

Adolescence Education Programme

Mandatory School-Based Activities to be Organized by Nodal Teachers and Peer Educators in KVS and NVS



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Adolescence Education Programme
Mandatory School-Based Activities to be Organized by Nodal Teachers and Peer Educators in
Addition to 23 Hours Class Room Transaction by Teachers

Rationale: Peer Educators orientation programme was conceptualised in order to engage young people meaningfully in the Adolescence Education Programme (AEP). However, it has been observed that all the schools are not able to engage the peer educators to reach out to other students and further improve the teaching-learning environment in their schools.

After the orientation of peer educators, two sets of activities are suggested for every school that may help in mainstreaming the concerns of Adolescence Education Programme in the school curriculum. These include organisation of theme-based assemblies and activities for classes 8th to 11th. Certain reference documents have also been suggested to facilitate organization of these activities. Peer educators and nodal teachers are also encouraged to look up other resources, such as, refer to other relevant books, newspapers, access internet, to further enhance their knowledge on these issues and also share it with other school students. AEP now supports an Adolescence Resource Centre (ARC) that is a virtual storehouse of several interesting resources including, manuals, teaching learning videos, pictures, archived discussions on educational themes. Please log on to www.aeparc.org to access different resources related to AEP. The key reference documents mentioned in these guidelines, i.e. NCERT publications on Adolescence Education in Schools: A package of basic materials, Manual (Training and Resource Materials on AEP), a set of four books written by Kamla Bhasin on adolescence, can be accessed from the website.

A month wise scheme of themes and activities is provided below to provide a concrete role to peer educators with guidance from nodal teachers.

Activities to be organised by Schools in Academic Year 2014-15

Theme	Month and Year	Morning Assembly	School-based activity for classes 8-11
Working in teams	September 2014	Sub-topics to include: <ul style="list-style-type: none"> • Why is it important for school students to work in teams • Characteristics of a good team • How to build a good team 	Games <u>Reference:</u> 1. <i>Peer Educator (PE) Manual, p.4&33.</i>
Healthy and positive relationships	October 2014	Sub-topics to include: <ul style="list-style-type: none"> • Attributes of positive and healthy relationships • Attributes of negative and exploitative relationships • Skills for getting out of negative and exploitative relationships 	Case studies and role plays followed by discussion Sharing of experiences in writing or during discussions <u>Reference:</u> 1. <i>AEP Training Manual, p.39, 41, (Case Study 1, 2 and 4)</i> 2. <i>PE Manual, P. 11</i>
Challenging gender stereotypes	November 2014	Sub-topics to include: <ul style="list-style-type: none"> • Respect for each other • Recognising and challenging gender stereotypes and discrimination • Reporting abuses and Violence • Safety Net 	Debates, essay writing(not more than 250 words) (suggested topics provided in Annexure 1) <u>Reference:</u> 1. <i>AEP Training Manual, p. 85-87& p. 98-100 (Module - 6,Activity-1)</i> 2. <i>Kamla Bhasin and Vandana Bist, Book 2: Kishoravastha se doosri mulakat</i> 3. <i>NCERT Guidelines on Adolescence Education in Schools: A package of basic materials</i> may retrieved http://www.aeparc.org/node/2410
Nutrition	December	Sub-topics to include:	Slogan writing

	2014	<ul style="list-style-type: none"> • The connection between eating healthy and looking good • Myths related to ideal body size and weight • How to prevent anaemia • Good eating habits 	Development of healthy menus for different meals <u>Reference:</u> 1.AEP Training Manual, p.63 & 64 (Module-4), p. 77-78 (Fact sheet)
Prevention of Substance Misuse	January 2014	Sub-topics to include: <ul style="list-style-type: none"> • Reasons for increased vulnerability of young people to substance misuse • Prevention of substance misuse • Consequences of substance misuse 	Posters/ Comics (suggested topics provided in Annexure 2) <u>Reference:</u> 1.AEP Training Manual, p. 132-133, 137-138, 140-142 2. Kamla Bhasin and Vandana Bist, Book 4: <i>Kishoravastha se chauthi mulakat</i> 3.NCERT Guidelines on <i>Adolescence Education in Schools: A package of basic materials</i> may retrieved http://www.aeparc.org/node/2410
Prevention of HIV/AIDS		Sub-topics to include: <ul style="list-style-type: none"> • Modes of HIV transmission • Means of prevention • Zero stigmatization 	Role Play <u>Reference:</u> 1.AEP Training Manual, p. 168,176-177

