**Life Skills Training Manual**

**for Young Women**

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**(2011)**

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**Introduction**

Young youth age is such phase, where people pass through several events, feelings, and experiences. Therefore, this age can be defined with several things. It can also be called transition age. Since, a person passing through the end phase of teenage life takes an initial step towards adulthood. Physical, sentimental, mental and social all kinds of changes occurs intensely while passing from one developmental stage to another developmental stage. Physical changes are observed quickly and easily. One major attribute of this age group is cognitive development, which develops reasoning and abstract thinking. Emotional development of the concept of who I am and what I want to be is another major developmental task of this age. Another important dimension of the development is social development. Ability to think and behave for affiliation with peer and other adults comes under social development. As per this they start to practice new behaviour. They may become the cause of socially unacceptable behaviour, due to the quick influenced of others and inabilities to act completely mature way cognitively. We should not forget that it is very essential to understand young adults and give them right direction, though it is rarely seen being considered seriously. To understand what they want, what is their ability and to apprehend their point of view and attitude, for positive use of it, the most significant thing is to direct their creativity in rightful way.

The major changes take place during this age, moreover, it is a dynamic transitive state where one desire for autonomy from parents. Norms and values become strong during this age. Learning from vocational training firmly takes place during this age, so that in future they can manage their livelihood themselves. Informational programs relating to social classification, norms and values, appropriate sexual behaviour and sex awareness etc. gives definite form of this age group. Therefore, it is observed that there is great importance of evolving life skills among this target group.

**Life Skill**

Life skill not only transforms our knowledge but also gives a definite form to our attitude and develops our interpersonal skill. The main objective of life skill is to make adolescent girls/boys and youths responsible for a healthy choice, to develop and reinforce the ability to resist the anxiety and to ignore the risky behaviours.

Adolescent and/or youth are the age where one experience lots of stress, problem, confusion and excitement. Today's youth are in more complex environment. This has been influencing their health negatively. Consequently every aspect of their life gets affected. Therefore, it is necessary for them to acquire several life skills to function fully. Life skills furnish them with audacity and right direction to fight with stress and to face life challenges in an appropriate way.

World health organization has defined life skills as the ability to carry out positive behaviours. These skills make one capable of facing the day to day demands and challenges of the life effectively. Generally it is found life skills are stated to be useful in health and social issues. Life skills are those skills that adolescents and youths must know. It save them from several types of exploitation, violence, sexual transmitted disease and unsure pregnancy. Moreover, develop communication, relation and positive thought enhancing self confidence.

When we have to talk on situation of Nepal today, the number of women working out of the country has also increased. Most of them are young youths, among these women. Many problems lie in front of women also because of the only reason that they are backward in education. This training manual has been developed concentrating on these women, especially young adults (13 - 25 age). This manual has been written on basis of 10 life skills suggested by World Health Organization.

World health organization defines life skills as the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. According to it life skills falls into three basic categories, which complement and reinforce each other:

* Social or interpersonal skills, including communication, negotiating/ refusal skills, assertiveness, cooperative empathy.
* Cognitive skills, including problem solving, understanding consequences, decision making, critical thinking, self – evaluation.
* Emotional coping skills, including managing stress, managing feelings, self- management, and self monitoring.

**Guideline for facilitator**

Though modules are logically and systematically organized, facilitator can modify it according to need and situation. Sessions must be adapted to the trainee's need linking it with the life's learning.

Most of the sessions are about two hours. There should be short break in between so that the participants will not get tired. There should not be more than 25 participants in each group. Make sure that there are no participants absent in upcoming session because each session is equally important. It is recommended to have two facilitators in each session so that quality of the learning can be ensured.

**Facilitating skills**

A training of trainers is mandatory here. A facilitator is the person who helps the group to gain some objective of the teaching learning programme.

**Qualities of the facilitator**

* Ability to accept all the participants unconditionally
* Able to deal with all the participants harmoniously
* Knowledgeable in related subject matters
* Able to listen actively and provide emotional support to the group
* Flexible
* Able to provide constructive feedback
* Able to motivate the participants
* Having Patience
* Be a role model
* Able to focus on subject matter
* Good observant

**Preparation for the facilitation**

Even though the facilitator has undergone training of trainers and has the manual, s/he has to get prepared himself to conduct the session. For example, followings are the few points;

* Be aware of objective of the training
* Must have acquired knowledge and prepare well the lesson plan for the session beforehand.
* Be clear about the methodology and activities of the facilitation
* Be aware of objective of the session
* Be prepare for required material
* Must plan the time
* Be neutral in subject matter, especially when there is a chance of difference in opinion
* Use appropriate body language
* Do not use red marker as much as possible
* While using the news print paper for presentation, leave at least 2" margin in each side.
* Whenever possible use word "we" instead of “I" or "you"
* Don’t provide any confused information only on the base of assumption
* Use culturally appropriate energizers
* At the end of the each session, summarization of the session is must

**About the Training Manual**

There is no need to say, the life skills are very important in order to deal with the problems and challenges of life, to strengthen one’s capacity as a human being, to understand and strengthen the relationship with oneself and others. Thus it is obvious that the skills occupy a great role in young people’s life. Having felt a need of acquiring life skills, this manual has been developed for the 16 to 24 years adolescent/young adults who intends to work outside home, and are undergoing several vocational trainings for employment. Therefore, this training manual has been developed with the aim of enhancing the life of young women. This manual is the training guideline for the trainers conducting the life skill trainings to the target group.

This training manual consists of nine modules. In total, there are 20 sessions. In each session, objectives, durations, methodology, activities and note for the facilitator has been mentioned.

Given below is the short description of all the modules.

**Module One: Welcome and Getting Started**

The getting started is a very important time for the trainees as well as the trainers. This is the time when the curiosity has to be aroused within the trainees regarding the subject matter. Setting the environment for better learning is a must. The participants are told about the aims and objectives of the training, its implications and usefulness in their lives. Further, exchange of introduction among the participants, collection of underlying expectations from the training, and objectives of the training are the focal activities in this module. Setting the basic rules of the training program and sharing of responsibilities have also been discussed in this module to run the training smoothly.

This module has only one session.

**Module Two: Self Awareness**

This module has been written with an aim to raise self awareness among participants. We believe this will be commencing approach to take inner look at self, self qualities, weaknesses, habits, aim etc. With this knowledge one not only will be able to fulfil his/her desires but will also know where one needs to improve and strengthen him/herself. It helps a person to gain mastery in his/her work so that s/he will be more self-sufficient that will definitely uplift his/her living standards. Therefore, this module is the central of all the sessions and occupies a vital role in this training program.

The module has one session.

**Module 3: Gender and Violence**

This module discusses on the situation of man and woman, their gender roles, and society's perspectives in an analytical way. Further, it talks about gender based violence that exists in our society. It aims to create the awareness on the self potential to deal with gender stereotyped attitude in proper way rather being too aggressive or submissive.

This module has two sessions.

**Module Four: Young Youth and Reproductive Health**

Since the target group fall between the adolescence and young youth age, most of the changes that occur within one self, may appear as problem in others eyes. This module talks about those changes within oneself and the dealing ways with them appropriately.

Since this is the age of getting involved with people of various interests and perspectives, the manual focuses on the various types of relationships, its characteristics and importance of setting one’s limitation within her relationships. The manual also discusses on the reproductive health, married life, use of contraceptives, safe abortions, and also about HIV/AIDS.

The module is the one of the biggest module with four sessions.

**Module Five: Communication skills**

Where there are two people, there is definitely one or other kind of communication. Role of Communication is vital in every relationship. Any kind of relationship whether personal or professional, lasts for long or deteriorates because of communication pattern between two people. There might be other reasons, but communication is the major one. Though people have been communicating for years, it is equally true that they still lack using effective communication skills. Not only in interpersonal relationship, are the effective communication skills equally important in protecting ourselves from being abused. Therefore, in this module, the listening skills, presenting oneself by being aware of non verbal communication skill, being assertive are the focus points.

Four modules are included in this chapter.

.**Module 6: Decision Making and Goal Settings**

This module is all about the decision making process and goal setting process. Without a goal in life, young youths have been found wandering around with no destination. They become frustrated very easily when they find themselves buried in their own high expectation and desire but no ultimate goal and further no planned path as such. Then, the consequences may be anything leading to any kind of unacceptable behaviour including extreme aggression and violence. In order to have a clear picture about their life and destination, and to lead life accordingly, it has been believed that this module has its own importance.

The module consists of two sessions.

**Module Seven: Self Management**

Managing one self, both in personal as well as professional life, we become able to deal appropriately with each challenge that comes across our lives. This becomes more essential for young youth as this is the age of experiencing high stress. The skill of managing oneself through minimization of stress level, making best use of time and keeping income and expenditure in balance seems important here. Acknowledging this, the module has incorporated the skills of managing distress, money and time.

This chapter includes three sessions.

