortable. You might notice your body is a bit out of control at times and your feelings are on a high. Try to always remember that these changes are NORMAL. Everyone goes through these phases of growing up.

- **Discuss :** 'As you grow up, there are changes that take place – Emotional, Social, Cognitive and Physical. Emotional changes are about our feelings, Social changes refer to how we interact with others, Cognitive changes deal with how we think and process information, and Physical changes have to do with the changes in the body.' For example, feeling unsure, muscle growth, spend more time thinking about yourself or change in voice etc .
- **Ask** children to categorize these changes into cognitive, physical, emotional or social. Ask the students to think of some changes they anticipate in the future. The changes could be physical/ emotional/social or cognitive. Ask them choose from the listed options or jot down any other changes.
- **Explain :** 'No matter what changes happen in our body and mind, what is important is to accept them as normal and healthy. It's okay to be curious about the changes that take place in our bodies and that of the opposite gender.'
- **Ask** every student to draw a comic picture of themselves in their notebooks and title 'I am changing and growing.'
- **Discuss :** Finally, have a discussion with the class – Are they excited about the changes? Are there any changes they are not excited about? Why or why not? What would happen if growing stops? What would happen if our height didn't grow? What would happen if our muscles won't develop? Why are these changes important?

Session guidelines: Part-II (30mins)



- Making choices
- Talking to trusted adults

- **Ask** the class into pairs and tell them that now we will talk about a responsibility that comes with growing up – Making Choices. Ask them what do they understand by the term choices? What does making choices mean? Why does it come with growing up?



- Introduce** the Rainbow Rules of making choices. Have a discussion on –
- Rule no. 1 - Could my choice hurt anyone including me?
 - Rule no. 2- Does my choice sound fair to me?
 - Rule no. 3 - How would I feel if someone else made this choice?
 - Rule no. 4 - How do I feel about this choice?
 - Rule no. 5 - How will I feel about myself after I make this choice?
 - Rule no. 6 - What would an adult I trust and respect say about my choice?
- Is it easy for you to make choices now? What will you keep in mind when making choices? Can you tell me the Rainbow Rules for making choices?
- Explain** *'As we grow up, there are changes that take place. Some of these changes may also require us to make choices, such as choice of who to spend time with and choice of activities to engage in. This also means that we will try to choose what is best and good for us. Sometimes, it may not be easy to make these choices alone, it's always a good idea to seek help from someone who is very close to us and cares about us. It could be our parents, grandparents, elder siblings or friends whom we trust. Let's see what you think about your choices now.'*
- Ask** the class that you will be reading some statements and if they agree to the statement, they should show a 'thumbs up' and if they disagree to the statement, they should show a 'thumbs down.'
- Statements**
- When it comes to making choices, it's okay to do anything you can get away with.
 - If you don't know what to do, you will reach out to an adult you trust.
 - Taking care of your feelings and thoughts is your responsibility.
 - Making choices is about distinguishing between healthy and unhealthy.
- Note:** Encourage students to be honest and not to go by what their peers think and do.
- Explain** 'One of the important steps of making a choice is seeking more and more information about the choice. If we have all the information about something, it will be easy to make a choice. Some information is internal, that is, it can be gained through understanding what we want, and some is external, that is, it can be gained from external sources like books, google, other people, etc.'
- Invite volunteers to share the reasons behind their agreement/disagreement with the statements.
- Ask** the students 'Life is full of choices and growing up requires making certain choices. It's important to make the right ones that are kind, safe and healthy. While you may not be able to make the correct choices always, it's a good idea to seek, support and advice from trusted adults.'

Ask the students to think of a person they consider as trusted adults. It could be their parents, grandparents, other family members, teacher or another adult helpers. Encourage them to write three qualities of their trusted adults and draw their sketches or paste their pictures.

Ask every student to write a question related to making choices they have in their mind. (They may choose to not mention their name).

Encourage the children to do Tick, Talk, Tell, worksheet and share their thoughts with you.

KEY MESSAGE OF THE LESSON:

'As children grow up, there are changes that take place – Emotional, Social, Cognitive and Physical. Emotional changes are about our feelings, Social changes refer to how we interact with others, Cognitive changes deal with how we think and process information, and Physical changes have to do with the changes in the body.' But most important is to know that these changes are Normal.

The Rainbow Rules of making choices include - Could it hurt anyone-including me? Is it fair? How would I feel if someone did this to me? How do I feel about it? How will I feel about myself after I do it? What would an adult I trust or respect would say about it?

It's important to make the right ones that are kind, safe and healthy. While sometimes, one may not be able to make the correct choices always, it's helpful to have a trusted adult.'

A trusted adult is someone you can talk to about anything, someone you feel happy being around, someone who listens well, or someone who has helped you before and they are above 18 years of age.





Adolescents are curious about almost everything related to the human body. They have an urge to explore the differences between themselves and others. These curiosities grow and change with age. Over time, they grow more curious about sexual differences between themselves and others. This lesson plan is to help students recognize that people are different in many ways, including physically. It introduces students to sexual body parts and imparts correct terminology for these body parts. It reassures students that whether they have a body of a girl or a boy, their bodies are perfectly normal, healthy and wonderful. It gives a message of accepting self and others, taking ownership of the body, keeping it healthy, and protecting from any harm.

Learning Outcomes:

Students will be able to:

- Differentiate between the bodies of males and females.
- Identify the sexual body parts with their correct terminology.
- Address issues related to the changes in the body.
- Identify the ways and importance of taking care of body parts.
- Recognize appropriate and inappropriate touch and develop safety rules.
- Demonstrate acceptance of self and others regarding body size and shape



Session guidelines: Part-I (30mins)

- Different Bodies
- The Correct Vocabulary

- ☐ **Introduce** the topic by asking students to read Bubble and Joy comic strip 2 from workbook.
- ☐ **Discuss** : Tell students 'Today we are going to talk about bodies. There are parts that we all have in common and there are parts that are different in females and males. It's important that everyone with a body knows the importance of differences and how to take care of themselves.'
- ☐ **Explain** the following to class: 'As you know there are different body parts and some of these belong only to males and some only to females. Let's now understand male and female bodies.'

Sexual Organs diagram. Go through the terms one by one and explain the body parts to the class. (Annexure-1) Sexual organs are also known as **genitals**.

Understanding female sexual organs:

- **Urethra:** This is the small opening through which urine comes out.
- **Vagina:** This opening is bigger than urethra and is used for sexual intercourse. During childbirth, the baby comes out from the vagina.
- **Anus:** This is where the faeces come out from.
Also, explain that breast develops as females grow older.

Understanding male sexual organs:

- **Penis:** This is the part of the male's body that he urinates with and have sexual intercourse.
- **Scrotum:** It is the pouch of skin that hangs behind the penis. It contains testicles.
- **Testicles:** These are two round organs behind the penis, which make male hormones.
- **Urethra:** The tube present in the male and female body that carries urine out of the body.

Use correct vocabulary and pronunciation for words. Encourage students to repeat the words.

Note: All genders should be taught about all sexual organs.

- **Explain :** *'You may have heard different words for the genitals. You may have heard them through your friends, tv serials, cartoons, movies or the internet. Some of these words are your own code words or some of these words are the pet names you may have heard.'* you can tell them examples of such words – peepee, balls, butt, other code words, etc
- **Discuss** with students why it is important to use the correct word for genitals. Give them examples like – If your genitals hurt and you must tell your parents, you should know the correct term. Or if you visit the doctor. Or if you find someone making fun of your body. Or if you find someone touching you in a wrong manner.
- **Ask** the class to stand and give a strong self-hug to accept and appreciate the body differences.

Session guidelines: Part-II (30mins)



- **Health & Hygiene**
- **The Touch - Good and Bad**

- **Introduce** the term 'body image' by explaining – *'People are different in many ways, including physically. Some of these differences can be changed by our efforts, while some are outside our abilities to change. Some people are short while some are tall,*

some are round while some are lean. The changes as we grow up that is inevitable and beyond our control. Some changes in the body of a girl are the growth of body hair, weight gain, oiler skin, breast development, widening of hip bones, and stronger leg muscles. Some changes in the body of a boy are oiler skin, body hair, longer and wider penis, larger testicles, deeper and cracky voice, stronger muscles and the breasts look like they are developing a bit (but usually goes away after a certain time).'

Explain 'Just as you get comfortable with your new shape, it might change again. It's a time when your body and mind are taking time to mature and grow. Your body will work the best when you accept, appreciate and love it the way it is. It's also an important time to start indulging in health and hygiene practices.'

Ask students to take a paper and write down any 5 things they like the most about their appearance. Ask them to turn the paper and write down 5 ways they can take care of their body and appearance. Example: Bathing, exercise, and healthy food. Invite volunteers to share with the class.

Explain :

Girls: Now that you are growing, you will need to take care of your changing body and skin. You should wash your genitals daily, change pads during menstruation, wear underwear and tights lined with cotton, shampoo your hair when they are oily, exercise and eat healthy food.

Boys: Now that you are growing, you will need to take care of your changing body and skin. You should wash your genitals daily, change your underwear regularly, wash any discharge from your genitals and know the right time to shave by consulting your parents.

Discuss : Read the short story to class

'Mish loves basketball. She usually practices with her classmates. She loves running around and catching the ball. However, there was a time when she did not like basketball anymore. She didn't want to play the game. It didn't feel fun anymore. Earlier this summer, she had a problem with her sports coach. The sports coach, Mrs. Avani, would always touch Mish in ways she didn't like. Whenever she wins the match, Mrs. Avani would run and pick her up in the arms and spin around in a way that made Mish feel embarrassed. That one day, Mrs. Avani touched Misha on her thighs, which left her feeling awkward and confused. She left the playground and decided to not come back ever again.'

Note: The story purposely uses the same gender example. The message is that any unwanted touch, irrespective of the gender, is not allowed.



Discuss : Have a discussion with the class on: Why did Mish feel uncomfortable? What should Mish do? Have you ever felt like Mish? How do we know if a touch is bad?

Introduce the three terms to class – Safe touch, Unsafe touch, and Unwanted touch by reading three statements.

First statement: Chen's mother gave him a hug out of love and encouragement for taking care of his younger siblings when the parents were away.

Second statement: Vicky's sports teacher pinched her on the back for not practicing well.

Third statement: Tammy felt uncomfortable when a passenger brushed past her breast on the bus.

-  **Ask** the class– Which is a safe touch? Which is an unsafe touch? Which is an unwanted touch? Which touch is not ok?
-  **Explain** that 'Statement one is an example of safe touch (the touch that makes you feel cared for and important by someone you love), statement two is an example of unsafe touch (the touch that hurt your bodies or feelings, like, hitting, pushing, pinching and kicking. These touches are not ok.) and statement three is an example of unwanted touch (the touch that is not wanted from a person at that moment. It can include touching a private body part or simply making someone feel uncomfortable. These touches are not ok).'

Encourage the children to do Tick, Talk, Tell, worksheet and share their thoughts with you.

KEY MESSAGE OF THE LESSON:

Sexual organs are also referred to as genitals. Genitals are different for females and different for males.

As you grow up, your body changes and so, your hygiene habits should keep up with the changes. You should put more efforts into keeping your genitals clean. The changes such as the growth of body hair, excess sweating & body odour, oiler skin, and hair require extra attention. Not to forget, good eating habits and exercise can help you remain fit and healthy.

There are three types of touches – safe touch, unsafe touch, and unwanted touch. The unsafe and unwanted touch is not ok. You should equip yourself with skills to identify and speak against unsafe and unwanted touch. Remember, you are the boss of your body and you decide who can touch you in what way.



