Health Promotion Modules - 9th Std.

9th STANDARD
ACTIVITY MATERIALS
Increasing Motivation to Study - Snakes and Ladders

ACTIVITY MATERIAL - 2.1
### Increasing Motivation to Study - Snakes and Ladders

**ACTIVITY MATERIAL - 2.1a**

**FACTORS, WHICH AFFECT STUDENTS’ PERFORMANCE AT SCHOOL (HAND OUT):**

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<td>Friends forcing you to cut class</td>
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<td>Having a specific ability based on interest - ‘becoming a lawyer’ or ‘becoming a teacher’</td>
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<td>Giving up trying if marks are less</td>
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<td>39.</td>
<td>Believing that education is not at all important to be successful in life</td>
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<td>Becoming very anxious when there is an examination</td>
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Health Promotion Modules - 9th Std.

**Study Habits - Work While You Work; Play While You Play.**

**ACTIVITY MATERIAL - 2.2**

**Situation - 1:**

**BRILLIANT BOY WHO FAILED IN EXAMS**

Krishna is a very bright and intelligent boy. He has always scored high marks in all the exams he has appeared so far in the school. Topping has been a habit for Krishna till about three months ago. He has fared very badly in his first term exams. Krishna has recently taken up pop music as a hobby. His parents presented him a Walkman and all the latest pop music cassettes of his choice because he was doing very well in studies. Over the previous three months, his parents return home late because of their work commitments and not provide enough supervision. Taking advantage of this, Krishna would read as he listened to music. He was more keen on knowing all the songs by heart and hummed along with the singer as he read. He thought he understood all that he read and was confident that he would stand first in the class. Unfortunately, Krishna failed very badly and indeed scored very poor marks in two subjects. His parents were shocked to see his marks card and wondered what went wrong with their son from whom they had high expectations. Krishna has no problem in reading or writing and his communication is excellent. This made parents curious to know the reasons for his failure.

**Situation - 2:**

**I FORGET EVERYTHING**

Raji is a 14 year old adolescent studying in VIII standard. Raji, is not very much interested in studies. Her parents are educated and working. Education is their first choice for all their children. Till the VII standard, Raji’s mother would sit with Raji two days before the exams and help her to learn the portions in simple ways and write the exams. With this help, Raji was able to pass the exams with 55% in VII standard. Raji’s mother insists that she studies every day. Raji also spends time with books every day; but most of the time is spent in copying notes. She tries to study just before the monthly tests. When she goes to the class, the question papers especially Maths and Science, look very complicated. Raji usually comes back home crying and complaining of having forgotten whatever she has read. Parents feel that Raji works hard but has poor memory.

**Discussion Questions for the Groups :**

1. Are the problems of Krishna and Raji common among young persons today?
2. Why did Krishna fail in his class test?
3. What do you think about Krishna’s reading habits?
4. What should Krishna do to overcome his difficulties?
5. What is the role of his parents in helping him overcome the problems?
6. Do you think Raji has poor memory?
7. What is wrong with her study habits?
8. What should she do to improve her memory - especially for Mathematics and Science?
9. What skills are needed by a student to understand his or her study habits?
10. What skills are needed by a student to improve study habits?
**Study Habits - Work While You Work; Play While You Play.**

**ACTIVITY MATERIAL - 2.2a**

**STUDY HABITS QUESTIONNAIRE**

Read the following statements and mark at the end of each statement whether it is True (✓) or False (✗).

**Part - A**

I finish my work before I go to play.

I spend a definite time every week in revising each subject.

I recall the important points after I read a lesson.

I spend most of my time on difficult subjects and less time on the easy ones.

I take class notes.

I am careful to learn the important words used in each subject.

I have a regular time and place for studying.

I know how to underline and take notes when I study.

I relate material learnt in one subject with those learnt in others.

I use free time in the school for studying.

My spelling ability is good.

I feel satisfied if I read my lessons.

I look for main ideas while reading a lesson and associate the details with them.

I pronounce the words as I read.

I study with others rather than by myself.

I make use of computer, Internet etc for enriching my understanding about a subject.

I regularly solve old examination papers.

I take mock examinations periodically.

My health is good. I need not worry about it while studying.

I plan out the answer to a question in my mind before I write it in the examination.

I read up the lesson before I go to the class and review what is done in the classroom soon after I get back home.

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Part - B

I don’t feel like studying at all.