**Module Eight: Abuse**

We have been continuously coming to know about various types of abuses daily in our surrounding. This is a great existing problem in our lives. There is a strong need felt that every single person should be aware of this bitter truth and so that s/he can have the preventive measure against these kinds of acts. Therefore, this module discusses on this particular issue, like unhealthy touch, sexual abuse, and incest. Further, the module focuses on the labour rights too. This is because, a working woman while going in search of a job may experience a number of various types of ill treatments regarding her labour rights. Having knowledge on this will make a woman empowered and thus she can protect herself from being abused physically, economically and emotionally.

**Module Nine: Closing and evaluation**

This session carries its own value. After laying out all the information, it becomes very important to wrap up all those contents in mind with the commitment and further planning the life. It includes a great deal of self awareness. It draws a framework about the learned things both from the facilitator’s as well as participants’ part.

This module has only one session.

**Module One: Introduction and Getting Started**

Before entering into subject matter it becomes necessary to create an environment. Getting introduced to each other and getting people having motivated in a friendly learning environment carrying one common goal is very equally important.

**Session One: Introduction**

**Objective:**

At the end of this session, the participants are expected;

* To know each other;
* To know the objectives of the life skill training;
* To know the contents of the training;
* To be ready to proceed to the subject matter of the training enthusiastically.

**Methodology:**

* Individual task
* Sharing
* Mini lecture

**Time duration:** 2 hours

**Materials:**

Meta card, marker, newsprint paper, masking tape

**Activity:**

|  |
| --- |
| **Activity # 1*** Give a brief welcome speech to the participants.
* Write down the two pairing words like girl-boy, sun-rain in separate pieces of paper and ask each participant to pick one. Let the participants find the partners who have the matching word. In this way divide all the participants in dyads.
* Ask the participants to be introduced with each other in dyads covering the points below;
1. Name and meaning of her name for her
2. Address
3. Undergoing training
4. Likes
5. dislikes
* Ask each pair to come in front of the group and introduce her partner to the group one by one.
* Request all the participants to write down their name on metacards and stick it on their chest with tape. It will help to remember the names of all the participants.

**Activity #2*** Stick three newsprint papers on the three sides of the training wall. Ask the participants to write down their expectations from the training one by one on the any sheet of paper.
* Make them clear on their expectations as per the need. Along with that clarify the objectives of the training.
* Facilitate the participant to brainstorm on what are the things necessary to create a learning environment. Jot down the points in white board. Later write it down on paper and stick that on the wall of the training room.

**Activity #3*** Divide all the participants into two groups; one as the management group and another as reporter group.
* Explain them the responsibilities accordance with their headings. Tell them that this responsibility will be swapped among two groups every day.
 |

**Note for facilitator:**

This is the very first session of the training program; hence it can be difficult for few participants. The facilitator should focus on making the environment in ease for the participants to open them up. The importance should be given in the confidentiality of their personal information. Further, throw light on the importance of receiving feedbacks and positive criticisms from all. With an objective to prevail learning environment, always welcome other necessary explanations or sharing in training.

**Module Two: Self Awareness**

***Knowing others is knowledge, knowing oneself is enlightenment!!!***

People come to know us on the basis of different things. They know us by our name, circumstance, social status and our behaviours. The question that arises is how much do we know about ourselves? To understand “self” means to have knowledge about one’s nature, strengths, weaknesses, likes and dislikes, goal etc. As much as we understand ourselves, it’s easy to accept ourselves that leads to progress towards the growth in right way. This awareness plays a vital role in our communication and interpersonal relationship. Self awareness should bent towards the comprehension of self worth, self confidence and self esteem.

**Session one: Who am I**

**Objective**

At the end of this module participants are expected;

* To have deeper understanding of their own strengths, positive qualities and interests;
* To be able to identify their norms and values;
* To identify the things to be improved within themselves.

**Methodology**

* Self reflection
* Sharing
* Discussion
* Mini lecture

**Materials:**

Newsprint papers, meta- card, marker, value chart

**Time duration:** 2 hours

**Activity**

|  |
| --- |
| **Activity # 1*** Request the participants to close their eyes sitting comfortably. Now, let them ponder upon the following few questions about themselves. Ask these questions one by one slowly.
* What is the meaning of your name for you?
* What are your strengths or positive qualities?
* What is the thing (your special quality) that you are proud of?
* What you don't like about yourself?
* What are the things to be improved within you?
* What are your needs?
* What is the thing that your family members and friends like about you? And what is the thing that they do not like about you?
* What makes you happy and satisfied?
* What are the obstacles in your life?
* What is the thing that you can be honest about?
* How can you be trustworthy?
* Now let the participants open their eyes and ask them to jot down briefly what they had found in above self reflection. (write down all the questions in the flip chart and stick on the wall)
* Ask each participant to share quickly their finding with three other participants.

**Activity # 2*** On three sides of the wall paste three cards written as "agree", "disagree" and "don't know". Read out the following sentences one by one loud enough for all participants to hear. Then, ask them to stand beside any one side of the wall as per their understanding as they hear each sentence. Also make them understand that there is nothing like right or wrong.
* *Boys and girls have equal rights.*
* *It is okay to give birth before marriage.*
* *If you get good salary it is not necessary to complete your school education.*
* *Rather than earning lots of money, it is more important to find the job which you enjoy.*
* *Boy / man should not cry.*
* *One can do anything to progress.*
* *It is best to wait until one is adult to have sexual relation.*
* *Girls have rights on inherent property.*
* *One should follow the traditional cultures no matter what it is.*
* *I can do anything to fulfil what I want.*
* *Even though studying in a school, it is alright to have sexual relations with the loved one.*

**Activity # 3*** Let the participants to think over the values in their lives written on a news print paper and ask them to prioritize. (See the transparency sheet 2.1. List of values). If there are others, add them too.
* Wrap up the session by saying that it is very important to be aware of own values; different people have different values and our values of life determines how we are.
 |

**Note for facilitator:**

Since adolescence/ young youth age is confusing in itself, it is natural for them to have difficulty in understanding this activity initially. For the same reason this session carries major importance. In the process of their expression of lack of understanding on this topic, the self-awareness starts to groom. Facilitator should conduct the session with patience. This is the vital session that has to be linked with almost all the sessions.

**Transparency sheet: 2.1. List of Value**

|  |  |
| --- | --- |
| * *Independency*
* *Preparation for future*
* *Marriage*
* *Property*
* *Creativity*
* *Sex relation with the loved one*
* *Friendship*
* *Family*
 | * *High score in school*
* *Good relationship with parents*
* *Religion*
* *Popularity among friends*
* *Good in sports*
* *Job of interest*
* *World peace*
* *Health*
 |

**Module Three: Gender and Violence**

Every human is born with the body of either male or female. This biological difference between male and female is sex. Gender indicates the duty, responsibility and rights of a male or a female as distinguished by social, economical, political, religious and cultural phenomenon. Just being a male or a female by birth, the expectations, opinions, and the attitudes of people towards them are different. This difference is the gender. Their role as a male or female varies in the society just because they are males or the females.

**Session One: Gender stereotypes**

Every society has described the duties, role and responsibility of man or woman according to the religion, culture and tradition of respected society. The society anticipates certain expectations from a man and a woman accordingly. This is the gender. The duty, responsibility and role of a male and a female is ever changing in the society as time and circumstance. It is good for social harmony that males or females go along with the socially described tasks, responsibility and expectation. However, because of this social description, in most of the cases male or female confines their ability, thought and identity within circumstances. Consequently this affects the person, his family and the society as a whole.

**Session Two: Gender violence**

Several types of violence exist in the society only because of being a male or a female. Women are affected the most from such violence. Though, awareness is being spreading and laws are also being implemented, the type and degree of the violence is getting devastating. It is very important for every youth to be aware of it and then only they can protect themselves from being victim or victimizing others.

**Session one: Gender stereotypes**

**Objective:**

**At the end of this session participant are expected;**

* To be able to distinguish between sex and gender;
* To have knowledge on gender stereotypes;
* To be able to deal with gender stereotypes in an appropriate way by using their full potential.

**Methodology**

* Group Work
* Self Reflection
* Mini Lecture

**Material:**

Meta cards, newsprint papers, marker

**Time duration:** 1 hour

**Activity:**

|  |
| --- |
| **Activity # 1:** * Let the participants ponder on the following things with their eye closed.
* *which incident made you realize that you are male or female for the first time;*
* *At what age that incident occurred;*
* *Who made you realize that?*
* Let participants share their experiences in groups.
* Explain about difference between sex and gender.
* Ask the participants what kinds of gender stereotypes are prevalent in their community and surroundings. Write down those points on the white board.
* Facilitate a discussion based on followings,
	+ Are those beliefs/attitudes right or wrong,
	+ How do the we feel about those beliefs/attitudes and how do we behave ;
	+ What kinds of experiences that women go through based on these beliefs/attitudes?
* The ability of a person being a male or a female.
* The impact of gender stereotyped attitude on family and the society
* Give emphasis on the identification of frustration regarding those attitudes and on the utilization of the potential to deal with these attitudes.
* Let all the participants' identify at least one ability that has got dull due to gender stereotypes and encourage them to step out, to bring about the change.
 |

**Key points:**

Sex difference is by nature whereas gender is about all about social phenomenon. It's very important to fight against the gender discrimination.