The Body-Pedia

Diagram 1:
Female Sexual Organs

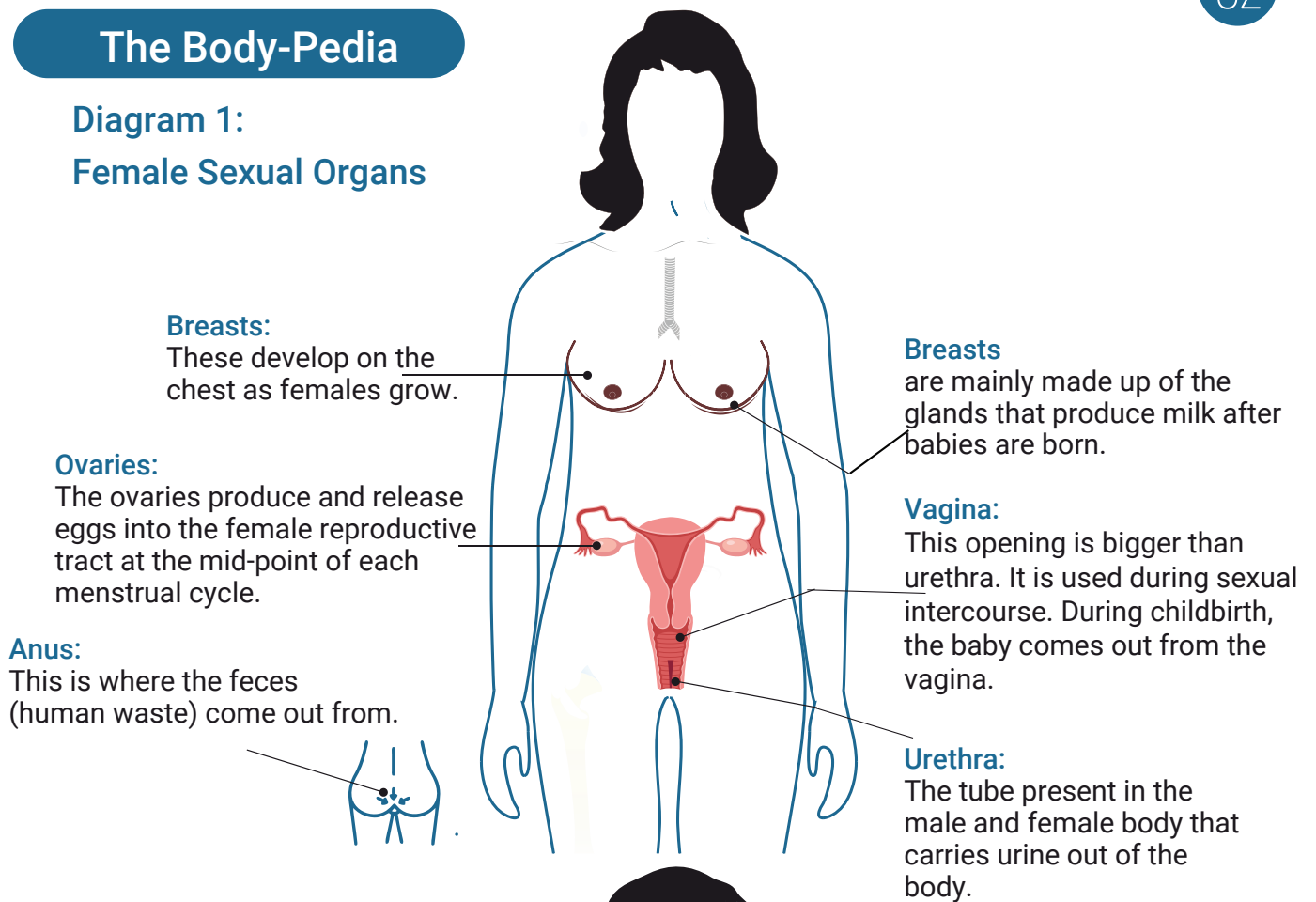
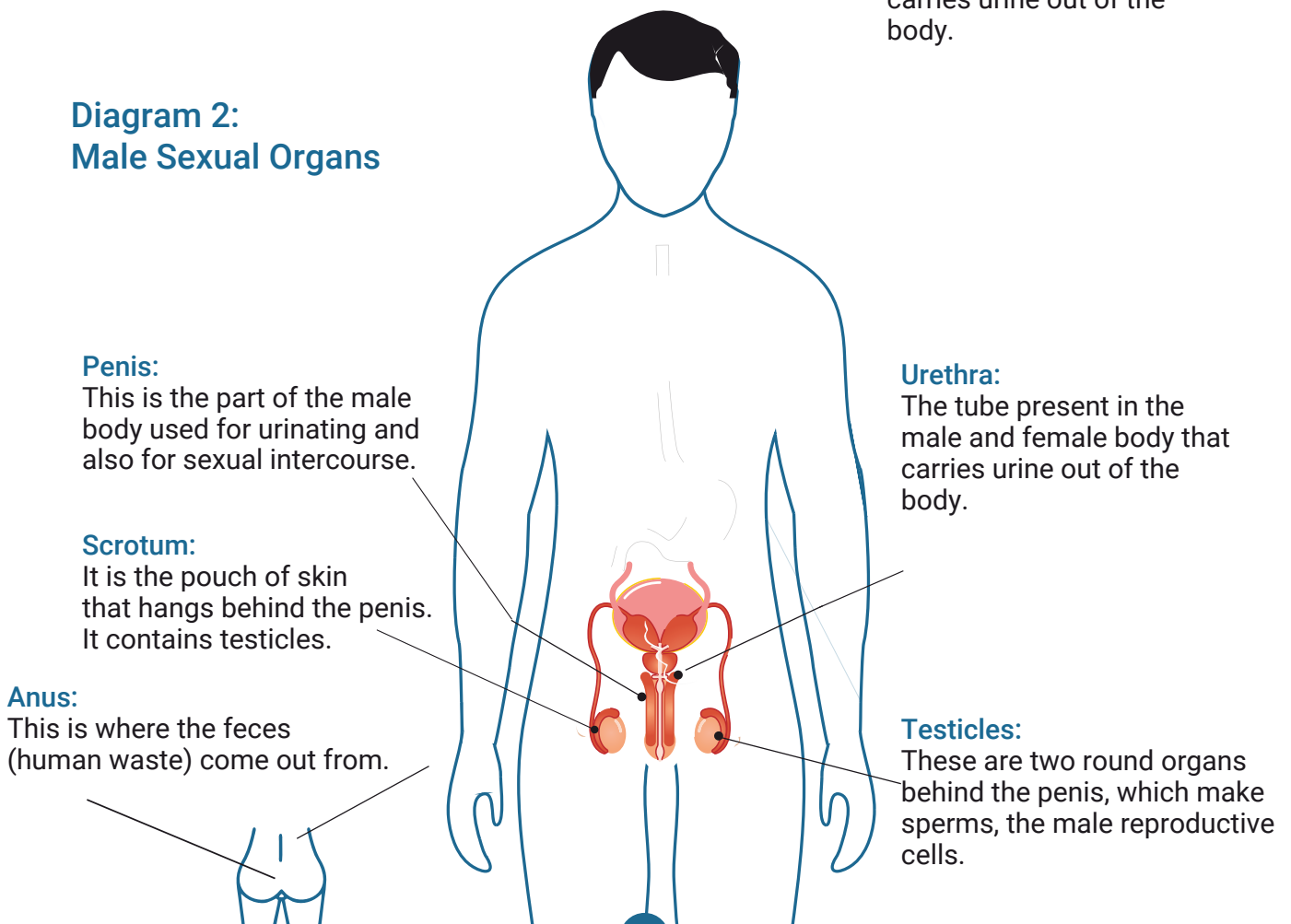


Diagram 2:
Male Sexual Organs





PUBERTY

Chapter

03

**Knock knock,
bigger changes are here!**

Puberty is a time of growth and change that can be both challenging and exciting. Adolescents are at a time when they experience bodily changes that are sexual in nature and a myriad of feelings. In addition to that, they have a lot of questions and doubts about who they are and what they are experiencing. This is an important time and requires guidance to make the transition easier and less stressful. For some students, this might be their first exposure to the topic, and for some, it might be a review of the changes and coping strategies. Learning more about their body changes can help them feel more comfortable about growing up. This lesson plan encourages students to examine the concept and impact of puberty and find ways in which they can seek support if they are finding puberty challenging.

Learning Outcomes:

Students will be able to:

- Explore the concept of puberty and its importance.
- Outline the physical and emotional changes during puberty.
- Identify the role of hormones in puberty and understand how the puberty prepares the human body for the potential to reproduce.
- Address their feelings related to puberty.
- Develop the understanding that puberty comes at different times for everyone.
- Identify how puberty may affect individual's emotions and identity.
- Identify positive coping strategies during puberty.

Session guidelines: Part-I (30mins)



- The Physical Changes
- The Emotional Changes

Introduce the topic by asking students to read Bubble and Joy comic strip 3 from workbook in groups of five each.

Discuss 'Today we are going to talk about the changes that you are experiencing or will experience in the near future. The word for these changes is 'PUBERTY.' It is something everyone goes through starting at around age 11 and through the teen years. It has to do with all the ways your bodies change to prepare you for becoming adults. This includes how you change physically as well as emotionally.'

- Ask :** Divide students into groups and provide 'Welcome to Puberty' handout (Annexure-2). As students read the two scenarios of puberty, ask them the following questions:

 1. Have you ever felt like Nina or Vicky?
 2. Are there more changes that you have noticed in yourself or others?
 3. What more changes do you think you will have in the future?

Note: If it's a mixed group, ensure that students respect the sensitivity of the topic and feel are comfortable talking about it.
- Ask** Now ask them to open 'Growing Up with Bubble and Joy' workbook and see the 'Puberty in Boys' and 'Puberty in Girls' posters. Tell them that it's a guide for all the changes taking place in their bodies. Some changes have already taken place, and some will take place in the future. Ask them to refer to this guide whenever they notice any changes in their body. Ask them to brainstorm in groups and write one reason for the changes during puberty. Collect the answers and tell the class that you'll address them in the second half of the session
- Explain** that Puberty is a time of emotional roller coaster ride. There will be times when you have intense mood swings and have a lot of questions about who you are and what you are experiencing. It's all normal and ok, be it spending the most time with friends, developing romantic feelings or experiencing mood swings.'
- Ask** them to individually introspect and write an emotional change they or their friends have experienced in recent times on a sticky note. Ask students not to mention their names. Now collect all the notes and have them ready on the center table for students to pick and read anytime they want.

Session guidelines: Part-II (30mins)



- The Hormones at Play
- The Support Network

- Discuss :** Read the following conversation starter to students:

'One fine day, Ribo was walking back home. He knew that he and his classmates were beginning to see physical changes in their bodies. Some of them have hit puberty, while some have not. He has not seen any sign of growth in his body. He thinks to himself, why do we even hit puberty? It involves so many changes and so many adjustments. It's so good and easy being a child. I wish I don't have to hit puberty. On this, his friend says 'Hey, don't say that. Puberty helps us become adults and it really is awesome.'

Have a discussion with the class on the following:

- Have you ever wondered why do you need to hit puberty like Ribo?
- Have you ever wondered how does puberty happen?
- Have you ever wondered why do you need to become an adult?

Explain *'The main changes that take place in our bodies during puberty are caused by hormones, which are chemicals that are produced in many different places of our bodies. During puberty, the brain begins to manufacture special hormones that prepares body for sex and reproduction. These hormones sending messages to the sex organs – a boy's testicles or a girl's ovaries – that tells them to start working and produce sex hormones. It's the sex hormones that cause the changes that make children's bodies grow into that of adults.'*

Ask the class *'Now that we know hormones play an important role in the changes during puberty, what do you think are the importance of changes during puberty? What would happen if we don't go through puberty? Is it really important to go through puberty?'* Invite responses.

Ask : Divide students into groups and provide a 'Puberty Fact' (make copies from the annexure) handout to each group. Ask them to carefully read the puberty facts.

Have a discussion with students on:

- Why are male hormones important?
- Why are female hormones important?
- How does puberty prepare one to become an adult?
- Do you think puberty changes make better sense now?

Read the following to class:


*'When you feel blue and sad, And need someone to talk,
Close your eyes to know, Who can provide the support,
Know that you are not alone, Because they are always there.
And life will seem easier, Just close your eyes and they will be there.'*

Discuss : *'Now that you know what puberty is and how does it happen, you may find it like a lot to go through. Puberty means a lot of new changes. Sometimes it can be exciting and great, the other times it can be difficult and challenging. But you don't have to go through puberty alone.'*

Ask every student to identify supportive people in their life and write on a piece of paper. These are people they can reach out to when they feel sad or when they need advice. These are people that they refer to as 'My Support Network.'

As they think of it, ask them to brainstorm with their partner a few ways their support network can help them during stressful times of puberty. Example – By providing accurate information, by listening to their concerns without judgment, by providing them guidance on how to deal with challenges and preparing them for future challenges.

Collect the names and create a visual display for class by putting them together on the class bulletin board or hanging them on the wall.

 **Ask** students to write a 'Thank You' note to their support network. Students can opt to deliver the notes to their support network.

Encourage the children to do Tick, Talk, Tell, worksheet and share their thoughts with you.

KEY MESSAGE OF THE LESSON:

Puberty has to do with all the ways bodies change to prepare for becoming adults. So, it is a time of transition when you are not a kid and not an adult, but somewhere in between.

During puberty, the brain begins to manufacture special hormones that send a message to the sex organs – a boy's testicles or a girl's ovaries – that tells them to start working and produce sex hormones. It's the sex hormones that cause the changes that make children's bodies grow into that of adults.

The female ovaries produce hormones called estrogen and progesterone. It's estrogen that tells the eggs in a girl's ovaries to grow up. The eggs are responsible for menstruation and reproduction. The male testicles produce the hormones called testosterone, which then instructs the testicles to begin to make sperm. Sperms are male sex cells and are responsible for reproduction.

Puberty can be made easier and less stressful by focusing on your strengths and building a support network.



Annexure

Situation 1:

One fine morning, Nina looks in a mirror and notice that she's taller. Through her night-dress, she sees her breasts are bigger. She notices some pimples on her face and doesn't remember looking like that a few weeks ago. Over the next few weeks, she notices even more changes. She notices hair in places that she has never had before, like her armpit and genital. She knows about periods and wonders if that will happen to her soon. She feels super excited and then super sensitive – all in the same 24 hours. She asks herself 'What is happening to me?' and her mother says 'Welcome to Puberty.'



Situation 2:

One day when Vicky was taking a shower and singing his favorite song, he noticed that his voice is becoming deeper. It was never this way before and he thought that maybe he has a bad throat day. The next day it was still as deeper as the day before. Over the next few days, he notices even more changes. He notices hair in places that he has never had before, like his armpit and genital. Now, he often sees a white discharge from his genitals. He doesn't know what is happening. On top of this, he has suddenly started developing feelings for a girl he recently met in school. He asks to himself 'What is happening to me?' and his grandfather says, 'Welcome to Puberty.'

Puberty Facts Handout

Fact 1: The sex hormones released during puberty instruct the male testicles to make sperm and female ovaries to send out an egg. It's the sperm and eggs that allow humans to reproduce (have babies).

Fact 2: The female ovaries produce hormones called estrogen and progesterone. It's estrogen that tells the eggs in a girl's ovaries to grow up. The eggs are also responsible for menstruation.

Fact 3: The male testicles produce the hormones called testosterone, which then instructs the testicles to begin to make sperm. Sperms are the male sex cells.

Fact 4: Once a male can make sperm and female ovaries have started to release eggs, their bodies become like that of an adult, with a capacity to reproduce.

Fact 5: It's the sex hormones that make you like other people in a romantic way.

Fact 6: It sounds complicated, doesn't it? There are various other concepts that are involved in reproduction. But now that you know that sex hormones are responsible for puberty changes, you might be able to manage some changes better. We will understand other reproduction concepts in detail in later sessions!



Puberty in Boys

This is the time when your body changes from that of a boy to that of an adult. It is a time when your body prepares you for sexual activity and the ability to reproduce. It usually takes place between the ages of ten and sixteen. Here are a few of the changes that you will notice:

SKIN

1. Your skin may become oilier.
2. You may get pimples and acne on your face.
3. You may produce more body odour and sweat.

HAIR

1. You will notice hair in your arms pits, legs and face.
2. You will notice some hair above your penis.
3. You may also notice some hair on your chest.

GENITALS

1. You will notice your penis getting longer and thicker.
2. You will notice your testicles getting bigger.
3. You will have an erection (hardening of the penis) at different times during the day.
4. You will 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 in puberty that your body starts producing sperm.
5. Erection and Ejaculation can also happen without knowing that this is happening, especially during sleep. This is called 'wet dream' and is very normal.
6. You will also feel an urge to rub your penis until you have an ejaculation, this is called masturbation.

BODY SIZE, SHAPE AND VOICE

1. Your arms, legs, feet, and hands may grow faster as compared to other parts of the body.
2. You may notice your voice getting deeper.
3. You notice yourself becoming taller, heavier and broader.

Puberty in Girls

This is the time when your body changes from that of a girl to that of an adult. It is a time when your body prepares you for sexual activity and the ability to reproduce. It usually takes place between the ages of eight and fifteen. Here are a few of the changes that you will notice:

SKIN

1. Your skin may become oilier.
2. You may get pimples and acne on your face.
3. You may produce more body odour and sweat.

HAIR

1. You may notice hair in your arms pits and legs.
2. You will notice some in your vaginal area.

GENITALS

1. You may notice your breast growing.

BODY SIZE, SHAPE AND VOICE

1. Your arms, legs, feet, and hands may grow faster as compared to other parts of the body.
2. You will notice your hips getting wider and waist getting smaller.
3. You may put on some weight.

MENSTRUATION

1. Your menstruation or period may start. This is a time when a layer of tissue and blood builds up in the uterus.
2. This tissue/blood is discharged once a month via the vagina, and is termed as 'monthly period.'
2. Your ovaries will begin to release eggs, preparing your body for reproduction. More on this in later chapters.



MENSTRUATION & NIGHTFALL

Chapter

04

Break the barrier!

Knowing what will happen during puberty is the first step towards adapting well to adolescence. Learning facts about bodies and changes can assist in staying healthy, taking good care of self, and making informed decisions. For girls, having their first period is seen as a sign of growing up and changing into a young woman. Similarly, for boys, nightfall is a sign of growing up and changing into a young man. While some may see this as a rite of passage, something to be excited about, others may feel anxious. This lesson plan aims to educate young minds about the concept of menstruation and nightfall and also empower them to accept it as a normal and healthy part of growing up.

Learning Outcomes:

Students will be able to:

- Explore the concept of menstruation and nightfall.
- Develop an understanding of important terms related to growing up, like eggs and semen.
- Understand the body changes that take place during menstruation in girls and nightfall in boys.
- Identify the health and hygiene factors related to menstruation and nightfall.
- Identify positive coping strategies to deal with any emotional and bodily changes during menstruation and nightfall.
- Accept the process of menstruation and nightfall as a normal and healthy part of growing up.



Session guidelines: Part-I (30mins)

- **The Process of Menstruation**
- **Menstruation Products & Symptom**

Introduce the topic by asking students to read Bubble and Joy comic strip 4 from workbook.

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

- What do you understand by the word 'Period'?
- Have you ever heard this word before?
- Who do you think has a period - girl, boy, or both?

Explain : 'As many of the changes that happen during puberty, the period is one of them and once a month for a few days; girls who have reached puberty have a period. Another name for having a period is menstruation.' Explain that we'll first start with understanding what is period and why do girls have a period.

- Discuss :** Distribute 'Rhea & Anam' handout to each group. Ask the groups to carefully read the handout. Have a discussion with the class on the following:
- What did Rhea say about menstruation?
 - Do you have any questions about menstruation in mind like Anam?
 - What did you understand from Rhea & Anam's conversation?

- Ask :** Divide the students into groups and write the following on the board 'The Menstrual Cycle.' Now tell students that we will play an interesting game that demonstrates the cycle of menstruation.

Give each group four cards with a picture of the uterus. Give them a pen and ask them to illustrate the different stages of the menstrual cycle based on the conversation of 'Rhea & Anam.'

Tell the class that the five cards should roughly present the following stages:

- An egg starts to develop in the ovary.
- An egg is released from the ovary and the lining of the uterus (with blood cells) starts to thicken (to provide for a future fetus/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 lining of the uterus sheds and the woman menstruates.

Help students understand that the cycle may be the same every month or it may change sometimes. The number of days may be shorter or longer.

- Introduce** the term 'sanitary pad' by explaining that it's 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 we have to wear a pad that absorbs the blood and prevents it from spoiling our 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. Tell students that the body has menstruation so that it is ready to have a baby when female grows up.

There are a few other products that can be used to soak up menstrual blood. These are tampons or menstrual cups. A tampon is placed in the vagina to soak up the blood and needs changing every four to six hours (just like a pad). Menstrual cups are bell-shaped rubber cups that are also placed in the vagina. They collect menstrual blood instead of absorbing them like pad or tampons. Menstrual cups need emptying once every 12 hours. Tampons and menstrual cups are reusable.

- Discuss :** Now read the following situations and ask students to volunteer and tell 'What should the girl do?' in the situation
- A girl starts her period for the first time when she is at school.
 - A girl starts her period and the blood soaks through her clothes.
 - A girl looks on her calendar and sees that her period is supposed to start this week.

- **Explain** that menstruation is a normal part of a female's life but some women may experience some discomfort such as menstruation cramps, mood swings, bloating, back pain and feeling irritated. Why do they think this happens?

Session guidelines: Part-II (30mins)



● The Process of Nightfall

- **Introduce** the topic by asking students if they have heard the term- Nightfall
- **Ask** : Divide students into groups and distribute a diagram of the male reproductive organ. Ask students to refer back to the anatomy chapter and recall the learnings to mark following in the diagram -penis, testicles, scrotum and urethra.
- **Explain** the following to the class along with demonstrating the pictures:
 - As boys grow up, the hormones start producing sperm cells in the testicles. (Demonstrate the picture of sperm to the class). Now can you draw sperm in the testicles of the diagram?
 - Once a boy's body begins making sperm, he will start having erections and ejaculations from time to time. (Demonstrate the picture of erection and ejaculation)
 - Sometimes when a boy's penis goes hard and sticks out from the body, it is called an erection. 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. What do you understand by hard? (Demonstrate a picture of the hard and soft penis)
 - The boy can have an erection anytime during the day – morning, day or night. Even in the class or at home.
 - The boy can also have an erection while he is sleeping. This is called nightfall or a wet dream. (Demonstrate a picture of nightfall)
 - During nightfall, the penis ejaculates grey-white fluid called semen. Mixed in the semen are millions of sperm cells. (Demonstrate a picture of semen with sperm cells. Ask students to refer to the menstruation session – when sperm cells and eggs in females bodies combine, it leads to reproduction.)
 - After a while, the erection will finish and the penis would become soft again.

Note: You may tell students sperms produced in male body and eggs produced in female body are necessary for reproduction.

- **Discuss** : Now that you understand nightfall ask them if they have any query related to this process.

Encourage the children to do Tick, Talk, Tell, worksheet and share their thoughts with you.

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. The egg fertilizes when it combines with a male sperm. If an egg is not fertilized, the uterus sheds its lining, the blood. This is your period.

About once a month for a few days, girls who have reached puberty have a period. Another name for having a period is menstruation

Menstruation can begin as early as 8 or as late as 16. It differs for different bodies!

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.

During nightfall, the penis ejaculates a grey-white fluid called, semen. Mixed in the semen are millions of sperm cells. After a while, the erection will finish and the penis would become soft again.

There are some hygiene practices that should be followed to take good care of the body. Some of these are changing underwear, changing bedsheet, cleaning the stained bedsheet, washing clothes and hands after nightfall.

Annexure

1. Rhea and Anam Handout

Anam: Rhea, now that you are growing up, it's good for you to understand why the period happens. Do you know where the reproduction takes place?

Rhea: Yes, it's the womb.

Anam: That's correct, Rhea. So this is how the uterus of a girl's body looks like. There is a small almond-shaped gland called the ovary. As you can see, there are two ovaries in our body, one on each side of our uterus.

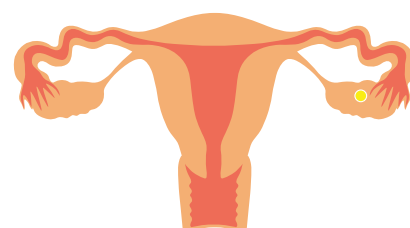
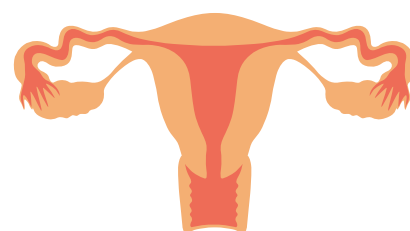
Rhea: Yes, I see.

Anam: Each of these ovaries contains many tiny egg cells.

Rhea: Hmm...

Anam: Just like the egg cells in a girl's body, there are sperm cells in a boy's body.

Rhea: Ok.

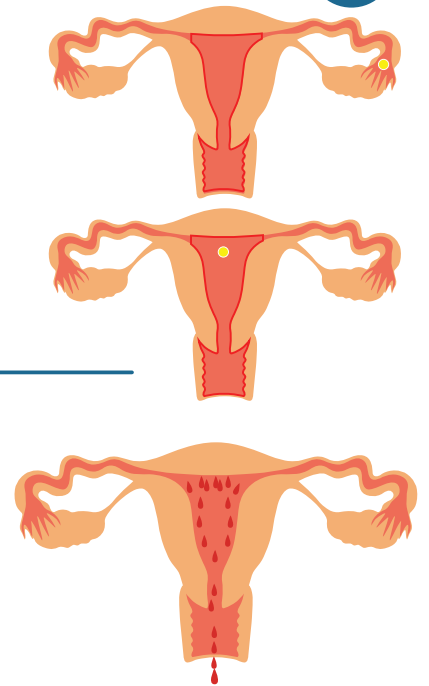


Anam: As the body reaches puberty, the hormones in your body causes one of the ovaries to release an egg cell. This is called ovulation. The released egg cell finds its way into the uterus through the fallopian tube.

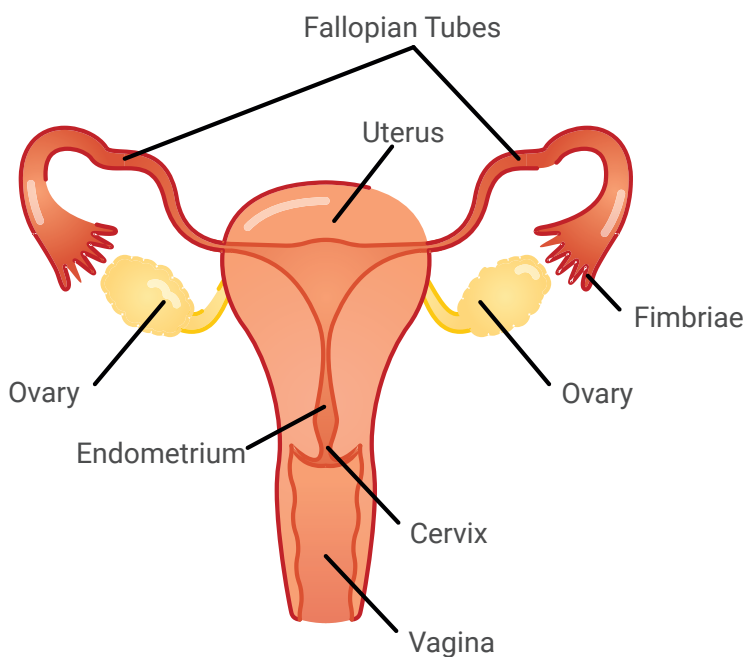
The uterus must stay prepared just in case the egg cell combines with a sperm cell. So, the uterus starts to develop a lining of soft tissue filled with blood. develop a lining of soft tissue filled with blood.

Anam: When the egg cell doesn't meet the sperm cell, the layer of blood is not needed in the uterus and it flows out of the vagina. This is what we call a period or menstruation. This entire process repeats every month and is called the menstruation cycle.

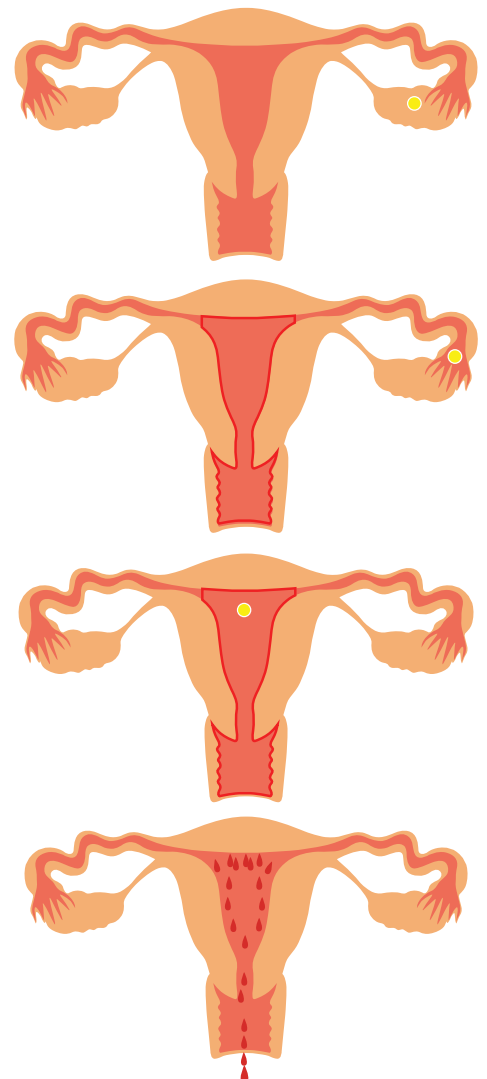
Rhea: Oh, now I understand why we have a period every month.



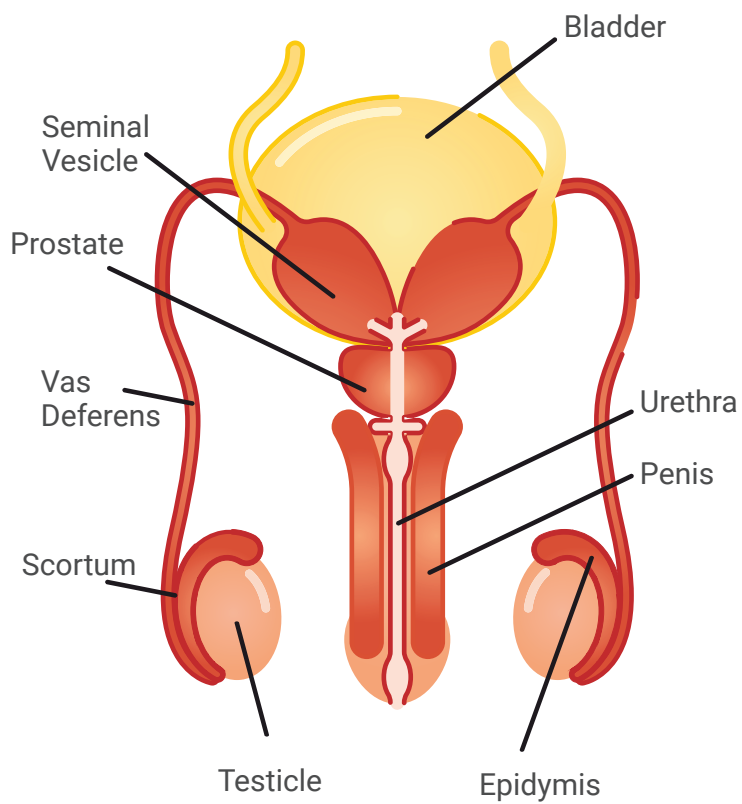
Female reproductive organs



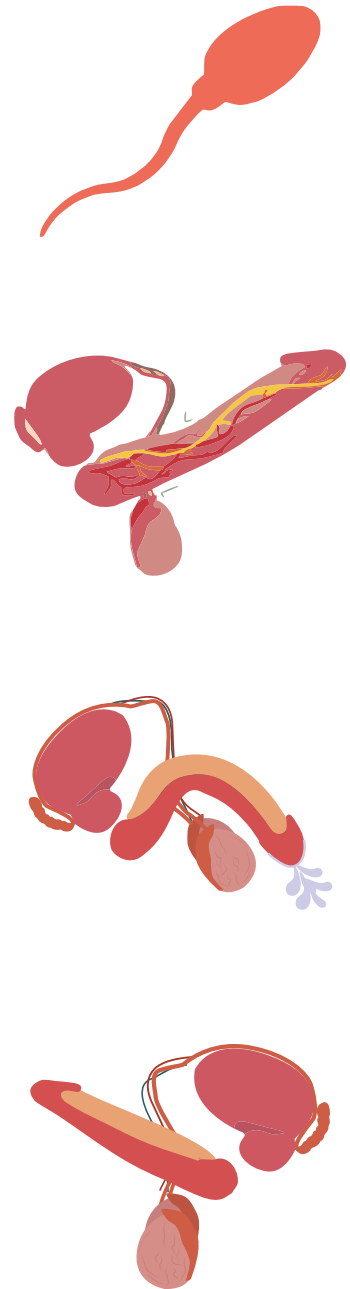
The Cycle Cards



Male Reproductive Organs



The Process of Nightfall





FEELINGS AND SEX

Chapter

05

It's Perfectly Normal

Sexual feelings are a normal and healthy part of growing up. For both boys and girls, having new sexual feelings makes life more exciting. They are curious about their changing feelings. Helping adolescence make sense of sexual behavior and feelings and teaching them strategies for making healthy sexual decisions enables them to incorporate it into their own lives as they keep growing. This lesson plan aims to empower students to accept sexual feelings as healthy and explore the concept of physical expression of feelings. Students learn critical thinking and communication skills that are necessary to talk about sexual intercourse and build sexual awareness.

Learning Outcomes:

Students will be able to:

- Explore the concept of physical expression of feelings.
 - Understand the meaning of sexual intercourse.
 - Identify the important components of a relationship and non-physical ways to express feelings.
 - Explore the importance of using the correct terminology for sexual intercourse.
 - Develop skills to make informed decisions regarding sexual intercourse as they grow up.
 - Normalize talking about sexual intercourse and asking honest questions.
- Identify trusted adults to reach out for information.



Session guidelines: Part-I (30mins)

- The Sexual Feelings
- Introduction to Sexual Intercourse

Introduce the topic by asking students to read Bubble and Joy comic strip 4 from workbook.

Discuss : Read out a situation: *'Kei and Eli are 13 years old. They have been friends since they were seven years old. They would often play together after school or during recess. Kei and Eli loved to play badminton and they were teammates in their school's badminton team. Lately, Kei has been having some different feelings for Eli. Kei would rather spend time with Eli away from the other friends. Eli is also feeling the same for Kei. They both realized that they are strongly attracted to each other.'*

Have a discussion with the class on the following:

- What do you think is happening with Kei and Eli?
- What should Kei and Eli do?
- What is the name of the feeling that Kei and Eli are developing?

- Is it ok to develop these feelings for other individuals?
- Now read out the second situation:

Discuss : Now read out the second situation

'Kei tells Eli he likes her and if she would like to be his girlfriend. They start spending more and more time together. They enjoy each other's company and like to explore more about their likes and dislikes. One day, when Eli was out on a family vacation for one week, Kei really missed her presence. When Eli got back from her vacation, Kei felt like kissing her. Eli also felt the same.'

Have a discussion with the class on the following:

- Why did Kei and Eli want to kiss each other?
- Is it ok for Kei and Eli to kiss each other and express their feelings?

Ask : Demonstrate how a small piece of iron is attracted to the magnet. Ask the following questions to students – Why did the iron piece stick to the magnet? What is this phenomenon called? (Introduce the term attraction). Explain the following – 'As we get older, our feelings start to change (remember the changes of puberty?). Just like iron is attracted to the magnet, we are sometimes attracted to another individual. Sometimes we feel attracted to someone in a very strong way like being pulled by a magnet. We feel like being as physically close to that person as we can be. We may find it hard to stop thinking about that person and we may even think that we are in love with him or her. This is called 'having a crush' on someone. We may have these feelings for an opposite gender or the same gender.'

Discuss : *'Every time Ami sees Shelly, she can't stop looking at her. She likes the way Shelly walks, the way she talks and the way she smiles. She also likes how Shelly helps every classmate and cares for street animals. She hopes that Shelly likes her too, and sometimes when she's alone, she daydreams about cuddling with him.'*

Have a discussion with the students on the following:

- Does Ami have a crush on Shelly?
- Why does Ami feel like cuddling with Shelly?
- Is it ok for Ami to feel this way?

Introduce and write the word 'SEX' on the class board without explaining anything.

Explain the following to the class *'There are many questions that you may have about sex. It is perfectly ok to ask a trusted adult about sex. As you grow up, you may be attracted to another person. You may want to express your attraction in different ways like kissing, hugging or cuddling. Sex is also a physical expression of feeling for people who are attracted to each other and want to be very close to each other.'*

As you grow up, you may want to express your attraction in different ways like kissing, hugging or cuddling. There is one more physical way to express the feelings, it is known as 'sex or sexual intercourse. It's a strong desire to be physically close to someone. Sometimes, the feelings and thoughts you may have about other people and their bodies may make you feel excited. Sexual intercourse

happens between two people who feel attracted to each other and want to be very close to each other in a sexual way. When this happens, it is possible for a male and a female to make a baby. But most people don't have sexual intercourse only to have a baby. They have it because it feels good to them. Well, there are more ways to feel good like hugging, holding hands and simply telling someone 'I like you.'

- **Ask** every student to write one important quality of a relationship. Give them examples like trust, care, love, and communication. Invite volunteers to share. You may give prompts like – What is the one thing you feel is important in a crush? What is one thing you like in others? What is one thing you would want in your partner?

Session guidelines: Part-II (30mins)



- The Ground Rules
- Talking/Asking About Sex

- **Discuss** : Read the following scenario to students: *'One day, Rai wanted to talk to her eldest sister about sexual intercourse. She had some questions in mind and thought her eldest sister would be the best person to answer these questions because she is trust-worthy and she is an adult. So, Rai called her sister and said 'Hey, I want to talk about that.' Her sister replied, 'About what...' There was a silence of 2 minutes and Rai replied 'You know that thing which happens between a male and female.' Her eldest sister said, 'I cannot understand. Could you please be clearer?' Rai didn't know what else to say, so she cut the call.'*

Have a discussion with the class on the following:

- Why did Rai not use the correct term 'sex' or 'sexual intercourse'?
- What happened when Rai couldn't use the correct term?
- Would it be helpful to use the term 'sex' or 'sexual intercourse'?
- Did Rai finally get answers to her questions? Why or why not?

- **Discuss** : 'Now that we understand about sexual intercourse, I would like introduce you to some ground rules that are important to know and remember.'

Have a discussion with students on

- Is it helpful to wait to have sexual intercourse until you can make responsible decisions? Why or why not?
- Why is it important to take responsible decisions about sex?

- **Explain** that 'Sexual intercourse is sometimes more complicated than we understand. It's best to know everything about it before making a decision and also understand how to be safe. It's usually a well-thought decision after a person feels mature and responsible to take charge of their life.'

- **Discuss** : Now tell students that you will be reading a couple of statements and they should clap twice on their place if they agree with the statement or keep still if they disagree with the statement.

Statement 1: One should talk to parents about sexual intercourse if one feels comfortable about it.

Statement 2: One should make an informed decision about sexual intercourse.

Statement 3: One should accept their feelings as healthy and normal.

Statement 4: One should ask any questions related to sexual intercourse.

Statement 5: One should not talk about sexual intercourse.

- ☐ **Ask** students to write on a chit of paper, a question they have in their mind regarding sexual intercourse. Ask them not to mention their name. Collect the question chits and keep them.
- ☐ **Discuss :** Have a discussion with the class on the following
 - How easy was it to write your question on a chit of paper?
 - Do you think it is difficult to ask the same question in person?
 - What makes it difficult to talk about sex?
 - Do you think it is ok to talk about sex? Why or why not?
- ☐ **Ask** students to think of people they trust and would feel comfortable talking about sexual intercourse. These are the people in their family or relatives who are adults and trustworthy.

Encourage the children to do Tick, Talk, Tell, worksheet and share their thoughts with you.

KEY MESSAGE OF THE LESSON:

As you get older, your feelings starts to change. Sometimes you feel attracted to someone in a very strong way and feel like being physically close to that person. This is called 'having a crush' on someone. You may have these feelings for an opposite gender or the same gender.

Another act of expressing these feelings is sexual intercourse. It is when a male and a female are so close to each other that their genitals meet (boy's penis goes inside the female's vagina).

There are many ways to express your feelings in a non-physical way, such as caring, respecting, loving, helping and communicating.

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 you and someone you trust. Not everyone you meet will have the right answers to your questions.





REPRODUCTION

Chapter

06

How are babies born?

It's normal for growing students to be curious about reproduction and pregnancy. They should understand that reproduction is a natural part of life and that all living things reproduce. It's important for them to have a safe resource for learning about reproduction and pregnancy. In this lesson plan, students explore the ways in which human beings reproduce. They discuss and inquire about the role reproduction plays in the cycle of life. They also examine the responsibilities that may come with pregnancy and learn the correct terminology of parts involved in the reproduction process.

Learning Outcomes:

Students will be able to:

- Identify the male and female reproductive organs.
- Explain the functions of the part associated with the male and female reproductive system.
- Understand the process of reproduction and use the correct terminology.
- Explore the importance of reproduction in life.
- Understand the process of pregnancy and parenting.



Session guidelines: Part-I (30mins)

- The Reproductive Body
- The Reproduction Process

- ☐ **Introduce** the topic by asking students to read Bubble and Joy comic strip 6 from workbook.
- ☐ **Discuss** : Write the word 'Pregnancy' on the class board. Have a discussion with the class on the following:
What do you know about pregnancy? Have you heard this word before? When & Where? What do you understand by the term 'pregnancy'?
- ☐ **Ask** : Copy and distribute a male and female labeled reproductive organ diagram to students in groups. Ask students if they remember the diagram from the anatomy chapter and tell them to carefully look at the diagram as we'll have a small competition after this.
- ☐ **Discuss** : Now provide the 'Reproductive Organ Quiz' to every group. Tell them that this is a competition where they have to mark the correct answers for which reproductive organ belongs to female and which reproductive organ belongs to a male. The group with the most right answers will win.

Explain the class that 'some parts of our bodies make it possible for a male and a female, when their bodies grow up (once the female starts menstruating), to reproduce – to make babies. The body parts that make it possible are the reproductive organs you saw in the diagram.

Discuss : Read the following to the class

'Ray and Mary have made the decision to have a baby and start their family. They are learning everything they can about the process of human reproduction, or the production of human baby, so that they know everything with its correct terminology, and what to expect as their baby arrives. They decide to talk to their family doctor to get all the information.'

- Why did Ray and Mary decide to understand the entire process?
- Is it helpful to know the reproduction process?
- How does knowing about reproduction help a person in being prepared?

Distribute the 'Reproduction Process' handout to each pair. Have a discussion with the class on the following:

- Do you think you understand the process of reproduction better now?
- Was it helpful for Ray & Mary to consult someone to understand the process?
- What do you think of reproduction now?
- Does the process sound complicated or easy?
- Do you now understand how babies are born?

Session guidelines: Part-II (30mins)



- Reproduction and Pregnancy
- Reproduction Myth-Fact

Discuss : Read the following scenario to students:

'Ray and Mary have understood how reproduction happens. But now they are curious to know what really happens after a male sperm is united with a female egg and fertilization takes place. They also want to know the stages after fertilization, until the baby is finally born.'

Have a discussion with the students on the following

- Do you think reproduction is over after the fertilization stage?
- Do you think there are more stages after fertilization?
- What do you think happens after fertilization?
- Why do Ray and Mary want to know what happens after fertilization?

Explain that 'Pregnancy is a 9-months long process. After fertilization, the fertilized egg (or embryo) move to the lining of the uterus. Once the embryo is implanted, the cell starts to grow and becomes a foetus. The embryo/fetus develops for months and becomes a baby.

Discuss : Read the following situation to the students:

'Ray and Mary now understand that the result of reproduction is pregnancy. They are excited about the feeling of becoming parents. It is a very special and beautiful phase for them. But at the same time, they decide on some important aspects of pregnancy, like health and responsibility. They know that having a baby requires a lot of patience and responsibility. It's a full-time job where they both need to help the baby develop and grow. Ray & Mary feel they are ready to take this responsibility emotionally, physically and financially.'

Have a discussion with the class on the following

- What makes Ray & Mary excited about becoming parents?
- What makes Ray & Mary think that reproduction involves responsibility?
- Do you also think reproduction involves responsibility?
- Is it important to talk & decide before planning for reproduction?

Discuss : Now read the second situation to the class:

'Nam & Amby thinks that they are too young to become parents. Amby wants to get to a senior position at work and Nam wants to finish his PhD. The both want to be financially independent. They together decide to have a baby for now. They will wait until they feel they are ready to become parents.'

Have a discussion with the class on the following

- What makes Nam & Amby think they are not ready to become parents?
- Why do Nam & Amby want to wait to reproduce?
- Is it important to wait until one is prepared to become a parent?
- Should reproduction involve the decision of female and male, both?

Explain : Prepare posters with the following headers, one per sheet. Sexual intercourse is when....

A pregnancy can start when...

A pregnancy can't start when...


Now explain the class: 'Sexual intercourse, where a male's penis is inserted in the female's vagina, can lead to reproduction. A pregnancy can start when the sperm cells of the male are released via the semen into the vagina and they combine with egg cells in the female's reproductive organ. A pregnancy can't start when sperm cells are not combined with the egg cells.'

Discuss : Tell the class that there are many myths related to pregnancy. A myth is an information that is incorrect or false. Ask them if they know of any myths.

Now write the following myths on a piece of paper and ask students to come and pick any random chit to read the myths to the class.

- A female gets pregnant every time she has sexual intercourse.

- A foetus grows in the stomach of the female.
- A foetus gets food from mother's food.

 **Explain** the facts to the corresponding myth: (You can also write them on the board)

If the egg cell is not ready in a female's body when she has intercourse, she will not become pregnant. However it's hard to exactly know when the egg cell will be ready, so every time a female has intercourse, there is a chance to get pregnant. (if she has not used any protection, we will talk about this in later sessions).

A foetus develops in the uterus or womb of the female. A baby is born when a female's uterus pushes the baby out and into the vagina, which stretches to let the baby through.

A foetus gets the nourishment from the female's body through an umbilical cord. Through this cord, necessary nutrients reach the fetus via the blood.

Encourage the children to do Tick, Talk, Tell, worksheet and share their thoughts with you.

KEY MESSAGE OF THE LESSON:

The male reproductive system consists of two main parts – the testes (where sperm are produced) and the penis. The female's reproductive system likewise consists of two main parts – the vagina and the ovum.

Reproduction is the process through which every organism (plant, animal, and humans) produce their offspring. The process of reproduction is sometimes different for the plant, animal, and humans.

Human reproduction is a form of sexual reproduction resulting in the fertilization. It involves sexual intercourse between a male and a female.

Human reproduction leads to pregnancy in the female body who finally gives birth to a new life.

Pregnancy is a 9-months long process. After fertilization, the fertilized egg (or embryo) move to the lining of the uterus. Once the embryo is implanted, the cell starts to grow and become a fetus. The embryo/fetus develops for months and becomes a baby.

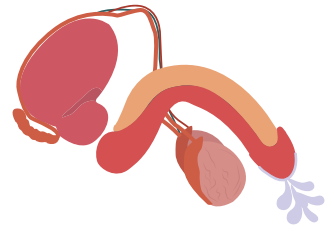
Pregnancy requires effort and responsibility. It's usually a well-thought decision to become a parent.



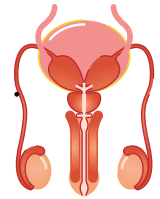
Annexure

The Process of Reproduction

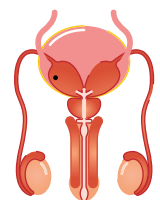
A man's testicles produce sperms - the male reproductive cells. The glands, situated below the urinary bladder of the male, produce a fluid called semen. Millions of tiny sperm cells reside and travel outside the male body via the semen.



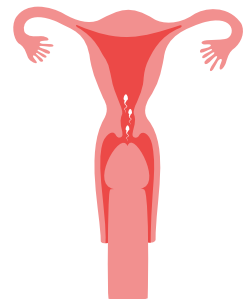
The vas deferens is a long tube that connects the epididymis to the urethra. This is the path for the sperm cells.