Guidelines for organising activities

1. Integrating AE themes in the Morning Assembly

All schools have the provision of a morning assembly. It is suggested that once every month, AEP theme-based assembly is organized in every school participating in the AEP. Besides the themes, certain sub-topics have also been suggested to enable the nodal teacher and peer educators to prepare for the morning assembly. The peer educators-teacher team could also include additional sub-topics that are relevant for their school. Peer educators may also want to share certain experiences in the assembly that are relevant to the theme of the month. **Most importantly, it is left to the imagination of the peer educators to organize this morning assembly with the help of their teachers.** Given the time constraint during the morning assembly, it is expected that inclusion

of a particular theme in the assembly will not take more than 7-10 minutes. In order to have enhanced participation of students, the themes introduced in the morning assembly may be followed by school based activities on the same day.

The trained nodal teacher may inform and consult Principal for inclusion of themes in the school time table, so that peer educators and teachers know ahead of time the day on which a particular theme has to be included in the morning assembly and can prepare for it.

2. Organising theme-based activities in the school

As a follow up of addressing a particular theme in the morning assembly, it will be important to organise relevant activities that further engage the students and help them in internalising the key learning. A set of theme-based activities and basic reference documents have been suggested in the table above. Teachers' especially nodal teachers will have to take the lead in organising these activities and peer educators can play an important role in setting up the activity. For example, make posters that announce these activities (date, time and themes) and display them in different parts of the school to encourage participation, set up a classroom or the conference room for organising debates or poster making etc. Suggested guidelines have been provided. Teachers may need to provide more detailed and specific information ahead of time so that all students know about the event and can prepare to participate in it. Announcing a particular activity ahead of time and providing necessary guidelines for participation will encourage student participation in large numbers. At the end, it is essential to synthesise learning and key take home messages.

Other value added activities:

Question Box is a meaningful activity that enables students to seek clarifications anonymously. It can also be used as a tool to get feedback on different activities organized under AEP. For planning the question box activity, please refer to *AEP Training Manual, p. 191*(Module 15, Activity 1)

Social Action Project: The school may identify a particular action project, for example, zero tolerance for bullying or zero tolerance for substance misuse and implement it.

Explanation of Selected Activities and Guidelines for Organizing Them

What is a Role Play?

Role play is an activity presenting a short (5-7 minutes) spontaneous play which describes plausible real life situations around a designated theme. In this activity, participants play the role of an assigned character. Oftentimes, role play exposes students to a situation that they have not yet faced in their real life. It provides them an opportunity to apply learnings to a real life situation and deal with it in a positive and responsible manner. As an educational activity it provides opportunities to students for a truly experiential learning. It is different from the one-act-play, as role play is conducted without any script or costumes etc that are needed in a one-act-play.

Planning

- For each situation 4-5 students, boys/girls should be identified to constitute a group for enacting the role play. The selection should not appear to be discriminatory in any way.
- Specific theme may be assigned to each member of that group. Their respective roles may be explained properly. Each one of them must know and understand the specific ideas that he/she has to express while playing the assigned role.
- When the teacher is assigning students their respective roles, he/she should make it clear to each one of them that while attitudes of all the characters are already defined, they should expand on their respective roles. There will not be any written script on different roles.
- Students should be given appropriate time to be well prepared with their respective roles.
- Once all the members of the group have played their respective roles, the observers may be requested to discuss the points made by different characters.
- At the end, it is essential to synthesise the learning and key take home messages.

What is a Poster?

An artistic work, often a representation of original ideas in the form of painting or photograph, printed on a sheet of paper conveying some important issues, ideas or information.