**Note for facilitator**

After this session, the participants could amend their behaviour in the name of changing without being contend with the necessary patience and process on the subject matter. This might be wrong or this may impact negatively on the familial and social harmony. Encourage the participants to acknowledge the change in the attitude regarding gender stereotypes slowly and give emphasis on the need of patience along with commitment.

**Session two: Gender Violence**

**Objective:**

 At the end of this session participant are expected;

* + To be aware of gender based violence;
	+ To be able to identify gender based violence in their community.

**Methodology:**

* Case discussion
* Mini lecture

**Time duration**: 45 minutes

**Activity**

|  |
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| **Activity #1*** Divide the participants into two groups and ask each to study one case of the following two cases; case 1-Dhaniram’s and case 2 - Ramkali’s case. *(See in transparency sheet 3.1)*
* Facilitate a discussion on the following points regarding the cases mentioned above,
* How do you feel after reading above two cases of Dhaniram and Ramkali and Rambharose,
* What do you think is this right or wrong,
* Do you know about any such events around your surrounding?
* Talk on the importance of awareness in order to resist such types of violence assertively regarding cases like above cases. In most of the society women are assumed to be weak and unable to face with the problems. But if we evaluate with awareness, in most of the situations women are more intelligent and courageous. Society should acknowledge it.
 |

**Key points**: Man and woman both are wheels of same chariot. They have to take the society ahead together. Since there is equal importance of role of man and woman, they have to bring themselves out of the fallacious circle of the stereotyped attitudes.

**Transparency sheet: 3.2: Case of Dhaniram**

Case 1: 41 year old man Dhaniram is the only person earning in a family of five. He has a mother, elder sister, wife and a five year girl child back home. Dhaniram who earns 25 thousand rupees per month finds it difficult to fulfil all the demands of his mother and elder sister. Though, he frequently requests his mother and sister to be economic on spending since his earning is limited. But his mother comments saying, "Being son you have to fulfil our demands, after all we gave you so much education and all". Further makes acquisition of feeding all what he earns to his wife. Therefore to satisfy all their demands, he starts taking loan from his friends and slowly interferes with the sum of office as well. His needs are not realized even after this. One day all his deeds at office come out and he gets into interrogation. There after Dhaniram filled with shame, humiliation and repentance commits suicide.

**Transparency sheet 3.3: Case of Ramkali**

Case 2: Ramkali and Rambharose of 17 years both passed S.LC exam with first division. Their father admits Rambharose in a reputed college at town. Assuming Ramkali is done with her education, her father starts searching for a nice groom. Her father admits her to village college on her constant insist. One day in the process of discussing subject matter of the study, she gets home only at 7 in the evening. For that reason only, her father stops her from going to college and gets her married to a 38 years man of the village within 5 days.

**Module Four: Young Youth and Reproductive Health**

Young youth is the age of adapting with new life style and social expectations. Society has a certain expectations from these young youths. For example society expects them to be independent, to be physically and mentally mature, to take on the specific responsibility towards the family, and to develop new thoughts, attitudes, norms and values etc towards life. The people, who are experiencing transition period between adolescence and adulthood, have their own new thoughts, energy and enthusiasm. It is challenging for young youths to adjust between their personal opinion and social expectations. It is difficult for youths to adjust with new life style and social expectations as they are not fully accustomed with their own changing physical and mental conditions. Being under the protection of family and society so far, young youths are becoming capable of taking decisions of their lives, they still need the right guidance of the elders. Still, they mostly find themselves awkward in order to consult with other adults as they tend to show themselves as mature.

**Session 1: Young youth**

Young youth is the age of establishing oneself in career and society. Those who are entitled as adults by law are capable of undertaking family and social responsibility. Especially this is the age of choosing specific career and making an effort to establish oneself in it. This is the age of reproduction as well. In the process of establishing oneself socially, the major developmental task of this age group is to establish in career, get married and have children. Success follows, no doubt, if one proceeds forward in life with the right decision along with proper guidance.

**Session 2: Reproductive system**

Young youth is the age of being physically capable for reproduction. If they are well informed about menstruation, male and female reproductive organs, pregnancy, family planning, etc, then they will be able to make valuable decisions concerning marriage and child birth.

**Session 3: Sexually transmitted diseases and HIV/AIDS**

Young youth is the age of being sexually active. Before getting involved in the sexual activities it is necessary to have knowledge on possible negative consequences of this. The basic information on issues such as sexually transmitted diseases and HIV help them to adapt precautions while getting involved in sexual activities. Many youths are getting infected with sexually transmitted diseases and HIV and this is growing day by day. Among various ways of transmission of HIV/ AIDS, unhealthy sexual behaviour is one of them. Having high curiosity concerning the sex, chances of getting involved in sex activities remain high among young youths in order to satisfy with their curiosity. For this reason also, danger of getting infected with HIV/AIDS remains high.

**Session 4: Healthy relationship**

In this period, the Young youths come across with many people. In the process of coming out of shade of care and attention from parents, they are in confusion in relationship with others. If they can understand love, infatuation, friendship and professional relationships in accurate way, there will be fewer chances to being hurt or cheated.

**Session One: Young youth**

**Objective**:

At the end of this session participants are expected;

* To be aware of the young youth age as to be established oneself professionally and socially;
* To be aware of emotional changes that occur during early youth age.

**Methodology**

* Individual task
* Group work
* Mini lecture

**Material:**

Marker, newsprint papers, white board, meta card

**Time duration**: 30 minutes

**Activity**

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| --- |
| Activity # 1* Let the participants think with their eyes closed on the physical and mental changes that take place during this age.
* You already have posted two newsprint papers with the heading “Physical changes" and "Mental changes" on each. Ask the participants to write down those points one by one on under the concern heading.
* After each participant jots down in the papers, discuss and clarify those points as per the need. Including the points below;
	+ Age of adopting the new life style and social expectations
	+ Age of establishing oneself socially and professionally
	+ Age of getting involved in sexual activities
	+ Changes in norms, values, and goal of life
	+ Enduring stress
	+ Healthier age in comparison to other age periods.
 |

**Key points:** Young youth age is productive age. This is the age, when people think that they can do anything in life though need proper guide from adults.

**Session Two: Reproductive health**

**Objective:**

At the end of this session participants are expected;

* + To gain knowledge on reproductive organs, menstruation, HIV/AIDS;
	+ To be aware of precautions during menstruation and sexually transmitted diseases and HIV /AIDS;
	+ To gain knowledge on reproductive system, contraceptives, sexually transmitted diseases and HIV /AIDS;
	+ To be aware on need and nature of marriage and married life.

**Methodology**

* Self reflection
* Group work
* Mini lecture

**Material**

Marker, newsprint papers, white board, meta cards, chart of menstruation cycle, Reading material on ‘Contraceptive Methods’

**Time Duration**: 1 hour **30** minutes

**Activity**

|  |
| --- |
| **Activity #1*** Brainstorm on how much they know about reproductive organs.
* Let the participants study the following materials in four sub-groups and ask them to present afterwards.
* Group 1: Female reproductive organs
* Group 2: Male reproductive organs
* Group 3: Menstruation Process
* Group 4: Process of conception and pregnancy.
* Conduct a mini lecture on the reproductive system of male and female, menstruation process and the process of pregnancy with the help of transparency sheets 4.1, 4.2, 4.3 and 4.4 given below.
* Hold a small discussion on meaning and understanding of menstruation, pregnancy and the concept of hygiene in our society.
* Now, request all the participants to come closer and ask them about the menstruation problems (if any), sanitation, and personal hygiene. Make them clarify as per need.
* Stick two metacards in two sides of the wall written ‘True’ and ‘False'. Read out the following sentences loudly one by one and ask each participant what she thinks about each sentence. Ask each to go and stand beside the card where she thinks is right. Make correction immediately and explain more on the sentences as per need.
* ***Those who have more sexual desire get pimples in their face.***

*During the adolescent/ young youth age because of the hormone, a sweat gland becomes more active therefore they have pimples in their face. It’s not because of our thoughts.** ***A boy who is short in height, is less masculine.***

 *Ability to bear responsibility of a man doesn't depend on his height.* * ***Menstruation is dirty and unhealthy thing.***

*Menstruation is a natural biological process in women's life. It happens in every woman who has reached the age.* * ***Night emission makes a man weak.***

*Loss of semen as in night emission or masturbation does not make a man weak. Body does reproduce sperms.** Now tell them, due to some misconceptions regarding the pregnancy, many women have suffered a lot. Please see the Reading Resource Guide too.

**Activity # 2*** Facilitate a brainstorming session on the meaning, purpose, and consequences of marriage and responsible factors for it.
* Discuss the subject matter including following points; *(See the Reading Resource Guide as well)*
* Reasons of getting or not getting married. (Possible issues: marriage age, goal, getting right person, social pressure etc.)
* Types of marriage
* Mutual responsibility
* Future plan including settlement
* Perspectives towards each other
* Focus your discussion on need of analysis on many things before deciding getting married such as whether one is economically and psychologically independent and can s/he resists to negative pressure assertively and whether s/he can accomplish her/his life goal adjusting herself/himself with the changes that occurs after the marriage, etc.