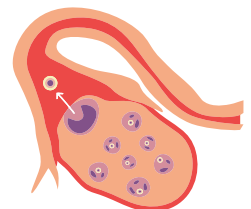
Seminal vesicles produce a fluid that sperm use for energy. This fluid is called semen and consists of millions of tiny sperm cells.



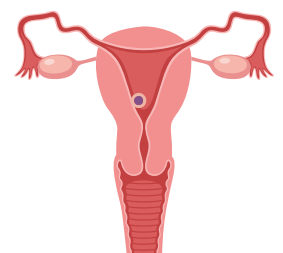
During sexual intercourse between a male and a female, the penis of the male goes inside the vagina of the female. If they wish to reproduce, the male ejaculates semen inside the vagina of the female, depositing sperm cells in the female reproductive system.



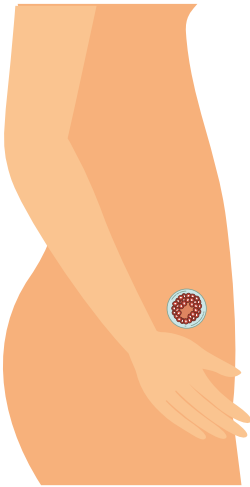
For a pregnancy to take place, one sperm cell has to meet the ovum or the egg cell. This process is called fertilization.



The fertilized ovum then develops into a foetus, which takes another nine months to develop into a baby. At the end of nine months, the baby is delivered out of a female's vagina, which stretches to let the baby through.



The Process of Pregnancy



First Stage of Pregnancy

After fertilization, the fertilized egg (or embryo) moves to the lining of the uterus.



Middle Stage of Pregnancy

Once the embryo is implanted, the cell starts to grow and becomes a foetus.



Final Stage of Pregnancy

The embryo/foetus develops for nearly nine months and becomes a baby.

Reproductive Organs Quiz'

1. Penis belongs to _____.
2. Vagina belongs to _____.
4. Testicles belongs to _____.
7. Semen belongs to _____.
8. Eggs belongs to _____.
9. Ovaries belongs to _____.
5. Uterus (womb) belongs to _____.
10. Urethra belongs to _____.
11. Fallopian tubes belongs to _____.
12. Clitoris belongs to _____.
- 13 Anus belongs to _____.

Directions: Below given are statements that require you to brainstorm and write the correct answer. Think about the reproductive organ diagram that was shown to you and mention if the asked reproductive organ belongs to a female, a male or both.



SELF-ESTEEM

Chapter

07

Turning 'I can't' into 'I can!'

Self-esteem is directly affected by how and what you feel about yourself. In turn, these feelings and thoughts are shaped with confidence and ability to manage stress. Also, it can be very difficult to feel good about self when you are under the stress of having symptoms that are hard to manage or when others are treating you badly. There are times when students give in to peer pressure and emotional abuse to make others feel good without recognizing their own needs. In this lesson, students learn about various assertiveness skills to help them navigate through difficult situations, enhance self-esteem with positive thoughts, learn it's okay to say no in a healthy manner and exercise coping strategies.

Learning Outcomes:

Students will be able to:

- Understand the concept of self-esteem and develop a sense of confidence.
- Explore the reasons for stress and decide the strategies to deal with them.
- Prompt to think about their experiences and build a positive self-image.
Decide ways to boost confidence by learning assertiveness skill.
Understand peer pressure and emotional abuse to decide on coping skills.
- Concretize the understanding of stress and build empathy in the classroom for dealing with stress.



Session guidelines: Part-I (30mins)

- Exploration of Self-Esteem
- No Stress Zone

- **Introduce** the topic by asking students to read Bubble and Joy comic strip 7 from workbook. Introduce the topic by hanging a riddle on a corner of the classroom. As students enter the classroom, direct them to the mysterious question and ask them to solve the riddle.
- **Discuss :** Let them discuss with each other and volunteer to give their answers. *'There is something you cannot touch but it decides how you feel. You cannot see it but it decides how you view yourself. You cannot hear it but it decides what you talk about yourself. It's with you from the starting and will remain with you till the end. What do you think is it?'*
- **Introduce :** As they share, introduce the correct answer 'Self-esteem'. Ask the class if they have heard this word before? When and where? What do they understand by it?

Discuss : Read the following situation : *Polly isn't very confident. She is usually convinced that she'll fail at something. When she succeeds, she's pretty surprised. She experiences low self-esteem. Self-esteem 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. For people like Polly, self-esteem can feel like something that just can't be reached. But low self-esteem can affect people's motivation and morale. Polly, for example, doesn't like to try new things because she's convinced that she'll fail. But if she tries, she might find something that she's really good at.*

So, self-esteem can range from 'I am worthy' to 'I am worthless', that is from high self-esteem to low self-esteem.'

Ask every student to take a paper and fold it in half lengthwise. On one side, ask them to write down all the things they like about themselves. Ask the class to focus on both – physical and inner characteristics. Example - I like that I can play basketball, I like that I help people or I like that my hair looks healthy.

Ask them to move to the opposite side and write down all the things they don't like about themselves. Example - I don't like that I am not good at making friends, I don't like how I look or I don't like how I fail every time I start something new.

- Ask them to compare the two lists and have a discussion on the following:
How much time did you spend thinking about things you like about yourself?
- How much time did you spend on thinking about things you don't like about yourself?
- Was it easier to list the things you like about yourself or things you don't like about yourself? Why?
- Have you ever thought about changing things you don't like about yourself to things you like about yourself, such as, if you don't like that you don't perform well in sports, have you tried to practice more and encourage yourself to perform better? (Introduce acceptance of what they don't like and to work on it).

Tell the students that 'Self-esteem is not always about how wonderful they are. It's about accepting what they don't like and trying to work on it. It's about realizing that you won't like everything but be willing to make an effort.'

Explain : *'There are times when we feel that we can't do anything. We are not good enough or we will not be able to. It's okay to feel this way. It's when we are most upset or stressed about something, we tend to think negative. Stress differs for everyone and the topic of stress changes as you grow up. For example: For a five-year-old, the stress could be because of forgetting their water bottle but for a 10 ten-year-old, the stress could be because of an argument with someone close to them.'*

Ask students to think of a stressful situation that they may have experienced in the past two weeks. After a pause of five minutes, ask students to express this

situation by drawing about it on a sheet of paper. Ask them to be as much creative as they want. Art helps in coming up with thoughts and feelings they might be suppressing. It is highly recommended to inform students to keep their artwork anonymous.

Now distribute the artworks randomly in the class and encourage to think of the situation they have got and write down what they would do in that situation. Remind the class to be sensitive and mindful.

Session guidelines: Part-II (30mins)



- The Great Escape
- Peer Situation

- **Explain** the class 'It's healthy and normal to want to belong to a peer group. Friends are important but it's equally necessary that we should not be led astray or pressurized to do something we don't want to. Also, we should ensure that they don't ask us to do something by emotionally manipulating us. Example - Threat, Isolating, Insults and Mocking.'
- **Discuss** : Now we will talk about something that greatly influences what we think and feel about ourselves and others.
- **Introduce** the term 'Peer Pressure' by explaining the class that 'Peer pressure is when you are pressurized by others of your age group to do something good or bad. Negative peer pressure tends to cause harm to self or others and positive peer pressure helps the self or others to do something good.'
- **Explain** the class 'It's healthy and normal to want to belong to a peer group. Friends are important but it's equally necessary that we should not be led astray or pressurized to do something we don't want to. Also, we should ensure that they don't ask us to do something by emotionally manipulating us. Example - Threat, Isolating, Insults and Mocking.'
- **Discuss the following situation with students:**
'Now! whispered Ava. 'Quick, while the shop keeper is not looking.' Heart pounding, Pri leaned against the store's unattended stationary and slid two sparkle pens into her bag. She looked bored and detached as she followed her friends Ava and Nivi out of the store, but inside she felt panicked.
'I can't believe you made me do that', Pri said. Relax, said Ava. 'Everybody does it sometimes. And we didn't make you do it.' She said nothing, but Pri knew she would have never done that on her own.'

Have a discussion with the class on the following:

- Do you think what Pri did was right?
- What did Ava tell Pri?
- Do you think Pri felt bad after what she did?
- What else Pri could have done?
- If you were at Pri's situation, what do you think you would do?

Discuss : Now discuss the second situation with students

'Now! Whispered Ava. 'Quick, while the shop keeper is not looking.' Pri looked at Ava and said, 'I will not do this.' Ava and Pri come out of the store but Ava doesn't look very happy. 'I can't believe you are such a baby who is always scared about things' Ava said.

On this, Pri said, 'I don't think it is correct and I would not like to do something which I don't agree with. If this makes me a baby, I don't mind.' Ava didn't say anything more and left the place.'

Have a discussion with the class on the following:

- Do you think what Pri did was right?
- Do you think what Pri said was right?
- Why do you think it was right or wrong?
- Can you think of anything else that Pri could have done?

If you were at Pri's place, would you act like how she did in the first situation or second situation?

Conclude by asking students to share their thoughts and taking class photography with happy faces.

Encourage the children to do Tick, Talk, Tell, worksheet and share their thoughts with you.

KEY MESSAGE OF THE LESSON:

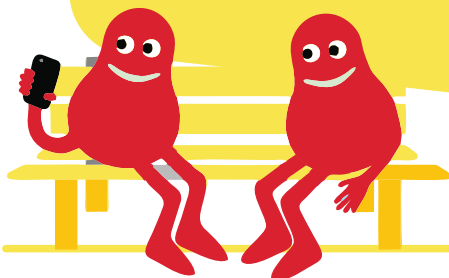
Self-esteem is not always about how wonderful you are. It's about accepting what you don't like and trying to work on it. It's about realizing that you won't like everything but be willing to make an effort.'

Peer pressure is when you are pressurized by others of your age group to do something good or bad. Friends are important but it's equally necessary that you should not be led astray or pressurized to do something you don't want to.

It's good to be prepared with strategies to deal with emotional manipulation of various kinds - Threat, Isolating, Insults, and Mocking.

You must first and always be true to your values and make decisions that are good for you.





RELATIONSHIP

Chapter

08

More Than Friends

The growing students spend less time with family and more with their friends. During this time, some of the friendships fade away, while some may deepen and some of the relationships may even become romantic. In this lesson, students examine the concept of a romantic relationship. They explore and understand the change of feelings towards others and examine elements of communication. It gives a message to come out of isolation by talking about the new forming relationships.

Learning Outcomes:

Students will be able to:

- Understand the difference and similarities between friendship and romantic relationship.
- Explore healthy ways to accept and deal with their feelings.
- Build emotional vocabulary to normalize romantic feelings.
- Explore communication skills that foster healthy relationships.
- Reflect on their experiences to accept what they think and how they feel about romantic relationships.



Session guidelines: Part-I (30mins)

- Types of Relationships
- Crushing on Someone

Introduce the topic by asking students to read Bubble and Joy comic strip 8 from workbook.

Ask the students to look at given a set of pictures in the Tick, Talk ,Tell worksheet of pictures and guess the order of the story. Tell them that there is no correct or incorrect order of the story, it's all about how they think it should be.

'This is the story of a friendship turning to something more. You have to put it in order by brainstorming and visualizing what will come first and what will come later. Use an approach to decide in terms of first, and then afterward, in the end, etc. Remember, there is nothing right or wrong about the sequence.'

As they finish, invite a volunteer from each group to present their version of the story to the class. Ask the class if their versions of stories are different? If yes, why? What do they understand by it?

- **Discuss :** Have a discussion with the class on the following
 - What do you think is the story all about?
 - What word will you use to describe this story?
 - If you could give a title to the story, what would it be? How are the characters in the story involved with each other? Why?
- **Ask** students to tell one word that comes to their mind when they hear the word 'Relationship.'
- **Explain** that *'We have different kinds of relationships and all of them are valuable to us. As we keep growing, we extend our relationships in different areas. Sometimes we like someone in a way that we want to be with them because they seem attractive and special to us. It's a deep emotion of feeling 'love' for another person. This is what we call a romantic relationship.'*
- **Discuss :** Write the following on the board without explaining it to the students – 'Butterflies in your stomach, sweaty palms and endlessly waiting to see the someone special.'

After they have formulated their thoughts have a discussion with the class on the following:

'Have you ever heard the word 'crush'? What does it mean? Why does talking to a crush make someone's heart race? Is it ok to have a crush? What feelings does one have when they crush on someone? Sometimes we really like a person and want to be with them. But do you think we should be careful about certain things? What are these things?'

Session guidelines: Part-II (30mins)



- The heart of relationships
- Trusted adults

- **Explain** that our feelings are not something you decide to feel. 'As you start growing, your hormones – those natural chemicals in your body will start going up and down. This means you may feel intense emotions at different times. These intense emotions can be positive or negative. One of such emotion which is positive and intense is being interested in someone and want to be with them. It's common to have these feelings for people at your age.'
- **Ask :** Distribute a sheet of paper to every student. Ask them to think and write of a time when they or someone they know (a friend) had feelings related to romantic relationships. What and how did they feel? They can choose to write a word or a sentence. Once the students have written their thoughts, ask if anyone wants to volunteer and share.

Now ask the class to take the worksheet and crumple it and throw it on the ground. They can crush it and stomp on it but only till it doesn't rip apart. It is advisable for facilitators to also engage in the activity to model the behavior.

Now ask students to pick up the crumpled sheet and open it. Ask them to focus on how the heart is filled with scars and bruises. Tell them that this is what our heart looks like when it is broken by someone else or stomped upon by someone else.

Give students a challenge to try to turn the sheet to its original state – smooth. They can use their hands to iron or any other way they think would help to get the sheet back to its original state.

Explain : When they collectively give up, ask them to put the sheet in a water bottle. (Or you can demonstrate with a sheet to the class). Tell them that this is how our heart feels when we bottle our feelings and don't let them out. Feelings should be like water in a bottle that can be poured, out shared and allowed to set free and not like the paper. So, let's not isolate ourselves and reach out to people to talk and share our feelings.

Disuss : Read the following to the class – *'When I was in eighth grade, I had a friend, Issa, who felt deeply for a girl in another section. She would always talk to me about this girl and tell me how she is so fond of her. After a couple of days, she started blaming herself for feeling this way. She thought that having feelings for someone is just not normal and she stopped talking to me about it. She would sit alone in the lunch break and be lost in her thoughts.'*

Have a discussion with the class on the following

- What was Issa feeling?
- I wonder why did Issa blame herself. What do you think? Is it ok to blame yourself? Why or why not?
- If that happened to me, I would accept my feelings and not blame myself. I would take it in a healthy way. What would you do?
- What would have happened that made Issa feel that way?

Attraction towards someone else of your own gender or another gender is very common during adolescence. It is healthy and normal. We will discuss more about this in the later chapters

Tell the students that it can be an exciting and challenging journey to grow up. 'There will be times you might not have an answer to a question and find yourself alone. So, having a circle of people that you can trust and who care for you is helpful. You can talk to them about what you think and how you feel.'

Encourage the children to do Tick, Talk, Tell, worksheet and share their thoughts with you.

KEY MESSAGE OF THE LESSON:

There are different types of relationships like friendship and more than friendship, also called a romantic relationship. Having a relationship with another person is important because these connections can make you feel good about yourself.

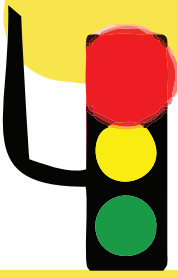
You can have a crush on someone and it's perfectly normal. However, you should understand and process what you think and feel.

Feelings are not decided or chosen. As you start growing, your hormones – those natural chemicals in your body will start going up and down. This means you may feel intense emotions at different times.

One of such emotion which is positive and intense is being interested in someone and want to be with them. It's common to have these feelings for people at your age.

It can be an exciting and challenging journey to grow up. There will be times you might not have an answer to a question and find yourself alone. So, having a circle of people that you can trust and who has passed through the same age successfully is helpful. You can talk to them about what you think and how you feel.





CONSENT & BOUNDARIES

Chapter

09

More than 'no' means 'no'

Boundaries and consent are important components of any relationship. The chapter aims to help adolescents understand the concept of boundaries, explore their own boundaries, communicate their boundaries to their partners and friends and respect their boundaries in return. Students will also gain a greater understanding of the concept of consent, the importance of consent and communication of consent in a relationship along with exploring rights and responsibilities of relationships.

Learning Outcomes:

Students will be able to:

- Explore the concept of boundaries and consent.
- Learn about the two types of boundaries, physical and emotional.
- Clarify what their own physical and emotional boundaries are.
- Develop communication skills around boundaries and consent.
- Understand and be able to practice setting clear boundaries.
- Explore their rights and responsibilities in a relationship.
- Explore the value of consent and boundaries.



Session guidelines: Part-I (30mins)

- **Physical and Emotional Boundary**
- **My Personal Boundary**

Introduce the topic through a visual story. Ask the students to read comic strip 9 from the 'Growing up with Bubble and Joy' workbook.

Divide students into groups of 3 members and say that today you are going to talk about the two different types of boundaries.

Discuss : Give this situation to the students –

Nish & Kev have a crush on each other for years. One day, Kev asks Nish if they could go to the mall together. Nish agrees and they both go to the mall. In the parking, Nish tries to kiss Kev. They both really like each other and feel attracted. But Kev isn't ready to move that fast and thinks it's too early to kiss each other. He is anyway not a very physical person and likes to maintain some distance. Finally, Kev says 'Nish, I don't want to kiss. I hope that's ok.'

Have a discussion on

- Did Kev like when Nish kissed him?
- Did Nish cross the boundary and made Kev feel uncomfortable?
- Is it ok to touch someone without their permission?
- Is it important to respect the physical boundary of a person?

Introduce the term 'Physical Boundary' by explaining 'Kev doesn't like Nish getting close to his body at that moment physically. This is called a physical boundary. Kev has a physical boundary that he doesn't want Nish to cross.'

Discuss : another situation –

Erum & Raha are in the same class. They are close and share every secret with each other. They even tell each other about their crush in school. They talk about different things and have sleepovers at each other's home. Erum recently starts expecting Raha to talk to her all the time, even when Raha is busy. When Raha refuses to talk, Erum says 'Aren't we best friends?'

Have a discussion with the class on

- What did Erum expect from Raha?
- Do you think it's ok for Erum to expect this from Raha?
- Do you think Raha should follow what Erum says?
- Did Erum cross the boundary that made Raha feel uncomfortable?
- Is it ok to expect someone to do what we want?
- Is it important to respect the emotional boundary of a person?

Introduce the term 'Emotional Boundary' by explaining 'Raha doesn't have to talk to Erum all the time if she doesn't want to. Erum didn't touch Raha physically but did something that was emotionally uncomfortable for Raha. This is called emotional boundary.'

Explain : Now that you know the meaning of physical and emotional boundary, let's explore what are your boundaries. Explain that personal boundaries are different for different people, such as, we may have different boundaries and our friend may have different boundaries. 'It's important to recognize our personal boundaries so that we know what we are comfortable with but it's also important to recognize that others may have different boundaries than ours.'

Session guidelines: Part-II (30mins)



- The heart of relationships
- Trusted adults

Introduce the topic of consent by writing two statements on the board.
Manny has a crush on Riya and likes to hold her hand everything they meet.
Manny has a crush on Riya and asks her permission to hold hands when they meet.

- Ask :** Now tell the class that they will play a game. The facilitator will throw a ball and whoever catches the ball will choose if they think statement 1 shows consent or statement 2 shows consent.

Then after a few rounds, ask students the following:

- Do you think Riya is more comfortable in statement one or statement two?
- Would you like if someone asks for your permission before touching you?
- Would you like if someone touches you without asking?

- Introduce :** Write the term 'CONSENT' on the board and explain 'Consent is when one person asks another person for their permission before touching them or involving them in any activity. In statement one, Manny is not asking for Riya's permission before holding her hand. In statement two, Manny is asking for Riya's consent and will only hold her hand if she allows.'

- Discuss :** Read the following scenario to students –
'Vini and Zeev are close friends since kindergarten. One day, Zeev invites Vini to his birthday party. They end up having lots of fun at the party. The next day in school Zeev informs Vini that he has two tickets for a movie show. Vini is not comfortable to go for a movie with Zeev. Vini is not very happy with the idea and says, 'Can we go some other day, please?' Zeev thinks that Vini is just being lazy, so forces her for the movie.'

Have a discussion with students on the following:

- Did Zeev ask Vini before booking the movie ticket?
- Was it important to ask Vini before booking the movie ticket?
- Did Vini clearly communicate that she is not comfortable with the movie plan?
- What do you think would happen if Vini clearly communicates that she is not comfortable?
- Do you think it's a good idea to communicate clearly?
- Do you think there was consent in the situation?

- Explain :** 'Consent should be mutual (both the people should agree) and it should be taken every single time we do something with the other person. In this situation, Zeev should ask for Vini's consent and Vini should clearly say that she is not comfortable with the idea.'

- Ask** students that in a friendship or romantic relationship, every person has some rights and responsibilities. Do you know the meaning of rights? Do you know the meaning of responsibilities?

- Explain** if required – Rights are the rules that everyone sets for themselves and they are free to do that, such as, if you don't like being touched it's your right. Responsibilities are something for which you are answerable and you should take care of it, such as, if your friend doesn't like to go out with you, it's your responsibility to abide by it.

Encourage the children to do Tick, Talk, Tell, worksheet and share their thoughts with you.

KEY MESSAGE OF THE LESSON:

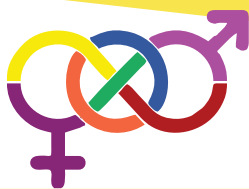
There are boundaries, both physical and emotional, in friendship and romantic relationship. It is helpful to know your personal boundaries to understand what you are comfortable with and communicate it to others.

Consent is when one person asks another person for their permission before touching them or involving them in any activity.

Communication plays an essential role in consent. Sometimes it's difficult for a person to say no or difficult for a person to understand subtle signs of discomfort. So, you should always be clear with what you say, respect other people's boundaries and understand nonverbal cues like looking unhappy and uncomfortable.

Every relationship, be it friendship or a crush, involves some rights and responsibilities for every person related to their boundaries and that of their partner's.





SEXUAL ORIENTATION

Chapter

10

Different people, Different choice

The aim of the lesson plan is to increase awareness and develop a basic understanding of sexual orientation. Students will understand about diversity in sexual orientation and that everyone must be treated with respect irrespective of their orientation. The lesson will also help students develop an appropriate vocabulary on sexual orientation.



Session guidelines: Part-I (30mins)

- The Sexual Orientation
- The Exploration Phase

- **Introduce** the topic by asking students to read Bubble and Joy comic strip 10 from workbook in groups of five each. Tell students that today's lesson is going to be about 'Sexual Orientation'. Have you ever heard this word before?
- **Explain** : *'As you grow up, you may be attracted to people of different gender (boy-girl) or you may be attracted to people of the same gender (boy-boy and girl-girl). It's common to feel attracted to someone from the same gender when you are growing up. It's possible that boys may feel curious about other boys and girls may feel curious about other girls. This attraction is just part of growing up. But it is also not necessary that everyone will go through similar feelings and at the same time. If there is no attraction towards anyone, that is also perfectly okay.'*
- **Ask** : Divide students into pairs and ask them to read the following scenarios and have a discussion on the questions below :
- **Discuss** : *Bubble's uncle John has always been her favourite uncle. He is smart, helpful, loving and fun to be with. Bubble knows that Uncle John has feelings for another man, who Bubble has always called Uncle Sam. Bubble understands that they are in a loving relationship where they both love and respect for each other. Bubble's mother told her that people like uncle John and uncle Sam are homosexual. It's a romantic relationship of two people of the same gender – a male and a male. It is known as 'Gay Relationship.'*
 - Who does Uncle John have feelings for?
 - Who does Uncle Sam have feelings for?
 - What is the term for males who have a romantic relationship with males?

Vyka's eldest sister Amby is now in the final year of college. Vyka is very close to her sister. One day, Vyka finds out that her sister has romantic feelings for another girl in college. She also knows that her sister is in a romantic relationship with this another girl called Pinki. Vyka's eldest sister told her that people like her are homosexual. It's a romantic relationship of two people of the same gender – a female and a female. It is known as 'Lesbian Relationship.'

- Who does Amby have feelings for?
- Who does Pinki have feelings for?
- What is the term for females who have a romantic relationship with females?

Nik is going to turn 25 years old on his next birthday. Nik is a very charming and interesting fellow who enjoys dancing and writing. He has won several awards for his accomplishments in life. Nik is sometimes attracted to people of the opposite gender, that is girls and sometimes people of the same gender, that is boys. He has been in a romantic relationship with a girl called, Nera and then later a boy called, Kash. Nik knows that he is Bisexual. Bisexuals may be attracted to, may fall in love with, or may have a sexual relationship with both males and females.

- Does Nik have feelings for girls?
- Does Nik have feelings for boys?
- What is the term for people who have feelings for males and females, both?

Akash and Neera are in college. They met at their freshers' party and have been inseparable since. They love to watch movies together and also go on biking trips. On the last trip, Neera fell down and hurt herself on the knee. Akash took really good care of Neera, who felt very happy to have such a caring person in her life. Akash and Neera are in a romantic relationship. A romantic relationship between people of different genders (a male and a female) is known as a 'Heterosexual' or a 'Straight' relationship.

- Does Akash have feelings for Neera? Does Neera like Akash?
- What is the term for romantic relationship between a male and female?

Discuss : Read the following statements to the class

Statement 1: Misha is happy around Kiara. She loves spending time with her.

Statement 2: Ash enjoys holding hands with his classmate Max.

Statement 3: Maha has a crush on Reeva and Ryan. She can't decide who she likes better.

Have a discussion with the class on the following:

- Do we enjoy the company of same-gender friends?
- Do we enjoy the company of mix-gender friends?
- Could we be attracted to person of another gender?
- Could we be attracted to person of the same gender?

- **Explain** 'As we are growing up, we may be attracted towards the people of the same gender or another gender. We may even be curious about our own bodies, bodies of those of our gender or those of a different gender. Our attractions towards other people may change as we grow up.'

Session guidelines: Part-II (30mins)



- The Basic Rules
- Sexual Orientation Myth vs Fact

- **Introduce** the session by telling the students that there are some basic rules and facts that we need to discuss further to better understand sexual orientation

- **Discuss** : read the following statements to the class
Statement 1: Misha grew up and started having feelings for boys more than girls.
Statement 2: Ash grew up and still liked boys more than girls.
Statement 3: Maha grew up and understood that she is more interested in boys than girls.

Have a discussion with the class on the following:

- Do you think Misha's feelings changed as she grew up?
- Do you think Ash's feelings changed as he grew up?
- Do you think Maha's feelings changed as she grew up?
- So does a simple instance of liking someone or dreaming about someone decide our feelings for a lifetime?

- **Explain** : 'As we grow up our feelings and attractions may or may not change. It is a good idea to give ourselves time to explore and understand our feelings before reaching any conclusion about what sexual orientation we may feel most aligned to.'

- **Discuss** : Start the session by reading the following scenario:

Scenario 1: Reem is not interested in dating any of the boys. One of her friends asked her, 'Are you a lesbian or what?'

Scenario 2: VJ is quiet and doesn't have many friends. When he comes into the class a few students say, 'Don't sit with him, he's gay.'

Note: Explore the scenario as sensitively as possible. Remind students to discuss in a way that is respectful and positive and without making reference to any particular individual.

Have a discussion with students on:

- How would you feel if you were Reem?
- How would you feel if you were VJ?
- Do you think it's ok to treat Reem and VJ this way?
- What would you like to say to Reem?
- What would you like to say to VJ?

Ask students to revisit the one way they expect their friends to treat them. Ask 'Do you think you should treat others the same way you expect your friend to treat you? How would you expect someone to treat Reem and VJ?'

Explain 'We should treat everyone in a respectful and loving manner. It does not matter what sexual orientation they have. We should treat others the way we want them to treat us.'

Conclude the session by asking the following questions:

- What is the one thing you learned about sexual orientation in today's session?
- If you face any difficulty, can you reach out to someone in your family or friends?
- If ever you have any questions related to sexual orientation, do you think reaching out to someone will help?
- Can you think of someone you can reach out if you have questions? (family, relatives or elder siblings)

Encourage the children to do Tick, Talk, Tell, worksheet and share their thoughts with you.

KEY MESSAGE OF THE LESSON:

Your sexual orientation is defined by who you feel attracted to. There are a variety of sexual orientations and they are all perfectly okay. Because people are different in so many ways, there is also a variety in their preferences of romantic relationships.

A romantic relationship between a male and female is known as a heterosexual or a straight relationship. A romantic relationship between individuals of the same gender is called a homosexual relationship. If it's between a male and a male, it is called a gay relationship. If it's between a female and a female, it is called a lesbian relationship. If an individual is attracted to males and females, he or she is described as a bisexual.

You should not tease anyone for their sexual orientation. You should treat others the way you want them to treat you (with respect and care).

It's a good idea to reach out to someone you trust (parents, grandparents or elder siblings) in case of difficulty and questions related to sexual orientation.





Girls, Boys and More

As students grow up, they identify and learn about gender, mostly from social norms. This lesson plan aims to help students understand that gender is a spectrum and that everyone expresses themselves in different ways along the spectrum. Students should understand the diversity of human sex and gender – both in terms of physically observable variations and in terms of the many ways in which individuals experience and express their identities. The lesson also aims to encourage every student to express himself or herself however they want and build a safer and more accepting climate. Each student is an individual with their own unique expression of who they are and deserve fair respect, acceptance, and treatment.

Learning Outcomes:

Students will be able to:

- Explore the concept of gender diversity
- Recognize the differences between sex and gender.
- Identify the different types of genders– cisgender and transgender.
- Build the understanding that gender is personal and private that everyone decides for themselves.
- Learn respectful ways of communication and appropriate use of language in relation to gender diversity.
- Recognize the importance of reaching out to trusted people about gender diversity. Be accepting of gender diversity and focus on them as an individual rather than as a gender.