I am a slow reader and therefore, I have difficulty in finishing the assignment in time.

I understand a lesson while reading it but I have trouble remembering what I have read.

I find it hard to concentrate on what I am studying.

If I read faster, I could study more efficiently.

I find it difficult to decide key points that are important in a lesson.

I don’t study until evening.

I take longer time to get started with the task of studying.

I daydream instead of studying.

I postpone studying my lessons.

I feel so tired that I cannot study efficiently.

I cannot make out much of what I read.

Many activities like working on a job, household work, play and other such activities interfere with my studying.

I worry a lot about my studies.

I miss important points in the lecture while taking down the notes.

My dislike towards my subject and teachers interferes with my success.

I study the subject that I enjoy regularly and put off studying those which I don’t like till the last minute.

I study in the midst of distractions, like radio, TV, people talking, children playing etc.

I become nervous at the time of examination and I cannot answer as well as I should.

I spend too much of my time in reading fiction, going to movies etc which decreases my efficiency in studies.

I have to be in a good mood before starting my studies.
Health Promotion Modules - 9th Std.

Anemia - “I am Tired”

ACTIVITY MATERIAL - 2.3

Situation :

‘I AM TIRED’

Rekha, Anita and Jayalaxmi are classmates and good friends studying in standard IX of a village high school.

Rekha : Jayalaxmi! Come, let us practice throw ball. The sports competition is about to start and the sports day is two weeks away.

Jayalaxmi : No Rekha, I can’t play. Please don’t force me.

Rekha : Why, Jayalaxmi what happened?

Jayalaxmi : I don’t know Rekha; now a days I become very tired and breathless while doing simple work. I told my mother. She says it is just weakness and that it will become OK within some time. She is giving extra milk for that. But I still feel very weak and tired.

Rekha : OK Jayalaxmi take rest. I will check with Anita and play with her.

Rekha : Anita come let us play throw ball.

Anita : Where is our friend Jayalaxmi?

Rekha : Jayalaxmi is not well. I am worried about her.

Anita : What happened to her? I find her to be very dull and not interested in any activities in the class or school. She was never like this before.

Rekha : Do you know Anita; yesterday our Miss scolded her for sleeping in the classroom and for not doing homework assignment. Her mother had come to school and complained to Miss that she does not eat properly and that she gets irritable with everyone in her home for simple reasons. I feel very sad about her. She was not like this before…………………. Poor girl. She has another problem also. She has been bleeding heavily since she started her periods last year. Now she is not well with this problem of tiredness. I don’t know what is going on with her.

Discussion Questions for the Groups :

1. What are Jayalaxmi’s problems?
2. What are the causes for lack of interest, increased sleep, decreased appetite, tiredness, lack of energy and appearing dull and irritable behavior?
3. Do you think Jayalaxmi has anemia?
4. What should Jayalaxmi do to solve her problems?
5. Do you think Jayalaxmi requires a doctor’s help?
6. Who usually suffers from anemia?
7. What should a student do to avoid anemia?
8. What skills are needed by a student to prevent anemia?
9. Can poor children prevent anemia in themselves?
10. How can they do that?
Sleep Hygiene - Goodnight! Sweet Dreams!!

ACTIVITY MATERIAL - 2.4

SLEEP HYGIENE - TIPS

Some Do’s Before Sleep:

- Establishing a regular time to go to bed and to get up in the morning and following it even on weekends and during vacation/holidays. The brain is trained by this to slow down activities and help the person to go to sleep during a specific period - Sleep Routine.
- Wearing loose and light clothing while going to bed.
- Choosing a place, which is airy, dark and less noisy.
- Sleeping in the same place.
- Practicing relaxation for half an hour before bedtime is useful.
- Reading something light, meditating and walking leisurely for a short time are all appropriate activities.
- Exercising before dinner. A low point in energy occurs a few hours after exercise; one sleeps more easily at that time. Exercising closer to bedtime, however, may increase alertness.
- Having a cup of warm milk is also helpful.
- Taking a hot water bath 1 - 2 hours before bedtime is good. This alters the body’s core temperature rhythm and helps people to fall asleep more easily and more continuously (Taking a bath shortly before bed increases alertness).