**Activity # 3*** Brainstorm on what is the right age to give birth and what is the time gap necessary between two children.
* Give participants to study ‘Contraceptive methods’ from the Reading Resource Guide.
* Emphasize by saying that the children should be given birth willingly not by chance, and though one is having sexual relationship, the contraceptives can be used for not getting pregnant.
* Telling them this, let them read the writing on contraceptives from Reading Resource Guide.
* Ask the participants if they have any question concerning this and held a discussion on necessary information in any. Make sure that the following points are covered in your discussion.
	+ Girl and boy can be in good relationships without getting involved in sexual act.
	+ Sexual intimacy can be maintained even without intercourse.
	+ While deciding on having sexual relation, it would be wise for the unmarried man or woman to decide only after gathering relevant information on the issue.
	+ Sex relation can be one of the intimate relationship between man and woman,
	+ Every man and woman has the rights of decision making along with complete information regarding number of children he/she wants to have and birth gap.
	+ Intercourse without contraceptives can lead to pregnancy.

**Activity # 4*** Brainstorm on what is abortion.
* Give a brief lecture on definition of abortion, unsafe abortion and the possible risks in unsafe abortion.
* Give information on the availability of certain health service centres/organizations for safe abortion in case of unwanted pregnancy as it has been legalized in Nepal within 12 weeks of gestation.
 |

**Key points:** Everyone has rights of information regarding reproductive health. The is not the matter of being shy to gather information in the subject as it is concerned to our major dimension of our health and affects generations.

**Note for the facilitator:**

In Nepali society, no need to mention that talking about reproductive health is a shameful act. Facilitator should open up himself/herself and encourage the participants to overcome the hesitations.

**Session Three: Sexually Transmitted Disease (STD) and HIV/ AIDS**

**Objective**:

At the end of this session participants are expected

* To be aware of STD and HIV/ AIDS;
* To gain knowledge regarding the nature and types of STD and HIV/ AIDS;
* To have knowledge on the ways of transmission of STD and HIV AIDS;
* To gain knowledge on the precautions/ preventive measures of STD and HIV /AIDS;
* To have knowledge on the symptoms of STD and HIV /AIDS.

**Methodology**

* Reading course material
* Group work
* Mini lecture

**Materials**

Newsprint paper, marker

**Time duration:** 1 hour, 30 mins

**Activity:**

|  |
| --- |
| **Activity #1*** Give mini lecture on what is sexually transmitted disease, symptoms and ways of transmission, precautions.
* Clarify, general misconceptions regarding STDs in the society. Refer Reading resource guide.

**Activity #2*** Divide the participants in four sub-groups and let them discuss in the following issues.
	+ What does STD and HIV /AIDS means
	+ How STD and HIV /AIDS are transmitted
	+ What are the symptom of STD and HIV AIDS
	+ What are the protective measures of STD and HIV AIDS
* Ask the participants to present their findings from each group.
* Wrap up the session by providing explanation if needed.
 |

**Key points**:

Safe sex behaviour is the right way of protecting oneself from STDs and HIV/AIDS. If the person is suspicious about being infected with STDs or HIV AIDS, s/he should see doctor or other health personnel and has to take necessary steps. In case of Nepal, women in the name of shame and embarrassment, they hide STDs, which is completely hazardous.

**Note for facilitator:**

During the session, curiosity may arise on various issues related to subject matter from participants. Address the relevant all the issues with the help of Reading Resource Guide. If you don't know the proper answer to any of curiosity, tell them so and consult with the expert or gather information from health personnel.

**Session Four: Healthy relationship**

**Objective**:

At the end of this session participants are expected;

* + To be able to identify characteristics of healthy relationship;
	+ To be aware and differentiate between love and infatuation;
	+ To be able to identify abusive relationship;
	+ To be aware of setting limitation within relationships.

**Material:**

Marker, newsprint paper, white board, markers, meta cards

**Methodology:**

* Brainstorming
* Individual task
* Discussion
* Mini lecture

**Time duration:** 1 hour

**Activity**

|  |
| --- |
| **Activity # 1*** Facilitate brainstorming on what does healthy relation means. Write down the points brought forward on board.
* Explain them that respect, responsibility, understanding, helping and care are the key things in a healthy relation.
* Ask them - Are these things necessary in all kinds of relationship? (For example; within friends, mother-father, within brothers…)
* Ask the participants to analyze their relations with their mother and father. To see do all those qualities lie in these relationships. Facilitate the discussion.
* In what the aspect, the relations between mother-father and friend-friend different? Let them discuss.

**Activity # 2*** Some people have special friend and what kind of relation is that, ask them.
* Place two meta cards written as ‘love’ on one and ‘Infatuation’ on another and stick these on two sides of the wall. Then, ask the participants to stand of any one side of the wall as they think it should be when they hear the sentences below.
	+ *It happens in between two people slowly and slowly grows with mutual experience. (Love)*
	+ *Others often do not understand their relationship. (Infatuation)*
	+ *It involves the whole personality. (Love)*
	+ *It focuses on present and does not has patience. (Infatuation)*
	+ *It is based on knowing and understanding each other. (Love)*
	+ *It focuses only on physical relations and good feeling. (Infatuation)*
	+ *It involves thinking of a person, protecting him/her and making him/her happy. (Love)*
	+ *It is enriched with trust, calm, security, optimism and self confidence. (Love)*
	+ *It happens all of a sudden after two people met. (Infatuation)*
	+ *This is mostly based on the attraction between two people. (Infatuation)*
	+ *It produces insecure feeling, doubtful jealousy and fear. (Infatuation)*
	+ *It has patience and it says: We want to be together forever. We can wait for the right time. Love towards each other will never fade away no matter what. (Love)*
	+ *Physical expression is sensitive towards this. It slowly happens in natural and genuine manner. (Love)*
	+ *People feel shameful regarding this relation or want to hide it from parents and others. (Infatuation)*
	+ *It makes other person content and makes oneself a good person. (Love)*
* Now, provide additional information on love and infatuation. For example, meaning of love, its implication and social opinion etc.
* Facilitate a brief brainstorming on what is abusive relationship. Emphasize on the need of recognizing the nature of relationship in terms of healthiness. (Detail in abuse is mentioned on Module : Abuse)

**Activity # 3*** Discuss on the need of setting limitation in relation and self control. Give mini lecture on it.
* Ask each participant think upon the kind of relationship she have/wishes to have with her boy friend at present life or near future. Then ask them to note this down in their copies.
* Wrap the session by emphasizing on the importance of setting limitation in one’s life.
 |

**Key Points:**

There are different people with different values, perspectives, and interests to whom a person interacts. Recognizing the type of relationship, then, becomes a very crucial factor in one’s life so that s/he can choose with whom s/he can go along with in her/his life in various types of relationships with the limit set by her/himself.

**Facilitator’s note:**

It is very crucial to connect this session with communication and decision making.

**Module Five: Communication Skill**

**Communication is not only the essence of being human, but also a vital property of life.**[**John A. Piece**](http://www.famous-quotes.com/author.php?aid=5714)

The process of sharing information or opinions or ideas between two or more than two people is communication. People communicate to exchange knowledge and experiences, to disseminate information, to express their feelings and to solve problems and disagreements. Communication is a skill and the basic root of each and every kinds of relationship. Unable to make use of proper communication increases the possibility of breaking of good hearts and being apart from each other. Therefore, communication occupies vital space in our life.

**Session One: Why and how communication**?

Communication is very vital in any kind of relationships. In fact effective interpersonal communication is the element that strengths every relationship. Good interpersonal skills mean building special relationships, thus having an enormous earning potential. One can have good relationships with her/his family, friends, clients/guests, and co-workers if s/he is skillful in communication. Learning how to improve interpersonal communication will help increase your relationship compatibility thereby making your situation much more enjoyable. It needs to be at the top of your ultimate goals.

**Session Two: Body communicates**

All of us use body language every day. It is the language of the body. It has its own nuances, meanings, interpretations, as well as its own uses. Most of us communicate with our body subconsciously. No matter we are aware of or not, we learn this throughout life. And, we use it throughout life, too. We use it to express ourselves, to assess situations, and to attract others. Recognizing the signals is all part of how we communicate and interact with others. This session helps us to be aware of what the body is trying to communicate while interacting with others.

**Session Three: I am listening**

In order to communicate effectively we have to be able to hear what the other person is saying. Not just hear because the acoustics are good or because the other person is speaking in a loud enough tone. People believe that good speaking equals to good communication, and thus people often focus on one’s speaking ability. The ability to speak well is a necessary component to successful communication. The ability to listen is equally as important because the importance of listening in communication is enormous. If someone wants his/her communication skills to get stronger it is important that s/he does not wander around in a conversation but instead concentrate fully on what the other person is saying. No doubt this may not be that much easy since we are habituated to speak without listening. Without listening properly, we cannot expect the person to listen us too.

**Session Four: Assertiveness**

**Session One: Why and How communication?**

**Objectives:**

After the end of this session, participants are expected,

* To be able to tell the importance of effective communication.
* To be able to understand the methods of effective communication.

**Methodology:**

* Drawing
* Mini lecture
* Discussion

**Material:**

Marker, newspaper print paper, white board, meta card, paper, pencil, Chart of Effective Communication Model.

**Time duration: 1 hour**

**Activity**:

|  |
| --- |
| **Activity 1*** Divide the participants in pair. Then, give each pair a marker and a sheet of paper. Let each pair sit in front of the paper and give the following instructions:

 *"This activity should be done without speaking a word. Each couple sitting in front of each other with the paper in between should draw one tree, a house and a dog in the same paper. Both should hold the marker together."** After that, make a group of four. Ask them to share their experiences among the group members by showing their pictures. In this process, ask them how do they feel while doing this task without speaking? Was that hard? What makes that hard? Did anyone in the pair take control over this task? How did the partner feel?
* Integrating the experiences of participants proceed the discussion.
* Give mini lecture on the means and importance of communication.

**Activity 2:*** Give each participant a sheet of paper to draw a picture according to your instruction. Don't disclose what you are letting them to draw before instruction. Give some time to participants to draw after each line of instruction. Further, clearly request them not to erase what they have drawn after listening to another instruction.

The instruction; “ Draw a picture of body" Draw four legs; Draw two ears; Draw a head; Draw a trunk”.* Let the participants share their pictures with their experiences briefly in a group of 4 people. Tell them that the instruction was that of an elephant.
* Explain that even though each one of them was given same instruction then again each creation is found to be different. Make them clear that even though there is good communication, people understand information they receive in different ways.
* Make them understand the effective communication model with the help of the picture drawn in the chart paper. *See below transparency sheet 5.1.*
* Ask them where we need to think in the above model in order to improve our communication.
 |

**Key Points:**

The use of effective communication is the fundamental factor to be psychosocially healthy. By improving one’s communication pattern s/he can strength her/his interpersonal relationship too.

**Note for the facilitator:**

The skill of communicating effectively seems easy for people and people may undermine this skill. But as they proceed with the proper skills, it becomes a realization that it’s not that easy. In this phase of learning, a learner may be frustrated. Facilitator should be aware of this and provide enough support.

**Session Two: Body communicates**

**Objective:**

After this session, the participants are expected;

* To be aware of body language during the process of communication
* To be able to identify the feelings and intentions of a person by focusing on body language and voice along with words heard.
* To be able to use the non-verbal communication effectively in accordance with the situation.

**Methodology:**

* Group Discussion
* Sharing
* Mini lecture
* Role-play

**Material:**

Marker, newsprint paper, white board

**Time duration:** 1 Hour.

**Activity:**

|  |
| --- |
| **Activity 1:*** Request one participant to come in the front and share the most interesting experience of life to all other participants, facing her back towards them. Let all other participants observe his/her body expressions.
* Again request one another participant to come in the front and share a painful experience as previously participant did. Similarly, let other participants observe his/her body expressions.
* Ask all participants, what they get to understand form the body expression of the speakers. Also discuss on how they felt after listening to the first and second speaker.
* Explain them that human body expresses many things and the body doesn't tell lie.
* Describe the non verbal communication skills stated below with the suitable examples and give demonstration if needed.
	+ Open posture
	+ Appropriate eye contact
	+ Pitch and tone of voice
	+ Relaxed body
	+ Gestures
	+ Distance
	+ Facial expression
	+ Humming
	+ Nodding
	+ Observation
	+ Use of silence
		- In a group of four members, let them discuss on their body language under different situations, for instance, during anger, insult, fear, worry, joy, shy, excitement, sad, frustrate, regret, etc. If needed, let each other do role-play.
		- Tell them that usually the communication covers 7% by words, 55% by body language and 38% by voice modulation and silence, as indicated by various researches.
 |

**Key points:**

In communication, non-verbal communication skill has its own importance. If we miss to perceive this, communication will not be effective. Along with that we won't be able to know that person.

**Note for facilitator:**

Body is communicating lots of information. We need to identify them. We are not very much aware of the body language , therefore, the facilitator need to remind this thing again and again whenever there is role plays even in the other sessions.

**Transparency Sheet 5.1: Effective Communication Model**

**Session Three: I am listening**

**Objective:**

After the end of this session the participants are expected;

* To be able to listen others with due respect of others’ feelings and opinion;
* To have knowledge on effective listening skills;
* To be able to know the importance of questions, its types, and its use in communication.

**Methodology:**

* Brainstorming
* Role-play
* Mini lecture

**Material:**

Marker, white board

**Time Duration:** 1 hour and 30 minutes

**Activity:**

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| --- |
| **Activity #1** * Ask the participants the difference between hearing and listening, reminding them of the activity done under previous session.
* Conduct mini lecture on this. Tell them, people are always hearing a lot of things; this is a usual phenomenon. Explain them that actually, listening means to acknowledge that someone is saying something and concentrate on it. Describe this with the examples.
* Ask six participants to come closure for group role-play. Conduct a group role –play facilitator being a person and six participants as one person. The condition of the role-play is that minimum number of questions allowed to be put. Other participants are asked to observe the group demonstration they are asked to give feedback later after the role-play.
* Explain that communication can be done effectively with minimum questions as well. However in communication appropriate questions has its own importance.

Activity #2 * Explain about ‘open questions’ and ‘Closed question’. Make them understand that "why" questions are rarely used in effective communication.
* Brainstorm on the questions or phrases that are effective to put for the clarification. It is when the listener does not understand clearly what speaker is saying. Refer RRG of this chapter, ‘Statements/phrases to clarify’.
* Ask any two participants to say tempting things to other participants and request other participants to answer them.
* Give example of ‘challenging questions’. Give a mini lecture on the need of challenging questions. Please see transparency sheet 5.2.
* Emphasize that the way of asking question should be descent. The question should be challenging not the way of asking question in case of challenging question.
 |

**Notes for facilitator:**

Effective listening is not that easy as people think. When they don't know how use it, they starts feeling nervous. In this situation the support of the facilitator enhances their confidence. Connect previous sessions along with this session.

**Transparent Sheet 5.2: Challenging questions**

|  |
| --- |
| **Example of challenging questions:*** What is the proof of that you are right? You may be wrong as well!
* What makes you think that I would do what you say?
* If I told others what you said to me, do you think you will be able to save your prestige?
* You are a respectable person, aren't you? Does it suit you to talk like this?
* I respect your feelings. You should also respect my feelings, isn't it?
* How do you feel when you talk like this?
* Why, is there anything as such that I have to accept what you say?
* Why should I accept the things you say, why should I?
* Why do you think I am that simple?
* Haven't I understood what you are trying to say? Women of this time are not that stupid.
 |

**Session Four: Assertiveness**

**Objective:**

At the end of this session, the participants are expected,

* To be able to express their feelings and assertively by using the words 'I', 'Me' and 'My'.
* To be able to say 'No" assertively if they don't like anything.

**Methodology:**

* Case study
* Individual task
* Group work
* Brainstorming
* Mini lecture

**Material:**

Marker, newsprint paper, white board, meta card

**Time duration:** 2 hours

**Activity**

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| --- |
| **Activity #1*** Read out the story of Bakhat Bahadur and Phulmaya. *See below, Transparency Sheet: 5.3.*
* Divide all the participants in two groups. Let each group analyze the behaviour and thoughts of Bakhat Bahadur and Phulmaya. Then, ask each groups to present.
* Explain them ‘aggressive behavior’ and ‘submissive behavior’ along the example of these two characters, Bakhat Bahadur and Phulmaya.
* Introduce the participants ‘assertive behavior’.

**Activity #2*** Ask each of the participants to think and jot down the situations when they cannot say 'No" on meta card. Then, let them read out what is written in the meta cards and stick it on the wall one by one.
* Explain them that one should be able to say 'No" clearly in those situations/matters which s/he is not interested in order to ensure their rights.
* Ask them who pressures her to do the things that she does not want, for instance, guardians, family members, friends, teachers, and their dear ones.
* Ask them what kinds of threats these people pose on her when you deny doing so? What enticements they offer?
* Let them discuss what kinds of consequences you may have to face when you are unable to say 'No" in the above circumstances.
* Explain the participants how the effective use of 'I' while expressing their feeling, thought, concept and opinion makes their feelings powerful and give example.
* Ask them to discuss with examples what could be the reason of fear for not being able to say 'No' and what could be reality of that fear. Also make them understand that unable to say 'No' means is a low self -confidence.
* Ask them think on how to say 'No' using 'I' when situation demand and ask them to note it down on their copies.
* Give the four cases mentioned in the resource material to four groups and ask them to discuss on communicate assertively in that situation.
* Make them understand that the meaning of saying 'No' is 'No".
* Explain them that not only in big issues, even in daily life, they can practice the skill on saying 'No" to the friends if they do not like anything. Wrap up the session saying they should not feel bad if anyone of their friends say 'No' to their request and have to accept his/her freedom of their decision.
 |

**Key points:**

On pressure of other's 'No' should not be converted to 'Yes'. Such habits also make people weak. Until one feel it is right from heart till then one should not convert 'No' to 'Yes' upon pressure or request of others.

**Facilitator’s note**:

This session should be linked with the session on healthy relationship.

**ntarangocial Research & Training InstituteTransparency Sheet: 5.3**

|  |
| --- |
| **Phulmaya's Case**17 years old Phulmaya is in love with Bakhat Bahadur. One day when they were at park, Bakhat Bhadhur proposes Phulmaya for sex relations. Bakhat Bahadur (*putting his hands around Phulmaya's waist and pulling her closer):* I love you very much.Phulmaya (*being shy*): what are you doing?Bakhat Bahadur (*pulling her more closer towards him):* ..errr… What happen? You too love me, don't you?Phulmaya (*being extremely shy looking far away and downwards*): …Leave me... Bakhat Bahadur (*being little anger):* eeee…You are the girl with too old beliefs. Oh, I get this. You do not love me at all.Phulmaya: With eyes full of tears surrenders herself. |

**Transparency Sheet 5.4**

|  |
| --- |
| Case:1. You decided to pierce your nose. And one of your friend took you to the place where piercing is done in the market. But that place doesn't seem clean. You are aware of HIV/AIDS and its transmission through infected injections. You want to see the way in which the injections are cleaned. That person say lot of things that this shop is clean and insists on using same injection. Your friend also say same thing. Even though, you decide not to listen to them.

Case:1. On the way back to home from office one person asks you to drop you on his motorbike. That person came in contact through your friend. You don't have good feelings towards this person and this situation also makes you feel uneasy. You think of quitting his/her offer.

Case:1. One of your friend, who is opposite sex, is asking you to go to a party. You don't know anyone in the party, that's why you are feeling uneasy to go there. You have heard that this friend uses drugs and is also not considered as good person at school. You have thought of showing assertive behavior and saying 'No' to him/her.

Case:1. You have many friends and most of them have had sexual relation. They all tease you that you have never had a sexual relation with anyone till now. Someone says something inappropriate is there with you and it obviously hurts your feeling. You decide to deal with it assertively.
 |

.**Module 6: Decision Making and Goal Setting**

Hard work is essentials to achieve what we want in our life. It is very important to have commitment, believe, hope and positive thoughts towards achieving goal. This energizes us to perceive the problems as challenges and deal with the challenges. Accordingly, the person implements his/her plans. In is very likely that people of this age group might get lost if they cannot make future plans. They, in such cases, may find difficult to manage themselves in life. Then, they might have the thoughts that they are no better for anything in life. Ultimately, they may be the victims of various psychological problems. In order to proceed ahead in life, one needs a destination.

**Session One: Decision Making**

While finding the solutions to the problems lying at the various corners of the life, decision has to be made on one best alternative among all possible alternatives. Decision making is hard work in itself. Most of the decisions made during the youth age have great impact in their future. In addition to that, in most of decisions some sorts of dissatisfaction and/or clashes do exist. Then again, decision making is the selection of best alternative among all possible alternatives. May be it is easy not to make any decision at present but one may have to regret later for not taking right decision at right time. The important thing in decision process is to properly analyze each possible alternative on basis of its positive and negative aspect.

**Session 2: Goal settings**

Goal setting refers to the decision where we want to direct our life towards, what we want to be in life and what we want to do with our life. Before starting any work, we should be clear on the consequences we have hoped for. Goal is that what we can achieve. It is applicable in any kind of tasks like starting a small daily work, or deciding to go somewhere, or the bigger aim like deciding on what we want to be in future. Life without goal becomes directionless. Setting goal gives us inspiration and energy to move our life ahead. In other words, goal setting is the process of specifying the goal of life, being clear on what we want, choosing the ways of reaching there by evaluating all possible alternatives identified via the assessment gathering necessary information.

**Session One: Decision process**

**Objective:**

 At the end of this session, participants are expected to;

* To be able to analyze the matter that they have to decide on;
* To be aware of the things that they should concentrate on while making a decision;
* To be able to find out alternatives of solutions by prioritizing the problem first.

**Material:**

Marker, newsprint paper, meta card

**Methodology:**

* Brainstorming
* Self reflection
* Discussion
* Mini lecture

**Time duration:** 1 hour

**Activity:**

|  |  |
| --- | --- |
| **Activity #1*** Ask any one of the participants to share her problem, which has been hard to make decision on. Write it down in board.
* Ask her what she wants to derive in the form of the solution.
* Facilitate brainstorming in the big group on what can be the alternative solutions to derive the result she wants.
* Discuss in detail on each alternative solution in terms of pros and cons.

**Activity #2*** Discuss the steps of good decision making process. Involve the points written down on the newsprint paper previously in the subject matter of this discussion.
	+ Collecting all information on the situation or problem or subject on which decision has to be made and describe it clearly.
	+ Brainstorming and enlisting all kinds of alternatives that may solve this problem.
	+ Analyzing all possible, good or bad results/consequences of each alternative.
	+ Choosing the appropriate alternative having more positive aspects and that suits the best for the person.

 See the below table for example and make the participants understand the above steps.

|  |
| --- |
| For example:Problem: I want to study further.Alternative one searched for in the form of solution: Time management for study.Possible ways for time managementWay 1 ………………………….Way 2………………………….Way 3………………………….Good and bad aspect of each ways |

* Give mini lecture on decision making skill including following points,
* Is it hard to make decision?
* What makes it hard to take decision? (Possible answers: Pressure from peers/ friends, use of drugs and alcohol, being careless in thing to decide on etc.

Hold discuss on ‘active decision making’ and ‘inactive decision making’. Make them clear on the subject matter by saying that many times we become inactive in talking decisions. Make them aware regarding this by emphasizing the need to analyse the issue and the type of decision they take.Conclude the session by saying that not deciding to do anything is also your decision; one can’t run away from the situation by avoiding the task in the name of fortune.  |

**Key Points:** Every problem has solution, be it a difficult one sometimes. The important task is to sit calmly and think thoroughly over the problem, possible solutions, prioritize them and choose the best among them.

**Note for Facilitator:**

* It is seen mostly that the people have a general tendency of not thinking diversely with a plan whenever comes a problem. In the mean time they found themselves lost within their problems. Before analyzing all the possible alternative solutions, mostly they grab one and proceed further which may not be the appropriate one. The facilitator should note this.
* There are people who just remain inactive but have dreams. They are the people who frustrate quickly in life. The proactive thought in a person should be emphasized rather being passive relying on fate.

**Session Two: Goal setting**

**Objective:**

At the end of this session, the participants are expected;

* To be able to set their life goals;
* To be able to set one year goal of their lives and make work plan accordingly;
* To be able to identify and deal with the obstacles in achieving the goal.

**Material:**

Marker, newsprint paper, meta card

**Methodology:**

* Brainstorming
* Individual task
* Drawing
* Discussion
* Mini lecture

**Time duration:** 1 hour

**Activity:**

|  |
| --- |
| **Activity #1** * Give mini lecture on what does goal setting means.
* Provide each participant with a sheet of paper and ask them to draw their goal of life in one corner of the paper. (if one does not want to draw, ask her to jot down in words)
* Now, throw light on the characteristics (SMART) of the goal. Please refer the RRG for SMART.
* Ask them to go through their goal again to check whether their goals consist of all above stated characteristics. Help them to rephrase their goals as per need.
* On one side of the same paper, ask them to write down the strengths and social supports (friends) which help them to attain that goal. Explain them that it includes both internal (positive aspects which has been discussed on Module 2) and external (social support network) factors. Remind the session of Module 2.
* On other corner of the paper, ask the participants to think about the obstacles and challenges they face and/or they may have to face.
* Brainstorm on what can be done to change challenges into strengths and to minimize the obstacles.
* Talk about the commitment that is needed in order to achieve the goal.
* Give a brief lecture on the possibility of minimizing the problem and strengthening the positive qualities and asking help from support network in achieving goal.

**Activity # 2** * Ask the participants to think of answers to the following statements by showing these points in a newsprint paper;

I want to complete this thing ………………………..At the end of this year, I want ………………………..By the end of this month, I want……………………….I wish I have lots of wealth (money) so that …………………..I want to change this about myself…………………The places that I want to go…………………The quality that I want to develop within myself…………………* Conclude the discussion by emphasizing that to gain something we have to work hard, have to believe, have to take decision assertively and have to have hope.
 |

**Key points:**

The best way of achieving goal is to identify future goal on time and accordingly make plan and implement them. Goals of the life can be achieved easily by splitting this into small goals and working towards each one after other.

**Note for facilitator:**

People mostly make their goals vague and ambiguous. They need help to make it specific. The words like ‘ successful woman’, ‘rich person’, ‘renowned social worker’ and ‘international waitress’ etc are the words that does not give us specific goal and are enough to be lost in those words.

**Module Seven: Self Management**

In order to deal with ups and downs of life, young youth have to manage daily activities. This is also skill of self-efficacy. Managing self in an effective way in daily life has the great positive impact in every facet of life. Self-management includes prioritizing every task effectively, managing time, spending money cautiously, dealing stress in appropriate way, and regular self study, regular exercise, regularity in drinking and eating habit, etc. in a nut shell, self management is key element of content and booming life.