Planning

- One student can submit only one entry.
- Decide a date as per time schedule in this scheme on which the event may be held.
- The teacher may discuss for about 15 minutes with the group/groups about the theme/themes selected for the competition. Preferably the talk may be aided with some visual materials.
- The student/s participating in poster making may be positioned comfortably with sufficient space to sit. The surface should be smooth and there should be sufficient light for clear visibility. It should be ensured that the participating students are not be disturbed by other students, teachers, parents and others who will constitute the audience.
- The posters should be displayed for the audience and participants.
- At the end, it is essential to synthesise learning and key take home messages.

What is a Debate?

Debate is an interesting activity for discussing controversial issues. In a debate, the pros and cons of an issue are presented. It provides a setting for individuals to be logical in verbal communication and helps them in taking rational position on any issue. Debate is useful when an attempt is made to explore a topic or an issue from more than one point of view. The issue to be debated should have more than one dimension that can be argued for and against by the participants. The process of the activity helps them appreciate different dimensions of the issue, and leads them to acquire thinking and communication skills.

Planning

- This activity may be organised for all the adolescent students of classes VII to XII in the school.
- Although the number of students in the debating teams may be limited, the debate should be organized in front of as many students as possible.
- The activity should be organized by a small group consisting of trained teachers and peer educators. Additional students may be identified if needed.
- With a view to encourage more student participation, some of them may be identified and assigned different roles, e.g., for introducing the topic, participating teams and panel of judges, giving information about criteria for evaluation, summarizing the activity and proposing vote of thanks.
- Teachers should help students collect materials on identified topic(s) from various sources and prepare points for the debate. In the process students are expected to gather, analyse and interpret information, examine alternatives and seek reasons.
- At the end, it is essential to synthesise learning and key take home messages.

Annexure 1: Challenging gender stereotypes

- Good looks vs. inner beauty: What does our society value?
- We respect men who respect women.
- Youth have a voice: Stop violence against women and girls at home and outside
- Women's independence is restricted with an intention to protect them. What is your opinion on this statement?
- Dowry - is it really such a big deal?
- Housework is a shared responsibility
- Girls should grow up equal
- There is only misery associated in being born a woman! What is your opinion on this statement?

Annexure 2: Prevention of Substance Misuse

- Role of community in prevention of substance abuse.
- I say NO to drugs and lead by example.
- An addict is not a criminal but is criminalized.
- Role of media and government in stopping drug abuse.
- Media glamorizes cigarette/ alcohol and underplays harmful effects of these substances.
- Safeguard against HIV: Say 'no' to drugs.
- Thrive on the permanent 'high' of good deeds
- I experimented with drugs to be 'cool' but very soon I became a 'perfect fool'
- Addiction to drugs can ruin a young person's potential

Feedback Form for the Observer
(Two days training for Peer Educators)

Name of the observer:

Affiliation of the observer:

Name and address of the training venue:

Name of the region:

Dates of training:

Names of master trainers:

Please provide reference of the day of training (between day 1 and 2), name and duration of activities observed as per the training schedule (please note that there are 10 activities from the Training and Resource Manual for the Peer Educators).

1. Day/s of training observed: Day 1 2

Please encircle all the days that you observed the training

2. Name and duration of activities observed

Name of Activity

Please use additional sheets if you have observed more activities.

3. **Assessment: Please rate the overall quality of the transaction based on the criteria identified below by marking (√) in one of the five columns below:**

Item	Not satisfactory	Average	Good	Very Good	Excellent
1. Understanding of the session objectives and content					
2. Coverage of the content in the sessions according to session objectives					
3. Participation/ engagement of trainees					
4. Handling of questions/ clarifications from trainees					
5. Handling of group dynamics					
6. Effective communication of key messages					
7. Use of print materials and training aids					
8. Time Management					
9. Clarity among trainees in respect of the process of transaction with teachers and students in schools					

Please Note: In case, a score of less than 3 is assigned against any criterion, please provide an explanation with clear examples from the sessions.

Please provide your feedback on the development of work plan for organising school-based activities, in addition to 23 hours classroom transaction of AEP.

Feedback provided to the master trainer: (Please share your feedback verbally with the trainer/s and record it here).

Any other comments:

Any inputs for nodal staff of the training venue: