



AIMING
CHANGE FOR
TOMORROW



TRAINING MANUAL ON

RESILIENCE BUILDING

ACT International prepared the Leadership Manual for Student Council Members with the support of United Nations Population Fund (UNFPA). All the materials, diagrams, charts or content can be reproduced with permission.

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Foreword

“Student councils play a major role in handling issues confronted by students and schools, therefore their importance is undeniable. But often it has been observed that many student councils lack necessary skills for fulfilling their duties. Therefore it has been envisaged to build the capacity of the members of student councils for a better understanding about their responsibilities and to equip them with skills for fulfilling such commitments ” **Dr. Ehtasham Anwar, Secretary School Education, South Punjab.**

Keeping in view the above comments, the Aiming Change for Tomorrow (ACT) with financial support of UNFPA, has developed a training manual for the selected representative of students’ councils.

This training manual aims to:

- 1) Develop and nurture leadership skills in the students
- 2) Equip students with life skills such as management, communication, confidence, etc.
- 3) Revive co-curricular activities in public schools by actively engaging students
- 4) Train the students in taking and fulfilling responsibilities
- 5) Introduce democracy and democratic values at the grassroots level

This manual will help to understanding the need and importance of leadership at academic level and covers sessions on effective communication skills, life skills, importance of co-curricular activities, undertaking responsibilities, and democratic values at the grassroots.

The language of instruction for this manual is Urdu, which has been developed in an easy-to-understand method for anyone to conduct the training of students’ council independently.

During training, the trainer needs to develop a joyful learning environment to help students feel relaxed and confident; encourage students to ask questions and talk about their issues. A number of activities, games, and exercises have been included in the manual to strengthen the leadership, decision making, team building, conflict resolution, “ time management skills of its target group.

This is the first step towards capacity building of students ,and it will be further enriched with endeavors aiming at mentoring and supporting students to become productive young leaders of society.

Session 1: Setting the Tone


Key Learning Objectives

By the end of this session, participants will be able to:

- Know the learning objectives of the training workshop
- Join their permanent groups
- Get accustomed to the pace of the training workshop
- Familiarize themselves with activities in the training workshop

Session Overview

S. #	Topic	Method	Time
1.1	Registration of participants and welcome note		10
1.2	Training objectives	PowerPoint Presentation	5
1.3	Participants' introduction	Group activity: making a web	15
1.4	Formation of permanent groups	Group activity: numbers	10
1.5	Establishing the ground rules	Group discussion	10
1.6	Participant's expectations and matching them with training objectives	Individual brainstorming	10
Total Time			60 Minutes

Handout	
	Handout 1A: Training Schedule Handout 1B: Pre & Post Training Assessment Form Handout 1C: Evaluation Form

Material Required

Flipcharts, markers, flashcards, note pads, a ball, thick thread, and masking tape.

Advance Preparation for Trainer

- Arrange the following items for the introductory activity 'making a web'
 - A ball (equal in size to a cricket ball),
 - Thick string or rope almost 3 to 4 meters in length, and
 - Masking tape
- Ensure that all the required stationery is available and secured at a location easily accessible to the trainer.
- Review activities and energizers in advance to become familiar with the various steps involved in the process
- If required, do a logical sequencing of your session on a simple card/paper by writing the main headings of the topics included in the session and keeping it handy.
- Make copies of the handouts for participants.
- Review important discussion points before the session.

The Process for Conducting the Session

1.1	Registration of Participants, Welcome, and Training Objectives	Training Techniques: N/A	10 Minutes
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- i. Greet the participants
- ii. Give everyone a registration form
- iii. Instruct the participants to fill it.
- iv. Facilitate in the process of form filling
- v. Collect the forms upon completion, or ask any participant to collect and keep them on the table
- vi. Describe the training objectives by presenting slide 0.1

1.2	Training Objectives	PowerPoint Presentation	5 Minutes
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- i. Present slide 0.1 to describe the objectives of this three-day training event
- ii. Tell the participants that if they have any questions regarding the defined objectives, they can ask

1.3	Participants Introduction	Group Activity, Making Web	20 Minutes
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- i. Tell the trainees that participant introductions will be done through an exciting activity called 'make a web'
- ii. Give instructions regarding the activity
- iii. Participate in the activity as a participant
- iv. Ask participants to share their views about this activity
- v. Relate this fun activity to highlight the importance of partnership and team building
- vi. Thank the participants for their active participation

1.4	Formation of Permanent Groups	Activity Based Brainstorming	10 Minutes
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- i. Inform that groups would be made with the help of an activity
- ii. Giving instructions for the process of group formation, say that the first participant on the right side will say one, then next person will say two, third person will say three, and fourth will say four. Again counting will start from one and continues till five. This will continue until all the participants have been assigned to their number groups
- iii. Before the start of an activity, tell them to remember the number which they are going to say
- iv. After the counting process is over, tell participants that all those whose number is one should come on one side of the room, two on the other, and so on
- v. Give them some time to mingle and settle down
- vi. Tell them to name their groups

1.5	Establishing the Ground Rules for Training	Activity Based Brainstorming	10 Minutes
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- i. Ask the participants to explain the types of rules they want to lay down for this training
- ii. Invite a participant to write the training rules on a flipchart
- iii. Place the chart at a place in the training hall that is visible to everyone
- iv. Conclude by saying that since these rules have been established through consensus, therefore it is the responsibility of participants to follow them



1.6	Participant's Expectations	Activity Based Brainstorming	20 Minutes
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- i. Give everyone a white card and a marker
- ii. Tell participants to write down on the cards what they are expecting to gain from this training
- iii. Remind them that everyone must write their expectation and not of others around them
- iv. Facilitate them during group work
- v. Paste the charts on a flip board as they are handed over
- vi. Read the cards and match them with the training objectives

Take Away

1

A time to celebrate success for networking and meeting new friends. Enjoy every moment and feel passionate to perform pro-actively during the training process. Being young is a beautiful phenomena but being creative and young leader is something you would enjoy over ages.

2

Being a young leader in the introductory session, you need to explore new things, meet new friends and break the biases. A leader thinks beyond personalities. A leader is one who aspires and sets high goals.

3

This is the first step to the training and you are in making of leadership process. Remember, that training provides us an opportunity to learn and unlearn. Being young, its time to unlearn behavior that doesn't get fit into the leadership frame and theories.

4

Be the one, who is ready to learn in a short time and willing to perform to the best possible manner.

5

You are a young leader chosen for this training! Celebrate it and prove your leadership qualities to the organization and communities around you.

6

Skies ahead is the destination!

Session 2: Need and Importance of Students' Leadership


Session Objectives

By the end of this session, participants would be able to

- Express their style of leadership
- Understand and define the concept of leadership
- Identify the characteristics of a leader
- Explain different types of leadership
- Reflect on other personal traits required for a leader

Session Overview

S. #	Topic	Method	Time
2.1	Defining Leadership/ Finding a personal leadership style	Interactive, Brainstorming, and Group activity	10 Minutes
2.2	Who is a Leader?	Individual Activity Brainstorming, PPP	15 Minutes
2.3	Leadership Traits	Group Activity	25 Minutes
2.4	Leadership Styles	Interactive Presentation	30 Minutes
2.5	Student Leadership and its Importance	Discussion, Brainstorming	20 Minutes
2.6	Reasons for Joining the School Council	Discussion, Brainstorming	20 Minutes
Total Time			120 Minutes

Handout	
	Handout 2 A: What is Leadership Handout 2 B: Leadership Traits Handout 2C: Leadership Styles

Material Required

Images of leaders, Flashcards, Laptop, Handout, Multimedia

Advance Preparation:

- Prepare the photocopies of handouts 2.1 to 2.4
- According to the number of the participants, print pictures of prominent global and national leaders (political, actors, singers, painters, artists, military, etc.) according to number of participants and paste them on flashcards
- For the activity "Blindfold", ensure the availability of space big enough for carrying out the activity
- Pictures of different leadership styles

The Process for Conducting the Session

2.1	Defining Leadership/ Finding a personal leadership style	Training Techniques: Activity, Discussion	10 Minutes
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- i. Open the session with an activity. Place the flashcards having pictures of different leaders on the table. Ask the participants to select an image from the table that demonstrates their own style of leadership.
- ii. Go around the group individually and ask each participant why they picked up a particular image.
- iii. Ask (each or at least most) of the participants to think for a while and then tell one quality of the leader which they have selected can be emulated to their role as LGC. After the participants have responded, close the activity.
- iv. The activity mentioned above must have provoked some thought processes about leadership in the minds of the participants. Therefore now, define the concept of leadership by showing the following slide 2.1

2.2	Who is a Leader?	Individual Activity. Brainstorming, PPP	15 Minutes
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- i. Now ask the participants to pause for a while, close their eyes and try to visualize what their ideal leader is doing e.g. helping others, making a speech, etc. Give five minutes to the participants and afterward ask them what they have visualized and why they have visualized it. List the responses of participants on a flipchart.
- ii. Now describe the essential traits of a leader by presenting slide 1.3. and explain each point by giving relevant examples

2.3	Characteristics of a leader	Brainstorming, PPP Group Activity	35 Minutes
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- i. Start the topic by asking the participants what qualities or characteristics their favorite leader has and start listing those on a flipchart.
- ii. Afterward present slide 2.3 and explain each of the points in the slide with the help of notes to a trainer and relate them to responses of the participants stated earlier.
- iii. Present slide 1.4 for describing student leaders
- iv. After discussing the leadership characteristics, say that we will do an activity called “blindfold leader” will be held which will show how important the leadership characteristics, and their absence will result in chaos
- v. For doing this activity, availability of ample space is to be ensured
- vi. Tell the participants to form two straight lines, each comprising seven/eight students.
- vii. Set a starting and ending point within the training hall or outside.
- viii. Explain that both the lines have to start from the starting point and need to reach the ending pointing
- ix. Blindfold all the students in both lines. It is to be ensured that participants cannot able to see through
- x. Instruct the students to put their left and right hand on the left and right shoulders of the students standing in front of them.
- xi. The only person in the line who is not blindfolded is the leader who has to lead their team
- xii. To begin, say GO so that both lines could start to move towards the ending point
- xiii. Since the leader i can see, he/she they has to guide their group memberswhile moving towards the ending point by giving instructions loudly
- xiv. This game can be made more difficult if certain obstacles are placed on the way toward the ending point
- xv. Leaders have to give timely instructions to their teams to avoid the obstacles
- xvi. Observe how clearly leaders give instructions and how well their teams understand them

- xvii. Once each line reaches the ending point, the person at the back of leader will take the lead, and so on.
- xviii. The winning team will be the one whose leaders have displayed the leadership qualities enabling them to reach the ending point more quickly the maximum number of times, avoiding the obstacles
- xix. At the end of activity, highlight the importance of a leader's leadership abilities in achieving the team objectives. Also, emphasize that the poor performance of even a single team member can impact the overall performance of the entire team.

2.4	Leadership Styles	Interactive, PPP, Brainstorming	35 Minutes
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- i. Explain that there are different styles of leadership that can help young leaders select a style, that closely matches their personality traits.
- ii. Explain that the styles of leadership which are going to be discussed now can be adopted subconsciously or subconsciously, and understanding them can help us develop and adapt our leadership style to become an effective leader
- iii. Show slide 2.5 to 2.7 for describing different styles of leadership. After presenting each slide, ask participants about the pros and cons of that particular style. Also, solicit real-life examples relating to each of the leadership styles being discussed, instructing them to keep in view the Listener Groups.
- iv. Once the autocratic style of leadership has been defined, ask participants to tell whether this style can apply to them. If yes, then they should explain why. Afterward, explain that leaders should not generally follow autocratic leadership because it does not give an opportunity to team members to take part in decision making.
- v. Next, define bureaucratic leadership by presenting slide 2.6
- vi. Explaining this style says that it is a very appropriate style for work involving serious safety risks, such as working in a science lab or where large sums of money are involved (such as cash handling). In such cases, if this style is not adopted, the result would be disastrous.
- vii. Ask the participants how a bureaucratic style of leadership can relate to them, or do they need to be bureaucratic? Citing an example, say that when participants are in physics, chemistry, or biology lab and are telling others instructing others how to do a particular task, or are teaching others to play a certain sport/game, they must act bureaucratic and follow the rules meant for teaching such activities
- viii. Next is the charismatic style of leadership. Explain this style by presenting slide 2.7
- ix. Explain that since a charismatic leader believes more in him/her, this may create a risk that if this leader leaves, there is a possibility that the entire team might collapse. Further, explain that this leadership carries great responsibility and needs long-term commitment from the leader as the entire workload is on them because under this kind of leadership, the leader does not delegate work.
- x. Show slide 1.8 to explain next style of leadership, which is democratic/participative.
- xi. Explain that under this style of leadership, members of a team feel motivated to work hard not only for the sake of financial reward but also because of the fact that their say is involved in decision-making. Citing the example of political leadership, say that it is the most common example of this leadership style because workers of a political party follow their leaders without a doubt, because of the trust in their leader who has also given them due recognition and importance by involving them in decision-making practices. Ask them to cite an example of this style of leadership
- xii. To explain people-oriented leadership, say that, as the name suggests, it is participatory in nature, and the leader is greatly focused on building the capacity of his/her team members through guidance and mentoring with the purpose of getting good results from them. Having said this, show slide 2.9
- xiii. Cite an example of people-oriented leaders as those teachers who recognize the hard work of their students and reward them. Such acts make the students continue performing at higher

Note to the Trainer
Show pictures related to the style of leadership that is being explained

level as they know that their teacher appreciates their hard work. Rewards can be a formal award like a prize to collective clapping by the entire class. Such actions boost the morale of hard-working students.

xiv. Close the session with this topic

2.5	Student Leadership and its Importance	Discussion, Brainstorming	20 Minutes
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- i. Student Leadership¹ means that students take active roles in their education and develop positive skills. The goal of inspiring student leaders is to create a classroom culture of ownership, collaboration, and community. Student leadership development helps create skills that the students can carry over to adulthood.
- ii. Young people who find their voice in supportive school environments are more likely to develop a confident voice, a capacity to act in the world, and a willingness to lead others.
- iii. Empowering students enhances student engagement and enriches their participation in the classroom, school, and community. Young people who are supported in harnessing their leadership skills are likely to gain a better understanding of themselves, a higher level of confidence, and an increased capacity to manage and organize their own lives and work collectively for upbringing positive change within their communities

2.6	Reasons for Joining the School Council	Discussion, Brainstorming	20 Minutes
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Student council truly allows fostering to skills like leadership, communication, teamwork, organization and public speaking – all of which one needs in an educational institution. these skills help in class and are also super valuable if students are interested in co-op programs and job applications.

- **Soft Skills and Personal Development**

Soft skills are one of the most valuable skills you can develop, especially a university. Student council truly allows you to foster skills like leadership communication, teamwork organization and public speaking-all of which you need in university. Not only do these skills help you in class but they're also super valuable if you're interested in co-op programs and job applications.

- **Hands-on experience in a safe place**

Another great benefit of student council is that you're gaining super relevant experience. Believe it or not, many of the organizing and event planning you do with the student council are things you will encounter many times throughout university and your career. You're also learning these skills in a safe and comfortable environment with support from your peers to help you succeed and grow.

- **Networking opportunities**

The students council creates an environment where individuals from your high school meet regularly to collaborate on student-led initiatives. You'll meet different folks with different sets of skills and opinions. You'll learn how to effectively collaborate with others and use empathy to guide your decision-making. This is what networking is all about– sharing your thoughts and opinions and learning from others.

- **Learning to be an advocate**

By joining your high school's student council, you're elected by your fellow students to be their voice on a matter you're passionate about. You have the chance to support different groups and give a voice to the voiceless. This is an excellent opportunity to understand better how inequalities affect other individuals and groups, and have a chance to do something about it.

¹ [Building Student Leadership in the Classroom | CU Online \(campbellsville.edu\)](http://Building Student Leadership in the Classroom | CU Online (campbellsville.edu))

You learn the different styles and analyze yourself. See how you get fit into any leadership style. Always remember that every practice has a theory in the background. Each of your leadership action reflects some theoretical rational for that. Learn it and analyze if it was the best suitable solution for that particular event and time.

By making concerted efforts to learn how leadership ideas have evolved over time, you'll have the opportunity to envision the hallmarks of true leadership and prepare yourself as future leaders for a progressing society.

**Take
Away**

For promotion of valued patterns of virtuous citizenship, it's becoming even more important to construct and expand your repertoire of leadership styles.

By using pictorial aids of eminent leaders in literature you'll be able to identify and correlate your own personality traits with distinct leadership styles inherited by iconic figures, which made them lead by example.

Session 3: Important Life Skills for Students

Session Objectives

By the end of this session, participants would be able to

- Understand the concept of life skills
- Understand what self-awareness is.
- Learn about communication as an essential life skill
- Realize Interpersonal relationships as life skills
- Understand decision making
- Reflect on their understanding of the creative thinking
- Learn the method for coping with emotions
- Know about conflict resolution

Session Overview

S. #	Topic	Method	Time in Minutes
3.1	Life skills	Group Discussion	10
3.2	What is Life Skills Based Education (LSBE)?	Lecture, Q&As	10
3.3	Important life skills: Self-awareness	Brainstorming, Group Activity	15
3.4	Important life skills: Communication	Q&As, Group Activity: Different ways of communication	30
3.5	Important life skills: Interpersonal relationships	Group Discussion, Group Activity	20
3.6	Important life skills: Decision making	Group Discussion, Group Activity: My choice	15
3.7	Important life skills: Problem solving	Brainstorming, Group Discussion, Group Activity: Solution bee	15
3.8	Creative thinking	Group discussion, Group activity, surviving on an island	20
3.9	Important life skills: Coping with emotions	Brainstorming, Group Work	25
Total Time			160 Minutes

Handout



Handout 3A: Show respect cards
Handout 3B: Coping with emotions 1
Handout 3C: Coping with emotions 2

Material Required

Flipcharts, markers, Flash Cards, PowerPoint Slides

Group Activities

Who Am I?
Do not Listen
Different Ways of Communication
Show Respect
My Choice
Solution Bee
Surviving on an Island

Advance Preparation:

Draw different faces representing different emotions on different cards such as smile, angry, happy, confused, sad, bored, etc. These pictures should be big enough to be seen from a distance

Prepare Show Respect cards for the activity *Show Respect*. *Cards are given in handout A*

Prepare problem solution cards for the activity solution bee.

Print handout 3A, 3B and 3 C

Process for Conducting the Session

3.1	Life Skills	Group Discussion	10 Minutes
		<ul style="list-style-type: none"> i. Start the topic by narrating and explaining this quote, “current century literature indicates that our future citizens need to be multi literate, creative, and innovative (Shifting Minds, 2012:4) “ ii. Say that young children are the most productive members of the society, due to their physical and intellectual capability, but in reality, many of these children are not even aware of their potential, and as a result they are unable to utilize it mainly because of less or no guidance and motivation by their parents iii. Inform the trainees that the children pass through different developmental stages such as mental, physical, social, etc; for each stage, specific skills are needed. Ask trainees to think what can be those skills. iv. Explain that such skills are called life skills which are the abilities for adaptive and positive behavior that enable individuals/children to deal effectively with the demands and challenges of everyday life 	

3.2	Important Life Skills: Self-Awareness	Brainstorming, Group Activity: Who am I?	15 Minutes
		<ul style="list-style-type: none"> i. Start the session by saying, we have little idea about life skills and LSBE. In this session, we will discuss life skills especially those critical from the LSBE context. Say that the first life skill which we will discuss is self-awareness ii. Inform the trainees that knowledge about oneself is called self-awareness which is awareness about what a person/child can or cannot do. Explain that it is through self-awareness that adolescents develop their self-confidence and self-esteem. iii. Say that based on self-confidence, adolescents can develop the ability to respond to any situation with confidently. Another benefit of self-knowledge is that it develops self-control in them to cope with their emotions and stress iv. Tell that we will do an activity called ‘who am I?’ which is about selfunderstanding and self-esteem v. Tell the trainees to sit down and form a circle. vi. Say that we will do this activity in pairs of two. vii. Explain that one person will ask the other person, who are you? viii. The second person needs to answer very briefly about themselves telling something which describes them in a positive way such as I like. ix. Tell them that they should only provide positive information about themselves. Nothing negative x. Ask each pupil to tell about their name. Who selected it for them? Tell the whole class what each name means. Which names would pupils prefer should they be given a chance to change their existing ones? xi. Then again, the first person will repeat the same question, who are you? Now the second person has to answer in a differently. xii. Repeat the activity one more time. xiii. Then ask another pair to do the same. This can also be done with larger pairs such as five to six trainees in each group. xiv. If activity is done in large groups then make three to four groups, and give each one a chance to do the same xv. Once all have participated, ask all the trainees how they felt when giving out positive information about themselves. xvi. Then ask that did anyone found something new about his/herself? xvii. Lastly tell them that the main purpose of doing this activity was to identify who they are xviii. As a monitoring activity, children will ask their parents about the meaning of their names and why they were named so 	

3.3	Important Life Skills: Communication	Q&As, Group Activity: Different ways of communication	30 Minutes
<ol style="list-style-type: none"> i. Explain that human relationships depend upon communication and that is the reason that it is an essential important life skill. ii. Ask how vital is communication for a child and what will happen if a child is weak in communicating effectively. iii. Write down the trainees, points on the flipchart. iv. Say that we will do a fun activity called “do not listen” which is related to weak communication and describes what will happen when nobody listens to you v. Say that you will randomly select two to three trainees who are to talk for one minute on any subject or thing they like or want vi. The rest of the trainees are the audience, and they have to pretend that they are not listening to the presenter through their body language and facial expressions. But they are not allowed to talk vii. When the presenter starts talking and see that nobody is listening to them, then most probably she/he will stop as it is difficult to talk when nobody is listening viii. Invite two to three trainees for a talk ix. Once all are done talking, ask how they felt in a situation when nobody was listening to them. x. Write their responses on a flipchart, which most probably will include responses such as <ul style="list-style-type: none"> ✓ Frustration ✓ Angry ✓ Feeling about own self being unimportant ✓ May the topic was too boring for the audience ✓ I stopped, could not go ahead xi. Then ask the audience how they felt when not listening to presenter xii. Write their answers on a flipchart again those of presenters. xiii. Explain that the audience list might contain some exaggerations, but the first list is the exact representation of the feeling when others don't listen to you and result is that person will stop talking in this situation as s/he feels insulted. xiv. Afterwards, explain that two types of communication are verbal and non-verbal. Say that verbal communication includes oral and written communication and focuses on words. Explain that oral communication includes meetings done face-to-face meetings, are done phone, internet etc. State the examples of written communication as writing letters, emails, books, reports etc. xv. Define non-verbal communication as the one which does not includes words. Examples of this type include facial expressions, body language, physical appearance, hand gestures etc. Inform that our communication is 70 percent nonverbal communication while only 30 percent is verbal. xvi. Ask them which types of communication they think happened in the activity xvii. Afterwards say that there was verbal communication and no verbal communication which in this case was body language, gestures and facial expressions xviii. Explain that 70% of a person's communication is non-verbal xix. Tell the participants that we will do another activity “different types of communication” whose purpose is to understand why such types of communication are important xx. Explain the scenario of the activity by telling them to consider the training hall as their classroom, and yourself as their class teacher xxi. The facilitator needs to go out of the room and then enter xxii. Don't talk, just go straight to the white board and write down on the blackboard "Everyone should be silent". xxiii. Invite a participant and explain that he/she has to convey without speaking what he/she wants to do. To do this he/she has to use nonverbal communication such as gestures, body language, facial expression etc. and the rest of the participants have to guess it. Communicator is also allowed to convey the message through any other means s/he can think of such as objects, pictures etc. 			

- xxiv. It is better to start with simple tasks, such as cleaning the whiteboard, making phone call, giving me your pen etc. However, it's entirely up to the participant to decide what they wants
- xxv. Repeat the activity with three to four participants
- xxvi. Shift to more complex tasks by inviting one or two people to do that
- xxvii. Once done, ask the communicator how they felt while doing it? Was it difficult to communicate? And then ask the audience about their level of difficulty in understanding the message.
- xxviii. Explain that we can communicate with each other using various types of communication with speaking being one of many; briefly describedifferent kinds of communication such as facial expression, drawing, body language, writing

3.4	Important Life Skills: Interpersonal relationships	Group Discussion, Group Activity: Show Respect	20 Minutes
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- i. Say that adolescents form deep one-to-one relationships with those they love and get committed to them. For this relationship to happen, certain factors such as faithfulness, trust, willingness, and commitment to friendship are necessary
- ii. Ask the participants with whom they can foster such a relationship? Afterward say that a young person can harness this relationship with family members, friends, peers, adults, and people in authority such as social workers, the village head, teacher etc.
- iii. Explain that as children grow up and start mixing with other children at school and in other social gatherings, they develop interpersonal skills that can become part of their personality
- iv. To explain interpersonal skills in a simple language, say that interpersonal skills are behaviors and tactics a person uses to interact with others effectively.
- v. Tell the trainees that now we will do an activity related to interpersonal relations which is called Show respect
- vi. Depending upon the number, make four groups of trainees.
- vii. Each group to have four members
- viii. Give each group a set of three situation cards which you have prepared earlier. Please see handout A for 'show respect' cards
- ix. Tell them that each group has to read the card aloud and then respond to the question given in it but in a respectful manner
- x. Say that those groups will earn points only if their responding statements have been said in appropriate tone of voice; tell that the group with most points will be the winner
- xi. As an example, take a card and respond to it
- xii. Give them five minutes to read the cards
- xiii. Once every group has read its cards then start with the first group who has read its cards
- xiv. Ask the group members to respond to the questions given in the cards
- xv. Tell the trainees that each card is worth five points. Since each group has three cards then the total score would be 15
- xvi. Note down each groups points, and in the end announce whoever has the highest score
- xvii. After the activity, say that it is through respectful way of communicating with other people that interpersonal relations start developing and continue if nurtured with love and respect

3.5	Important Life Skills: Decision making	Group Discussion, Group Activity: My choice	15 Minutes
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- i. Say that as we grow up, we are frequently confronted with making decisions. Some are small while others are big. Everyone has to make simple decision in daily life, such as what to wear, what to eat etc.
- ii. Ask what kind of choices they have to make in their daily life and based on of what priorities.

- iii. Have a discussion with them on their answers by saying that these are daily life routines, however, apart from these, a person is frequently confronted with making severe decisions e.g. related to future, education, relationship etc.
- iv. Explain that when making a decision a person must be aware of the consequences attached to it. Weighing the pros and cons and arriving at a conclusion is decision-making.
- v. Tell the participants that an interactive activity called 'My choice' will be done now, which will be done individually and everyone present in this room will participate
- vi. Draw a table on a flipchart with two columns. In the left column write "My choice" as its heading and under it write, my friends, my drawing pencil,
- vii. Write "No possibility to choose" as the heading for right column and write underneath it: parents, time for sleep.
- viii. Explain both situations by giving examples.
- ix. For the right column i.e. a situation of how to make the right decision when there is no possibility of choice for example; children do not select their names, parents or other elders do it for them, and because of this some children do not like their names. Is it like this? The response would most likely be yes.
- x. Give handout 2A to everyone. The handout includes the table which you have just drawn on the flipchart.
- xi. Ask them to write one decision for the my Choice column and one for No Choice the column by analyzing their everyday life.
- xii. Give them one minute to do this
- xiii. Once everyone has written, ask randomly what decisions have been written by the participants
- xiv. Explain that the objective of this activity was to teach them how to make their decisions. Further, explain that two life skills have been used during this activity, one is decision making, and the other is critical thinking, which we will discuss later.

3.6	Important Life Skills: Problem Solving	Brainstorming, Group Discussion, Group Activity: Solution bee	15 Minutes
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- i. Start the topic by saying that everyone has worries and problems in their lives, some are big and some are small and as they move on in life, people learn to solve the issues and try to live positively with issues that they cannot solve
- ii. Say that problem solving is the ability to identify, cope with and find solutions to challenging situations, and young people can accomplish this through practice to make healthy choices for themselves
- iii. Announce that an activity called "problem bee" will be done now which is about solving problems
- iv. As a preparation, make a set of small cards with the problem written on one side and a possible solution on the other.
- v. Depending upon the number of participants, this activity can be done in two ways, either divide all the participants into two big groups, or they can be divided into three, four or five groups
- vi. Show the groups the deck of cards and say that a problem is written on each of these cards while on their back side are the solutions or answers to the problems
- vii. Instructing the activity, say that one member from each group will come and pull out one card from the fanned deck.
- viii. Take the card without showing its back and read the problem
- ix. Ask the teams to tell a possible solution to the problem
- x. Whichever team suggests the solution closest to the answer on the other side of card, will get a point
- xi. Instruct the groups to do brainstorming for analyzing all possible solutions before telling the answer
- xii. A group with the most points will be the winner
- xiii. See the cards below for problems and solutions

<p>Problem: As a punishment, I am not allowed to go out today for playing a cricket match.</p> <p>Solution: Request your parents to ground you some other day.</p>	<p>Problem: I forgot to run an errand which my dad gave me.</p> <p>Solution: To avoid this, stick a note on your school bag or on something you can't overlook.</p>	<p>Problem: As the teacher leaves the class, Ali starts making sarcastic comments about me.</p> <p>Solution: Tell the teacher about those inappropriate comments made by Ali.</p>
<p>Problem: A friend asks me to let him cheat from my test.</p> <p>Solution: Let him/her cheat, but talk to him/her afterwards to tell that it is a big dishonesty for both and that you will not help him/her again.</p>	<p>Problem: My best friend told me to lie to class teacher.</p> <p>Solution: Tell the teacher that your friend has lied.</p>	<p>Problem: Teacher asks me to show homework, but I have lost my homework notebook yesterday.</p> <p>Solution: Ask your parents as they might have put it somewhere in the house.</p>

3.7	Important Life Skills: Creative Thinking	Group discussion, Group activity, surviving on an island	20 Minutes
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- i. Explain that all life skills are interrelated and need each other to be successful. Say that creative thinking is a product of decision-making, problem-solving analysis and communication
- ii. Explaining further, say that it helps us to think beyond our own experiences or think out of the box. This will help in responding more adaptively to the situations we encounter in our daily lives.
- iii. Ask how they can use creative thinking?
- iv. Cite these examples of creative thinking as; drawing, painting, games, quizzes, essay writing, role play etc.
- v. Tell the trainees that we will do an activity called Survivors Game which will help them to understand the concept of creative thinking and-out-of-the-box thinking.
- vi. Make three groups of trainees
- vii. Explain that the scenario you are about to tell will require groups to think creatively to hand the situation.
- viii. Explaining the scenario, say that, all of us are stranded on an island, and we somehow know that nobody will arrive until three days.
- ix. Remind the trainees that they have limited food and water so they must careful
- x. Explain that they have to think creatively to make a shelter from the things available on the island such as trees, plants, wood, leaves etc.
- xi. Assign one person from each group to be the group leader
- xii. It's the task of the group leader to involve every group member in the process and be considerate of their ideas.
- xiii. Encourage everyone to think creatively
- xiv. Give them ten minutes
- xv. Ask each group leader to share their group ideas when the time is over,
- xvi. Announce that the group with the most novel and practical idea will be the winner
- xvii. Close the activity by telling the groups to clap for one another
- xviii. Ask how they felt during the activity, was it difficult to think of something different, how they managed it etc.
- xix. Listen to their responses and conclude by saying that creative thinking is a skill which can be enhanced with practice. More they practice, better would be their creative ability

3.8	Important Life Skills: Coping with emotions	Brainstorming, Group Work	25 Minutes
	<ol style="list-style-type: none"> i. Ask participants what do they think emotions are? After their response, explain that emotions are feelings that we express to convey our behavior. Everyone feels different types of emotions which may include appreciation, anger, anxiety, confusion, excitement, fear, relief and nostalgia. ii. Explain that being bored, embarrassed, afraid, disappointed and sad are all such emotions that everyone feels iii. As a life skill, coping with emotions is to recognize them within ourselves in others. One has to be aware of how emotions will influence the behavior and what should be the appropriate response to them. iv. Show them cards having pictures of different Emojis each representing a different mood. Remind them that they must have seen these Emojis on cellphones used in text messages to show the sender's emotions. Ask them the most common Emojis they normally use to represent their mood? v. it is very important that children learn how to manage their emotions in a healthy manner so they can handle their anxiety, stress, fears etc. vi. Say that we will do an activity about emotional control. vii. Distribute handout 5B and explain the picture given in it viii. Explain that there are three emotions (anger, hope and nervous), given in circles/clouds. Ask them to say the names of these emotions ix. Further explain that if they look in the angry cloud, they will see 'when I think about....., written there. Explain that they have to write a name of person, incidence, thing etc. whose thought makes them angry. x. In the hopeful cloud, the same sentence is written and here they have to write about what makes them hopeful. Such as good grades, father's business expansion, moving to another locality, etc. xi. Same goes for third cloud i.e. nervous. First ask them what makes them nervous? Then say that now they can write these feelings in the third cloud. xii. In the end, ask anyone to collect the handout from everyone. xiii. Review and select the top three angry, hopeful and nervous feelings xiv. In Concluding the activity, explain that through this activity we have identified feelings of anger, happiness and confusion and the causes for each of them xv. Say that next, we will do another activity regarding coping with these emotions xvi. Distribute handout C xvii. Explaining the handout says there is a figure of a human head, which is you. Think that because of being angry; you have said something wrong and now you have realized that you shouldn't have said those words. You have to write in the callout/box one what you would say to the person, when you realize that you made a mistake xviii. Example: You had a verbal fight with a friend. You realize that you are wrong, so you apologize by saying sorry. So in the callout/boxword sorry will be written xix. The second sentence is related to something you have done, when you were angry and now you have realized it was wrong. So what would you do if again given the chance. chance. xx. For example a sentence can be sharing your lunch with that friend would be a good idea. So in callout two, we can write, sharing the lunch. xxi. Tell them that in this way, they need to write in callout one and two. Remind them that they have to think and come up with new ideas. xxii. Give them five minutes for brainstorming and writing xxiii. Once time is up, ask them to share what they have written xxiv. Once each group has shared its thoughts, provide comments xxv. Lastly thank the them for showing interest in the activity and close the session 		

The session on life skill would leave you with a deep thought and some key questions.

Am I confident to say any odd things to my parents any thing that I am thinking odd won't be an odd thing for my parents? A

Am I a good communicator?

Do I make mistakes in my daily communication? How does this occur and how often this happens?

Can I face tough situation? Do I have courage to talk to a group of people about some innovative idea?

Do people take me seriously?

Can I have good control of my emotions?

Have my education system has been helpful in developing effective life skills?

How I need to work hard to develop life skills for an effective leadership role?

What is project expectations from me as being young leader?

Do I have courage, stamina.. energies, skills and competencies to meet those expectations?

How this session enables me strengthen my personality for grooming as effective young leader for my area of influence/ communities?

Life Skill Based Education plays pivotal part in shaping up the future of students. It nurtures one's ability to adapt to all sort of circumstances in an efficient manner and to succeed in all walks of life.

Inculcation of life skills such as problem solving and self-awareness will enable you as students, to respond to any challenging situation with confidence, efficacy and competency. Another benefit is that it will aid you in tracing the problem, navigating the risk factors and evaluating the best possible regime to tackle the situation.

With decision-making skills, you'll be able to make right and most viable decision, timely.

Developing strong interpersonal relationships will instill skills within you to function well in society and do utmost to make community a better place for tomorrow.



Session 4: Communication Skills for School Council Members

Session Objectives

By the end of this session, participants would be able to

- To define communication and understand its different types
- To understand why communication skills are necessary for students
- To learn about the tips for improving communication

Session Overview

S. #	Topic	Method	Time in Minutes
4.1	Communication and its types	Group Discussion, PPP, Group Activity: Understanding nonverbal communication Group Activity: Follow me	30
4.2	Why are communication skills important for students?	Discussion, PPP, Group Activity: Draw what you listen	20
4.3	Successful communication tips for students	Lecture, PPP, Brainstorming Group Activity: Listen, understand and reciprocate appropriately, Role play: Know your context and environment	30
4.4	Why Communication Skills are Important for School Council	Lecture, Brainstorming	20
4.5	Successful Communication Tips for School Council	Lecture, Brainstorming	20
Total Time			120 Minutes

Handout



Handout 4A: What is communication and its types?
Handout 4B: Importance of communication skills for students
Handout 4C: Tips for Improving Communication

Material Required

Flipcharts, markers, PowerPoint Slides, A4 size papers

Advance Preparation:

Review the PowerPoint slides and group activities

Process for Conducting the Session

4.1	Communication and its types	Discussion, Presentation	10 Minutes
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- i. Start the session by saying that communication skills are essential for everyone. Do define communication skills, present slide 4.1
- ii. Say that communication is present in many forms. Ask if they know about such forms. Afterward explain that communication can be divided into two broad categories
- iii. Explain that two types of communication are verbal and non – nonverbal communication. To describe these two types, present slide 4.2
- iv. Ask what will happen if you say one thing with your words and another with your face or body?
- v. After participants’ response, explain that result would be that you most likely will end up giving mixed messages which will confuse others therefore you should make sure you are saying what you want to say with your words and your face, body, and tone
- vi. Inform that we will do an exciting activity related to nonverbal communication
- vii. Tell the participants that we will do an activity highlighting the importance of nonverbal communication. Explain that you are going to give them number of instructions which they have to follow or copy as fast as they can.
 - viii. Do the actions given below:
 - a. Put your finger on your nose.
 - b. Clap your hands.
 - c. Stand up.
 - d. Touch your shoulder.
 - e. Sit down.
 - f. Stamp your foot.
 - g. Cross your arms.
 - h. Put your hand on your mouth (but while saying this, instead of your mouth, put your finger on your nose).
 - ix. Observe how many participants copied what you did instead of what you said.
 - x. Ask them what made them follow the wrong action?
 - xi. Do a discussion on how body language can influence our understanding and our actions
 - xii. Say that body language influences what we hear or can impact the verbal communication we hear.
 - xiii. Close the activity by advising that as we become more aware of our own and of other’s body language, we will be able to improve our communication skills

Activity: Understanding Non-Verbal Communication

- As a starting point, instruct the participants to write down all the nonverbal types of communication which we have discussed
- Once they are finished writing, give them further instructions about what they need to do.
- Explain that a video will be shown to them which they have to watch for five to six minutes. But the volume of video will be turned off. While watching the program they have to identify the different non-verbal messages, which were expressed in the video. Have a discussion about what they have observed.
- To start this discussion, ask them the following questions
- What non-verbal messages have they observed?
- How important do they think non-verbal messages were in helping them to understand what was happening in the video?
- Do they think that non-verbal messages are always understandable in real life?
- What can be done to be more aware of non-verbal messages?

NOTE: Or an alternative activity given below can be done for highlighting the importance of

Group Activity : For Non Verbal Communication: Follow Me

4.2	Why Communication Skills are Important for Students	Lecture, Discussion, PPP, Group Activity: Draw what you listen	25 Minutes
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- i. Explaining the importance of communication skills is a very important aspect of youth’s personality development as these nurtures their activity, brings clarity in expression of thoughts, and improve confidence.
- ii. Since high school students may enter practical life soon after finishing school, therefore these skills can play an important role in the career which they choose to pursue.

- iii. Students who have low communication skills might not be able to properly convey their thoughts and feelings in classroom during a presentation, speaking, or writing. This can also make it difficult for teachers to assess the progress of these students
- iv. Highlight that the communication is the foundation of all of our relations as it provides basis for a person’s interactions and feelings for another person. It allows people to tell others what they are experiencing and what are their needs therefore when communication is good, we feel good about our relationships
- v. Present slide 4.3 to further describe the importance of communication for students

Group Activity: Listen and Draw

- Give blank A4 size paper to every participant.
- Explaining the activity tell them that you will give verbal instructions for drawing an object, and they have to follow these instructions
- Remind them that they need to listen attentively if they want to draw accurately
- Tell them to draw a square, measuring four inches on each side.
- Next they have to draw a circle in the middle of square
- Now instruct to draw two lines which intersects the circle to divide it into four equal parts
- Once the instructions have all been read, compare drawings and decide who won.
- Note that it is not necessary to draw the above mentioned, it is at the discretion of the trainer

4.3	Successful Communication Tips for Students	Lecture, PPP, Group Activity, Role Play	40 Minutes
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- i. Say that improving your communication skills will enable you to establish better relationships at school, home and in social life. Poor communication skills will have negative effects on all your relationships.
- ii. Inform that good thing is that all it takes to develop better communication skills is to have commitment to do it and some effort
- iii. Ask the participants to brainstorm about tips which can unlock the door to successful communication and write their responses on flipcharts
- iv. Then present Slide 4.4 to describe the tips that can help in improving communication skills. (Consult hand-out 3 for explaining slide 4.4)
- v. conduct activities for point 3 and point 9

Group Activity: Role Play, Know your context and environment

- Tell the participants that they would be given three situations and have to perform according to them.
- Select different participants to demonstrate for the following situations
- Situation 1: How to communicate with their friends.
- Situation 2: How to communicate with family members.
- Situation 3: How to communicate with an employer at a job interview
- Now ask the following questions;
- What are the expectations of each person who is listening to you?
- What would happen if you greet your friends in the same manner as greet the job interviewer?
- What will happen if you greet an interviewer in the same manner as you greet your friends?
- Concluding the activity say that the purpose of this activity was to discuss why different types of communication should be used in different situations and environments. This has shown that language/communication changes with the environment/context – therefore for improving your communication it is important to remember what is acceptable and expected in one situation may not be suitable in another

Group Activity: Listen, understand and reciprocate appropriately

- Say that we have discussed various tips for improving communication, one of which is active listening. Tell that we will do an activity called ‘group story’ to understand this.
- Explain that group stories are a great way to practice active listening with family and friends. It also gives adolescent to be creative
- Tell them to be as creative as possible
- Select one person randomly to start the activity
- Giving instructions to start the activity, tell that person that they have to start any story by saying the first sentence only e.g. Once upon a time, there was a inquisitive boy named It’s up to the storyteller to think what could be the starting sentence of the story
- Then point towards the next or any other participant to add onto the story with just one sentence as well e.g. Ali lived with her mother and father in a beautiful house located in Karachi
 - a. Then the third person will add one more sentence to the story which will continue until all the participants have contributed to the story.
 - b. Remind them to be creative
 - c. In conclusion, ask how they felt while participating in the activity and what they have analyzed.
 - d. in this activity, verbal and nonverbal communication (listening) have played a major role.

Listening was at the heart of this activity and it showed that one has to be an attentive listener in order to respond to what has already been said to generate a meaningful communication. It can be other way round if listener is not attentive.

4.4	Why Communication Skills are Important for School Council	Lecture, Brainstorming	40 Minutes
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- i. School councils enhance students' learning through the cooperative efforts of parents, students, staff members, and community members. It is an advisory body of volunteers who work together to provide ideas and opinions to help the students, school principal, and staff make the school a better place for learning²
- ii. Student council has many important tasks to perform, and for each of these tasks, communication plays a central role. Given below are some of these responsibilities
 - If members of the school council have good communication skills, they may be able to help the school, its students, and community. Poor communication between school council and these stakeholders will result in confusion.
 - School council can provide leadership opportunities to students and the community if they can communicate effectively
 - It can encourage the personal growth of students through mentoring.
 - SC can enhance students' educational experience by giving them different responsibilities and opportunities to participate in organizing and implementing activities.
 - SC has to create awareness of human relations, power structures, and how one effectively operates within them. This can only be achieved if the communication channels between school council and school administration, faculty and students are clear
 - SC can improve understanding between and within groups through interaction and communications.
 - It can encourage students by effectively communicating to them about making well-informed decisions in life
 - It is also the objective of SC to create awareness within the communities about good leadership qualities by communicating to them how they can become more informed, concerned and active citizens of their communities

4.5	Successful Communication Tips for School Council	Lecture, Brainstorming	40 Minutes
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- i. Improving communication skills will enable school council members to establish better relationships with school, students, community and social life. Poor communication skills result in projecting negative impact on relationships.
- ii. Good thing is that all it takes to develop better communication skills is to have a commitment to do it and some effort. Given below are some of the tips which can unlock the door to successful communication
 - Maintain eye contact with the listener: Lack of eye contact in a conversation reflects shyness, lack of confidence or disinterest. There should be proper eye contact between the listener and the speaker to communicate effectively
 - Avoid Interruptions in a Conversation: Some students tend to interrupt teachers in a classroom. These interruptions show that such students may not be good listeners. The teacher must work with such students to make them listeners, eventually leading them to be good speakers.
 - Listen, understand and reciprocate appropriately: When a person is attentively listening, they will be able to talk about that effectively. A person needs to develop the patience to listen, understand and respond or struggle with conversations.

² <https://www.hdsb.ca/our-board/Pages/Get%20Involved/School%20Council%20Handbook%20Supplement%20-%20202016/Roles-and-Responsibilities-of-Council-Members.aspx>

- Speak clearly and be audible: Avoid using words like “um”, “like”, “kind of” “you know” etc. making conversations unclear. These filler words should be avoided entirely or reduced to a certain level with regular practice.
- Always be courteous in your communications with others: Courtesy lets people know you care. The words “Thank You” show that you appreciate a person’s efforts. Try saying, “would you please...” instead of just, “Please...” You will sound less dogmatic.
- Be consistent and precise in communications: Consistency builds trust. Asking, “Did I explain this clearly?” will assure that people understood what you said.
- Have something interesting to say: You cannot hold a person’s interest if you have nothing interesting to say. Here are some of the ways you can learn to be a compelling communicator. Read your hometown paper daily. Read industry literature to know what is going on in your industry. Rehearse telling a few short personal stories about your thrilling experiences.
- Listen to what others say and show interest in the conversation: Listening demonstrates respect and admiration. Make your conversation like a game of tennis and keep the ball going back and forth.
- Knowing our audience and understanding how they need to receive information is equally important as knowing ourselves. Knowing how to communicate with people in the proper context for a given situation is an important skill. For example, it’s common practice in the professional world to shake hands with people when meeting, rather than offering a hug. We might use slang with our friends when talking about what happened at school or at home, but we would usually use different words and mannerisms when telling our parents the same information.



The session would leave you with an important aspect that communication is core of every success. It is not only verbal communication but non verbal communication actually reflects your feelings, behavior, type of personality, mood swings and so many aspects that you ever don't realize. The way you sit and stand in a public forum tells how confident you are! The way you dress up communicates how cool you are! The colors you prefer to wear tell you personality type. Thus, your closet tells how organized you are? Your office bag explains how organized you are?

The home décor communicates the type of inhabitants of the house? The traffic on roads communicates their attitude so you could say they are organized and disciplined people or they are a crowd and a mob?

Remember; that we not need to say anything to tell people who we are? Often our actions speak about us. Our actions tell if we are punctual? We are committed. We love learning new things. We are tolerant.

Thus, the training is an opportunity for you all to improve your communication skills, listening power, non verbal communication and strengthen confidence to be a great young leader.

Effective communication works as a foundation in youth's personality development as it bridges the gap between basic functioning and capabilities. Communication is about expressing and exchanging ideas and thoughts to convey information either verbally or non-verbally.

To communicate effectively, you need to be concrete and clear to convey a message, be receptive of what other say, be conscious of the tone of your voice, have clarity of purpose and ensure eye contact is established since visual sense is dominant for most people and is a significant form of non-verbal communication.

Regulated verbal contact and physical expression will enable students not only in forging career development and professionalism but also instilling collaborative attitude and constructive actions.

Session 5: Need and Importance of Co -Curricular Activities


Session Objectives

By the end of this session, participants would be able to

- learn about co-curricular activities and how they vary from extra-curricular activities
- understand the impact of co-curricular activities on students
- analyze the scope and need of co-curricular activities in government schools
- Identify how co-curricular activities can be introduced/revived in public schools

Session Overview

S. #	Topic	Method	Time in Minutes
5.1	What are co-curricular activities and how they differ from extra-curricular activities	Brainstorming, Group Discussion, PowerPoint Presentation	10
5.2	Impact of co-curricular activities on students	Brainstorming, Group Discussion, PowerPoint Presentation, Group Activity: Who am I?	25
5.3	Scope and need of co-curricular activities in schools	Brainstorming, Group Discussion, PowerPoint Presentation	10
5.4	How to introduce/ revive co-curricular activities in public schools	Brainstorming, Group Discussion, PowerPoint Presentation	10
Total Time			55 Minutes

Handout	
	Handout 5A: Co-Curricular and Extra-Curricular Activities Handout 5B: How Co-curricular activities Create an Impact on Students' Life Handout 5C: Why Co-curricular activities are needed in schools Handout 5D: Top 10 Co-Curricular Activities and Why You Should add them to Your Resume?

Material Required

Flipcharts, Markers, PowerPoint Slides, Flashcards, Masking Tape

Advance Preparation:

For group activity, who am I? Think about the names of famous people with whom you think your participants are acquainted. Names could be of actors, musicians, athletes, public figures, super-heroes, or characters from famous books or movies. It is important to select those names that your target group knows. Write the selected names on flashcards, with one name per flashcard. Total Cards need to be equal to total number of participants.

Review the PowerPoint slides and group activities

Process for Conducting the Session

5.1	What are co-curricular activities and how Do they differ from extra-curricular activities	Brainstorming, Group Discussion, PPP	10 Minutes
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- i. Start the session by asking the participants about their knowledge about co-curricular activities and then explain by presenting PowerPoint slide 5.1 given below
- ii. Ask whether they think co-curricular and extra-curricular activities are the same
- iii. Explain that co-curricular activities are mostly an expansion of academic learning in contrast, extra-curricular activities are not offered by the school or educational institution itself and are not linked to a formal curriculum but still have some glimpse of educational influence and are almost similar to the co-curricular but generally includes outdoor and fun activities. These activities are usually organized for the development of the cultural and social development. It also contains activities that involves aesthetics and cultural, civic, physical development development, and social welfare development such as sports, debate and drama clubs, school publications, student council, and other social events.
- iv. Explain that extra-curricular activities are manually irrelevant to the academic section, but still, it has some glimpse of educational influence. Present slide 5.2 to further elaborate on extra-curricular activities.
- v. However, the primary purpose of both co-curricular and extra-curricular activities is the personality development of the students and encouraging them to study healthily through debate and group discussion, workshops, seminars, conference presentations, social interactions, dramatics, forum events, art groups, and also library work.

5.2	Impact of co-curricular and extra - activities on students	Brainstorming, Group Discussion, PPP, Group Activity: Who am I?	20 Minutes
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- i. Ask who among them has taken part in co-curricular activities.
- ii. Ask them what kind of extra or co-curricular activities they have participated in and how these impacted them?
- iii. Thank the participants for sharing their personal experiences
- iv. Say that some research has been carried out in Pakistan to analyze the impact of extra-curricular or co-curricular activities on high school students.
- v. Explain that research has shown that extra-curricular activities provide real-world experiences to the students while such experiences are not included in the formal courses of study
- vi. To describe how extra and co-curricular activities impact the students, present slide 5.2 and explain it with the help of information stated in handout 4B
- vii. Before closing the topic, inform them that a group activity will be done and participants have to identify how it impacted them. Say that we have already learned how co-curricular activities can have an impact on students. So they have to keep in mind those points.

Group Activity 1: Who am I?

- Give every participant one flashcard you prepared earlier by writing one name (per card) of the famous personalities.
- Tell them they are not allowed to see the name on their card.
- Tape the card on everyone's forehead
- Giving instructions for the activity, say that every participant has to guess the name written on the flashcard. They have to ask questions from other participants.
- Tell them that they are only allowed to ask questions whose answer is either yes or no. Give them examples of the questions, such as
 - "Am I someone who's alive right now?"
 - "Am I a real person?"
 - "Have I been in a movie?"
 - "Do I make music or sing?"
 - "Do I have a beard?"
- Make sure that everyone asks only one question from another person
- Tell them they have to move around and talk to multiple people
- Explain that those who have correctly guessed the name can continue to give clues to the those who have not yet guessed correctly
- End the game when all have guessed the names or when time's up
- Make sure that nobody feels singled out if they have not guessed the name correctly
- To conclude, ask the participants how this activity impacted them. Remind them about the impacts which were discussed prior to the activity, such as a positive change in mood, reduction in stress and tension, improvement in self-confidence etc.
- Discuss the identified points and conclude by thanking the participants for their active involvement in the activity

18 Youth Group Games, Lessons, & Activities for Churches 2021 (pushpay.com)

5.3	Scope and need of co-curricular activities in Schools	Brainstorming, PPP, Group Discussion	10 Minutes
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- i. Start the topic by narrating a saying of Mahatma Gandhi, who defined education in the light of such activities. Present slide 5.3 to describe that saying.
- ii. Explain that modern education relies on roundedness which implies that a child comes to school not only for learning the curriculum but also for mental, physical, social, spiritual and vocational education as well
- iii. Ask whether they think that co-curricular activities needed in schools or just a waste of time. Tell them that they have to provide reasons for their answers
- iv. Listen to the responses, and then say that co-curricular activities help in the holistic development of students and also aid in developing critical skills and abilities which are essential for success and happiness in everyday life and workplace environment
- v. Present slide 5.4 and explain it with the help of handout 5C
- vi. Ask which activities provide such opportunities
- vii. Complement their answers with examples of dramatics, folk songs, cultural and traditional dance, folk music of different areas in the country, exhibitions for displaying local cottage industry products, and various religious and social festivals that provide better knowledge and understanding of our Pakistani culture and cultural interests among students

5.4	Problems associated with Introducing or Reviving Co-curricular Activities in Schools	Brainstorming, PPP, Group Discussion	10 Minutes
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- i. Start by saying that arranging co-curricular activities in schools is a meaningful learning and recreational component of the school activities that students expect to continue
- ii. Despite this, there are some problems associated with implementing them in schools
- iii. Ask if they could list any problems which they themselves have experienced in this regard
- iv. Appreciate their views. Afterward say that we will discuss these problems plus some others and then will try to find a way out
- v. Explain that in the Pakistani school system majority of co-curricular activities are not done because of the lower education level and conservativeness of the people of that area because they consider such activities as wastage of time and resources, while some parents believe that those schools provide successful results where emphasis is only on curriculum and not on co-curricular activities
- vi. Another issue related to co-curricular activities is the lack of financial, and human resources as well as related facilities such as the non-availability of playgrounds or open play areas, especially in private schools
- vii. Say that another major issue is of areas law & orders and security situations. Parents hesitate to send their children on educational/study tours or do not allow their children to take part in co-curricular activities
- ix. To discuss the solutions to the above-mentioned problems, ask participants for possible solutions. Discuss on the identified solutions
- x. Then present slide 4.5 to round off the discussion



This is the co curriculum activities that often unpack the potential and strengths of growing youth. This session would help you go through your recent past and analyze how co curriculum activities have been helpful in harnessing your potential in many ways.

Many life skills are developed and strengthened through co curriculum activities for example team building, coping with emotions, communication, decision making.

Imagine how debates in your school and college has helped you develop your confidence? How some game with friends had helped you develop team building and decision making skills? Absence of co curriculum activities often results into lack of life skills development in our children. You would often see that creativity is blocked if we don't allow young people think and analyze about happenings around.

Among the most valuable things that you will learn apart from the academic course, are the co-curricular activities. Co-curricular activities are structured and proportioned with the educational curriculum to be pursued in addition to the regular curriculum to enable to student to broaden their horizon beyond studies.

Among the most valuable things that you will learn apart from the academic course, are the co-curricular activities. Co-curricular activities are structured and proportioned with the educational curriculum to be pursued in addition to the regular curriculum to enable to student to broaden their horizon beyond studies.

They play a critical role in civic and social development of the students where they learn tolerance, empathy, compassion, listening to and accepting others decisions.

For the success and character building of students, co-curricular activities are fundamental in numerous aspects of life as they instill social and intellectual skills.

There has been a preconceived notion that co-curricular and extra-curricular activities are identical, although they may sound similar, extra-curricular activities are not tied to the curriculum.

To communicate effectively, you need to be concrete and clear to convey a message, be receptive of what other say, be conscious of the tone of your voice, have clarity of purpose and ensure eye contact is established since visual sense is dominant for most people and is a significant form of non-verbal communication.

Regulated verbal contact and physical expression will enable students not only in forging career development and professionalism but also instilling collaborative attitude and constructive actions.

Session 6: Health and Wellbeing of Students


Session Objectives

By the end of this session, participants would be able to

- To know about adolescence and its different stages
- To learn what RH is for adolescents and its importance
- To identify factors that influence the RH of adolescents
- To understand how to maintain RH in adolescence

Session Overview

S. #	Topic	Method	Time in Minutes
6.1	What is good health?	Brainstorming, PowerPoint Presentation	5
6.2	Defining adolescence	Brainstorming, PowerPoint Presentation	10
6.3	What is reproductive health for the adolescent?	Brainstorming, PowerPoint Presentation	5
6.4	Why focus on RH for adolescents?	Brainstorming, PowerPoint Presentation	5
6.5	Factors influencing adolescent's RH	Brainstorming, PowerPoint Presentation	10
6.6	How to maintain RH during adolescence?	Brainstorming, Group Discussion, PowerPoint Presentation	10
6.7	What is mental health?	Lecture, Brainstorming, PowerPoint Presentation	15
Total Time			60 Minutes

Handout	
	Handout 6A: What is Reproductive Health for Adolescents? Handout 6B: Key RH Characteristics during the Stages of Adolescence Handout 6C: Practices to Maintain Good Reproductive Health

Material Required

Flipcharts, Markers, PowerPoint Slides, Masking Tape

Advance Preparation:

Review the PowerPoint slides and group activities

Photocopies of the handouts according to the number of participants

Process for Conducting the Session

6.1	What is Good Health?	Brainstorming, PowerPoint Presentation	5 Minutes
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- i. Start the session by asking who a healthy person is.
- ii. Afterward explain that healthy person is free from all disease and infections, both physically and mentally. Explain that health is an energetic condition, resulting from a body's constant modification and ability to adapt in response to stress and changes in the environment.
- iii. Say that to lead a happy life, it is essential for a person to be healthy, especially during adolescence. To be healthy a person needs to be physically as well as mentally fit and healthy.
- iv. Highlight that hygiene is a door to a healthy body and mind

6.2	Defining Adolescence	Brainstorming, PowerPoint Presentation	10 Minutes
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- i. Ask do they know what adolescence is Afterward explain that WHO defines it as a stage happening between the ages of 10 – 19.
- ii. Present slide 6.1 (annexed)
- iii. Explain that adolescence can be divided into four developmental stages (Pre puberty, early adolescence, middle adolescence and late adolescence). Present slide 6.2 to describe these four stages

6.3	What is Reproductive Health for Adolescents?	Brainstorming, PowerPoint Presentation	10 Minutes
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- i. Ask how many of you know about RH Once participants have responded, explain that WHO has defined it as: Reproductive health is a state of complete physical, mental & social well-being, and not merely the absence of disease or infirmity, in all matters relating to the reproductive system and to its functions and processes people become mature as they establish their own identities as adult. Inform that at this stage young people also become financially independent as they enter practical life and start earning.
- ii. Explain that according to WHO, young people are those between the ages of 10-24.
- iii. Now show WHO definition of RH by presenting slide 6.3

6.4	Why Focus on RH for Adolescents?	Brainstorming, PowerPoint Presentation	5 Minutes
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- i. Ask what could be the reason for focusing on the SRH for adolescents?
- ii. Explain that the most important reason is that young people, age 10-24 are one-third of the world's total population, while in Pakistan this percentage is much higher. Our country's population comprises of 63% young people
- iii. Citing WHO, says that more than half of new HIV infections worldwide occur among young people under the age 25. Further, WHO estimates that up to 60 percent of all new sexually transmitted diseases or infections occur among youth (age 15-24) and what is alarming is that 62 percent of HIV-infected youth are young females. In view of these circumstances, it is necessary to prepare the youth of our country to be well informed in the face of such diseases
- iv. Say that in the absence of proper RH knowledge, facilities and practices, sexually transmitted diseases start spreading such as HIV, which often leads to depression among young people affecting their mental health. A depressed person is often prone to get involved in harmful practices such as self-harm and violence of any kind
- v. Explain that there are many other problems that are linked with lack of knowledge about RH, such as child marriage which used to be quite a common tradition in our country. As girl child is not physically mature, therefore when she gets married, she becomes extremely vulnerable in the face of death because of frequent uncontrolled pregnancies.
- vi. To conclude the topic, say we have seen that in the absence of adequate knowledge about mental health many problems start emerging and that is why it was necessary to discuss it in this training to educate young people about it for living a healthy life

6.5	Factors influencing Adolescents RH	Brainstorming, PowerPoint Presentation	10 Minutes
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- i. Say that numerous internal and external factors influence the RH of adolescents and young people directly or indirectly such as biological, emotional, sexual etc.
- ii. Present slide 6.4³ to explain the factors influencing the RH of adolescents and young people. Explain the slide in detail by consulting handout 6B
- iii. Involve participants in the discussion by asking them to share examples and experiences related to the topic (if any)

6.6	How to Maintain RH During Adolescence? ⁴	Brainstorming, Group Discussion, PowerPoint Presentation	10 Minutes
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- i. Explain that society or population can be healthy if it maintains reproductive health appropriately.
- ii. Say that adolescence represents a stage of growth where changes in the body lead to maturity. To remain healthy at this growing stage of their life, young people must follow good hygiene practices
- iii. Explain that for being healthy, one has to practice good hygiene at a personal level, referred to as personal hygiene and also at the community level which is called social hygiene
- iv. Inform the participants that we will discuss now ways to maintain reproductive health during adolescence. To define these, present slide 6.5 and explain each of the points stated in it with the help of handout 6C

6.7	Mental Health	Lecture, Brainstorming, PowerPoint Presentation	15 Minutes
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- i. Ask participants if they have heard of the term 'mental health' Remind them that we have very briefly discussed it as one of the consequences of lack of knowledge regarding RH
- ii. Explain that mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act and is essential at every stage of life, from childhood and adolescence through adulthood and remains to be the basis for people to live a happy life ⁵
- iii. To explain mental health in words of WHO, present slide 6. ⁶
- iv. Emphasize that if anyone experiences mental health problems, their thinking, mood, and behavior could be affected.
- v. Ask participants what they think could be the factors responsible for mental health
- vi. After participants have given their views, explain that there are many factors responsible for arising mental health problems and including biological factors, such as genes or brain chemistry, life experiences, such as trauma or abuse and family history of mental health problems, such as mother, father, sister, brother etc.
- vii. Say that now we will discuss signs which can indicate either we or anyone else in our family or circle of friends have mental health problems. To talk about these indications, distribute handout 6C which contains a list of mental health indicators
- viii. Ask someone from the participants to read the indicators for mental health. Explain each point as it is read
- ix. Explain that mental health is curable and most people recover after getting the treatment.
- x. Describe that mental health and reproductive health are also related . Explain that mental health problems may develop due to RH problems such as choice in

³ James-Traore, T. A. 2001. Developmentally Based Interventions and Strategies: Promoting Reproductive Health and Reducing Risk among Adolescents. [FOCUS Tool Series 4]. FOCUS on Young Adults.

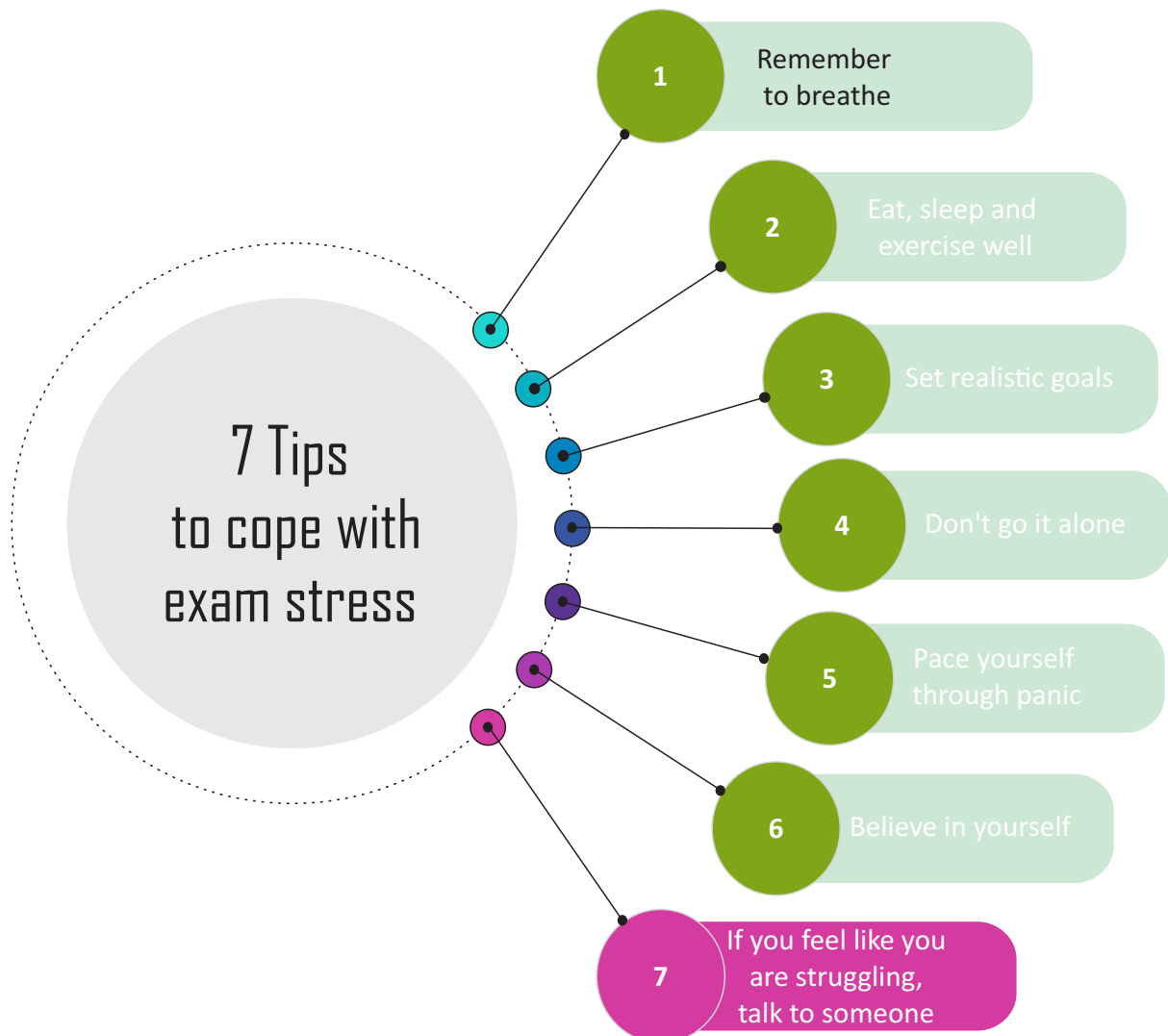
⁴ Source: [Reproductive Health and Adolescence - Reproductive Health Indicators \(byjus.com\)](#)

⁵ <https://www.mentalhealth.gov/basics/what-is-mental-health>

⁶ [Mental health \(who.int\)](#)

reproductive decisions, unintended pregnancy, unsafe abortion, sexually transmissible infections including HIV, infertility etc.

- xi. Lastly, describe that cyberbullying also affects mental health. Cyberbullying is the use of cell phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass, threaten or intimidate someone. Cyberbullying is often done by children, who have increasingly early access to these technologies.





You will enjoy this session till the end of last activity and slide. The session would unpack the need and importance of reproductive health for young girls and boys. Many things we don't share with adolescents are often learned through unwanted sources and friends.

The session would give you confidence that your body is your right and you have all the right to know about the changes happening in your body. Parents are the mentors of children and they should be the source of first information to teach their children about puberty and body needs.



Girls and boys are biologically so the changes in body occur in different manner. Young people also found it hard to cope up with changing situation. The session would provide you with examples when mentoring and support by parents, teachers, peers could save life of young people and if this doesn't happen how it damages both parents and children.

Strengthening life skill among young leaders would help you feel confident about reproductive health and an insight of religion would also give you confidence to talk about the issues and concerns related to reproductive health.

According to WHO, Adolescent Reproductive Health (ARH) refers to the state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity, in all matters relating to the reproductive system of people between the ages of ten to twenty-four.

Adolescence is a transitional phase of rapid physical and psychological (cognitive and emotional) growth of development leaving adolescents vulnerable with severe implications if they are not counselled or educated regarding reproductive health.



Empowering adolescents to know and exercise their rights, may it be delaying early marriage or refusal of drugs consumption due to peer pressure, will aid them in making life choices that fall in their best interest. As key decision makers, awareness must be raised among adolescents regarding factors that influence their reproductive health whether it be biological, social, ethical, familial or sexual.

To communicate effectively, you need to be concrete and clear to convey a message, be receptive of what other say, be conscious of the tone of your voice, have clarity of purpose and ensure eye contact is established since visual sense is dominant for most people and is a significant form of non-verbal communication.

Regulated verbal contact and physical expression will enable students not only in forging career development and professionalism but also instilling collaborative attitude and constructive actions.

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Session 7: Setting Milestone and Meeting Deadlines


Session Objectives

By the end of this session, participants would be able to

- Being students understand our responsibilities school
- Learn ways to fulfill the duties which students have toward schools
- As students learn about the responsibilities towards society
- Learn how to meet the students' duties toward the society

Session Overview

S. #	Topic	Method	Time in Minutes
7.1	Am I a Responsible Person?	Group Activity	10
7.2	What is Responsibility?	Brainstorming, PPP	5
7.3	High School Students' Responsibilities	Group Work, Group Discussion, PPP	25
7.4	Responsibilities of High School Students towards Society	Video, Group Discussion, PPP	20
Total Time			65 Minutes

Handout	
	Handout 7A: Are You a Responsible Person? Handout 7B: Responsibility Handout 7C: Responsibilities of High School Students towards Society

Material Required

Flipcharts, Markers, PowerPoint Slides, Video film, internet connection

Advance Preparation:

Assure that the internet is available in the training hall for playing the video on YouTube

Photocopies of the handouts according to the number of participants

Process of Conducting Session

7.1	Am I a Responsible Person?	Group Activity	10 Minutes
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- i. Start the session with an activity.
- ii. Tell the participants that they will be given a self-evaluation form to assess whether they are responsible or not.
- iii. Instruct them that all they have to do is to tick the appropriate yes or no box in response to the statement given with them
- iv. Tell them that they have one minute for this activity, so they have to act fast
- v. Explain all the questions/statements given in the form.
- vi. Say that if anybody wants to clarify anything, they can do it now
- vii. Tell them to be honest in their opinion while ticking the answer
- viii. Distribute handout 7A amongst the entire group
- ix. Start the timer on your cell phone
- x. When one minute is over, tell them to stop
- xi. Ask how many have ticked true for all questions. Tell them to give reasons for all true answers
- xii. Then ask who has ticked one, two or more false. And what made them tick the false?
- xiii. Ask them the following questions:
 - Was it difficult to assess yourself?
 - What kind of difficulty they face?
 - Which questions were hard to answer?
 - Have they ever thought about the points mentioned in the form?
- xiv. Conclude by saying that this activity has made them judge their level of responsibility in terms of empathy, commitment, self-control, reliability, accountability and judgment and now they know their weaker areas which they need to work on to become more responsible

7.2	What is Responsibility?	Brainstorming, PPP	5 Minutes
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- i. Ask what comes to their mind when they think about responsibility? Describe in one word.
- ii. Write those words on the flipchart and discuss why they consider these responsibilities
- iii. Say that if we combine all these different words, we can then define responsibility
- iv. Present slide 6.1 to define responsibility
- v. Say that taking more independence and responsibility is part of adolescents' growth, and ⁷teaching the value of responsibility goes a long way in guiding them to becoming responsible young adults. Responsibility is not just about how the choices you make affect yourself, but also how your choices and actions affect others
Explain that if you want to acquire a sense of responsibility, then it is crucial to work daily a Although it can be challenging it is the only way to achieve that when you grow up, be responsible adult and therefore fulfill your obligations in all contexts and situations of your life

7.3	High School Students' Responsibilities	Group Work, Group Discussion, PPP	25 Minutes
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- i. Start the topic by saying that school is the second home of a student as they spend a significant portion of their lives in schools
- ii. Explain that as times change, the role of students is evolving from being just learners to a facilitator to task monitors. They collect materials for learning and assignments, check on their study times, put back materials at their respective places after using them, and more.
- iii. Tell that we are going to do a group about students' responsibilities towards their schools
- iv. Make groups comprising of at least four participants
- v. Tell them each group has to think about their responsibilities towards school as senior students?

⁷ Inspired by www.today.com/parenting-guides/here-s-how-teach-teena...

- vi. Tell them that each group has to write the responsibilities on a flipchart in the form of bullet points
- vii. Give ten minutes to think and write the responsibilities
- viii. Once all the groups have finished writing, ask them to place their charts side by side on the wall side with the help of masking tape
- ix. Now go over all the charts and highlight the common points or responsibilities
- x. Ask how many participants fulfill these responsibilities?
- xi. Then say that we will further discuss some other responsibilities which they have not mentioned
- xii. Present slide 7.2 and describe the ones which have not been discussed earlier
- xiii. If their teachers are present, tell them to make efforts to commit the students to undertake these responsibilities and do share with us how much success was achieved

7.4	Responsibilities of High School Students towards Society	Video, Group Discussion, PPP	20 Minutes
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- i. Start the last topic of the session by saying that we often hear that the corporate sector and governments initiate projects for bringing positive social change in society. Do they know about any such projects?
- ii. Ask that it is only the corporate sector and governments' liability to be socially responsible? Does youth has no role to play in this regard? Or do you blames the government for doing everything?
- iii. Explain that being a student, they have a big role to play in society as a volunteer. Such as Keeping the school or college building and surrounding neighborhood clean, picking up the litter and putting it in the trash can, can be your first step as being a socially responsible citizen
- iv. Tell them that now we will watch a short video about social responsibility. ⁸
- v. Ask them what they learned from this video and do wether they think they can also do this?
- vi. Say that what was shown in the video is that small acts of kindness can change bring happiness to someone or even save anyone's life, and a person does not have to spend any money to do these. These are all starting steps they we can take to move in this direction
- vii. Present slide 6.3 and explain it by reviewing handout 6C

⁸ (25) BE SOCIALLY RESPONSIBLE: A Short Film on Social Awareness and Social Responsibility - YouTube

TAKE AWAY

- The session would leave you with the need and importance of time setting in your life. Sun rises at a set time and It is happening since ages. A difference of seconds and micro seconds causes the change of days and lights. It is important to understand the importance of time. Once it flies it never come back.
- What is important that we should have milestones to achieve and then we should celebrate the achievements to cherish the moments. Setting the milestones and taking responsibility is built in the childhood time when teacher assigns home work and some children do it particularly and some don't. Some children improve this habit over time and some grow with the same attitude.
- Remember, our habits grow with us; our attitude grows with time either positive or negative. This session would help you understand how good you are at taking responsibilities? How passive or active you are in making deadlines clear? How efficient you are to respond to the calls as volunteer leader from your peers and area of influence? How good you are at improving things? How have you responded to the assignment submission in past? Have you improved over time?
- You being leader need to exhibit character to let your followers know that you are a practical person. Until, you are a demonstrator you cannot be a good leader. So keep going and don't miss your deadlines and don't skip your responsibilities. Everything is possible and even the word IMPOSSIBLE says I M POSSIBLE. Show it in your real life and be the leader in practical field.
- As a student you have the utmost responsibility to respect the rights of others, including other students, the faculty and the community which you represent.
- Taking responsibility for your own learning and setting goals will help you achieve prosperous long-term and instill a sense of pride in your hard work with bright prospects for your career and future.
- To contribute to a civilized society and for promotion of valued patterns of virtuous citizenship, its foremost responsibility of students to work for the social, cultural and, ecological causes, these responsibilities are ethically binding and build virtues of self-reliance and resilience.

Session 8: Civic Engagement


Session Objectives

By the end of this session, participants would be able to

- To understand democracy in education at the level?
- To identify a relationship between democracy and education
- To understand core democratic values
- To learn the aims of democratic education
- To clarify the role of teachers and students in democracy
- To know about the method of giving students a voice

Session Overview

S. #	Topic	Method	Time in Minutes
8.1	What is a democracy in education at the grassroots level?	Brainstorming, Group Discussion, PPP, Video Presentation	15
8.2	Relationship between democracy and education	Lecture, PPP	10
8.3	Core democratic values	Lecture, PPP, Discussion	10
8.4	Aims of democratic education	Brainstorming, Discussion, PPP	10
8.5	Role of teacher and students in democracy	Lecture, PPP, Brainstorming Group Activity: Debating Governments	25
8.6	Giving students a voice	Brainstorming, Lecture, PPP	10
Total Time			80 Minutes

Handout	
	Handout 8A: Democracy & Education Handout 8B: Relationship between Democracy and Education Handout 8C: Aims of Democratic Education Handout 8D: Role of a Teacher and Students in a Democratic Environment Handout 8E: Giving Students a Voice

Material Required

Flipcharts, Markers, PowerPoint Slides

Advance Preparation:

Review the handouts and slides

Photocopies of the handouts according to the number of participants

Process of Conducting Session

8.1	Democracy in Education at Grassroots Level	Brainstorming, Group Discussion, PPP, Video Presentation	15 Minutes
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- i. Start the session by asking participants what comes to their mind when they hear the word 'democracy'
- ii. Afterwards, say that for most of the people democracy means democracy represents thoughts of freedom and independence, autonomy from government or making choices in governmental decisions.
- iii. Now say that if we link democracy with education, what could be the result?
- iv. Listen to participants' responses
- v. Present slide 8.1⁹ and explain it
- vi. Tell the participants that now we will watch a short video about democratic education. Remind them to note down important points of learning while watching the video¹⁰
- vii. Share their learning points and have a discussion on them after the video has been shown, ask them to

8.2	Relationship between Democracy and Education	Lecture, PPP	10 Minutes
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- i. Explaining the relationship between democracy and education, say that there is an intimate relationship between both because for democracy, education is a prerequisite for its survival and success. Similarly, education generates a democratic thought process in the minds of people.
- ii. For instilling democracy in the minds of young people so that they adopt it as their way of life, say that it (democracy) has to be introduced at the very beginning of education and its values need to be practiced in schools and colleges
- iii. Say that important democratic values that can be applied to education to make it more effective and meaningful include liberty, equality, fraternity justice, dignity of individual, co-operation, sharing of responsibility etc. Inform that we will discuss the democratic values in detail in our next topic of discussion
- iv. To describe what democracy is present slide 8.2 given below
- v. Describing the relationship between democracy and education, say a government cannot be successful unless those who govern and those who obey their governors are educated¹¹
- vi. Explain the relationship further by saying that corrupt governments are elected when nations are ignorant.
- vii. Say that Pakistan is a perfect example of this. Explain that if a majority of Pakistani people are educated and well informed, they will always select those government who is honest and can strive for the development of their country
- viii. Conclude the topic and say that we have learned that democracy can function properly only if all its citizens are properly educated while democratic values should be reflected in the curriculum, methods of teaching, administration, discipline, the school, the teacher etc.

8.3	Core Democratic Values	Lecture, PPP, Discussion	10 Minutes
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- i. Start by saying that first we must understand what value mean
- ii. Explain that values relate to our purpose in life and are the guiding principles that define what is worth striving for, what is right, wrong, and desirable, what is essential, what is preferred, what constitutes worthy life focus, and what may be worth sacrificing one's life for. Values are the standards we use to judge human behavior¹²

⁹ [Social Science Courses / Ohio Assessments for Educators - Educational Leadership \(015\): Practice & Study Guide / Overview of Public Education, What is Democratic Education? - Principles & Forces](#)

¹⁰ [\(34\) Democratic School Education Explained In Hindi - YouTube](#)

¹¹ John Dewey

¹² [Values in Education: Democratic Values - The Fountain Magazine | The Fountain Magazine](#)

- iii. Explain that in many countries including Pakistan, all classes and levels of students are educated to become valuable members of the society
- iv. Tell that the education system of our country is value-based and these values are primarily individual and social values which generally are directly recommended by authorities. They are not only taught in the education system but also presented in textbooks and curricula.
- v. Say that in a developing society like ours, schools reflect the values of the society, values such as self-discipline, consensus, equality, tolerance, fairness, loyalty, honesty, freedom and so forth
- vi. Inform that societal values are a part of our education system, but democratic values have been mostly ignored
- vii. Define democratic values by presenting slide 8.3
- viii. Explaining the slide, say that democratic values prevent conflicts that are likely to arise between different groups, peers, friends, and nations because they teach social integration, acceptance, and recognition
- ix. Ask do they know what is social integration, acceptance and recognition
- x. Explain that in social integration, minorities incorporated into a larger society. Just like in our society, there are different religious minorities like Hindus, Christians, Sikhs, they all are a part of the Muslim Pakistani society, whereas acceptance means that the society accepts these minorities to become a part of it by recognizing them
- xi. Say that to prepare students as citizens of the future and to be a citizen of the world, students must embrace democratic values

8.4	Aims of Democratic Education	Brainstorming, Discussion, PPP	10 Minutes
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- i. Say that now they have become aware of democratic education, can they describe its benefits
- ii. Thank the participants for their views
- iii. Describe the most crucial aim of democratic education, students to take ownership of their education by presenting slide 8.4¹³. Consultant handout 7C for explaining the slide 8.4

8.5	Role of Teacher and Students in Democracy¹⁴	Lecture, PPP, Brainstorming Group Activity: Debating Governments	25 Minutes
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- i. Say that we will discuss what role teachers and students can play in a democratic environment. Starting with the teacher, ask the participants if they can think of any points in this regard
- ii. To describe teachers' role, say that it is the teachers who can create such classroom environments that can become foundation the most essential foundation for a healthy democracy
- iii. Explain that teachers can encourage students to identify ways by which they can strive for bring positive change in their schools and communities. They should encourage students to look beyond the classroom, for find ways to strengthen the democratic environment

Group Activity: Debating Governments

- a) Tell the participants that they to make some decisions about the classroom and set some policies that will be in effect for the remainder of the week. There are three ways to do this which are mentioned below
- b) Start by appointing one student as the class dictator and let them make all the rules alone and encourage that student to make rules that benefit them specifically
- c) Next, reorganize the classroom into a democratic environment. Propose a policy, ask students to vote in favor or against it, then collect and count the ballots. For example policy could be extra-curricular activities are compulsory for all students or trainer can think of any other ones
- d) Finally, organize the classroom into a representative democracy by dividing the class into three sections, have each section elect a representative, and let those representatives' debate and vote on policies.
- e) After all of this, ask the class to share their feelings during these three phases. What were the pros and cons of each?

¹³ <https://study.com/academy/lesson/what-is-democratic-education-principles-forces.html>

¹⁴ [The Role of a Teacher in a Democratic Society | American University School of Education online programs](#)

- iv. Present slide 8.5 for describing teachers' role in democracy
- v. Say that we will do an activity to learn what and how students can play a role in a democratic environment
- vi. Say that this activity must have given them information about the role of students in a democratic environment
- vii. Then say that now we will discuss some of the roles which students can play in a democratic setup by presenting slide 8.6

8.6	Giving Students a Voice¹⁵	Brainstorming, Lecture, PPP	10 Minutes
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- i. Say that schools in our country generally do an excellent job of achieving their primary purpose of preparing students academically. But unfortunately very limited ones are preparing students for their role as active, responsible, informed citizens in a democracy.
- ii. Ask how students can become democratically active? After listening to participants' views, explain that for this to happen, students require teaching and mentoring to fully appreciate the democratic process which can happen through the curriculum in subjects like Social Studies or civics and many more.
- iii. Ask what is the main benefit for students to become democratically active?
- iv. Afterwards explain that the significant benefit for students is that they would be able to make their voice heard by those who matter.
- v. Explain that for giving voice to students on a school level, the start point is to give them a significant role in school decision-making and policy formation
- vi. Present slide 8.5 and explain it by reviewing handout 8E

¹⁵ [If They Don't Practice Democracy, They Won't Learn It | Edutopia](#)




**TAKE
AWAY**

- ❖ The session would give you an overview of concept of rights and obligation and how democracy is important for our country. The session would give you an insight of democracy that you might have experienced in your life in the past.
- ❖ Imagine, how democratic your home environment is? Do your parents believe in taking opinion of everyone at house for some new decision? Does your teacher ask for your feedback while setting deadline of your assignment? Do you ever ask for a convenient time for submission of task to your friend? All these examples refer to democracy. People living in a set up have a say in decision making and how their voices are heard and valued.
- ❖ Democracy promotes confidence in people, attaches value to their say and counts every individual in the total ensuring that everyone is important.
- ❖ Your experience of school and college and selection of prefect / class representative would help you understand how well you are grained with the democratic values and how well you follow the democratic norms. Democratic culture values voices and promotes listening culture.
- ❖ As being a leader, only the democratic culture would strengthen you as leader. You need to grow with patience and adhere to the democratic norms and values.
- ❖ Providing students the opportunities to engage in the democratic process at school level whether it be debating competitions in a classroom setting or student council elections, equips them with skills to gain autonomy and become active citizens of society making a difference in the world.
- ❖ There is an inseparable connection between democracy and education. Student ownership, protecting inalienable rights of others, decision making skills serve as key elements of democratic education.

Session 9: Understanding Gender

#	Session Objectives
1	learn the difference between gender and sex
2	understand the importance of gender in education
3	comprehend the gender roles of men and women in our society
4	learn how society constructs the gender roles
5	Be able to differentiate between gender equality and equity

Session Overview			
#	Topic	Method	Time in Minutes
9.1	Difference Between Gender and Sex	PPP, Discussion	10
9.2	Importance of Gender	Lecture, Discussion	5
9.3	Social construction process	Lecture, Discussion	20
9.4	Gender Roles	Group Discussion, Group Activity: Gender roles	15
9.5	Gender Equity and Equality in Education	PPP, Discussion	
9.6	Gender Based Violence	PPP, Discussion	
	Total Time		55 Minutes

	Handouts	- Handout 9A: Important gender terminologies
	Required Material	- Flipcharts, Markers, - PowerPoint Slides, - Pink and yellow flashcards
	Advance Preparation	- Review the handouts. Group activity and slides - Photocopies of the handouts (according to number of participants)

Process of Conducting Session:

9.1	Difference Between Gender and Sex	PPP, Discussion	10 minutes
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- i. Start the session by asking the participants what comes to their mind when they hear the word 'gender', for understanding, if necessary say the word in Urdu (Sinf).
- ii. Write their responses on a flip chart and briefly go through
- iii. Present slide 9.1 and explain the difference between gender and sex
- iv. Explain that gender when explained in education refers to a student's social identity as male, female, or non-binary
- v. Ask the participants if they have ever heard of non-binary person? After their responses, explain that a non-binary person is the one whose gender is not confirmed as male or female. Transgender persons are the example of a non-binary people who are identified as a ¹⁶ gender that is different from their biological sex.

9.2	Importance of Gender	Lecture, Discussion	5 minutes
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- i. Say that gender holds a significant role in socialization of all individuals. Explain that Gender issues prevail in societies due to discrimination.
- ii. Explain further that for adolescents understanding of gender and gender relations begins at home and at school. Family members such as father mother, elder siblings. school teachers, friends and society play a dominant role in influencing adolescents' understanding of gender roles.
- iii. Further say that it has been seen that discriminatory behaviors in schools encourage further bias due to lack of gender sensitivity.
- iv. Stressing upon the importance of gender sensitivity, say that is why it is necessary to sensitize students about gender to bring a change in their attitudes so that they could be sensitive towards this issue and should respond to the needs of their fellow students not only in schools but also within their communities and societies

9.3	Gender Roles	Group Discussion, Group Activity	20 minutes
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- i. Describe that the society in which we live has been shaped historically by males. The policy-makers have consistently been male and therefore our society reflects those resulting form of this patriarchy.
- ii. Gender roles in society reflect how we are expected to act, speak, dress, groom, and conduct ourselves based on our assigned sex. For example, girls and women are generally expected to dress in feminine ways and be polite, accommodating, and nurturing. Men are generally expected to be strong, aggressive, and bold.
- iii. Explain that according to our society and culture men are expected to go out for work and women are generally expected to stay at home.
- iv. Say that with changing times, people are getting educated, particularly in urban areas where societal norms are changing now because of expansion of labor market (freelancing , remote work, private consultancy)
- v. But in our rural and semi-urban society, both men and women are constrained from living out their preferences because they conflict with stereotypical gender roles assigned to them
- vi. Inform the participants that we will do a activity about this topic called "what boys and girls do"

¹⁶ [How to Encourage Gender Equity and Equality in the Classroom - Waterford.org](https://www.waterford.org/)

Activity: Gender Roles ¹⁷

Duration: 15 Minutes

- This activity will be done individually.
- Give every participant one red and one yellow flashcard.
- Ask the trainees to write on the yellow card about what comes into their mind when they hear the word 'man'(It can be one word or a sentence).
- Give them about 15 seconds for writing and then collect the cards
- Now tell them to write on pink cards about the first thought which comes to their mind on hearing the word 'woman', which can be one attributes
- Give 15 seconds like before and then collect the cards
- Now redistribute participants' yellow cards but randomly so that everyone does not get his/her own card. Tell them to read the cards aloud.
- Make a table on the flipchart with two columns, write man in first and woman in second column
- Write their responses in the first column of the table.
- Repeat the same for pink cards and then write participants' responses in the second column
- If there are not many responses or most of them are same, then write the attributes given in the box below on a flipchart

Men	Women
Muscular Dominating Breadwinner Protector Aggressive Strong	Delicate Docile House work Caring and loving Modest clothing Long hair Cries easily

- Ask them if they all agree with the attributes listed in each column as correct.
- Discuss why the words should be in the columns in which they are. Remove any trait that they do not unanimously agree upon.
- Now switch the columns by writing men on the traits of women and women on the traits of men
- Ask which words they think are irrelevant under the new headings in both the columns
- Provide enough time for discussion and consensus
- Ask them to describe their opinions about this activity. Point out how attitudes towards the opposite sex are shaped based upon preset stereotype roles, because of limited knowledge and education

9.4	Gender Equity and Equality in Education	PPP, Discussion	10 minutes
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- i. Start the topic by saying that gender equity or equality in education means that males and females have equal opportunities in terms of economic, social, cultural, and political developments. Explain that we unusually confuse equality and equity and use them interchangeably ¹⁸

¹⁷ Understanding Gender, A training module for teachers, Karna taka Health Promotion Trust (KHPT)

¹⁸ ACT Center for Youth

- ii. Say that first we have to clarify what is gender equity and equality and how they are related to education
- iii. Explain that gender equality involves empowering all students, boys and girls alike, by giving them the same human rights. Present slide 9.2 for describing gender equality
- iv. Say that gender equality also includes correcting biases students have about themselves or gender identities other than their own because some of whom might have trouble in understanding their gender or that of other students
- v. Now present 9.3 to describe gender equity
- vi. Relating gender equity to schools, explain that gender equity can be achieved if schools recognize it as an issue and incorporate gender perspective in all their activities such as policies, resource allocation, research and rules & regulations.
- vii. Thank the participants and conclude the session

9.6	Gender Based Violence	PPP, Discussion	
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- Gender-based violence is an umbrella term for any harmful act that is perpetrated against a person's will, and that is based on socially ascribed (gender) differences between all genders.
- It includes acts that inflict physical, sexual or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty. These acts can occur in public or in private.
- Gender-based violence is not only a violation of individual rights. The impunity enjoyed by perpetrators, and the fear generated by their actions, affect all genders.
- It also takes a toll on a global level, stunting the contributions, all genders including transgenders can make to development, peace, and progress.

- ✓ This session would give you an insight of the concept that you would have heard somewhere though. You being young student would have heard often the word gender and now it is time to differentiate between gender and sex. The sex is biological role attached to women and men as being male and female and the gender refers to the social attributes of a society that is attached to women and men in a particular areas. Thus, it differentiates from area to area.
- ✓ For example, a certain society thinks that women cannot be a fight warrior or a pilot or a surgeon. The society sets certain norms for women and men to behave in that particular set values and they could be positive and negative too. Any social norm that restricts women participation is the mainstream refers to the biases towards women gender.




- ✓ Thus, the gender mainstreaming and women empowerment enables us learn how important it is to give equal value to both genders. Allah has created both sexes and has not discriminated women and men except the biological roles that a woman cannot do what men can do and vice versa.
 - ✓ The session helps you see around the world you live and find what are the discriminations we follow as society or individual for women and men. For example we do not expect that men can cry? We expect them to be bold and brave. We do not expect them to do household chores and if they do we call it a shame to the men gender. Same way, if a woman walks confidently and works in awkward hours we do not accept it as a society.
- ✓ The festivity often celebrates discrimination at large. We serve food for men first in the weddings or function so they are served well with enough food no matter what food is left for women. It is okay to have food for women in the second turn after men. This is happening in known cities of Pakistan even today.
- ✓ You being young leader need to challenge those societal norms and break the myths those are creating barrier for women development in the mainstream society. Women should be supported and facilitated in politics, economic, culture and sports and every field of life. This should be her choice not ours to be in which field of life.
- ✓ Let women live her life with peace and independence and we should help her in every walk of life.
- ✓ Gender equality is instrumental in accessing development of any country as it's essential for social, cultural, political and economic growth and progress.
- ✓ Gender role attitudes indicate the dynamics of gender relations in any society.
- ✓ Global Gender Gap Report (2016) revealed, Pakistan ranks 143 out of 144 countries in the gender inequality index.
- ✓ It's imperative to promote gender sensitivity in schools as it has pronounced effects on students who are the leaders of tomorrow.

Session 10: Resilience Building & Role of Young People in Emergencies

#	Session Objectives
1	To help students understand the meaning of resilience and its importance in building the ability to cope with difficult situations
2	To educate students about the role young people can play in emergencies and disaster situations
3	To equip students with practical skills and knowledge to develop resilience and effectively manage emergency situations

Session Overview			
#	Topic	Method	Time in Minutes
10.1	Introduction	PPP, Discussion	10
10.2	Understanding Resilience	Lecture, Discussion	5
10.3	Emergency Preparedness	Lecture, Discussion	20
10.4	Building Resilience	Group Discussion, Group Activity: Gender roles	15
10.5	The Role of Young People in Emergencies	PPP, Discussion	10
10.6	Menstrual Hygiene Management in Emergencies	PPP, Discussion	30
Total Time			90 Minutes

	Required Material	<p>White Board and Makers</p> <p>Presentation slides</p> <p>Handouts with exerciser and resources for building resilience</p> <p>Case Studies and videos about young people in emergency situations</p>
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Process of Conducting Session:

10.1	Introduction	PPP, Discussion	10 minutes
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- Welcome students and introduce the topic of building resilience and understanding the role of young people in emergencies
- Ask students if they have ever experienced a difficult situation and how they managed to cope with it

Definition of Resilience: Resilience refers to the ability to adapt and bounce back from difficult situations. It is the process of learning from challenges and using that learning to become stronger and better prepared for future difficulties. Resilience is not something that people are born with, but rather it is a skill that can be developed over time

10.2	Understanding Resilience	Lecture, Discussion	5 minutes
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- Define resilience and explain why it is important
- Discuss the factors that contribute to resilience such as having a support system, having a positive attitude, and having practical coping skills
- Provide examples of resilient individuals and ask students to share their own examples
- Explain that building resilience is a process, and that everyone can work on developing this important skill



10.3	Emergency Preparedness	Discussion, Group Activity	20 minutes
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- Discuss the importance of emergency preparedness and planning and explain that being prepared can help reduce stress and anxiety during emergency
- Teach students practical skills such as how to create an emergency kit, how to develop an emergency communication plan, and how to stay informed during an emergency
- Conduct a group exercise to develop an emergency plan for the school or community



The facilitator may consider the following points for group exercise.

List down the emergency situations that the students and/ or their communities have faced in past or may face in future. The situation may be a road accident, a fire in a building or a major disaster such as a flood.

- What could be done to prevent or mitigate the effects of emergency situations?
- What immediate response was needed, such as evacuation, first aid, ambulance, healthcare, food, clean drinking water etc.?
- Did the students or communities know which government department or other organization to be contacted for help during the emergency?
- What skills the students or communities need to respond effectively to such emergencies situations in future?
- What actions do they suggest to deal effectively with emergency situations?

Put all required skills and actions into a format, list down the resources required for these actions and develop a plan for the following.

1. Before emergencies - Preparedness phase (what skills and resources are required, from whom and by when)
2. During emergencies - Response phase (how will the response be given in different scenarios of emergencies)
3. After emergencies - Recovery and development phase (how will the students or communities recover from the effects of emergencies, how will they use their current experiences for better emergency management planning in future)

10.4	Building Resilience	Group Discussion, Group Activity	20 minutes
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- Introduce practical ways to build resilience such as developing positive coping mechanisms, practicing mindfulness and self-care, building a support system, and setting achievable goals
- Discuss the importance of self-care, and provide examples of self-care activities such as exercise, getting enough sleep, and spending time with friends and family
- Distribute handouts with exercises and resources for building resilience
- Conduct a group exercise to practice resilience-building techniques

The Process of Building Resilience: *Developing resilience is a process that involves developing a range of skills and behaviors over time. Some ways to build resilience include:*

Practicing Self-Care: Engaging in activities that promote physical and mental health, such as exercise, healthy eating, and getting enough sleep.

Building a Support System: Connecting with others who can provide emotional support and encouragement during difficult times.

Cultivating a Positive Attitude: Practicing positive self-talk and focusing on the good in life, even during challenging times.

Setting Achievable Goals: Setting goals that are achievable and taking steps to work towards them, even in the face of obstacles.

Learning from Experience: Reflecting on past experiences and identifying what worked and what didn't, and using that learning to become more resilient in the future.

10.5	The Role of Young People in Emergencies	Discussion, Group Activity	20 minutes
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- Explain the important role young people can play in emergency situations such as natural disasters, pandemics, and other crises
- Provide examples of young people who have taken leadership roles in emergency situations and made a positive impact
- Discuss the challenges that young people may face in emergencies and ways to overcome them such as staying informed and working together with others in their community
- Show case studies and videos about young people in emergency situations and facilitate a discussion on how the young people in these situations were able to demonstrate resilience and leadership

The Importance of Youth in Emergencies:	Young people play a critical role in emergencies, as they are often among the most affected and vulnerable populations. They also have unique strengths and perspectives that can be valuable in emergency response and recovery efforts.
Contributing to Emergency Preparedness	Young people can contribute to emergency preparedness by taking proactive steps to prepare themselves and their families for potential disasters. This can include creating emergency kits, developing communication plans, and participating in emergency drills and trainings.
Supporting Emergency Response	In the immediate aftermath of an emergency, young people can play a valuable role in supporting emergency response efforts. This can include volunteering at emergency shelters or distributing supplies to those in need.
Advocating to Change	Young people can also play a role in advocating for policy changes that can help prevent and mitigate the impacts of emergencies. This can include advocating for climate action to reduce the risk of natural disasters, or advocating for policies that support vulnerable populations during emergencies.
Building Resilience	Young people can contribute to building resilience in their communities by taking steps to build their own resilience and encouraging others to do the same. This can include sharing resources and information about emergency preparedness and resilience building, and participating in community-based initiatives to build resilience.

10.5	MHM in Emergencies	Discussion, Group Activity	20 minutes
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KEY TOPICS TO COVER

- Menstruation basics, Including: What is menstruation? How long is a menstrual period?
- What are the symptoms of menstruation? At what age does it start? At what age does it end?
- What are the challenges experienced by girls and women when managing their menstruation?
- What are essential component of complete MHM during emergencies?
- What are the benefits and constraints of most common MHM materials used in emergencies ?

Menstruation basics, Including: What is menstruation? How long is a menstrual period?

THE BASICS




MENSTRUATION IS NORMAL! IT IS THE MONTHLY SHEDDING OF BLOOD AND UTERINE TISSUE AND AN IMPORTANT PART OF THE REPRODUCTIVE CYCLE. TYPICALLY, IT LASTS...

2-7 DAYS

THE AMOUNT OF BLOOD IS USUALLY BETWEEN

1 AND **6** TABLESPOONS EACH MONTH AND CAN BE MESSY.

ABDOMINAL CRAMPS, NAUSEA, DIARRHEA AND HEADACHES ARE COMMON BEFORE AND DURING A PERIOD.

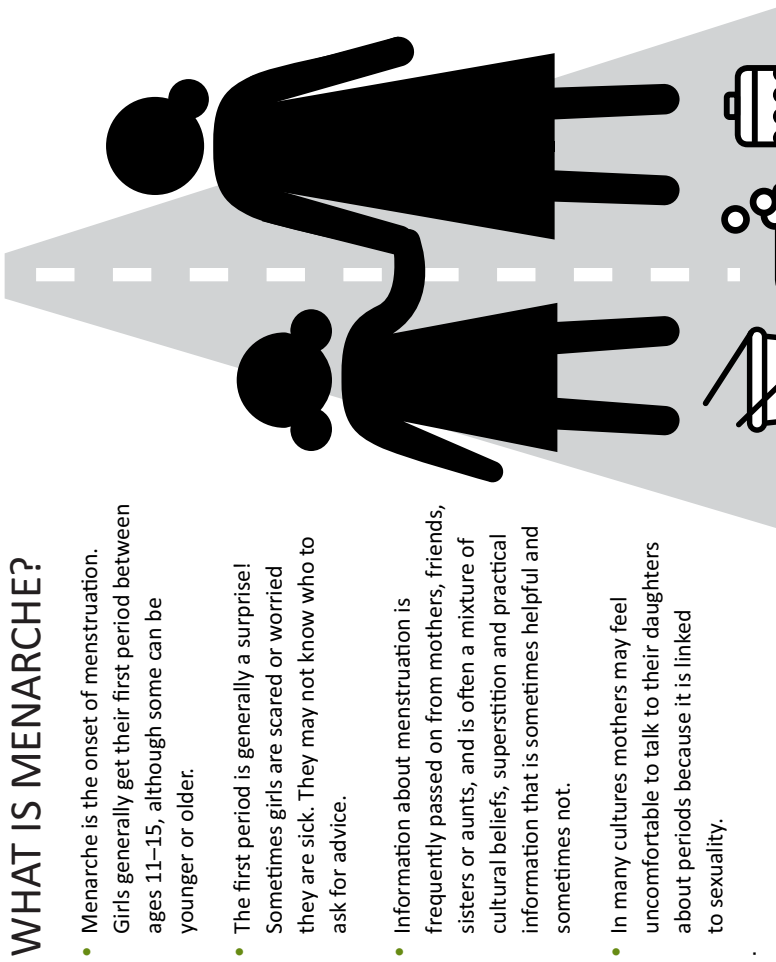




- WHY IT MATTERS?**
- Girls who get blood on their clothes are often teased by teachers, boys or other girls.
 - Social norms may lead women and girls to feel that menstruation is dirty, shameful or unhealthy.
 - Without access to good menstrual materials and private toilets or washrooms for changing, girls and women may not want to go far from home. Teachers may miss school, health workers may miss work, and girls and women may not attend school, go to the market or wait in line for supplies.

Menstruation is very personal. Women and girls often do not want others to know they are menstruating – even other women and girls.



WHAT IS MENARCHÉ?

- Menarche is the onset of menstruation. Girls generally get their first period between ages 11–15, although some can be younger or older.
- The first period is generally a surprise! Sometimes girls are scared or worried they are sick. They may not know who to ask for advice.
- Information about menstruation is frequently passed on from mothers, friends, sisters or aunts, and is often a mixture of cultural beliefs, superstition and practical information that is sometimes helpful and sometimes not.
- In many cultures mothers may feel uncomfortable to talk to their daughters about periods because it is linked to sexuality.



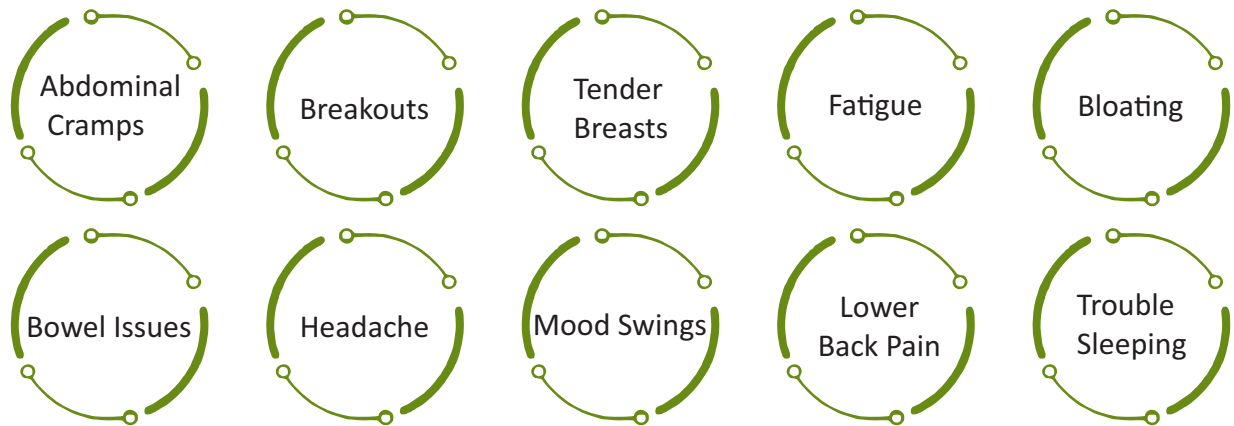
WHAT DO THEY NEED?

- A range of materials can be used to catch the blood, including a sanitary pad (disposable or reusable), a tampon, or a piece of cloth in their underwear.

- Menstrual periods are irregular and can catch girls and women by surprise. This causes anxiety about finding a bathroom and materials quickly!
- Menstruation can be messy! Women and girls need a private space with water and soap to clean themselves and soiled materials.
- Even when using good menstrual materials, women and girls may be worried about blood stains on their clothes.
- Women and girls need access to a private, clean space (toilet or washroom) to change materials throughout the day and night and to hygienically dispose of menstrual waste.

Symptoms of Menstruation



Challenges Experienced by girls and women when managing their Menstruation?



What are essential component of complete MHM during emergencies?

1 MHM MATERIALS & SUPPLIES

- Appropriate menstrual materials (pads, cloths, underwear).
- Additional supportive materials (e.g. soap, bucket) for storage, washing and drying.
- Demonstration on how to use MHM materials.



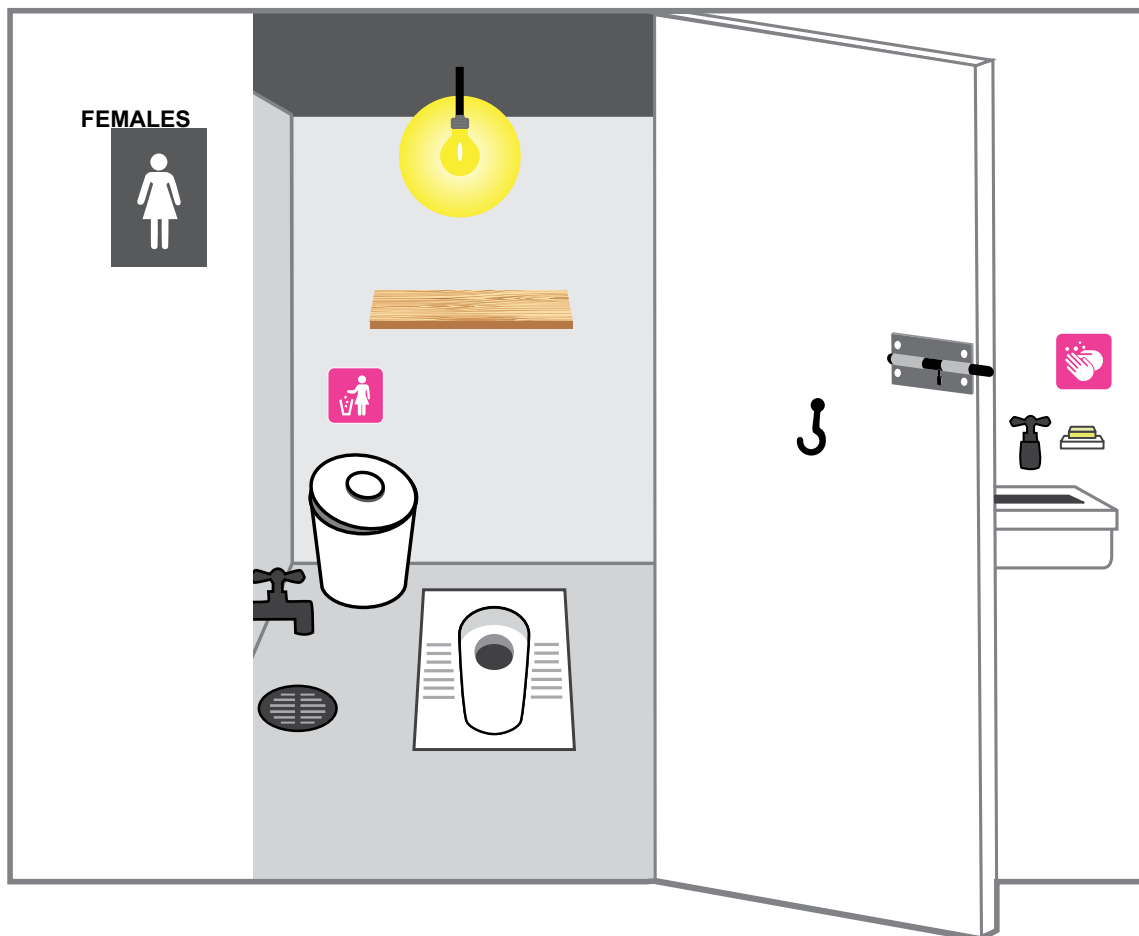
2 MHM SUPPORTIVE FACILITIES








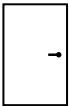

- Safe and private toilet and bathing facilities with water for changing, washing and drying menstrual materials.
- Convenient and private disposal options for menstrual waste.
- Waste management systems in place for menstrual waste.

3 MHM INFORMATION

- Basic menstrual hygiene promotion and education.
- Basic menstrual health education (especially for pubescent girls).
- Address harmful cultural or social norms related to menstruation.

Example of female friendly toilet



	Adequate numbers of safely located toilets separated (with clear signage) from male facilities.		Safe and private toilets with inside door latch
	Clear signs instructing girls and women to dispose of menstrual waste in the trash bin		A shelf and hook for hygienically storing belongings during usage.
	A light source inside of the toilets. (Note, as they won't be at schools during the evening).		Easily accessible water (ideally inside the cubicle) for girls and women to wash themselves and menstrual materials.
	Trash bins (with lids) to dispose of used menstrual materials		Walls, door and roof are made of non-transparent materials with no gaps or spaces.
	Some units should be accessible to people with disabilities.		

Benefits and constraints of most common MHM materials used in emergencies ?

TYPE OF MATERIAL	CLOTH (STRIPS OF CLOTH)	DISPOSABLE SANITARY PADS (COMMERCIALY PRODUCED)	REUSABLE SANITARY PADS (COMMERCIALY PRODUCED)
BENEFITS	<ul style="list-style-type: none"> • Available in local markets. • Re-usable. • Maintains traditional practices. • Easier to dry in open discreetly. 	<ul style="list-style-type: none"> • Generally easier to procure rapidly. • Perceived as ‘easier’ to manage in privacy limited situations (i.e. camps). • May be procured locally. 	<ul style="list-style-type: none"> • Cost effective. • Re-usable.
CONSTRAINTS	<ul style="list-style-type: none"> • Requires a private space for washing and drying cloth and access to water. • Requires an additional (separate) bucket and soap. • A clothesline and clips may need to be provided for drying. • Poor final disposal practices result in clogged latrines and other sanitation challenges. 	<ul style="list-style-type: none"> • Environmental implication regarding disposal. • Need disposal system (immediate, transfer and endpoint). • Sustainability challenges (in protracted contexts). • Poor disposal practices result in clogged latrines and other sanitation challenges. • Washing facilities. 	<ul style="list-style-type: none"> • Requires a private space for washing and drying pads and access to water. • Requires an additional (separate) bucket and soap. • A clothesline and clips may need to be provided for drying. • Poor disposal practices result in clogged latrines and other sanitation challenges.
OTHER CONSIDERATIONS	<ul style="list-style-type: none"> • Color, size, and absorbency of the cloth can influence its acceptability. • Considerations for end-point disposal and waste management systems. • Underwear or supportive ties should be provided. 	<ul style="list-style-type: none"> • Provision of disposable pads must be accompanied with appropriate disposal and waste management systems. • Underwear should also be provided. 	<ul style="list-style-type: none"> • May require additional cotton or cloth inserts. • Considerations for end-point disposal and waste management systems. • Underwear should also be provided.

Session 11: Closing Ceremony

Key learning objectives

By the end of this session, participants will

- Evaluate the training workshop by filling out the training evaluation forms
- Write comments and thoughts about their fellow participants on memory cards
- Meet their mentors and mentees
- Receive training certificates from the chief guest

Session Overview

S. #	Topic	Method	Time in Minutes
11.1	Evaluation form filling	Activity	15
11.2	Memory cards	Activity	25
11.3	Meet your mentor	Activity	15
11.4	Feedback from participants	Activity	10
11.5	Certificate Distribution	Activity	10
11.6	Closing Comments	Activity	10
11.7	Vote of Thanks	Activity	05
Total Time			90 Minutes

Material required

Flipcharts, markers, training evaluation forms, certificates

Advance preparation

- Training certificates to be ready
- Printouts of training evaluation forms
- Check the availability of chief guest/s and confirm their participation at least five days before the training

The Process for Conducting the Session

11.1	Filling of Evaluation Forms	Activity	15 minutes
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- i. Provide training evaluation forms to all participants
- ii. Tell them indicators of evaluating training and say that this form has been developed based on such indicators
- iii. Answer the queries if any
- iv. Instruct the participants to fill the forms keeping in mind the indicators for evaluating the training
- v. Collect the forms and don't read them in front of participants

11.2	Memory Card	Group Activity	25 minutes
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- i. Say that we have now come to the end of this ten-day workshop, and in this time, we have become familiar with the entire group of participants
- ii. Explain that on day one of training, most of the participants were not familiar with each other, but now after spending ten days together, level of familiarity must have increased and we may have learned personality traits of our fellow group members which were not known to us on the first day
- iii. Explain that now we will do an activity called memory card, which is based upon your understanding of fellow participants
- iv. Give everyone a white flashcard of size 8 x 12" with a picture of the participants and their name tag and a black marker (marker can be shared)
- v. Explain that they have to write comments, feedback, and positive statements on flashcards on each memory card
- vi. Giving instructions to complete the process
- vii. Explain the process, that everyone has to write on all the cards by moving from one chair to the next
- viii. Say that participants will continue doing it until everyone has commented about everyone
- ix. Start the activity and tell the participants to move the seat next to theirs, and when they have written on the card, they should move to the other next seat and so on
- x. Ensure that everyone is involved in the process
- xi. Facilitate the process and join it
- xii. Ask them to find their individual card
- xiii. Tell them to read their memory card and share them with the entire group if they want to
- xiv. Appreciate some comments from a few cards and conclude the activity

11.3	Meet your Mentor	Group Activity	15 minutes
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- i. Ask the participants to come and stand in the form of a circle
- ii. Ask if the training workshop is about to conclude, so do know idea who their mentor is
- iii. Remind them that on day one it was agreed that both the mentor and mentee have to give a gift to each other, so now everyone should have two gifts, one for their mentor and other for their mentee
- iv. Initiate the activity and ask participants to share their guesses about their mentors
- v. Let the participants enjoy the process and ask one participant to give his/her gift to his/her mentee/mentor
- vi. Keep the process going until everyone has exchanged gifts
- vii. Let them enjoy the entire activity, making photos and exchanging gifts
- viii. Take pictures of this happy moment, their smiles and surprises
- ix. Conclude the activity

11.4	Feedback from Participants	Experience Sharing	15 minutes
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- i. Ask the participants to share their feedback about the training, by highlighting the positive as well as negative aspects
- ii. Say that we should listen to other participants' comments and opinions and respect what they are saying
- iii. Thank the participants for sharing their experiences and expressions regarding the training
- iv. Provide feedback on the negative remarks mentioned by participants, say that we will try to address some, if not all of them in the next training.
- v. Say that participants' feedback has always been an important source of improving the training programs

11.5	Certificate Distribution	N/A	15 minutes
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- i. Request the guest of honor to come on stage and share his/her views
- ii. Thank the guest of honor and then request him/her to present the certificates to all participants
- iii. Announce the name of every participant to come and take his/her certificates from the guest of honor
- iv. Thank the guest of honor for taking out time to visit the training

11.6	Closing Comments	Experience Sharing	15 minutes
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- i. Share your final thoughts by saying a big thanks to participants for their active participation and continued interest throughout the event.
- ii. Thank the training support team who worked in the background to keep the event going smoothly in trouble free
- iii. Ask everyone in the hall to clap for one another
- iv. Let the participants who want to share any closing comments, express their thoughts
- v. Take a group photo of the closing ceremony
- vi. Say goodbye and express best wishes for their future plans

11.7	Vote of thanks'	N/A	15 minutes
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- i. Thank the chief guest for taking time out to visit the training
- ii. Give a vote of thanks to the participants for their patience and support for one another
- iii. Appreciate their group work and commitments
- iv. Thank them all and officially close the training workshop



Handouts



Handout 1A: Training Schedule

Day I		
Time	Topics	Details of Session
09:00	Setting the Tone	<ul style="list-style-type: none"> Recitation of the holy Quran Registration of participants, Welcome note & Pretest Participants' Introduction Formation of permanent groups Participants' expectations from the training Matching participants expectations with training objectives Sharing of training flow & workshop contents Establishing the ground rules for training Meet your mentor Best participant award
10:30	Leadership and Need & Importance of Students' Leadership (Continue).....	<ul style="list-style-type: none"> Defining Leadership/Finding personal leadership style Who is a Leader?
11:30	Tea Break	
12:00	Leadership and Need & Importance of Students' Leadership	<ul style="list-style-type: none"> Leadership Traits Leadership Styles Student Leadership and its Importance Reasons for Joining the School Council
14:00	Lunch Break	
15:00	Energizer	
15:10	Important Life Skills for Students	<ul style="list-style-type: none"> Life skills What is Life Skills Based Education (LSBE)? Important life skills: Self-awareness Important life skills: Communication Important life skills: Interpersonal relationships Important life skills: Decision making Important life skills: Problem solving Creative thinking Important life skills: Coping with emotions
16:30	Closing of the Day	<ul style="list-style-type: none"> Best Participant Award Quick Day Evaluation
Day II		
09:00	Review	Recap of the technical sessions of day I
09:30	Communication Skills for School Council Members	<ul style="list-style-type: none"> Communication and its types Why communication skills are important for students? Successful communication tips for students Why Communication Skills are Important for Member of School Council Successful Communication Tips for Member of School Council

11:00	Tea Break	
11:30	Need and Importance of Co-Curricular Activities	<ul style="list-style-type: none"> • What are co-curricular activities and how they differ from extra-curricular activities • Impact of co-curricular activities on students • Scope and need of co-curricular activities in schools • How to introduce/ revive co-curricular activities in public schools
13:00	Lunch Break	
14:00	Energizer	
14:10	Reproductive Health for Adolescents	<ul style="list-style-type: none"> • What is good health? • Defining adolescence • What is reproductive health for adolescent? • Why focus on RH for adolescents? • Factors influencing adolescents RH • How to maintain RH during adolescence?
15:30	Setting Milestone and Meeting Deadlines	<ul style="list-style-type: none"> • Am I a Responsible Person? • What is Responsibility? • High School Students' Responsibilities • Responsibilities of High School Students towards Society
16:30	Closing of the Day	<ul style="list-style-type: none"> • Best Participant Award • Quick Day Evaluation
Day III		
09:00	Review	Recap of the technical sessions of day II
09:30	Democracy and Democratic Values at Grassroots Level	<ul style="list-style-type: none"> • What is a democracy in education at grassroots level? • Relationship between democracy and education • Core democratic values • Aims of democratic education • Role of teacher and students in democracy • Giving students a voice
11:00	Tea Break	
11:30	Understanding Gender	<ul style="list-style-type: none"> • Difference between Gender and Sex • Gender issues, norms and barriers in context of education • Women participation and decision making in acquiring education
1400	Lunch Break	
1500	Closing of Training	<ul style="list-style-type: none"> • Post test • Fill Training Evaluation Form • Participants' views and recommendations about the training • Certificate distribution and Group photo



Handout 1B: Pre & Post Training Assessment Form

1. Leadership is a process of.....?
 - (A) Efforts
 - (B) Achievement
 - (C) Social influence
 - (D) Project Planning

2. A good leader is able to bring out the best abilities in his/her team members and motivate them to work together in achieving a shared.....?
 - (A) Experience
 - (B) Goals
 - (C) Skills
 - (D) None of these

3. Young people who find their own voice in supportive school environments are more likely to develop a confident.....?
 - (A) Capacity
 - (B) Voice
 - (C) Maturity
 - (D) Leadership

4. It's easy to dismiss the concept ofas vague and woolly,
 - (A) Courage
 - (B) Passion
 - (C) Curiosity
 - (D) Vision

5. How to demonstrate leadership qualities at school or at work with a little help from some of the greats..... ?
 - (A) Be Passionate About What You Do and Who You Lead
 - (B) Live to Learn as a Leader
 - (C) Earn your leadership role
 - (D) All of these

6. Student council truly gives you the..... to foster skills like leadership, communication, teamwork, organization and public speaking
 - (A) Application
 - (B) Teamwork
 - (C) Opportunity
 - (D) None of these

7. You're also learning these..... in a safe and comfortable environment with support from your peers to help you succeed and grow.
 - (A) Work
 - (B) Passion
 - (C) Skills
 - (D) Communication

8. Student council creates an.....where individuals from your high school meet regularly to collaborate on student-led initiatives.
- (A) Environment
 - (B) Opinions
 - (C) Groups
 - (D) Chance
9. Students who have low..... skills might not be able to properly convey their thoughts and feelings in classroom during a presentation, speaking, or writing.
- (A) Writing
 - (B) Communication
 - (C) Listening
 - (D) Thinking
10. Social communication is..... for communicating with people in society
- (A) Thoughts
 - (B) Skills
 - (C) Necessary
 - (D) Informative
11. Since the visual sense is dominant for most people.....is an especially important type of non-verbal communication
- (A) Attraction
 - (B) Conversation
 - (C) Handshake
 - (D) eye contact



Handout 1C: Evaluation Form

1. Please tell us what you think of the training
(scale of 1 to 5, 1 = very poor and 5 = outstanding)
 - Overall satisfaction with the training design
 - Extent to which the training met your expectations and learning needs
 - Good learning opportunity for everyone, including you, to participate
 - Quality of the training aids/ learning facilities at training venue

2. Please indicate your agreement or disagreement with the following statements
(scale of 1 to 5: 1 = strongly disagree, 5 = strongly agree)
 - The duration of the training was adequate
 - There was sufficient time for discussion, questions and answers
 - The content of the training was relevant and useful
 - The examples, and training material were appropriate
 - The practical exercises were useful and appropriate
 - The facilitators were skilled in organizing group discussions and keeping the training on track
 - Time allocation for different topics was appropriate

3. Which topic(s) did you find most useful? Please explain why?

4. Which topic(s) did you find least useful? Please explain why?

5. Can you identify any topic(s) which should have been allotted more time?



6. What changes, if any, would you make in order to improve the training?

7. What follow-up training and/or support do you feel you need in relation to the subject?

8. Any other comment(s) you want to make regarding the workshop.

Thank you for your time and valuable input to help us improve our performance and courses for future.



Handout 2A: Instructions for the Activity “Finding your own Leadership Style”

Instructions for the trainer:

1. Print the following pictures. Or trainer can use some other pictures as per the need of the activity (Trainer can adjust the size of pictures as per requirements prior to printing)
2. Cut the following pictures and paste them on the flash cards.
3. Have these cards ready prior to the start of session
4. Place the cards on the floor or table
5. Tell the participants to select one card which matches their own style of leadership and why

Pictures for use in the activity





Handout 2B: Leadership

Leadership

Leadership is developed and evolved with passage of time. It is ...

- The art of mobilizing others
- The art of getting someone else to do something you want done because you want to do it
- Getting things done through other people, willingly

Who is a Leader?

Leaders ...

- Empower others
- Facilitate others more than their own capability'
- Articulate visions, embody values and create an environment within which things can be achieved'
- Shape and share a vision which gives meaning to the work of others'
- Best leaders remain in the background and let others take charge of matters
- With the best of leaders, when the work is done, the project completed, the people will say "we did it ourselves"



Handout 2C: Leadership Traits

Visionary: A leader must have a vision for the future and is capable of analyzing the situation and is able to set targets about what he/she wants to achieve and defines a timeline for achieving it. A team leader is able to give direction to team members for achieving the best possible results in a given timeframe.

Competency: A leader needs to be seen by his followers, stakeholders and community as an expert in his/her field or an expert in leadership. Unless these people don't see their leader as an individual who has advance academic degree or possesses specialized experience and capable of leading them, it will be more difficult for the leader to be respected, admired or followed.

Good Communicator: A great leader communicates clearly, precisely and consistently. For a team, a manager is its leader who should communicate neither too much nor too little and must understand when and how to communicate. More importantly, a manager needs to know which information s/he can share with team members for motivating and guiding them. Team leader must be aware of the fact that occasional communication does not build relation with the team members and As a result they may lose their confident in their Confident. On the other hand loading the team members with too much communication may mislead or confuse them

Inspiration: Normally followers of any leader look up to him/her for direction, guidance, and motivation. There are times when many of them need their leader to inspire them by word or action. A good leader, even if everything is going well, may personally offer a suggestion or encouragement to ensure his/her followers perform their duties in an optimal manner.

Coordination with all stakeholders: LGC as a leader should be able to maintain coordination with these stakeholders which are central to the success of a Listener Group such as government line departments, CSOs, NGOs, corporate service providers etc.

Adaptive skills: Such skills that enable a leader to recognize and respond to changing contextual demands over a longer period of time

Honest and humble: Honesty is a leader's biggest strength. A leader can't exist if none of the team members believe in him/her and do not follow him. Trustworthiness is the source of the real authority. Honesty displays the sincerity and integrity in all the leader actions.

Collective Decision Maker: A true leaders doesn't impose decision on their followers, rather adopts a approach which takes in to account the views and suggestions of all the members/followers, and gives the equal weightage, based on this makes a final decision

Problem solver: A good leader always observes the situation from different lens, which could be customary or put out of the box ideas to uncover the root of many problems. The great leader identify the root problem, faces it, and solve the problems using the right policy and gets the right people involved in right ways. When root problem has been identified, leader does not spend too much time to gather too much detail and immediately starts action



Handout 2D: Leadership Styles

Autocratic Leadership

Autocratic leadership is an extreme form of leadership, where leader has absolute power over his or her team members who don't have much opportunity for making decisions

Bureaucratic Leadership

Bureaucratic leaders work according to the rules only and also they ensure that their staff follows procedures exactly

Charismatic Leadership

This leader creates great enthusiasm among his team and is very energetic. However, charismatic leaders' tends to believe more in themselves than in their team.

Democratic/Participative Leadership

Although this leader does make the final decision, but invites other members of the team to contribute to the decision-making process. This not only increases satisfaction level of the members or workers but it also helps to develop their skills.

People-Oriented Leadership

In this style of leadership, the leader is totally focused on organizing, supporting and developing the members of his/her team. A participative style, it tends to lead to good teamwork and creative collaboration.

Transformational Leadership

A person with this leadership style is a true leader who inspires his or her team constantly with a shared vision of the future. He/she is always among team members and spends a lot of time communicating with them. It's not necessary that transformational leaders lead from the front, some other team member may be given the responsibility of leading the team as they tend to delegate responsibility amongst their team.



Handout 3A: Situation Cards

<p>Situation Cards</p> <p>The bus conductor/driver tells you to sit down</p>	<p>Situation Cards</p> <p>Ask a student in class who has pencil sharpener that you need to sharpen your pencil</p>
<p>Situation Cards</p> <p>A student tries to get into a fight with you during play time</p>	<p>Situation Cards</p> <p>Your mother tells you to clean-up the room</p>
<p>Situation Cards</p> <p>Your teacher asks you to go an errand</p>	<p>Situation Cards</p> <p>A friend wants to talk to you on phone but you are not in the mood to talk</p>
<p>Situation Cards</p> <p>Your father tells you to pick up the mess you have made in the room</p>	<p>Situation Cards</p> <p>Teacher says to you “show your homework”</p>
<p>Situation Cards</p> <p>Teacher says to you to stop running in the school veranda</p>	<p>Situation Cards</p> <p>You need help in math from teacher</p>
<p>Situation Cards</p> <p>Another student makes fun of your new clothes</p>	<p>Situation Cards</p> <p>The bus conductor/driver tells you to sit down</p>



Handout 3B: Coping with Emotions

Write your answers in all three callouts



Figure 1: When I think about



Handout 3C: Coping with Emotions

I should have said this when I was angry:

I should have done this when I was angry:



Write your answers in all two- callouts



Hand Out 4A: What is Communication and its Types?

Communication Skills:

These are those skills through which we give and receive information and convey to around us.

Types of Communication:

There are two broad categories of communication, which are:

Verbal Communication: It includes sounds, language, words, listening and hearing

Non-Verbal Communication: Includes:

- Facial expressions,
- Body language, and posture, also includes hand gestures
- Written communication (emails, text messages, emails etc.)
- Visuals such as pictures, signs, symbols, graphics

Important Non Verbal Signals

Source: Mastering Soft Skills for Workplace Success (dol.gov)

Consider the following seven types of non-verbal signals and cues we often use to communicate our interest in and to others.

- **Facial expressions:** The human face is extremely expressive, able to convey countless emotions without saying a word. And unlike some forms of non-verbal communication, facial expressions are universal. The facial expressions for happiness, sadness, anger, surprise, fear, and disgust are the same across all cultures.
- **Body movements and posture:** Consider how your perceptions of people are affected by the way they sit, walk, stand up, or hold their head. The way you move and carry yourself communicates a lot of information to the world. This type of non-verbal communication includes your posture, bearing, stance, and subtle movements.
- **Gestures:** We wave, point, plead, and often use our hands when we are arguing or speaking in an animated way. However, the meaning of gestures can be very different across cultures and regions, so it's important to be careful to avoid misinterpretation.
- **Eye contact:** Since the visual sense is dominant for most people, eye contact is an especially important type of non-verbal communication. The way you look at someone can communicate many things, including interest, affection, hostility, or attraction. Eye contact is also important in maintaining the flow of conversation and for assessing another person's response.
- **Touch:** We communicate a great deal through touch. Think about the messages given by the following: a firm handshake, a timid tap on the shoulder, a warm bear hug, a reassuring pat on the back, a patronizing pat on the head, or a controlling grip on your arm.
- **Space:** Have you ever felt uncomfortable during a conversation because the other person was standing too close and invading your space? We all have a need for physical space, although that need differs depending on the culture, situation, and closeness of the relationship. You can use physical space to communicate many different non-verbal messages, including signals of intimacy, aggression, dominance, or affection.

Voice: We communicate with our voices, even when we are not using words. Non-verbal speech sounds such as tone, pitch, volume, inflection, rhythm, and rate are important communication elements. When we speak, other people "read" our voices in addition to listening to our words. These non-verbal speech sounds provide subtle but powerful clues into our true feelings and what we really mean. Think about how tone of voice, for example, can indicate sarcasm, anger, affection, or confidence



Hand-out 4B: Importance of Communication Skills for Students

www.klientsolutech.com/importance-of-communication-skills-for-students/

There are various reasons why communication skills are important for students. Communication skills help students in their study, career development, job interview, workplace, and social networking

Communication skills help to learn more from teachers: –

Students need practical and deeper knowledge about the subject they are learning in school and college. For better learning from teachers, they need to ask the question and they have to discuss their subjective and objective doubts. When teachers understand where they are confused about the subject then they can teach in their style, which will help students get high marks.

Most of the students do not ask the question because of fear, hesitation and low confidence. Communication skills help them to listen and understand the point of view of teachers in the class. After listening and understanding what teachers are speaking about, students can ask relevant questions with confidence that will help them to gain more knowledge.

That's why teachers always encourage and guide students to listen to the topic with full attention. That's how communication can help them to study well.

The quality of being friendly with others: –

It's important to be friendly with others in school and college. Controlled verbal communication and physical expression help them to make new friends. Studying with good friends relieves stress. And it's really important in a competitive environment and situation.

Good communication skills build strong friendships. It will give confidence. And students get interested in visiting school and college daily. But all is possible when someone respects others' opinion when it is important and shows positive expression. That's how communication skills enhance the ability to understand and share feeling with each other. It will build a strong friendly relationship and that can often be converted into business partnerships and love later in life.

Communication skills help in career development:

Clear communication about the skills and knowledge, objective vocabulary in words while communicating with interviewers, confident physical expressions help students to get a job after the completion of the degree. That's how effective communication makes a difference in the personality of students. Many students face communication problems in the interview that's why learning and improved communication help them to build a career in their respective fields.

Enhancement in teamwork and collaborative attitude:

Positive behaviors, Gratitude of other and Problem-solving in collaborate with other team member are great examples of effective communication in the workplace. Effective communication increases productivity in business. It improve professional growth .That's how communication skills enhance teamwork and collaborative attitude that can bring long-term benefits.

In the future, students will have to communicate with clients in meeting, through text, audio and video conferencing in the job. If they are not effective in emails, tweets, and social engagement then their career progress.

It is necessary for a student to improve their communication while they are in school and college, so, they are not face their challenging in their professional life.

so later in their career and life communication will not become a wall in their success.

Communication skills develop professionalism in the students:

Students may become doctors in a future they need to communicate effectively with patients. They need empathy, friendly, professional while interacting with patients.

In future student becomes a leader in politics, business & bureaucrats and they need to communicate the people from different backgrounds without communicating effectively with people a politician may not be able to solve problem of people a business man will not be able retain his client and bureaucrats will not be able to serve the public.

Some of the politician use bad language when they speak to people, a good teacher and parent will never want to have a such an ill mannered student or child. negative communication always promote anger, social tension and conflict among the public.

It is utmost important for everyone to analyze a situation and understand it before saying something. Everyone has freedom of expression but our expression must be ethically sound, for a good purpose, with the right people and on the right platform.

It is duty of each citizen to do good for the development of his / her country and good communication skills can play pivotal role to communicate effectively and persuade other to do the same.

Importance of students' good Communication Skill for Social Networking

Communicating in group activities, debuts and family gathering helps students to the level and standard of their communication skills. During conversations, it is very important to listen to others' opinions to reach new contusion about a specific subject and it's not possible to communicate effectively with positive expression

It's really important to learn that, while communicating, students have to respect the feelings of others. Most of the times we talk with parents, friends, and in meetings and with employers very rudely. It's really important to communicate without causing distress to someone's feelings.

Communication skills are especially more important for students to learn because they are more energetic, enthusiastic, passionate and open-minded. It is not bad to be open-minded; however, such behavior may sometimes make a negative impression about someone in the society.

Healthier communication with parents, teachers, colleagues, cousins, classmates, and others can build the students' confidence that will contribute positively in their education.

Improvement in presence of mind and memory enhancement:

Our focus on the topic that be discuss, what we hear and what we understand are crucial for improvement of presence of mind. To improve brian power and memory, it is important to focus on what we hear and what we say, and not on the mobile phone or other things.

Students need to have sharp memory, if they wish to fulfill their dream of success in life. Focus is essential during communication for timely and accurate response.

The above mentioned facts clearly indicate that communication skills are extremely important for student to become good citizens, successful professional and great leader in future. They can also learn communication skills from good speakers, teachers, journalists, and parents.

Good communication skills are proof of a well-educated person. So you can try to communicate nicely with everyone and see the results of your communication. Do respect everyone without considering their status, religion, caste or political affiliation.

Love, integrity, trust, honesty, and truthfulness are the foundation of communication skills. Use the foundation of communication skills and you will understand how important effective communication is in our life.



Hand-out 4C: Tips for Improving Communication

Maintain an eye contact with the listener: Lack of eye-contact in a conversation reflects shyness, lack of confidence or disinterest. In order to make the communication effective, there should be proper eye-contact between the listener and the speaker.

Avoid Interruptions in a Conversation: There are students who tend to interrupt teachers in a classroom. These interruptions show that such students are not good listeners. Teacher need to work with such students to make them a good listener, which will eventually lead them to be a good speaker.

Listen, understand and reciprocate appropriately: When a person is attentively listening, he/she will be able to talk about that subject in an effective manner. A person needs to develop the patience to listen, understand and then respond; else, he will not understand the conversations.

Speak clearly and be audible: Avoid using words like “um”, “like,” kind of” “you know” etc. as these are unclear expression. These filler words should be avoided completely or reduced to a certain level with regular practice.

Always be courteous in your communications with others: Courtesy lets people know that you care. The words “Thank You” show that you appreciate a person’s efforts. Try saying, “would you please...” instead of just, “Please...” its sounds more polite than just saying “please”.

Be consistent and clear in communications: Consistency builds trust. Asking, “Did I explain this clearly?” will assure that people understood what you said.

Have something interesting to say: You cannot hold a person’s interest if you have nothing interesting to say. Here are some of ways you can learn to be an interesting communicator. Read your hometown paper daily. Read industry literature, so you may know what is going on in the industry sector. Rehearse telling a few short personal stories about your interesting experiences.

Listen to what others are saying and show interest in the conversation: Listening demonstrates respect and admiration. Make your conversation like a game of tennis and keep the ball going back and forth.

Knowing the audience and understanding how they need to receive information is equally important as knowing ourselves. Knowing how to communicate with people in the right context for a given situation is an important skill. For example, it’s common practice in the professional world to shake hands with people when meeting, rather than offering a hug. We might use slang with our friends when talking about what happened at school or home, but we would usually use different words and mannerisms when telling our parents the same information.

- Talk without interruption from other people or distractions like phones, computers or television.
- Think about what you need to say.
- Be clear about what you want to say or communicate to others.
- Make your message clear, so that your teacher and classmates hears it accurately and understand what you mean.
- Talk about what you feel – use ‘I’ statements such as ‘I need’, ‘I want’ and ‘I feel’.
- Listen to others. Put aside your own thoughts for the time being and try to understand their intentions, feelings, needs and wants. It is called empathy
- Share positive feelings with your friends, classmates, teachers, parents, such as what you appreciate and admire about them, and how important they are to you.
- Be aware of your tone of voice.
- Negotiate and remember that you don’t have to be right all the time. If the issue you are having is not that important, ignore the issue , or agree to disagree



Handout 5A: Co-Curricular and Extra-Curricular Activities¹⁹

Co-curricular activities are mostly expansion of the academic learning whereas extra-curricular activities are not offered by the school or educational institution itself and are not linked to formal curriculum but still have some glimpse of educational influence. -

Co-curricular activities do include interesting events like debate and group discussion, workshops, seminar, conference presentation, social interactions, dramatics, forum events, art groups, and also library work.

Extra-curricular activities— It's more likely similar to the co-curricular but generally includes outdoor and fun activities. These activities are generally organized for the development of the cultural and social development of students. It also includes activities which involves aesthetics, cultural, civic, physical development, and social welfare development.

Here are some foremost activities:

Activities organized under extra-curricular mostly are related to sports and games, social activities as well as arts. If considered social activities mainly includes mass drills, parade, scouting, blood donation camps, social survey, whereas, art activities could be art exhibitions, music, drama, cultural programs and technical/non-technical fests. However the main purpose of both co-curricular and extra-curricular activities is the personality development of the students and encouraging them to study in a healthy manner like debut competition, group discussion, workshops, seminar, conferences, presentations, social interactions, dramatics, forum events, art groups, and also library work.

¹⁹ Enhancing development by implementing Co-curricular activities - The Knowledge Review

Examples and Types of Co-curricular Activities

- Sports
- Musical activities
- Debate
- Modelling
- Art
- Music
- Drama
- Debate and discussion
- Declamation contest
- Story writing competition
- Essay writing competition
- Art craft
- Recitation competition
- Wall magazine decoration
- Write ups for school magazine
- Folk songs
- Folk dance
- Flower show
- School decoration
- Sculpture making
- Fancy dress competition
- Preparation of chart & models
- Album making
- Photography
- Clay modeling
- Toy making
- Soap making
- Basket making
- Organizing exhibitions
- Celebration of festival

New age co-curricular activities list in school

- Computer Coding competition
- Ethical Hacking competition
- Computer Gaming competition
- Online Magazine/ Newsletter Writing, Editing, and Publishing
- Media Design – design of various media such as film, video, web interfaces
- Blog writing
- Graphic Designing
- Web Designing
- Digital art
- Career education – In other words, an exploration of different career options and educational pathways after school
- Job shadowing – such as spending a day or more with a professional at

work to understand the nature of work, responsibilities, etc.

- A day at work – such as spending a day at a company or at a factory to see how commercial and industrial activities happen
- **Co-curricular activities in school and outdoor – list of athletics and sports**
- **Aerobics**
- Archery
- Athletics – For instance, sprinting, long-distance running, hurdles, high jump, long jump, shot put, disc throw, etc.
- Badminton
- Baseball
- Basketball
- Bicycle
- Billiards
- Boxing
- Chess
- Climbing (Rock climbing)
- Cricket
- Cycling
- Diving
- Equestrian
- Fencing
- Football
- Gymnastics
- Handball
- Hockey
- Judo
- Kabaddi
- Karate
- Kho kho
- Kayaking
- Martial Art
- Mountain Biking
- Polo
- Rowing
- Rugby
- Shooting
- Snooker
- Squash
- Swimming
- Table Tennis
- Tennis
- Volleyball
- Water polo
- Weight Lifting
- Wrestling



Handout 5B: The impact of Co-curricular activities on Students lives

Considering co-curricular activities at first, the prominent activities like playing, acting, singing, recitation and narrating are stimulated more due to the involvement of out-class events. Focusing on regular core studies is important but, a student should get involved and participate in various activities to acquire more knowledge outside the books. Whereas such activities offer no grades or academic credit yet they provide a better understanding of the supplementary and complementary education for students. The most crucial entity a student ever needs is 'soft skills', it plays a vital role in the career of students as well as during college tenure. A soft skill includes writing, confidence building, anchoring, presentation, vocabulary, debating and other communication-related activities. It also helps students in increasing their coordination skills and uplifting the free expression of students. There are some common educational opportunities that might be considered as co-curricular, they are, student newspaper, musical newspapers, mock trials, mathematics competition, art shows, robotics and engineering teams and contests. Now, it is important to know how the co-curricular can involve the academic content for the betterment of student as well as the society.

Benefiting Socially

These co-curricular activities create avenues where people gather and helps students in getting socialized through enhancing self-identification, self-assessment and social awareness skills. Also, it productively makes one responsible towards family and society. Promoters of co-curricular activities believe that these activities play a critical role in civic and social development of the students because they learn tolerance, empathy, compassion, listening to and accepting others decisions etc.

Gaining Management Skills

Management skills are imminent for one's growth; these activities to develop the capacity of events management as well as helps a student for developing leadership qualities . It also boosts decision-making ability and team-work comprehension.

General Basis Knowledge

This includes activities like field trips, excursion and tours which helps to get enlightened about the other societies, and their work, customs and culture. This increases social awareness

Role of Schools and Teachers in Organizing Such Activities

The most important thing in organizing co-curricular activities is the total support from the institution itself; which should encourage and appreciate the efforts carried out during activities organized or performed by students

On the other hand, teachers should also intentionally take part and should perform multi-dimensional functions in executing co-curricular as well as extra-curricular activities.

Co-curricular Activities Portray a Good Curriculum Vitae

To increase the positive impact on the interviewer, a remarkable CV plays a crucial role. Co-curricular activities in CV do give out a good impression; activities in sports, drama, volunteering in various fundraising events, job-specific activities— ability to take constructive criticism, writing, creativity, IT & other technical skills.

Excerpts from a research study: Impact of co-curricular activities on students' academic achievement at secondary school level in southern districts of Khyber Pakhtunkhwa by Abdul Khan 2018, impact of co-curricular activities on students' academic achievement at secondary school level in southern districts of Khyber Pakhtunkhwa

Puts Theory to Practice

Research has shown that extra-curricular activities provide real-world experiences to the students which are not included in the formal course of study, the student learn how to apply the classroom knowledge in a real life situation.

Students Don't Indulge in Unhealthy Activities

The effect that co-curricular activities have on students is beyond the classroom as it helps students seek more knowledge and skills. This quest for knowledge makes them stay away from developing unhealthy activities during their free time

Decrease in Stress and Tension

It has been investigated that co-curricular activities lead to a decrease in academic stress and tension among students, which ultimately leads to an increase in productivity in their learning. Co-curricular activities are associated with academic achievement, which also lowers rates of antisocial behavior and dropouts. However, studies also reported that the magnitude of the relationship is often small and inconsistent, depending on the types of activities

Provide Motivation

Co-curricular activities bring motivation in students as teacher makes some questions, answers and roles for debates to start the process. The listeners want to get the ability as the other students doing

Positive Youth Development

When stating some of the benefits of participating in extracurricular activities, some believe that this leads to positive youth development. What exactly is positive youth development? The positive youth development encompasses five constructs: (1) competence in academic, social, and vocational areas; (2) confidence; (3) connection to family, community, and peers; (4) character building; and (5) caring and compassion

- Write a list of 10 this-or-that questions (for example: "Would you rather be a bee or a horse?" "Would you rather eat a beetle or get stung by a bee?" "Would you rather have five brothers or five sisters?" You can draw from this list of 200 examples.)
- Have students sit in a circle.
- Ask the first student a "This or That" question.
- Take turns going around the circle.



Handout 5C: **Why Co-curricular activities are needed in schools**

Source: <https://www.theasianschool.net/blog/importance-of-co-curricular-activities-in-school/>

The scope and need of co-curricular activities is very vast because these activities give young boys and girls the ability to shape up their lives and future which is the prime reason for coming to school. Such activities makes students to stay active. Let's discuss below in detail why co-curricular activities should be mandatory in schools. Let us see some of the benefits of extracurricular activities:

Better Physical & Mental health

These types of activities require students to stay active by active participation in some co-curricular activities. Since they have no chance to skip these as it's a part of their daily curriculum. Studies have shown that students pursuing some or other hobbies get better results in their studies.

Create Opportunities

In this highly competitive world, better grades act as game changers while taking admissions in other schools, colleges, or institutions. Co-curricular activities provide better opportunities as students pursuing these activities are given more preference over those who aren't involved in such types of activities.

Sense of Responsibility & Confidence

When at an early stage of life, children are given tasks of responsibility to handle; they become much better in handling unusual situations in their later life too. This fosters a sense of self-confidence, accountability & responsibility within them.

Development of Special Skills

Co-curricular activities improve the learning experiences of students, help them identify and develop their inner talents like creative & public-speaking skills, leadership qualities, etc. Co-curricular activities offer them an opportunity of thinking unusually and getting the innovative ideas of their own. These activities help the students develop an enriched learning experience by providing them a chance of imagining new ways of solving an issue or answering a question.

Exposure to New Activities

Students are introduced to a wide range of activities that give them better strength while letting them choose what they wish to learn and what they enjoy.

Co-curricular activities in schools help students sharpen their communication skills, expressions, public speaking, participation, and sense of belongingness through different types of activities like debates, extempore, recitation, Art and craft competitions, classroom activities such as reading, group discussions, and many more. This ultimately helps in developing their overall personality. As some students are unable to outperform in the classroom, but they are also superb athletes, musicians, players, etc.

Therefore school activities need to be designed in a manner that provides balanced mix of academics and opportunities for all-around development. Therefore we can safely say that co-curricular activities are vital for students as well as schools



Handout 5D: Top 10 Co-Curricular Activities and Why You Should add them to Your Resume?

Source: [Co-Curricular Activities List \[2021 List For Different Fields\] - Leverage Edu](#)

The introduction of Co-Curricular Activities helps those hiring you to have a glimpse into your hobbies, your interests and your individuality, outside the world of academics, tests and scores. The information provided by the Co-Curricular Activities transforms you from a bunch of data to a human with varied interests and passions in the eyes of those recruiting you. In case you feel your Co-Curricular Activities may seem disconnected from your desired job profile, list out the soft skills you develop because of these activities, you can make your resume look more polished and appear more skillful than the other competitors. Having established the importance, let us have a look at the Co-Curricular Activities list for Resume.

Tabulated below are the most popular co-curricular activities that you can add to your resume-

Co-Curricular Activities	Key Skills
Student Government	Leadership skills Communication skills Collaboration Organizational skills
Foreign Language	Communication Interpersonal skills Critical Thinking Work Ethic
Sports	Collaboration Creativity Communication Work ethics
Arts	Creativity Attention to Detail Collaboration Work ethic
Sorority / Fraternity	Collaboration Interpersonal Leadership Organization
Work Study	Time management Multitasking Independence Problem solving
Resident Advisor (RA)	Conflict management Communication Organization Time management skills
Club Executive Board Position	Leadership Communication



	Collaboration Organization
Music, Drama & Theatre	Confidence Self-presentation Collaboration Attention to detail Creativity
Volunteering & Fundraising	Leadership Ingenuity Commitment Entrepreneurship Proactive approach.



Handout 6A: What is Reproductive Health for Adolescents?

What is Adolescence?

World Health Organization (WHO) defines adolescence as 10-19 and “young people” from ages of 10-24 years. WHO further breaks down the evolving nature of adolescence

- Progression from the appearance of secondary sex characteristics (puberty) to sexual and reproductive maturity;
- Development of adult mental processes and adult identity;
- Transition from total socio-economic dependence to relative independence

Developmental Stages of Adolescence

- Pre puberty before age 10
- Early adolescence, age 10-14
- Middle adolescence, age 15-19
- Late adolescence or young adulthood, age 20-24

What is Reproductive Health for Adolescent?

According to WHO, RH is the total well-being in all aspects of reproduction such as in behavioral, emotional, physical, and social.

Factors Effecting Adolescence Development and Reproductive Health²⁰

Several factors that influence adolescents’ development and reproductive health are identified. Below Although their degree of influence may vary at different points, they all shape how young people experience the transition from childhood to adulthood.

BIOLOGICAL – Biological and physiological changes, such as physical growth, the development of secondary sex characteristics and menarche, occur during puberty and early adolescence. They, in turn, can influence an adolescent’s psychological development, self-image, peer and other relationships, plus the social expectations placed on adolescents.

EMOTIONS – The emotional aspects of a young person’s development include the role that feelings in motivating behavior, how youth feel about themselves in relation to their peers and others, how they view their bodies and what their interpersonal relationships are. These emotions can manifest as excitement, optimism, change and growth from the perspective of adolescents; however, circumstances can sometimes defeat those very positive emotional characteristics.

COGNITION – As development progresses, enhanced thinking skills enable an adolescent to move from concrete to abstract thought. This process has an impact on the way information is perceived and understood. Consequently, it has implications for how information, education and communication (IEC) materials and counseling and reproductive health services should be designed and delivered.

IDENTITY – Above all, adolescence is a time for discovering “Who am I?” The development of identity – largely determined by culture and tradition – is also linked to family and peer relationships, values and the meaning of being male or female in a given society. Girls are particularly vulnerable to negative reproductive health outcomes because they are often assigned roles that limit and constrain their independence and decision making, placing them at greater reproductive health risk. Although attitudes vary, most cultures expect young women to abstain from premarital sex while tolerating, or sometimes even encouraging, it for males.

²⁰ SOURCE: James-Traore, T. A. 2001. Developmentally Based Interventions and Strategies: Promoting Reproductive Health and Reducing Risk among Adolescents. [FOCUS Tool Series 4]. FOCUS on Young Adults.

FAMILY – In most cases, adolescent development takes place within the context of the nuclear or extended family. The degree to which this developmental period results in family tension and conflict rather than support and celebration will vary. Societal and familial expectations and the nature of family relationships, as well as significant events such as births, deaths and separation, all affect how young people develop. Family stability can be especially critical because death, divorce, or separation, can have a lasting effect on adolescent behavior and development. In addition, some adolescents are institutionalized, are fighting wars, are living on the streets, are orphaned, or they have either married or formed other partnerships

SEXUALITY – Sexuality includes a range of emotions, thoughts and behaviors and is not limited to sexual intercourse. It involves the individual's physiological, psychological and emotional state; sexual expression and gender roles; and expectations.

SOCIETY – Adolescent development also takes place within the context of the adolescent's social environment. The healthy development of social skills is reflected in interpersonal and group relationships and in the balance between healthy group interaction, individuality and independence.

ETHICS AND MORALITY – A sense of ethical standards and morality, or values, helps an individual distinguish between right and wrong and shapes decisions about individual behavior. That sense is evident in an awareness of broader issues affecting not only the individual, but also the family, the community and the society.

Because of these factors, adolescence, especially in its early stages, is an optimal time to influence the development of healthy gender roles, as well as positive and productive goal setting. Data confirm that adolescents do listen to adults and that positive relationships with adults can reduce some of the potential hazards associated with adolescence and can increase positive behaviors. Outlined in this tool are intervention strategies that focus on prevention. These strategies hold special promise for younger adolescent



Handout 6B: Key RH Characteristics during the Stages of Adolescence

Middle Adolescence (ages 15 – 19)

Biological

- Continues physical growth, development and sexual maturation
- Pace of physical and emotional development in relation to peers' development is important

Emotional

- Starts to challenge rules and test limits
- Feelings contribute to behavior, but do not control it
- Is less impulsive. Begins to respond based on thoughtful analysis of potential consequences
- Develops more advanced problem-solving skills
- Concerned with self-image compared with peers
- May be encouraged to participate in rites of passage
- Males more likely to engage in sexual activity before marriage, with multiple partners, than females

Cognitive

- Desires more control over own life
- Begins to develop own value system
- Thinks in more abstract terms

Identity

- Has sense of self that is largely shaped by peers, although becoming less so
- May be struggling with gender identification
- May be married and under strong influence of spouse, relatives

Family

- May become more removed from family and may seek more privacy
- Moves away from parents toward peers
- May marry and move away from family of origin
- May have children

Social

- Peers influence leisure activities, appearance, substance use and initial sexual behaviors ■ Family influences education, career, religious values and beliefs ■ Relationships are developed and are based on mutual expectations and on conformity to group norms regarding time apart from spouse and children, family obligations, hairstyles, dress, music, etc.

Ethics/Morality

- Increases exposure to the values and beliefs of others
- Starts to question own beliefs, which may lead to conflicts with parents or family
- Begins to develop own set of value



Handout 6C: Mental Health

What Is Mental Health?²¹

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

Over the course of your life, if you experience mental health problems, your thinking, mood, and behavior could be affected. Many factors contribute to mental health problems, including:

- Biological factors, such as genes or brain chemistry
- Life experiences, such as trauma or abuse
- Family history of mental health problems

Mental health problems are common but help is available and many people recover completely after acquiring such facilities.

Early Warning Signs

Not sure if you or someone you know is living with mental health problems? Experiencing one or more of the following feelings or behaviors can be an early warning sign of a problem:

- Eating or sleeping too much or too little
- Pulling away from people and usual activities
- Having low or no energy
- Feeling numb or like nothing matters
- Having unexplained aches and pains
- Feeling helpless or hopeless
- Smoking, drinking, or using drugs more than usual
- Feeling unusually confused, forgetful, on edge, angry, upset, worried, or scared
- Yelling or fighting with family and friends
- Experiencing severe mood swings that cause problems in relationships
- Having persistent thoughts and memories you can't get out of your head
- Hearing voices or believing things that are not true
- Thinking of harming yourself or others
- Inability to perform daily tasks like taking care of your kids or getting to work or school

Mental Health and Wellness

Positive mental health allows people to:

- Realize their full potential
- Cope with the stresses of life
- Work productively
- Make meaningful contributions to their communities

Ways to maintain positive mental health include:

- Getting professional help if you need it
- Connecting with others
- Staying positive
- Getting physically active
- Helping others
- Getting enough sleep
- Developing coping skills

²¹ [What Is Mental Health? | MentalHealth.gov](https://www.mentalhealth.gov/what-is-mental-health)



Handout 6D

Practices to Maintain Good Reproductive Health²²

For a healthy society or population, it is necessary to maintain reproductive health. Adolescence is the stage of growth and sexual maturity. Thus, it is essential to practice good hygiene habits at this stage itself. For being healthy, one has to keep hygiene at a personal level (personal hygiene) as well as at the community level (environment hygiene). Below are the different ways to maintain reproductive health during adolescence:

Balanced Diet

The balanced diet is important for all age groups. Adolescents must have a well-balanced diet as growth depends on the dietary intake. A well-balanced diet comprises all types of nutrients like proteins, fats, carbohydrates vitamins, and minerals in an adequate amount. Fruits, rice, bread, green vegetables, meat, milk, eggs, etc. are certain food with high nutritional values. It is essential to eat a balanced diet during adolescence because at this stage human body is rapidly growing and developing muscles. A balanced diet provides nourishment to bones, muscles and other parts of the body to grow rapidly. However, nowadays fast food, junks foods, and other bakery products have gained enormous popularity among adolescents. The daily consumption of fast food has invited many diseases including obesity, vitamin deficiency diseases, and also affecting the reproductive health both physically and emotionally.

Given below is the table which describes nutrients which adolescents should include in their diet for maintain good overall health and RH

Nutrients	Examples	Benefit
Carbohydrates	Cereals, Roti, rice, cooked rice, biryani, sugar etc.	Provides energy
Fats	Butter, ghee, cooking oil, mustard oil, sunflower oil, Vanaspati ghee, groundnuts	Provides energy
Proteins	Pulses, peas, beans, cheese, eggs, meat, fish, milk	Body growth
Vitamins and minerals	Fruit and vegetables like citrus orange, lime, lemon, carrots, spinach	Protect the body from ailments and keeps it healthy

Personal Hygiene

Personal level hygiene includes cleanliness, physical exercise, proper rest, and sleep, etc. Since adolescence is the onset of puberty, many pubertal changes take place in us. Sweat glands are more active during this stage, this causes more sweating, in addition to this, the hair growth in public regions and armpit make it even worse. Bathing remove the sweat, oil and dirt and cleans the body. During bathing all parts of the body should be washed and cleaned every day. Hence, maintaining cleanliness by proper hand washing regular bathing, washing, and ironing of clothes has to be followed. Girls need to keep themselves clean especially during menstruation. Regular walk, outdoor games, and workouts help adolescents remain physically fit and healthy. If the personal hygiene is not maintained by adolescent boys and girls there are chances of catching bacterial infection

Physical Exercise for Adolescence

All the adolescent boys and girls should do physical exercise such as walking, jogging, swimming, playing outdoor games or other type of exercise regularly.

- Regular physical exercise in fresh air keeps the body fit
- Regular physical exercise also improve the mental health
- Physical exercise protects person from heart diseases, high blood pressure, diabetes and obesity.

source²² [https://byjus.com/biology/reproductive-health-and-adolescence/Reproductive health - Class 8, Reaching the age of Adolescence \(classnotes.org.in\)](https://byjus.com/biology/reproductive-health-and-adolescence/Reproductive health - Class 8, Reaching the age of Adolescence (classnotes.org.in))

- Physical exercise builds and maintain healthy muscles bones and joints
- Physical exercise increases our efficiency in studies, work and sports
- Physical exercise improves the general sense of well-being and makes a person feel happier

No to Child and Early Marriages:

As per the Marriage Act, the permitted age for the girl is 18 years and for the boy is 21. Early marriage before 18 years is not allowed as the girl is too young and not well matured and is not mentally or physically prepared for motherhood, which results in mental agony and other health problems both in the mother and the child.

No to Drugs

As we know, during puberty the hormonal fluctuations level is high, which has a great impact on our intellectual and emotional maturity, sometimes leading to poor decision making. During this period, adolescents become more vulnerable to bad habits like drinking, smoking, taking drugs, etc. Once they get addicted to these habits, it becomes very difficult for them to recover easily. Drugs also affect reproductive health, can delay the puberty and may impact both physical and social consequences.



Handout 7A: Are You a Responsible Person?

(Take this self-evaluation and decide for yourself.)²³

True	False	
<input type="checkbox"/>	<input type="checkbox"/>	I do what needs to be done.
<input type="checkbox"/>	<input type="checkbox"/>	I am reliable and dependable.
<input type="checkbox"/>	<input type="checkbox"/>	I am accountable for my actions; I don't make excuses or blame others.
<input type="checkbox"/>	<input type="checkbox"/>	I fulfill my moral obligations.
<input type="checkbox"/>	<input type="checkbox"/>	I use good judgment and think through the consequences of my actions.
<input type="checkbox"/>	<input type="checkbox"/>	I exercise self-control.
<p>I think I am/am not a responsible person because: _____</p>		

Being responsible puts you in charge of your life.

²³ Copyright Elkind+Sweet Communications / www.LiveWireMedia.com
 Reprinted by permission. Copied from www.GoodCharacter.com.



Handout 7B: What is a Responsibility?

What is a Responsibility?

- The capacity to assume the consequences of own actions and decisions and to not only seeking good for own self but that of the others too
- Taking more independence and responsibility is part of adolescent's growth, and ²⁴teaching the value of responsibility goes a long way in guiding them to becoming a responsible young adults. Responsibility is not just about how the choices which you make affect yourself, but also how your choices and actions affect others
- The responsibility is understood "the capacity to assume the consequences of own actions and decisions and to not only seeking good for own self but that of the others too"²⁵
- Responsibility is something that is gradually acquired either by imitation of the adult who is closest to a young person or by social approval, which reinforces this type of behavior and favors your self-esteem

Responsibilities of High School Students towards School²⁶

Student life is the happiest and the most crucial period in person's life. It is not just about attending ²⁷classes and working hard to good grades. Student life is a phase where a student learns the values of hard work, discipline, punctuality, teamwork, unity, and more. It is a period of time which shapes up an individual and prepares him/her to face the upcoming challenges of life with courage and strength.

As learners, students play a crucial and active role in education. They involve and interact with students and teachers, participate in classroom discussions, and act in a receptive manner. With changing times, the role of learners in education has got subverted from a facilitator to a task monitor. They collect materials for learning and assignments, check on their study times, put back materials at their respective places after using them, and more. Developing excellent communication skills, being friendly and polite, and making practical applications of what they learn are some of the major roles that students play as learners in education.

A school is the second home of a student. Students spend a significant portion of their lives in schools apart from what parents teach them at home.

Given below are the details of these responsibilities:

- It is the job responsibility of any high school student to reach school on time and leave it only when the school timings are over and high school is terminated.
- It is the job responsibility of a high school student to be present in the school in proper uniform and code of dressing. A high school student must be neat and tidy.
- A high school student is responsible for maintaining discipline while in school and he/she is responsible for suggesting other students also to be disciplined and well behaved.
- A high school is responsible for attending all classes and not bunking any class during the school hours.
- A high school student is responsible for respecting teachers, principle and the other staff members and obeying their orders.
- A high school student is responsible for studying all the subjects given to him and giving a satisfactory performance in tests and examinations.
- The cleanliness of the school is also a responsibility of a high school student so he/she must do his/her best to restrain from spreading any kind of dirt in the school.

²⁴ Inspired by www.today.com/parenting-guides/here-s-how-teach-teena...

²⁵ Obligations and Responsibilities of Children (in Home and School) | Life Persona

²⁶ [High School Student Job Responsibilities – Job Responsibilities](#)



Handout 7C: Responsibilities of Students towards Society

Are social responsibilities the sole liability of the corporate world and the governments? Do the youth have nothing to do with it? Being a student, you too can make a difference by taking baby steps. Your participation in solving social problems has the *power to promote* the personal and collective identity. You may be aware of different measures and ways to help, but the question is, do you implement them?

Do you blame the government for everything and doesn't pay a heed to the responsibilities as an individual? Well, it's *time to break that practice*.

Student social responsibility mainly focuses on taking responsibility for one's own actions. It is a promise everyone should make for the society while working for the social, cultural and, ecological causes. These responsibilities are ethically binding and propose that each person acts in such a way that minimizes the adverse effect to those immediately around them.

For instance, most of the times you must have seen if two vehicles collide, the drivers blame each other for the mishap. By this act, they not only fail to take responsibility but are demonstrating a character trait which is very common in people who fail to succeed in anything.

Therefore, in accepting your faults, you are accepting a willingness to develop your character. It's a little effort that brings a big difference around. Here are some of the basic steps to get you started for the revolution without disturbing your study schedule.

Start from Preserving

- If the rotten things bother you and you hate the resources being wasted, then surely you are on the right way. "*Charity begins at home.*" This quote has been long told but hardly practiced.
- Keeping the school or college building and surrounding neighborhood clean, picking up the litter and putting it in the trash can, can be your one step as a socially responsible citizen.
- You can also keep a check on reducing energy and water consumption. Every time you leave the classroom, ensure the lights and fans are switched off.
- Also, avoid leaving the tap water running.
- These minor practices can help in fulfilling the social responsibilities that you owe as a student. Different ways by which a student can fulfill their social responsibilities while they study.

Be a Volunteer

Have you ever thought of helping others in need? Is there a cause that is close to your heart? Would you like to help an organization that supports that cause? If yes, then you just unlocked the next social responsibility you could fulfill.

There are many projects launched by government and NGOs to support different social causes like creating awareness for the importance of education, finding shelter for the homeless, looking after the sick people, spending time with old age people.

You can be a part of any of them. It won't consume much of your time, and you will feel contented after giving time to something that is selfless. As it is rightly said, "*The best feeling of happiness is knowing you're the reason of others' smile.*"

Contribute to Make a Difference

You can always donate things that are no longer of use to you. Rewind a little, and you will find a number of things that are just sitting in your room adding onto nothing. For example books, notes, assignments, gadgets, study table, etc. Also, you can turn to the local people to collect the books and other items.

Condone Any Form of Bullying

“Pulling someone down will never help you reach the top.”

“Bullying leads people to commit suicide.”

The majority of young adults who committed suicide could have been saved if help had been offered to them. Rescuing a young adult or teenager is possible with the right type of awareness and education. If you see anything unethical happening around, raise your voice against it instead of ignoring it and moving on as if you saw nothing.

Follow Ethics

Ethical code helps in understanding the difference between ‘right’ and ‘wrong’ and in applying that understanding to your decisions. For example, if you are given a chance to take up an opportunity that could be really beneficial to you, but it may result in a loss to your fellow people, would it be fair to grab it?

Being just to your morals is the prime social responsibility. After all, you are the one you are answerable to.

It takes a strong and adept thinking to make the right tradeoffs. *“Every individual has a place to fill in the world and is important in some respect whether he/she chooses to be so or not.” Nathaniel Hawthorne.*

It’s time to take a look in the mirror to see if you are ready to be a socially responsible human being or not. The opportunities are endless. *Are you ready to choose?*²⁸

²⁸ Guide to Fulfilling Your Social Responsibilities as a Student [Different Ways a Student Can Fulfill Their Social Responsibilities - Sharda University Blog](#)



Handout 8A: Democracy & Education²⁹

What comes to mind when you think of democracy? For many people, the word **democracy** elicits thoughts of freedom and autonomy from government or at least full choice in governmental decisions.

The concepts of choice and control are at the heart of **democratic education**, since it can be defined as the implementation of choice and control for students to be able to guide their own educational plans and goals. **Choice**, the ability to have autonomy in the direction of one's own educational path, and **control**, the ability to decide how to approach major educational needs, are the two main principles of democratic education.

It's easy to say that students should have choice in their educational paths and control over their own educational goals, but what does that mean in the actual classroom?

In the most democratic classrooms, teachers should creatively engage students in activities that are of the students' choosing. For some students, this may mean quiet worksheets, but for many, this is most likely hands-on manipulative work. Students should be allowed to choose an area of study, and the entire educational plan should revolve around that subject area. For instance, if the students like space and vote on having a space unit, then all subject matter should pertain to space.

Class schedules should be open for debate and vote so that all students in the class feel as if they have had a voice in the decision-making process of day-to-day educational tasks. If it's feasible, students should be allowed to work to their own schedules, but if not, a class vote to decide on time tables will suffice.

From a school-wide perspective, democratic education takes the form of student body government with real power to make decisions for the school in areas such as educational planning and programs to be offered

²⁹ What is Democratic Education? - Principles & Forces - Video & Lesson Transcript | Study.com



Handout 8B: Relationship between Democracy and Education

³⁰It is an admitted fact that there is an intimate relationship between democracy and education. In a democracy, education is given primacy, for it is pre-requisite for the survival and success of the former. Similarly, education fosters a democratic temper in the minds of people.

Democratic values like liberty, equality, fraternity justice, dignity of individual, co-operation, sharing of responsibility etc. are applied to education to make it more effective, meaningful, relevant and useful.

Democracy in order to be a reality and a way of life has to be introduced from the very beginning of education and its values need to be practiced in educational institutions. Before a thorough discussion on the inalienable relationship between the two-democracy and education, it is essential to unfold the meaning of democracy.

Democracy is a form of government in which there prevails the rule of majority. It is government of the people, by the people and for the people. Socially, it implies absence of all distinctions based on class, caste, creed, birth, religion, language or possession of money. Everyone is guaranteed fundamental rights, and equality of opportunities is given for the fullest development of personality.

Dignity of individual is accorded a priority in it. There is no domination of any individual or group over another.

Democracy is a way of life where problems are solved through argument, discussion, deliberation, persuasion and transaction of views instead of dictation, coercion, violence, distrust and conflict. It is an order of social relationships among individuals dedicated to the promotion of the individual's well being keeping personal interests in abeyance.

Democracy and Educational

There is an inseparable connection between democracy and education. Democracy cannot be thought of in segregation from the spectrum of education. It has been admitted on all hands that the sinew of democracy depends upon the character and intelligence of all its citizens.

John Dewey, the votary of democratic education spells out succinctly, **“The devotion of democracy to education is a familiar fact. A government resting upon popular suffrage cannot be successful unless those who govern and obey their governors are educated”.**

Further, Bernard Shaw mentions the value of education in a democracy. “Democracy implies election of the corrupt few by the ignorant many. Therefore, education is the major means to enrich the strengths and overcome the weaknesses of the people. It is also a means for the widespread diffusion of democratic values”. Radhakrishnan commission (1948-49) said, **“Education is the great instrument of social emancipation, by which democracy establishes, maintains and protects the spirit of equality among its members”.**

It is crystal clear that democracy can function properly only if all its citizens are properly educated. Democracy should provide aims to education and thus, principles of democracy should reflect in the aims, curriculum, methods of teaching, administration and organisation, discipline, the school, the teacher etc.

³⁰ Relationship between Democracy and Education (yourarticlelibrary.com)



Handout 8C: Aims of Democratic Education ³¹

The most important aim of democratic education is that student ownership of their education. When people own their choices, then they are more engaged in making sure that those choices are for their own benefit and good.

Ownership leads to engagement, which leads to success in education, and that is the goal of every educational approach.

Other, more aims of democratic education are:

i. Democratic Citizenship:

In order to foster democratic citizenship, education should aim at the following:

- **Clear Thinking:**

Education should aim at developing capacity for clear thinking which entails power of discrimination of truth from falsehood.

ii. Clearness in Speech and Writing:

It is needed for free discussion, persuasion and better exchange of ideas among people.

iii. Art of Living with the Community:

Education should aim at nourishing the art of living with the community which requires the qualities like discipline, co-operation, social sensitiveness and tolerance.

iv. Sense of True Patriotism:

It takes three things which are:

- A sincere appreciation of the social and cultural achievements of one's country,
- Readiness to recognize its weaknesses frankly,
- Resolve to serve it to the best of one's ability and
- To sacrifice one's interests for the sake of broader national interests

v. Development of Sense of World Citizenship:

Education seeks to develop in children a sense of universal brotherhood of man and develops an awareness in them that they are not the citizen of one's own country rather citizens of the world. All are members of a global world just like one family

vi. Improvement of Vocational Efficiency:

The second aim of our educational system is the improvement of vocational efficiency which includes creation of right attitude to work, promotion of technical skills and efficiency. Due to national economic/employment situation, we must concentrate on increasing the productive, technical and vocational efficiency of our students. They will develop the new scientific attitude and appreciate the dignity of labor. That is why greater emphasis should be given on crafts and productive works in all schools, in addition to the introduction of diversified courses of studies at the secondary level.

iv. Development of Personality:

The third aim is the development of personality which includes discovering of hidden talents, cultivating rich interests in art, literature and culture necessary for self-expression and assigning a place of honour to the subjects like art, craft, music, dance and hobbies in the curriculum.

vii. Training in Leadership:

A democracy cannot run smoothly without efficient and effective leadership. Therefore, it is one of the important aims of democratic education that it should train an army of people who will be able to assume the responsibility of leadership in social, political, economic, industrial or cultural

³¹ The Secondary Education Commission (1952-53)



fields. Besides, they are required to acquire skills in the art of leading and following others and to discharge their duties efficiently.

Finally, democratic education teaches students the value of being a true participant in one's own environment and making sure one's own voice is heard. This prepares students for a future in a democratic state. By teaching students that their voices are important and can make a difference, you raise adults who believe that they can change the world as long as they are prepared to be involved in the process



Handout 8D: Role of Teachers and Students in a Democratic Environment

Role of a Teacher in a Democratic Environment³²

Create an active learning process in which students have a voice and role to play.

It is important to teach students to learn to become learned they themselves need to play a role in the process. Teachers can organize lessons to encourage students to participate, and help find a way of instruction which can be adopted as a method of teaching in the classroom

Recognize the fact that every student is unique and learns in a different way.

Citizens in a democracy need to appreciate differences, and an important precursor for acceptance of that fact is accepting a person's individual nature as distinct from others. Students shouldn't be admonished for the ways in which their learning preferences or tastes fall outside the seeming mean—these differences should be celebrated.

Give decision making opportunities to students

From kindergarten to high school and beyond, students benefit from having opportunities to work together to make decisions about their learning environments and subjects of study. For six-year-olds, this may mean working together to name the class fish, whereas for seniors, it more likely takes the form of working in small groups to determine the subject and scope of presentations or science experiments, but many of the skills gleaned are the same.

Encourage students to identify ways by which they can work for bringing positive change in their schools and communities.

The role of a teacher should encourage students to look outside the classroom, too, to find ways to strengthen their growing democracy muscles. If students have valid complaints about city services, laws, or other issues that can be met with collective action, teachers can help equip them to respond with thoughtful and strategic actions to drive change.

Role of Students in Democratic Environment

In many developing countries like Pakistan, politics is controlled by corrupt people. It is only the young who can counteract and control them. It is only ideal young students who can aspire for high ideals of democracy. For example it was students who laid their lives in thousands at the altar of democracy in Tiananman Square in Beijing, China.³³

Similarly, students in the democratic classroom learn to be active participants in their own lives. They know that they have a voice, which is heard, and can make a difference. The democratic school experience prepares students for greater community involvement as adults. It teaches students that if they don't like something, they can do something about it and change things. The students in a democratic classroom learn that they have a role in the process of making the world a better place.

The democratic classroom also teaches the art of teamwork. As students vote and make decisions to improve the classroom environment, they are learning how to accommodate others for a common goal. They are learning to be sensitive and respectful to those around them. These are life lessons to stand a person in good stead in all kinds of relationships going forward, at every stage in life.³⁴

³² School of Education online programs [The Role of a Teacher in a Democratic Society | American University](#)

³³ <https://www.preservearticles.com/essay-for-students/role-of-students-in-democracy/5988>

³⁴ <https://parenting.kars4kids.org/what-happens-in-the-democratic-classroom/#:~:text=The%20students%20in%20a%20democratic%20classroom%20learn%20that,how%20to%20accommodate%20others%20for%20a%20common%20goal.>



Handout 8E: Giving Students a Voice³⁵

Arguably, our high schools generally do a good job of achieving their primary purpose of preparing students academically. But very few do a good job of preparing them for their role as active, responsible, informed citizens in a democracy, despite the fact that the teaching of democracy is a stated goal for most schools.

Students require teaching and modeling to fully appreciate the democratic process. This can take place through the curriculum, with Social Studies being the most likely location. But on a school-wide level, the primary place to start is by giving students a significant role in school decision-making and policy formation.

There are four critical underlying points:

1. To effectively teach democracy, you have to model it; and to teach students how to be actively engaged citizens, you have to enable them to practice this.
2. In a democracy, those students who are largely affected by any decisions should have a voice in making them. Inform that this principle is included in the United Nations' Convention of the Rights of the Child.
3. Make the voices of such students be heard whose insights, perceptiveness and intelligence could largely contribute in making a substantive difference in school reforms such as change in curricula, school climate and testing methods
4. By participating in decision-making, students attached to school increase, it builds self-esteem, improves tolerance and appreciation of others. All this can also lead them to becoming young adults who think that they can make a difference

³⁵ If They Don't Practice Democracy, They Won't Learn It | Edutopia



Handout 9A: What is Gender?

Gender is used to describe the characteristics of women and men that are socially constructed, such as men and women have different social roles in our society. Gender roles can be changed. **Sex** refers to those characteristics that are biologically determined. Such as people are born female or male. These remain unchanged.

Importance of Gender

- i. Gender is necessary for all social institutions, such as family to educational, religious and legal institutions, the workplace and the media. Explain that Gender concerns assume particular relevance in societies where women and girl children are marginalized
- ii. For adolescents understanding of gender and gender relations begins at home and at school. Family members such as father mother, elder siblings. School teachers, friends and society play a dominant role in influencing adolescents' gender understanding of gender roles. It has been seen that such discriminatory behaviors in schools because of lack of insensitivity among teachers, school management as well as students most of the time encourage further bias
- iii. It is necessary to sensitize students about gender to bring a change in attitudes so that they could be sensitive towards this issue and should respond to the needs of their fellow students not only in schools but also in their communities

Gender Roles ³⁶

Gender roles in society means how we're expected to act, speak, dress, groom, and conduct ourselves based upon our assigned sex. For example, girls and women are generally expected to dress in typically feminine ways and be polite, accommodating, and nurturing. Men are generally expected to be strong, aggressive, and bold.

Every society, ethnic group, and culture has gender role expectations, but they can be very different from group to group. They can also change in the same society over time

Gender Stereo Types

A stereotype is a widely accepted judgment or bias about a person or group — even though it's overly simplified and not always accurate. Stereotypes about gender can cause unequal and unfair treatment because of a person's gender. This is called sexism.

There are four basic kinds of gender stereotypes:

- Personality traits — For example, women are often expected to be accommodating and emotional, while men are usually expected to be self-confident and aggressive.
- Domestic behaviors — For example, some people expect that women will take care of children, cook, and clean the home, while men take care of finances, maintains the car, do home repairs etc.
- Occupations — some people are quick to assume that teachers and nurses are women, and that pilots, doctors, and engineers are men.
- Physical appearance — For example, women are expected to be thin and graceful, while men are expected to be tall and muscular. Men and women are also expected to dress and groom in ways that are stereotypical to their gender (men wearing pants and short hairstyles, women wearing dresses and make-up)

Gender Equality

- It can be reached when needs are met for all students
- Equitable access and use of resources
- Equitable participation
- Safety or freedom from violence

Gender Equity

The fair treatment of boys and girls in accordance to their biological, social or other needs

³⁶ [Gender Identity & Roles | Feminine Traits & Stereotypes \(plannedparenthood.org\)](https://www.plannedparenthood.org/learn/gender-identity-roles-feminine-traits-stereotypes) Planned Parenthood



Slides

Defining Leadership

Leadership is developed and evolved with passage of time. It is ...

- The art of mobilizing others
- The art of getting someone else to do something you want done because you want to do it
- Getting things done through other people, willingly

[Slide 2.1](#)

Who is a Leader?

Leaders ...

- Empower others
- Facilitate others more than their own capability'
- Articulate visions, embody values and create an environment within which things can be achieved'
- Shape and share a vision which gives meaning to the work of others'
- Best leaders remain in the background and let others take charge of matters
- With the best of leaders, when the work is done, the project completed, the people will say "we did it ourselves"

[Slide 2.2](#)

Leadership Traits

- Visionary
- Good communicator
- Source of inspiration for members
- Good organizer and coordinator
- Competent
- Inspiration to others
- Adaptive
- Honest and humble
- Collective decision maker
- Problem solver

[Slide 2.3](#)

Student Leader

These leaders are good at problem solving, possess resources, promote school activities, contribute ideas, are trustworthy, helpful and have positive attitude towards life

[Slide 2.4](#)

Autocratic Leadership

Autocratic leadership is an extreme form of leadership, where leader has absolute power over his or her team members who don't have much opportunity for making decisions

[Slide 2.5](#)

Bureaucratic Leadership

Bureaucratic leaders work according to the rules only and also they ensure that their staff follows procedures exactly.

[Slide 2.6](#)

Charismatic Leadership

This leader creates great enthusiasm among his team and is very energetic. However, charismatic leaders' tends to believe more in themselves than in their team.

[Slide 2.7](#)

Democratic/Participative Leadership

Although this leader does make the final decision, but invites other members of the team to contribute to the decision-making process. This not only increases satisfaction level of the members or workers but it also helps to develop their skills.

[Slide 2.8](#)

People-Oriented Leadership

In this style of leadership, the leader is totally focused on organizing, supporting and developing the members of his/her team. A participative style, it tends to lead to good teamwork and creative collaboration.

[Slide 2.9](#)

Communication Skills:

These are those skills through which we give and receive information and convey our ideas and opinions with those around us.

[Slide 4.1](#)

Types of Communication:

There are two broad categories of communication, which are:

Verbal Communication: It includes sounds, language, words, listening and hearing

Non-Verbal Communication: Includes

- Facial expressions,
- Body language, and posture, also includes hand gestures
- Written communication (emails, text messages, emails etc.)
- Visuals such as pictures, signs, symbols, graphics

[Slide 4.2](#)

Importance of Communication Skills for Students

- These skills enable students to convey their ideas, thoughts, and feelings clearly
- Develop an active and cheerful personality.
- Youth is able to exchange information and ideas with others. The effective sharing of thoughts is an interpersonal skill
- Social communication is necessary for communicating with people and society; and its lack may often makes it difficult for youth to survive in a social environment. Social communications can help them to develop strong interpersonal relationships.
- Helps in boosting confidence and self-esteem.

[Slide 4.3](#)

Successful Communication Tips for Students

1. Maintain eye contact with the listener
2. Avoid Interruptions in a conversation:
3. Listen, understand and reciprocate appropriately.
4. Speak clearly and be audible:
5. Always be courteous in your communications with others
6. Be consistent and clear in communications
7. Have something interesting to say
8. Listen to what others are saying and show interest
9. Know your context and environment

Slide 4.4

Co-curricular Activities

These are the activities which supplement/complement the curriculum or main syllabus. Co-curricular activities plays a very important role in development of students' personality development and strengthen their classroom learning ability. Such activities also strengthen cultural, social, and aesthetic development of students

Slide 5.1

Extra-curricular Activities

- These activities are mostly irrelevant to academic section, but still, it has some educational connection.
- They are quite similar to the co-curricular but normally are held outdoor for the purpose of fun.
- These activities are generally organized for the development of the cultural and social development of students.
- It also includes activities which involves aesthetics and cultural, civic, physical development, and social welfare development.

Slide 5.2

Impact of Co-curricular Activities on Students

- Provide real world experiences to the students
- Students learn to apply the classroom learning to real life
- Bring positive change in behavior
- Positive impact on participating students' academic achievements.
- Students stay away from developing unhealthy activities and habits
- Reduces academic stress and tension
- Improves self-confidence which reduces antisocial behavior and school dropouts
- Co-curricular activities bring motivation in students
- Promotes positive youth development
- Helps in better time management

Slide 5.3

“By Education, I mean an all-round drawing out of the best in child and man – body, mind and spirit”

Mahatma Gandhi

Slide 5.4

Need for Co-curricular Activities in School

- Better Physical & Mental health
- Create Opportunities
- Sense of Responsibility & Confidence
- Development of Special Skills
- Exposure to New Activities

[Slide 5.5](#)**How to introduce/revive Co-curricular activities in school**

- Involvement of community and parents in implementing co-curricular activities
- Build the capacity of teachers for implementing co-curricular activities in classrooms
- Role of the principal in maintaining conducive environment in school
- Role of the principal in motivating and encouraging teachers
- Introduction of reward system for encouragement of students as well as teachers

[Slide 5.6](#)**What is Adolescence?**

- WHO defines adolescence as 10-19 and “young people” from ages of 10-24
- WHO further breaks down the evolving nature of adolescence?
- Progression from the appearance of secondary sex characteristics (puberty) to sexual and reproductive maturity;
- Development of adult mental processes and adult identity;
Transition from total socioeconomic dependence to relative independence

[Slide 6.1](#)**Developmental Stages of Adolescence**

- Pre puberty before age 10
- Early adolescence, age 10-14
- Middle adolescence, age 15-19
- Late adolescence or young adulthood, age 20-24

[Slide 6.2](#)**What is Reproductive Health for Adolescent?**

According to WHO, RH is the total well-being in all aspects of reproduction i.e., in behavioral, emotional, physical, and social.

[Slide 6.3](#)**Factors Influencing RH at Adolescence**

- Biological – physiological changes
- Emotions – feelings, self, mood, others, conflict
- Cognition – thinking/processing skills, digestion of ideas
- Identity – who am I? What do I stand for?
- Family – stability, relationships with family
- Sexuality – sexual thoughts, expressions, ideas, beliefs, etc.
- Society – community messages and support
- Ethics and morality – values, beliefs, right/wrong

[Slide 6.4](#)

How to maintain RH during Adolescence

- Balanced diet
- Personal hygiene
- Physical exercise
- No to early marriage
- No to drugs

Slide 6.5

Mental Health

Mental health is the foundation for the well-being and effective functioning of individuals. It is more than the absence of a mental disorder; it is the ability to think, learn, and understand one's emotions and the reactions of others. Mental health is a state of balance, both within and with the environment. Physical, psychological, social, cultural, spiritual and other interrelated factors participate in producing this balance. There are inseparable links between mental and physical health - WHO

Slide 6.6

What is a Responsibility?

The capacity to assume the consequences of own actions and decisions and to not only seeking good for own self but that of the others too

Slide 7.1

Responsibilities of High School Students

- Reach school on time and leave it only when the school timings are over
- Wear proper uniform and follow culturally approved code of dressing
- A high school student must be neat and tidy.
- Be disciplined while in school and as seniors instruct other students to be disciplined and well behaved
- Attend all classes and do not bunk any class in a day
- Respect teachers, principle and the other staff members and obey their orders
- Show satisfactory performance in tests and examinations
- The cleanliness of the school is also a responsibility of a high school student so he/she must do his/her best to restrain from spreading any kind of dirt in the school.

Slide 7.2

Responsibilities of High School Students towards Society The baby steps

- Keeping the school or college building and surrounding neighborhood clean,
- Picking up the litter and putting it in the trash
- Keep a check on reducing energy and water consumption. Every time you leave the classroom, ensure the lights and fans are switched off.
- Avoid leaving the tap water running.
- Be a volunteer
- Donate things which are no longer of use to you such as books, gadgets etc.
- Condemn any form of bullying and raise your voice against it

Slide 7.3

What is a Democratic Education?

Democratic education is one built on students' having the right to choose and control their educational paths. Learn about the benefits of democratic education, including student investment in the learning process and control of their learning trajectory, and examine the effect of external forces

[Slide 8.1](#)

What is a Democracy?

It is a form of government in which there prevails the rule of majority. It is government of the people, by the people and for the people. Socially, it implies absence of all distinctions based on class, caste, creed, birth, religion, language or possession of money. Everyone is guaranteed fundamental rights, and equality of opportunities is given for the fullest development of personality.

[Slide 8.2](#)

Democratic Values

These values are what people hold in common alongside their many differences. Democratic values are general values. They emerge from historical encounters and conflicts

Parker (2005)

[Slide 8.3](#)

Aims of Democratic Education

- Students' to take ownership of their own education
- There is higher attendance in schools
- Increased participation in educational and co-curricular activities
- Achievement graph of students to rise
- Motivational level to increase among the students
- To have clarity in thoughts
- Clearness in speech and writing
- To have the art of living with the minorities
- Sense of true patriotism
- Development of sense of world citizenship
- To make students' own voice be heard by concerned
- Increased focus on vocational skills

[Slide 8.4](#)

Role of a Teacher in Democracy

- Give students a voice and role to play in the learning process
- Recognize that every student is unique and learns in a different way.
- Give decision making opportunities to students
- Encourage students to work for bringing positive change in their schools and communities.

[Slide 8.5](#)

How to Give Voice to the Students

1. To effectively teach democracy, you have to model it;
2. Teach students how to be actively engaged citizens
3. Students affected by any decisions should have a voice in making them.
4. Make the voices of such students be heard whose intelligence can make a difference in school
5. By participating in decision-making, students' attachment to school increase, which builds self-esteem, improves tolerance and appreciation of others.

All this can also lead them to becoming young adults who think that they can make a difference

Slide 8.6

Difference between Gender and Sex

Gender is used to describe the characteristics of women and men that are socially constructed, such as men and women have different social roles in our society. Gender roles can be changed

Sex refers to those characteristics that are biologically determined. Such as people are born female or male. These remain unchanged

WHO gender policy 2002

Slide 9.1

Gender Equality

It can be reached when needs are met for all students

- Equal access and use of resources
- Equitable participation
- Safety or freedom from violence

Slide 9.2

Gender Equity

The fair treatment of boys, girls and transgender person in accordance to their biological, social or other needs

Slide 9.3



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