Session guidelines: Part-I (30mins)

- The Meaning of Gender
- Cisgender & Transgender

Introduce the topic through a visual story from the 'Growing up with Bubble and Joy' workbook and read comic strip-11

Divide the students into small groups and ask them to read the story – The Rose from the workbook. Have a discussion with the class on the following:

- Do you think the character identifies as a girl or a boy?
- What do you think everyone should call Roy now?
- Is transgender also a gender just like male or female?
- What other things have you learned about Rose?
- Do you know someone who identifies as a transgender? (no names)

Explain 'When a baby is born, they are either marked as a boy or a girl based on the differences in their genitals, that is, if the baby has a penis it's a boy and if the baby has a vagina it's a girl. This is known as the sex of the person and not the gender of the person.'

Discuss : Read the following situation to students –

'Nesa was born a girl. But she has always struggled with that idea. She doesn't always think of herself as a girl or a boy. She thinks in her mind that she is just a kid. She likes to wrestle in the mud, play cricket, and climb up the trees. She feels confused when her mother gets upset whenever she comes into the house with mud on her pants. Her mother asks her to wear skirts and put a colorful rubber band around the hair. But, oh no, she doesn't want to wear this stuff. She prefers wearing her cargo shorts. 'They are comfortable on trees!' she would always say.'

Have a discussion with the class on:

- Was Nesa born as a girl or a boy? (Explain that this is called 'sex' of the person)
- Did Nesa think of herself as a girl?
- What does Nesa feel she is more like?

Explain : Write 'Sex' and 'Gender' on the board in two columns. Explain the class 'Nesa was born a girl (as determined by the doctor) because she has the body of a girl. But Nesa doesn't feel like a girl or a boy. So, sex is what we were marked at birth (usually a girl or a boy), but gender is the way we feel we belong to which one the more. It also doesn't matter what one prefers to wear. Wearing a skirt doesn't make a person girl or wearing pants someone a boy. These are just clothing choices.' students 'There are various kinds of gender classifications. Let's understand a broad category today Cisgender & Transgender. Today, we'll explore and understand what these classifications mean.'

Ask : Divide students into small groups and distribute the visual story 'I Am Me'. Ask them to read the story in their groups.

As they complete, have a discussion with students on the following:

- Does Lam feel and think that he is a boy, as identified at birth?
- Does Chen feel and think that he is a boy, as identified at birth?
- How can Lam be described? (Let students say or the facilitator prompts it)
- How would you describe Chen? (Let students say 'cisgender' or the facilitator prompts it)
- Are Lam and Chen different from each other?
- Does being different from each other affects friendship?

Conclude by asking students - What do you now understand by a transgender? What do you now understand by cisgender? Can you tell me the differences between transgender and cisgender?

Session guidelines: Part-II (30mins)



- Different But Similar
- Private & Personal

Introduce the session by exploring that the qualities of a person matter more than their gender, thus increasing acceptance.

Discuss : Have a discussion with students on the following:

- Would it make any difference if the gender of your friend were different to what it is right now?
- Should you focus on the gender of a person or their qualities when you make them friend?
- What other qualities will you look in a friend?

Ask : Now ask students to think one way they expect their friends to treat them. Ask, 'Do you think you should treat others the same way you expect your friend to treat you?'

Explain 'Gender is just the different ways for us to be girls, boys 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 everyone feels safe, happy and accepted as a part of the group. If we think someone is different, we shouldn't make fun of them instead appreciate things we like about them.'

Gender is a private and personal thing that everyone decides for themselves. We cannot guess the gender of the person because the name reads like that of a girl or a boy or their dressing is like that; because gender is something very private and personal. It's something that everyone decides for themselves. Instead of trying to guess the gender of a person, we should ask what do they identify as and respect their choice.

Conclude the session by asking the following questions:

- What is the one thing you learned about genders in today's session?
- Can you think of someone you can reach out if you have questions? (family, relatives or elder siblings)

Encourage the children to do Tick, Talk, Tell, worksheet and share their thoughts with you.

KEY MESSAGE OF THE LESSON:

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. A person who agrees with the sex they were given at birth is known as Cisgender. So, a person who was born a boy at birth and identifies with being a boy is a cisman. A person who was born a girl at birth and identifies with being a girl is a ciswoman.

There are many people who do not relate to the gender they were given at birth. They are called transgender. So, a person who was born a boy but identifies as a girl is called transwoman. A person who was born a girl but identifies as a boy is called a transman.

Gender is how someone feels and thinks. You cannot know someone's gender until they share it with you. Also you cannot assume gender on the basis of their clothes. The difference in gender does not affect the friendship and relationship between two people.

If you think someone is different, don't make fun of them instead appreciate things you like about them.



ANNEXURE

'I AM ME'

Lam and Chen are best friends since first grade. They play, eat and study together! They even like walking to the pond and catching fish together.

Lam and Chen have different interests but love each other's company.

One day when Chen came to Lam's house for a sleepover, Lam's father said, 'Come on boys, let us all go to sleep! It's late.' Chen said, 'Right away uncle!' However, Lam got furious and shouted back he is not a boy!

After Lam's father left the room, Chen asked Lam, 'Why do you get mad when someone calls you a boy?'

Lam said, 'I am not like you Chen. I was born a boy but I don't feel like a boy. I feel more like a girl. That's me!'

Chen said, 'Oh, I get it. I remember our teacher once told us that people who agree with the sex they were born at birth are called Cisgender. And those who do not agree with the sex they were born at birth are called Transgender.'

'Does that mean we cannot be friends?' asked Lam

Chen replied, 'It doesn't matter whether we are cisgender or transgender, what matters is that we care about each other. And that will always be the same!'



HEALTHY PRACTICES

Chapter

12

Guide to Good Life

As Health and safety are central to long-term happiness. As students grow and mature, habits like healthy eating, regular exercise, taking care of sexual organs and medical check-ups are essential for healthy development. There is more to staying healthy than just taking good care of the body. Positive thinking, healthy choices and being responsible keep one safe but also improve the psychological outlook. This lesson aims to introduce ways for learners to stay body & mind healthy and prepare them in some ways for life ahead.

Learning Outcomes:

Students will be able to:

- Understand what healthy behaviour is.
- Identify healthy behaviour to maintain personal health.
- Explore the importance of engaging in healthy and safe practices for body and mind.
- Understand the ways to take care of sexual organs.
- Concretize the understanding of facing challenges and being positive.
- Build resilience by accepting and asking for support and help.



Session guidelines: Part-I (30mins)

- The healthy body
- The healthy mind

- **Introduce** the topic by asking students to read Bubble and Joy comic strip 12 from workbook.
- **Explain** : *'Until now you have been relying on your parents for everything you need. Suddenly there are changes in body and mind indicating that you are growing into an adult. These changes in puberty require more attention and care. Your changing body and mind require better hygiene, health, and mental activities. You already know about the changes that take place in your body and mind during puberty, so in this lesson, we will address the practices to keep our body and mind healthy.'*
Now write the following keywords on the board – 'Puberty, body hair, deodorant/talcum powder, genital, clean, clothes, wash, oily skin, nutrients, wider body, muscle growth, exercise and happy.'
- **Ask** : Have groups form their own story around the keywords mentioned on the board. They can use the existing keywords or/and add more to have a complete story. Invite volunteers to share their story.

Example: 'Once upon a time, someone had hit puberty, and they started to have body hair and sweat. This required them to use a deodorant/talcum powder.'

- **Ask** : Divide students into two groups and provide a large outline of a person on a chart paper. Give each student a sticky note and have him or her find a partner in the group.

Students discuss with their partner any two puberty changes in the body. Have students write a way to take care of specific body parts on sticky notes and place them on the corresponding body part.

- **Explain** to the class – 'As you go through the changes of puberty, you may find yourself struggling with your thoughts. Some of the thoughts may turn negative and some may remain positive. It's important to remember that good things will happen to you and that negative thoughts or events are temporary setbacks to be overcome.' 'The three key ways to take care of our body during puberty are healthy eating, physical exercise and taking care of our genitals.'

- **Ask** each student to write down at least two honest sentences they would think to themselves after they hear each of the following adversities:

Scenario 1: Your girlfriend/boyfriend dumps you.

Scenario 2: You spend months trying to plan your birthday party and no one turns up on the day.

Scenario 3: Your friends are growing and looking mature, but you are not.

Make sure students are writing in first-person. Provide an example if needed.

Example : 'I can't believe that happened. I always screw up.'

As students complete, ask them to work in pairs to change every 'negative' response to 'positive.' They will discuss with the pair and then turn it to positive.

- **Ask** : students that one of the essential components to become healthy is to relieve stress and focus on good thoughts. So, today, all of us will spend a few minutes on mindful colouring. Use some Mandala art template and ask students to make their own art.

You can play calm and soothing music in the background while students engage in mindful colouring. Please ensure that students don't talk to each other and focus only on colouring.

Session guidelines: Part-II (30mins)



- The Puberty Kit
- The Support Network

- **Discuss** : Start the session with a discussion. Tell the class that now we have explored ways to keep our body and mind healthy. However, there's more to just keeping the body and mind healthy. Do you know what is it? Invite responses.
- **Explain** : *'Growing up also means that we take care of our sexual organs. It includes keeping our sexual organs clean. Can you recall from the anatomy chapter that what are the sexual organs of a male and female body?' Invite responses from the students and write them on the board.*
- **Ask** : Now ask students to think of the reasons to maintain the hygiene of sexual organs. Why do you think we must keep our sexual organs clean? What can happen if we don't keep our sexual organs clean and healthy? Ask students volunteer to say responses.
- **Introduce** : *'A puberty kit for boys and girls. This puberty kit has pictures of all the required hygiene materials for the challenging part of puberty. Once you have had a look at the items, discuss the uses of these items with your group members.'*
- **Ask** : Divide students into pairs and ask them to choose one item from the kit allocated to them. Ask pairs to brainstorm and answer these questions:
 - What is the item?
 - How is the item used?
 - How does the item help during puberty?
 - Is this item only for girls, boys, or both?
 - What is the frequency of using this item?
 - What is the importance of using this item?
 - What would happen if we don't use this item?

Note: As the groups are mixed, ensure that students are comfortable with each other and maintain the sensitivity of the topic.

- **Discuss** : **Read the following to class:**
'Dee was growing up and noticed changes in the body every few days. Whenever Dee looked in the mirror, her body seemed different. One day, Dee was in school when a ball hit his genital area. It was paining badly and Dee felt embarrassed to talk to anyone about it. Dee didn't know what to do and then Dee's sibling suggested he consult their parents. Dee decided to finally talk to the parents, who then helped Dee deal with the situation and also consulted a doctor.'

Have a discussion with the class on the following:

- Have you ever faced a problem like Dee?
- How do you think Dee must be feeling?
- Have you ever felt that way?
- What could happen if Dee never asked for help?
- Why is it hard to admit that you don't know something?
- Have you ever felt embarrassed because you didn't know anything?
- How do you seek information for something you don't know?

Note: Prefer to have the discussion in same-gender groups. If it's a mixed group, ensure that students are comfortable with each other and maintain the sensitivity of the topic.

- **Introduce** the concept of 'Wall of Support' by asking students – Why do you think people build walls? Example: To have protection, care or support. Explain that they should have their own wall of protection and assistance.
- **Ask :** Divide students into groups and provide construction paper, scissors, glue, and markers/felt pens. Ask them to brainstorm and create four different layers of their 'wall of support.'
 - The first layer should be immediate adults they can seek out for information and help, like parents and teachers.
 - The second layer should be other adults who provide medical healthcare and assistance, like doctors.
 - The third layer should be friends who provide support.
 - The fourth layer should be activities that provide relief from problems and promote positivity.

Each group should write the names of supportive people in each layer. Have volunteers display their wall of support to class.

Encourage the children to do Tick, Talk, Tell, worksheet and share their thoughts with you.

KEY MESSAGE OF THE LESSON:

It is important for adolescents going through puberty to take care of themselves in order to keep their bodies healthy and strong. Some of the ways to take care of the body are healthy eating, exercise and taking care of the sexual organs.

Just like the body, the mind also goes through major changes during puberty. It is a time when adolescents may struggle with negative thoughts and poor decision-making. It is important to realize that negative thoughts are in your control and you can change them to positive by focusing on your strengths and abilities.

There might be times when you face a problem of puberty and find it difficult to solve on your own.

It's a good idea to speak to an adult you trust. The adult would provide their assistance and help you navigate the challenging part of puberty.



Annexure

Girls Puberty Kit

1. Sanitary napkin

To hygienically absorb menstrual blood. Other options are tampons and menstrual cups.



2. Bra or sports bra

To support growing breasts



3. Antiperspirant deodorant/talc

Helps with body odour



4. A calendar to track monthly menstruation cycle



5. An informative book about menstruation



6. Washing towel

To absorb all the perspiration



7. Cotton underwear

Must for comfort



8. Mild soap for body

Must for hygiene



9. Laundry soap for undergarments

Must for hygiene of clothes



Boys Puberty Kit

1. Razor and shaving gel

To trim or shave facial hair – Remember you may not need it at all since hair growth is different. Also consult your parents before you shave or trim.



2. Antiperspirant deodorant/talc

Helps with body odour



3. Washing towel

To absorb all the perspiration



4. Cotton underwear

Must for comfort



5. Mild soap for body

Must for hygiene



6. Athletic support cup

To support your genitals



7. Laundry soap for undergarments

Must for hygiene of clothes





Awareness is Prevention

Adolescents may become interested in sexual activity as they grow up. It may be difficult for them to approach conversations and decisions related to sexual health. Those concerns are bound up in barriers like discussing risky behaviors and concerns about confidentiality. This lesson plan aims to familiarize adolescents with the potential risks associated with sexual activity and empower them to prevent risks and enable them to make healthy choices related to sex and sexual activity. The lesson plan also aims to build awareness and provide facts on STDs/STIs with a focus on HIV-AIDS along with prevention strategies. In doing so, it is hoped that students will become aware of safer sexual practices and create happy and healthy life and relationships.

Learning Outcomes:

Students will be able to:

- Explore the meaning and symptoms of STIs/STDs.
- 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.
- Build awareness and have more positive attitudes of condom in safe sexual practices.
- Make the right choices if engaging in sexual activity and learn ways to reduce the risks related to STD/STI.
- Demonstrate the ability to practice safe behaviors and avoid or reduce risks.
- Learn respectful ways of communication and appropriate use of language in relation to STD/STI.



Session guidelines: Part-I (30mins)

- The Kinds of STIs/STDs
- Focus on HIV-AIDS

Introduce & Discuss : the topic by asking students to read Bubble and Joy comic strip 13 from workbook

Have a discussion on the following:

- What do you understand by 'awareness is prevention'?
- Have you ever heard the word STD/STI?
- What do you think STD stands for?
- What do you think STI stands for?
- What is the meaning of STD/STI?
- How does STD/STI happen?
- Do you think STD/STI can happen to anyone, girl or boy, adult or adolescent?

- Explain** the class 'Today we'll explore about sexually transmitted infections (STI) or sexually transmitted diseases (STD). STDs and STIs can affect any person, adult or adolescent, girl or boy. Do you think it is helpful to know how to prevent, avoid and treat them? So let's understand what they are, how they are transmitted and how they can be prevented.'
- Ask** : Divide students into small groups and tell them that there are different kinds of STIs/STDs that exist. Some of them are curable, but some are only manageable. Ask students – Why do you think we should know about different kinds of STIs/STDs? (Emphasize the importance of awareness leads to prevention.)
- 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.
- Explain** : 'STIs/STDs come from bacteria, viruses or parasites. The problem with STDs/STIs is that one might not have any symptoms to show. With HIV for example, one may be infected for up to 10 years without any major symptoms. So, apart from engaging in hygiene and good health practices, it's a good idea to reach out to the doctor for regular check-ups if one is sexually active.'
- Discuss** : Write the following word on the board – HIV-AIDS. Ask students to recall from the last activity – What is HIV-AIDS? Is it a type of STD/STI?
- Have a discussion with students on the following**
- Do you know the full form of HIV? (Introduce Human Immunodeficiency Virus)
 - Do you know the full form of AIDS? (Introduce Acquired Immune Deficiency Syndrome)
 - What are the different ways people can get HIV?
 - Does HIV always have symptoms?
 - Do you think is it important to protect ourselves from a virus like HIV?
- Explain** : Conclude the session by explaining 'Worldwide, 34 million people have HIV-AIDS. It is an STD/STI that can destroy the immune system of a 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. Now that you know about HIV-AIDS, do you think it's important to protect ourselves? Do you want to know some ways to protect from HIV-AIDS? We will consider some of these ways in the second session.'

Session guidelines: Part-II (30mins)



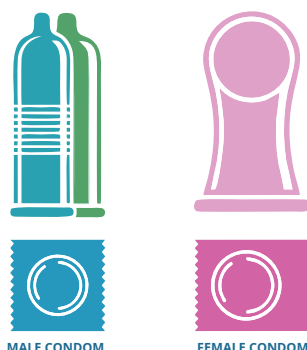
- Safe Sex Practice & Condom
- The Risk & Prevention

Introduce & Discuss : the topic by reading the following situation on hygiene practice to students- 'Ava understands that growing up requires understanding of the importance of hygiene. One day when her friend asks her, 'Do you think hygiene can help in preventing STD/STI?'. Ava says, 'Oh yes! Hygiene is the first step to prevent STDs/STIs.' Ava understands that STDs/STIs can be dangerous and she, therefore, avoids sharing her towels or undergarments with other people. She likes to inform her friends to do the same. Do you think Ava is maintaining good hygiene?'

Have a discussion with students on the following-

- What do you understand by hygiene practices? (Refer to the chapter on hygiene)
- Do you think it's a good idea to follow hygiene practice? Why or why not?
- Do you think Ava should follow more hygiene practices?
- If Ava is sexually active, what can help her prevent STD/STI? (It's ok for students to make guesses; don't reveal the answer yet).

Tell the class that 'As we have seen in the last session, the reason for the spread of STD/STI is sexual activity. Do you think there is a way to make sexual intercourse safer? Yes, there is a way to make it safer and decrease the chances of STDs/STIs. It's a good idea to know the facts about sexual intercourse so that one can make a healthy and hygienic decision when they are ready to have sexual intercourse.'



Ask the following questions and write down students' responses on the board:

- What is it that you see in the picture? (**Introduce the word 'Condom'**)
- What do you know about it? (Let students make guesses)
- Why is it important to know about it?

As you write, validate what is correct and clarify any misinformation you hear.

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 types of condoms available - male and female condoms.'

- Discuss :** As they complete, have a discussion with the class on the following:
- What do you now understand by safer sexual practice?
 - Do you think one should use a condom every time they engage in sexual intercourse?
 - What can be the possible result of not using condoms? (Remind them it's both – STD/STI and unwanted pregnancy)
- Ask :** Divide the students into small groups and give them three signboards – High Risk, Low Risk, and No Risk.

Tell students that you will be reading certain statements and they have to categorize them as either high risk (involving more chances of STDs/STIs), low risk (involving low chances of STDs/STIs) and no risk (involving no changes of STDs/STIs). It's important that students first discuss the sign for each statement with their group and then show it to the class.

Statement 1: Sexual intercourse without using a condom.

Statement 2: Reaching out to a doctor for discomfort and symptom of an STD/STI.

Statement 3: Learning about STD/STI.

Statement 4: Kissing and hugging.

Statement 5: Sexual intercourse using a condom.

Statement 6: Going to a clinic to get tested for STD/STI.

Statement 7: Reaching out to trusted people for help in case of any problem.

Statement 8: Sharing needles with other people.

Statement 9: No sexual intercourse.

- Explain :** Conclude by explaining '*Condom is the most effective way to prevent STD/STI and promote safe sexual practices. If a person decides to engage in sexual practices, it's a good choice to consider the hygiene methods to prevent the risk of STDs/STIs.*'

Encourage the children to do Tick, Talk, Tell, worksheet and share their thoughts with you.

KEY MESSAGE OF THE LESSON:

Sexually Transmitted Infections (STIs) are sometimes called Sexually Transmitted Diseases (STDs). They are serious illnesses that are spread through unsafe sexual contact.

One can get STI/STD by having sexual contact with someone who already has one. That means one can get STI/STD through sexual intercourse, or by putting mouth, hands, or genitals on the genitals or on the sores of someone who is infected. Some STI/STD can also be caused through nonsexual contacts like sharing needles, towels, bath or from a mother to a baby.

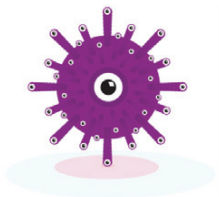
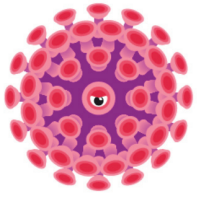
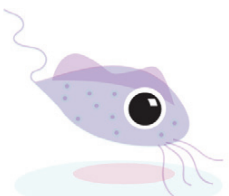
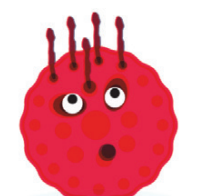
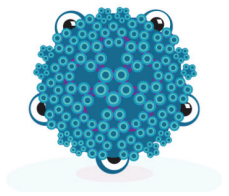
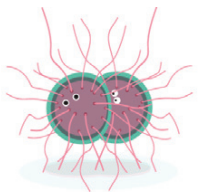
HIV- AIDS is an STD/STI that can destroy the immune system of a human body. It may even affect the body so badly that one is unable to fight off any infections that may occur. There are different stages of HIV and it's in the last stage of HIV that a person develops AIDS

Just like there are hygiene practices to keep our body and mind healthy, there are hygiene practices that can prevent STD/STI. Because some of the STD/STI don't have a cure, like HIV-AIDS, it's a good idea to follow steps to reduce the risk of getting the disease or spreading it to others.

A 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 types of condoms available - male and female condoms.

A condom is the most effective way to prevent STD/STI and promote safer sexual practices.



STD/STI	What to Watch For	How You Get It	Treatment
Herpes 	Blisters around your penis, vagina or anus. Itching or burning before the blister appears. Once the blister pops, you will have a sore in the area. Blisters last one to four weeks. Blisters go away but can come back anytime.	Unprotected sexual intercourse.	Cannot be cured but controlled by medicines. Can make it easier to get HIV.
HIV-AIDS 	Symptoms may show up very late or can be present for many years without symptoms. Flu-like feelings that keep coming back. Unexplained weight loss or diarrhea. White spots in mouth and rash.	Sexual or non-sexual activities. Non-sexual activities are sharing needles and can transfer from mother to child during birth.	Cannot be cured but controlled by medicines. Can lead to illness or death.
Trichomoniasis 	Also known as 'trich' and more common in women. Yellow-green vaginal discharge in women & discharge from the penis in man. Pain during urination and sexual intercourse. Itchiness or irritation in genitals.	Unprotected sexual intercourse.	It's easy to treat. If left untreated, it can be problematic especially for women.
Chlamydia 	Increased discharge from genitals, pain during urination and sexual intercourse. Lower abdominal pain.	Unprotected sexual intercourse. Can be transferred from mother to child during birth.	It's easy to treat. If left untreated, it can be problematic especially for women.
Genital Warts 	Individual bumps or cauliflower-shaped clusters. May be itchy or they may be painless. Happens in the genitals area.	Unprotected sexual intercourse. Sharing baths, towels, cups or cutlery.	Vaccination can protect. Can be treated by a doctor.
Gonorrhea 	Mostly there are no symptoms. Pain during urination, itchy genitals, pain during sexual intercourse, discharge from genitals.	Unprotected sexual intercourse.	Easy to cure with antibiotics.

STD/STI	What to Watch For	How You Get It	Treatment
Syphilis 	Painless ulcers on the genitals Flu-like illness and rashes in the body. Patchy hair loss. Flat, warty-looking growths in genitals area.	Unprotected sexual intercourse. Can be transferred from mother to child during birth.	Easy to treat. If goes untreated can damage the organs of the body.
Water Warts 	Fluid-filled blisters /warts. Blisters/warts often appear in groups.	Unprotected sexual intercourse. Sharing baths, towels, or clothing with an infected person.	Can be cured.
Hepatitis B 	Mostly there are no symptoms. Increased discharge from genitals, pain during urination and sexual intercourse. Lower abdominal pain.	Unprotected sexual intercourse. Sharing contaminated needles, razors and blood transfusion. Can be transferred from mother to child during birth.	Vaccination helps to protect. Mostly can be cured but some cases may lead to serious diseases.
Pubic lice 	Intense itching in pubic area. Small bugs in pubic area. Dark bluish spots due to lice bites. Feverish feeling.	Through sexual contact. Sharing clothes, towel, bed.	Easy to treat with anti-lice gels and shampoos.



INTERNET SAFETY

Chapter

14

Safebook For Facebook

The Internet can be a useful and informative source for students, however, there are risks as well. It's more important than ever to teach students how to use the internet safely. Whether students are searching for information, using social media, gaming or emailing, they should know the skills to protect themselves online. In this lesson, students understand the meaning of internet safety, sharing personal information, dos and don'ts of social media, reaching out to trusted sources and cyberbullying.

Learning Outcomes:

Students will be able to:

- Identify and deal with situations online that could threaten their safety.
- Explore dangers on the internet and protect themselves from inappropriate behavior online.
- Understand the concept of cyberbullying thus building empathy.
- Identify trusted people for communication.
- Equip skills to be smarter and safer online.



Session guidelines: Part-I (30mins)

- **Danger Sign**
- **Say 'NO' to Cyber-bullying**

Introduce the topic by asking students to show a dance movement if their answer is yes and stand still if their answer is no.

'Are you on Facebook? Do you like Facebook? Have you ever searched on Google? Are you on WhatsApp? Do you have a mobile phone? Have you ever sent an email? Do you have a computer? Do you like WhatsApp?' when they finish, read out the following story to the class, 'One day when Ria was playing games online, she started chatting with other people playing the game online and on the message boards. She made friends with a boy named 'Caring26'. They enjoyed the same game and the boy told her that he is the same age as hers. After a few weeks, Caring26 helped Ria get extra points in the game. Ria was impressed with his generosity. It was Ria's birthday in a few days and Caring26 wanted to send her a cool birthday present. He asked for Ria's home address. Ria thought it would be okay to give the address because Caring26 helped her with six points and after all, he is the same age as hers.'

- Discuss :** Do you think that was a good idea? Why or why not? What could be some consequences? Do you think the internet is always safe? Invite responses.

Now let students work in pair and write five benefits of the Internet. Invite some volunteers to share.

Divide the class into small groups and ask them to take a chart paper. On the chart paper, draw three columns – 'Home', 'Road', and 'Internet'.

- Ask** the class to think of a danger that a stranger can cause at home and write down in the first column. Then write one way they can secure themselves from strangers at home. Example – Thieves/ Not open the door. Similarly, ask them to do for the second column – 'Road' (An unsafe driver/Pay careful attention to traffic.' As they come to the third column, ask them what danger a stranger can cause online? What is one way to be safe? (Not open the door just like home).

Note: All students might not come with answers for online danger. The idea is to explore and encourage.

- Discuss :** As they complete, have a discussion with the class on:

- What are the kinds of dangerous behavior online?
- Should we be careful of strangers online?
- Can people that we know hurt us online? How?
- Is hurting in real-life same as hurting on the internet?

- Explain :** *'It's important to keep ourselves safe from strangers on the internet just how we do on the roads. The stranger might harm us in potential ways. But at the same time, we should also be careful about any harmful behavior from the people we know. It could be something as simple as posting a hurtful message or picture. It could also be as elaborated as creating a false profile to spread rumors. Remember, the term for this is 'Cyber Bullying.'*

- Discuss :** Read the following short story to students:

'It is a rainy afternoon. Andy is sitting on her seat in the last row where no one else sits except her. She is always left behind in class activities because no one would let her be included. All of her classmates are discussing and laughing except. She sits on her chair and stares at them while they are talking. 'She's so boring. She is always like that', one of her classmates says while looking at her. Another classmate says, 'Let's all stay away from Andy because she has sticky hair and weird smile' and all other classmates laugh. This makes Andy feel scared, embarrassed and lonely.'

Have a discussion with students on the following:

- What do you think is happening with Andy? (Introduce the term 'bullying.')
- Do you think bullying can also take place on the internet? (Introduce the term 'cyberbullying.')
- What do you think are different ways bullying can take place on the internet? (Give prompts like posting rude comments, spreading rumors, fake accounts, spreading hatred for someone or threatening/stalking)

- **Ask** write the following on the board– 'Your actions and words have an impact on others.' Do you think the actions of Andy's classmates have an impact on her? Do you think the words of Andy's classmates have an impact on her?

Now explain the class - 'There are times we may intentionally or unintentionally engage in mean words or actions. It hurts a person the same way it will hurt us. We should be mindful of not engaging in any such behavior while making sure no one does this to us.'

Session guidelines: Part-II (30mins)



- Cyber shield
- Share the talk

- **Introduce** the word 'personal information' by asking the class it's meaning. Have you heard this word before? (Explain that personal information is the information about self that should not be shared with someone we meet online).

- **Ask** every student to write various categories of information that are considered personal on a piece of paper. (Give them clues like – What is it that you can't share with people you don't trust? What is it that adults won't recommend you to tell strangers?) Example: Address, Telephone Number, Photo or School. Ask them to write only the categories and not actual details. Invite volunteers to share.

- **Explain** 'now that you know potential dangerous elements that may exist online, what would you like to do? Work in small groups and think of as many scenarios of online safety threat and brainstorm on possible solutions.

- **Discuss** : Read the following short story to class:

'Mika is surfing on the internet to find ideas for spending her winter holidays. She is not very convinced about the ideas she read and decide to spend some more time. During her search, she comes across a website that looks very different and uncomfortable. The website is not something that gives her ideas on spending the winter holidays. Mika reaches out to her mother for help. She asks her mother - What is this website even about?'

- **Ask** students to think of one person to reach out in case of a situation like Mika's. Who will you consult for a situation you don't understand? Who should be your source of valid information? Invite volunteers to share.

Encourage the children to do Tick, Talk, Tell, worksheet and share their thoughts with you.

KEY MESSAGE OF THE LESSON:

The Internet is a fun place to learn and communicate with friends, but it's important to be safe online.

Bullying is a form of aggressive behavior 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, rumors, fake profiles, and embarrassing pictures or videos.

Personal information is the information you should not share with anyone online. It includes your phone number, address, telephone number, school name, height, weight, favorite movie theatre, pictures, etc.

There will be times when you will not be able to make sense of things you see online. It's a good idea to consult a trusted adult.

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





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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