Because of the age, chances of carelessness in self management may possible. The attitude of relaxed mood, irresponsible thought, carelessness regarding time, inability to foresee the time factor, etc causes rush at the end. As a result, there might be negative impact on work, the stress level may speed up, physical feeling of being unhealthy may grow high. Subsequently, this reduces the self capacity and self confidence in near future. This is the reason that the young adults should especially focus on managing self as this is the most productive period.

**Session one: Stress Management**

Stress is defined as the reaction shown by the body in any difficult circumstances. Every person has ability to face with the difficult situations in life. To some extend it is normal to have stress in life. In most of the cases, optimal level of stress works as a motivation factor. During stressful situation a person may feel contraction of muscles, fast breathing or increase in hearth beat, etc. When a person is not in stressful situation, muscles loosens up, heart beat becomes regular, breathing becomes regular, energy rejuvenates and the person feels at ease and relax. Maintaining a balance between stress and relaxed state is also a vital skill.

**Session two: Time management**

The fact that time is money is very true in today's world. One who can make right use of time can attain the goal of his/her life. This session is all about managing time appropriately in a very basic level.

# Session three: Money Management

Money plays very important role in dealing with the ups and downs of the life. Money is such a mean with which one can have any facility in this world. Money becomes a friend in an emergency situation. It is the sign of happiness, prosperity and satisfaction.

The desire of the man is unlimited. In the process of fulfilling those desires, suddenly people see money as the obstacle in their way. That's why it is very important to manage money and this is also one of the important life.

**Session one: Stress management**

**Objectives:**

At the end of the session the participants are expected;

* To identify the stressor of their lives;
* To identify their strengths and coping behaviours and modify as per need
* To make themselves relaxed;
* To attain knowledge on self-caring.

**Methodology:**

* Self reflection
* Group discussion
* Mini lecture

**Material:**

Marker, newsprint paper, white board, meta card, stress cycle chart

Time duration: 2 hours

Activity

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| Activity # 1:* Define stress with examples. Clarify on good stress and bad stress.
* Divide the participants in four sub-groups and let them discuss on the four dimensions of stress ‘in mind’, ‘in body’, ‘in behavior’ and ‘in relation’. After each group’s presentation, add the points which are not jotted down there.
* Explain, though these reactions are normal due to stress, still it give pain to the people.
* Explain the stress cycle by showing the material you have already prepared in a newsprint paper.
* Ask each to jot down their stressors in their current life situation in one side of the paper.
* Give a mini lecture that every person has been coping with the stress in their own way.
* Ask them to way of their coping style.
* Give light on the constructive coping style.

**Activity #2** * Help the participants to recall their positive qualities/strengths that has already discussed in Module two. Ask each to jot down these on other side of the page where earlier they have jotted down their stressors.
* Give each a plain sheet of A 4 size paper, pencil and coloured pencils. Ask each participant to draw "me map" of their own support system.
* Make them understand that stress/sorrow/pain come in everyone's life from time to time. However, internal and social support system is helping them to cope with the stress.
* Ask each participant to analyze her own strengths, supports and coping against the stress putting them in the balance form as shown below. To make it easy, show this stress balance in a newsprint paper. Remind each that she has jotted down her stressors, strengths and coping mechanism earlier.

 Stress Strengths, Social Support & Coping* Very quickly ask them to form subgroups of 4 and to share their ‘Stress Balance’’ to each other.
* Facilitate a brief discussion on the need to strengthen the social support system in home, community and while working outside the home.
* Give a short lecture on how can one balance this stress balance. Make elaboration on how can one minimize the stress (left side of this balance) and how can one utilize her full potential and social support and modify destructive coping into constructive one in order to have the balanced stress balance.

**Activity # 3** Young youths are very busy in study, planning for future, work, friends and in building relationship with family people and others that they might have minimal time to care for themselves. Explain them about this and put on light on the importance of taking care of oneself.* Ask them to be seated comfortably and to close their eyes. Ask them to concentrate on their whole parts of the body for a moment. For this, guide the participants to think over each of the body parts by naming each loudly one by one.

Sole of foot, heel, ankle, calf, knee, thigh, genitals, uterus, waist, low back, upper back, stomach, chest, shoulder, upper arm, elbow, wrist, palm, fingers, neck, jaws, chicks, nose, forehead, eye, ear, and head.* Ask them to ponder upon the following few issues;
	+ The body part which they have given less attention among all;
	+ The importance of that particular part and the reason for not giving attention.
* After few minutes, ask them to open their eyes and ask about their experiences.
* Ask them about the time that takes if given proper attention/care to that particular body parts.
* Ask them to think about how long it takes caring their body.
* Discuss on how one can remain healthy mentally, physically and socially , for example, regular exercise, a balance diet, proper entertainment, talking with friends, regular sound sleep, some time with oneself, cultivating some good hobbies, etc. *Refer the reading resource guide too.*

**Activity # 4: Suicide ideation*** Explain the relationship between high stress level and suicidal thought. *Refer the reading resource Guide.*
* Briefly discuss on the sign and symptoms of the person intending to do suicide and about the support to be give to that type of person.

**Activity #5*** Conduct a session on deep breathing relaxation. You can ask the participants to lie down or sit with open postures as the situation allows and carry on a relaxation.

 *Refer Deep breathing exercise on reading resource guide.* |

**Key points:** None is free from stress and it can't be removed from our lives. The only thing we can do it be aware and recognize the stressors and to step forward towards the managing the stress. Incorporating any kind of relaxation technique in our lives works the best and is very necessary to be healthy.

**Session Two: Time management**

**Objective**: At the end of this session the participants are expected;

* To be able to use time chart and take their life ahead.
* To be able to minimize the stress by managing time in proper way

**Methodology**

* Self reflection
* Self exercise
* Group work

**Material:**

Board marker, board

**Time duration:** 1 hour, 15 mins

**Activity**:

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| --- |
| **Activity # 1*** Ask each to jot down her daily tasks, even the smallest, like washing face, talking over telephone, eating etc.
* Ask them to allocate their time that they are spending in following three clusters:
	+ From waking up in the morning till before going for work
	+ From going to the work till coming back home
	+ From reaching home till before going to bed.

(Note: Here the work indicates whatever activities that the participants have been doing like a student studies at school, a working person works in a office, trainee goes for training etc.* Explain table 7.1 time management schedule. Make sure that everyone understands how to use this table.
* Ask each to fill this table.
* Let them identify the task in which they need to rethink regarding spending time for e.g. how much time is given to each activity, where is time wasting, in which task time can be saved etc.

**Activity # 2**Give mini lecture on how to prioritize activities under time management, referring to the along with the table 7.2. * Conduct mini lecture on the time management and things to keep in mind while managing time, referring the following points.
	+ While making diary, the activities that are focussed towards the life goal (long term as well as short term goals) should be incorporated keeping life goal always in one’s mind.
	+ In order to bring (articulate) time management skill into one’s habit, the continuation of prioritizing the tasks and dividing time duration for each task are very necessary at least for three weeks along with the person’s commitment.
	+ Emphasis that from time to time, it is very necessary for a person to analyse whether and where s/he is spending more time on unnecessary tasks.
	+ Discuss some works which may waste time, for example, Unnecessary talk on telephone, gossiping, time spend on television, cooking food (specially for women) and serving food, long, stretched meeting, fantasizing, from waking up in the morning till getting up from bed, internet, email, etc.
* Ask the participants to prepare their diary based on their current situation, keeping above points in mind.
* Facilitator could prepare a sample on a newsprint paper with reference to the example on table no. 7.3.
* Divide the participants in four groups and let them share their schedule and discuss among themselves on possible changes that they can make for its effectiveness. Then, ask them to form the final schedule.
 |

**Key points:** One may feel hard and uncomfortable to give this continuation in the beginning.

 But as one gives continuity to the schedule, within 3 weeks s/he will feel a great change in his/her life. Continuity and commitment are major factors of time management.

**Note for facilitator**: The participants may seem energized in initial, but they may feel as if they become mechanical. Effectiveness can be felt after sticking only after eight/ nine days.

**Table no. 7.1. Time management table**

|  |  |  |  |
| --- | --- | --- | --- |
| Activities | Time | Satisfaction | A - Highly satisfiedB - NormalC – Time is wasting |
|  |  | A | B | C |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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**Table no. 7.2. Prioritization of task**

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| --- | --- | --- |
|  |  Urgent | Less urgent |
| Important | 1 | 3 |
| less Important | 2 | 4 |

# Table no. 7.3. Putting task into time schedule

|  |  |  |
| --- | --- | --- |
| Time | Activity | Remarks |
| 5:30- 6:00 | Wake up time |  |
| 6:00- 6:30 | Freshen up time |  |
| 6:30 – 8:00 | Preparing food |  |
| 8:00- 8:30 | Preparing to go to training  |  |

# Session Three: Money management

# Objective:

# At the end of this session the participants are expected,

# To have an understanding on management of the money;

# To be able to analysis their own need and desire while spending money;

# To be able to save more by cutting expenses down on unnecessary things.

# Methodology:

# Self activity

# Group discussion

# Mini lecture

# Material:

# Marker, board

# Time duration: 1 hour 30 mins

# Activity :

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| Activity #1Ask the participants to think and note down individually how much and where they spend their money in the last week. Request them to be based on the following points.How much money did you have last week?Which expenses were really for needs and which were for desire?Which expense has happened to be increased over time for not being careful?How much the expenses can be cut off by taking precautions?How much money do you have now?Facilitate discussion how the participants felt.Give a mini lecture on what is money management with reference to the reading resource guide.Ask the participants which they want to fulfil in the upcoming year and prepare one year plan on basis of that.List of desires Time Expected cost 1.2.3.Talk about the importance of keeping certain money out of income as the saving for the sake of achieving one’s life goal. Further elaborate this by saying that this saving can be done according to one’s earning, regular expenses and the types of life-goal. Focus on the point that, during preliminary savings one may feel that s/he won't be able to keep up with regular expenses, but later the expenses itself can be adjusted, since money can be made flexible.Give the light on that they should either save their sum in bank or other reliable institutes instead of letting other people keep it. |

**Key points**: The important elements of money management are regular saving, commitment and to analyze earnings and expense from time to time.

**Module Eight: Abuse**

In today's complex society, exploitation is increasing as a big problem. Especially, young youths are becoming victims of various kinds of exploitations. Mostly, young youths are either unaware of the exploitations happening to and around them, or tolerate abuses because of having fear of humiliation or they may not know the proper dealing technique with the situation, or they may think that they can do nothing to resist this or still they may be the victim of lure or threatened having further damage by the perpetrators. There is a wide range of exploitation types that can happen within society, like; labour exploitation, sexual exploitation, economical exploitation, physical exploitation and mental exploitation etc. Young youths can protect themselves from being exploited only when they are aware of such risk situations and about skills they need to deal with. The module focuses especially on sexual exploitations,

**Session One: Sexual abuse**

Both men and women can be a victim of sexual abuse/exploitation during youth age. Abuse or exploitation can range from an unhealthy touch, verbal use of obscene words in an antisocial manner, to rape. This session talks about the different kinds of abuses and focuses on the unhealthy touch.

**Session Two: Labour Rights**

In fact one is free from one or other kinds of exploitations, including young youth who work in the country as well as abroad. There ways of are a variety of ways of exploitations. It is very important for a person to make sure his/her rights are exercise freely.

**Session One: Sexual abuse**

**Objective:**

At the end of this session the participants are expected to;

* To gain knowledge on various kinds of exploitations;
* To recognize healthy, unhealthy and ambiguous touch;
* To know how to protect and deal with various kind of sexual exploitations.

**Material:**

Board marker, newsprint paper

**Methodology:**

* Case study
* Mini lecture
* Group work

**Time duration**: 1 and 1/2 hours

**Activity**

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| Activity #1* Read the case of Nirmaya loudly. *See the case below in transparency …….*
* Ask any two participants to perform the drama on situation of Nirmaya.
* After this drama presentation, facilitate a discussion in big group, on the situation of Narmada in the drama.
* On basis of Narmada's situation and story, talk about healthy touch, unhealthy touch and unclear (ambiguous touch) with examples.

Activity # 2 Request the participants to study the case of Haritakala given below based on the teal incident.* Discuss about the incident along with the participants.
	+ *Where and how were Lalumaya and Suntali be trapped by boys?*
	+ *On what kind of things had they been aware, this incident would not have happened?*
	+ *How did the boys get the courage to abuse?*
	+ *In your opinion, what should Suntali and Lalumaya do?*
* Divide all the participants in four sub-groups, then on basis of the points derived from the above discussion, ask the sub-groups to discuss further on points below and present it.

Group 1: What is sexual abuse? What kinds of thoughts are there in the society concerning sexual exploitation?Group 2: What are the signs of sexual exploitation?Group 3: How can one protect herself from possible sexual exploitation?Group 4: What do you think one should do if in case, s/he becomes victim of sexual exploitation?* Incorporating the above points brought forward by the groups, give a mini lecture on the subject matter based on the Reading Resource Guide.
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**Key points: Anyone can be the victims of sexual exploitation anywhere by anyone. Moreover, researches have shown that about 80 % of the abuses happen in the surrounds of the victims and by the people whom they know. Therefore, being aware about possible abuses is a crucial need of the era.**

**Note for facilitator: You never know about the background of all the participants. Since this is a very sensitive topic to deal with and there might be few who has had undergone such a devastating experience, you as a facilitator should be always aware of this. Therefore, keep your eyes and mind open in order to make observations throughout the whole training program and be careful in using words that are too sensitive.**

**Transparency Sheet 8.1: Nirmaya’s Case**

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| --- |
| ***Case of Nirmaya:****Nirmaya, 21 years old girl works at "The Fun" hotel as a cleaner. She has been awarded with appreciation for her good work. Being happy about this, the manager congratulates her by shaking her hand. Now onwards they often shake their hands. She regards the manager as a very kind and concerned guy. One day, while shaking he hand, the manger presses her palm and another day with both of his hands. Nirmaya thinks that he is very caring. But whenever they shakes her hands she feels a little awkward. But then she feels bad to think like that. Slowly, the manger also starts to accompany her in lunch and while chit chatting, he tabs on her back. Slowly, he now moves his had around her waist and back and pats her. As the manager touches her back, she feels awkward and shy. This awkwardness increases with time. But still she thinks guilty of herself if bad thoughts pop up her head. She always avoids this thought of her without being aware of her own body sensations.*  |

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| **Case of Haritakala: A true story** 14 year Llaumaya and 16 year Suntali, who come from Devsthan VDC to go around market are raped by four boys Sukhbir, Kapil, Shyam and Shanker (19, 23, 17 and 21 years respectively) of that locality. Sukhbir, who is known to be the younger brother of the school teacher of that village, becomes friends with Sunita and Sharmila. As they get to know each other, Sukhbir comes in contact with other friends as well. Once when there is a festival in the village, six of them go around. After going around taking Lalumaya and Suntali to take rest, takes them to a lonely hut, and turn by turn rape them. |

**Session Two: Labour Rights**

**Objective**

At the end of this session the participants are expected;

* To have knowledge on the labour rights of the country;
* To be aware of their own rights while in job so that they can exercise their labour rights.

**Methodology**

Mini- lecture

Question answers

**Material**

 Newsprint paper, marker, board

**Time duration**: 1 hours, 15 mins

**Activity**:

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| --- |
| Activity #1* Ask the participants to study case of Phulkumari. You can read instead for the participants as well.
* Facilitate a discussion on Phulkumari’s situation and reason of this situation.
* Give a short lecture on labour rights of Nepal focusing on the need of having knowledge on it for every working person of the country.
* Talk about some cautions for not having labour exploitation. Include these points:
	+ Keeping safely one’s own legal documents like, citizenships, passports, academic certifications, etc.
	+ Photocopies of very important documents too,
	+ Having clarity on nature of task, one’s responsibility, and salary etc before starting job,
	+ Having kept written agreement for each job undertaken,
	+ Taking salary in time according to agreement,

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Key Point:

Young youths may mistakenly not be very much careful in being more energetic and enthusiastic. Moreover, employer also may try to exploit to young youths who are in search of job. Therefore, by being alert even in work place, not having blind trust towards employer, by saying ‘no’ with assertiveness in case of abuse are the main tactics of protecting oneself from possible exploitations.

**Module Nine: Evaluation and Closing**

**Objective**

At the end of this session the participants are expected;

* To have a clear picture what they learned and what are the areas they need to be aware of;
* To share their thoughts on the effectiveness of the training for themselves;
* To give feedbacks and suggestions relating to the training program as a whole.

**Methodology**

Self reflection

Sharing

**Material**

meta card, flip chart, marker, board

**Time duration**: 2 hours

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| **Activity #1*** Summarize the whole training contents very briefly.
* Review the participants expectations that have been jotted down in the first day of the training program and make sure nothing has been dropped out.

**Activity #2*** Draw a big picture of a box and a dustbin on a newsprint paper and stick in on the wall
* Let each participant write down the following things in meta cards
* The things that we want to take along with us form this training. (It can be concern to any specific session, new friend or support, time or things they have learned)
* The things that we want to leave or forget it here, which we didn't like. (It can be anything)

Let the participants stick the card mentioning the things they want to carry back home under the picture of box. Similarly, paste the meta card mentioning things they didn't like under the picture of dustbin.

|  |  |
| --- | --- |
| Things I want to take from this training ( Draw picture of box) | Things I want to forget or leave it here (Draw picture of dustbin) |
|  |  |

**Activity #3*** Ask the participant to make a big circle
* Facilitator, asking the question below to them, discuss on how they felt about the training
	+ In a nutshell, how do you find this training?
	+ From this training, what kinds of changes you have felt in yourself and your relation with your family, friends and others?
	+ In your opinion to make this training more effective, what kind of suggestions do you give?
	+ Do you think any subject matter needs to be added or deducted from this training? If you feel the need, what are they?

**Activity #**4* + - Distribute the evaluation form to all the participants.
		- Ask each participant to fill it and collect it all afterwards.

Activity #5* Facilitator should give opportunity to all the participants to ask questions.
* Being thankful for the contribution of the participants, mention, the facilitator is hopeful that the recently acquired new knowledge and skills will be of great use in uplifting the living standards of all.

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