Some Don’ts Before Sleep:

- Avoiding beverages with caffeine, such as coffee, soda after 4 PM.
- Avoid smoking before sleep or when one does not get sleep.
- Avoiding large meals before sleep time.
- Avoiding interesting reading or computer games before going to bed.
- Avoiding violent or scary television shows or movies or reading mystery and horror books that might disturb sleep.
- Avoiding fluids just before bedtime so that sleep is not disturbed by the need to urinate.
- Avoiding sleeping in a noisy place; in an uncomfortable place/posture.
- Avoiding thinking about problems/stress while trying to sleep.
- Avoiding taking sleeping tablets without doctor’s advice.
- Not forcing oneself to sleep. Getting out of bed and doing something non-stimulating until one feels sleepy is more helpful.

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Boy Girl Relationship - Romance with Ravi - I Love Ravi Verrrrrry Much!!

ACTIVITY MATERIAL - 2.5

Situation :

Rupa is a 14-year-old girl studying in VIII standard. She has two younger brothers and one elder sister. Her parents are poor, but are very proud of their family. Father runs a small petty shop and mother helps the father in running the shop.

Rupa is an intelligent girl. Recently Rupa was taken by the school authorities to a music competition where she had the opportunity to meet students - boys and girls from other schools. She made a number of friends there. One of them is Ravi, who is studying in X standard in another school 5 kms. away from her school. Ravi helped Rupa in getting drinking water and also shares and eat with her. They have started meeting after school hours. They talk about their friends, T.V. programs etc. They tease each other a lot. Rupa has not spoken about Ravi to her parents or sister. She received a small card from Ravi on her birthday saying that he likes her very very much. Rupa was happy to see such a card from Ravi. Whenever she sits to study, her thoughts drift to Ravi.

Discussion Questions for the Groups :
1. How can we describe the relationship between Rupa and Ravi?
2. Why is romance more common among teenagers and young people?
3. How can we recognize love, romance, infatuation, desire, lust, and sexual feelings in us towards somebody else?
4. How can we recognize friendship, love, romance, and lust towards us by somebody?
5. Can a girl and a boy be friends - when would somebody else think that they are lovers but not friends?
6. What skills does a girl or a boy need to understand the type of relationship he/she has with another person of opposite sex?
7. What do you think of young people dying and committing suicide for the sake of romance/love?
**Peer Pressure - Let Us Enjoy**

**ACTIVITY MATERIAL - 2.6**

**Situation:**

"I AM SORRY, I DID NOT KNOW"

Hemantha is the son of a politician. He is the only son of his parents. He is used to wearing expensive clothes to college, spending a lot of money on his friends. He has his own car and smokes the best cigarettes. Friends always like to go out with him as they get the best of everything. Last year Hemantha and his friends decided to celebrate New Year at Goa.

Hemantha and his friends Jayanth, Roshan, and Raju went to Goa and stayed in a hotel. Hemantha had brought alcohol and other injectable drugs to have ‘fun’ on New Year's Eve. He offered drugs to Roshan, Raju and Jayanth. Jayanth and Raju refused to take drugs and firmly said no to his offer. Hemanth was very upset with them and picked up a big quarrel with them. Both of them were willing to leave the hotel and Goa but refused to have drugs. Roshan initially refused but later agreed to join Hemantha as he promised him a job in Hemanth’s father's business. Both used one syringe to inject the drug over the next two days. They also visited a set-up where commercial sex workers were available. Both had a good time and felt it was the most memorable day in their lives. Roshan felt very happy and felt that the others were fools to have refused such an offer.

After returning home, few months later Roshan started to fall sick repeatedly. His parents took him to the family doctor. They got to know after investigations that Roshan had developed HIV infection. While talking, Roshan found out that the probable time he could have picked up the infection was with the commercial sex worker or from Hemanth with whom he shared the needle. Roshan was unable to bear the shame and also a future with AIDS, jumped to death from his fifth floor flat.

**Discussion Questions for the Groups:**

1. Is the story of Hemantha and Roshan common?
2. What skills did Hemantha need to convince Roshan to take drugs and indulge in sex?
3. What skills did Roshan lack?
4. What skills did Raju and Jayanth have to say ‘NO’ to Hemantha?
5. What skills did Roshan need to face the stress of having HIV infection?
6. What are the common activities for which students have pressure to follow others or friends?
7. What techniques/skills does an average student need to avoid such pressures from friends?
Health Promotion Modules - 9th Std.

**Appearance - Pimples - Mera Kubsurathi Ka Rastha - Gori Plus Goro Plus!!!**

**ACTIVITY MATERIAL - 2.7**

**TEENAGE COLUMN IN A FASHION MAGAZINE**

**Letters to the Magazine Doctor from Teenagers**

1. Letter from Niveditha
   
   Dear Doctor, let me introduce myself to you. I am Niveditha, 14 years old studying in VI standard. I am worried about my face. From the past 1 year small pimples have started appearing on my face. My friends told me that I eat more oily foods because of which I have pimples on my face. I have stopped eating oily food items but still have pimples. I also see ads on the T.V. which say eating potato chips can cause pimples. Doctor, tell me what should I do. I also want to make my skin fairer. What should I do for this?

2. Letter from Tara
   
   Dear Doctor, please help me. I have too many pimples on my face. My friends laugh at me saying that I think more about sex because of which I have pimples on my face. I do not think of boys. How is it that I have so many pimples? They are also painful at times.
   
   I feel very shy to go to school. I want to know what causes pimples and how to get rid of this problem.

3. Letter from Alice
   
   Doctor, I have small pimples on my face, neck, shoulders, upper back and chest. I wash my face 4 to 5 times with soap. I have severe itching and feel like scratching my face often. I have applied various creams like Far and Lonely, Goro Plus, Samami Ayurvedic Cream etc. and my friends told me to take internal medicines (Ayurvedic ones) to purify my blood. I tried all these but there is no improvement. In spite of using Never Marks cream the pimples leave black spots on my face and forehead. My mother told me to stop applying anything to my face. She told me to not to prick or squeeze the pimples as it leaves a scar mark on my face and it increases pimples on my face. She also tells me that a fat girl like me will always have acne. Doctor, please suggest what I should do to decrease weight and get rid of the pimple marks? Should I consult a Doctor? What kind of a Doctor should I consult?

4. Letter from Aaron
   
   Dear Doctor, I am a 15 years old student in IX Standard. I want to become a model in future. The only block to this are the pimples on my face. My friends make fun of me saying that pimples are more common among girls and I am girlish - so I get more pimples. I read in a magazine recently that some very expensive treatment electro-curetting can be used to get rid of the pimples. Can you advise me whom to consult for this treatment? Am I getting more pimples because I have more female hormones? Can I use male hormones to decrease the pimples and also to develop muscles?

**Discussion Questions for the Groups :**

1. Is acne a common problem among the teenagers like Niveditha, Tara, Alice and Aaron?
2. According to you, why do adolescents get acne or pimples?
3. How to take care of acne? Are there any ‘Do’s and Don’ts?’
4. How effective are the creams, soaps and surgery in curing or preventing acne?
5. Are adolescents with no pimples and looking beautiful or handsome more confident than those with pimples?
6. What can a teenager do if he/she is very self-conscious about his/her pimples?
7. What are the other aspects of appearance which we teenagers are especially worried about?
8. Other than appearance what qualities can improve our Self-esteem?

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High Risk and Adventure - Living Life King Size

ACTIVITY MATERIAL - 2.8

Situation - 1:
Ashoka is a X standard student who hails from a very conservative family. He is a good student and known to be friendly. Ashoka loves cricket and has joined a group of older students to practice cricket during the vacation. These older boys are in the habit of having ‘fun’ on Saturday evenings by going to one of the boy’s hostel terrace and drinking alcohol till late at night. Ashoka also goes with them on these occasions. On the first two occasions Ashoka resists the pressure to drink. He is teased by his friends as a ‘goody, goody boy’ and ‘girl’. Later, he starts drinking alcohol with these boys as he has seen that nothing wrong has happened to these boys and they seem to be having a lot of ‘fun’ by drinking. They are bolder, comment at girls, sing and dance.

One Saturday night Ashoka was returning home on his bicycle after ‘drinking’. He felt he was totally under control. He suddenly saw a lorry coming in the opposite direction. Ashoka thought he was slowing down correctly; but he was not. Hence he fell down with the cycle into the pit by the side of the road and broke his leg. The lorry owner did not have to pay any compensation to Ashoka’s parents as he was smelling of alcohol. That blame was on Ashoka.

Discussion Questions for the Groups:
What do you think of this situation?
Why do students drink?
If drinking is ‘bad’ why does the government permit sale of drinks?
What are the other drugs apart from alcohol, which are used by students of your age?
How do students start these habits?
What skills does a student need to say ‘NO’ to drinks?

Situation - 2:
Surabi is a X Standard girl. She is very fun loving and is always ready for any activity which is playful and enjoyable. She is always the first in the class to play pranks on other girls and boys. Two of her friends in the class planned to run away from home for 3 days to have fun. They planned to go to Bangalore - the city that they have never seen, stay in a lodge have fun, see movies, if possible meet their favorite movie star. After 3 days they would come back and tell the parents that they were kidnapped and managed to get away. They expected Surabi to join them willingly. But Surabi refused to join them saying that their plan was ‘very risky’.

Discussion Questions for the Groups:
What do you think of Surabi’s decision?
Is there anything wrong in taking ‘risks’ - small ones like Surabi’s friends did?
Life should be lived King Size - It will be boring if young people do not do adventurous and risky things - what is your opinion?
What sorts of risks are all right?
What skills does a student need to decide whether an activity is ‘adventurous’ or ‘high risk’.

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Health Promotion Modules - 9th Std.

High Risk and Adventure - Living Life King Size

ACTIVITY MATERIAL - 2.8a

ADVENTURE QUESTIONNAIRE

‘Adventure’ or ‘Calculated Risk’ is when a person does something very different from the routine, but has thought through the whole novel (new) activity and has a clear idea of what he/she would do in case of difficulties and setbacks. Here the goal is to achieve something and feel the high by achievement through the novel method. One’s thoughts, feelings and preparation goes into this. For example, a trained cyclist deciding to cycle backwards between two cities for 100 kms. He prepares himself by planning and training to cycle backwards. The cyclist understands the novelty and difficulty of the task but prepares carefully for that.

‘Risk Taking Behavior’ is when a person does something quickly and impulsively for the momentary high without thinking about the consequences of the act. ‘Let me handle it when it happens’ is the attitude of the person. There is no thought or preparation. Only feelings of wanting a quick high for self or pleasing somebody else is predominant. For e.g., jumping from a high building to attract the attention of the crowd, driving on the wrong side of the road for long distances and observing the anxiety of the other drivers.

Decide which of the activities are Adventurous (A) and are of High Risk (R)

Driving a bike at high speed in a crowded street without a helmet.
Joining a group to climb the top of Ramnagaram Rock through a new route.
Drinking and driving with friends.
Joining friends and going for horse racing to gamble.
Having sex with a neighbor during vacation as she says it is fun.
Driving a van at high speed without lights along a busy street.
Playing Lottery with pocket money.
Breaking a coconut with bare hands in a karate class after training.
Smoking ganja with friends at the beach during holidays.
Jumping from the first floor of a building.
Taking part in a car race.
Demonstrating that you can cook for 100 people within 60 minutes without anyone’s help.
Developing a new method of writing (not Kannada or English).
Playing ‘KHO KHO’ with everybody’s eyes blindfolded.
Breaking into a shop along with your friends.
Running away from home and calling parents to say that you have been kidnapped to make them pay a ransom.

LSE-NIMHANS/2002
Sexually Transmitted Diseases - Save Yourself

ACTIVITY MATERIAL - 2.9

**Discussion Questions for the Groups:**

**Set 1:**
1. What disease do these pictures illustrate?
2. What is the full expansion for the words - HIV, AIDS? What is the difference between the two?
3. What are the other diseases, which can be transmitted by having sex with an infected person (STDs)?
4. What are the activities that can spread STDs among men and women?
5. What are the activities, which do not spread STDs, but are still usually feared?
6. What should an infected person do?
7. What are the usual fears about AIDS/HIV, Syphilis and Hepatitis B among students?

**Set 2:**
1. What can a student do to avoid these diseases?
2. What are the abilities a student needs to prevent STDs?
3. Is it possible to suggest some activities, which can increase and decrease our sexual urges?
4. Which sets of questions (Set 1 or 2) were difficult to discuss and answer? Why?

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HIV/AIDS - Health is in Your Hands!!!!

ACTIVITY MATERIAL - 2.10

Read the following statements and mark at the end of each statement whether it is True (✓) or False (✗).

Modes of Transmission of HIV/AIDS:

1. You can become infected with HIV by sleeping with others. ✗
2. You can become infected with HIV from sharing toothbrush. ✗
4. A person can get HIV/AIDS using unsterilized needles or syringes used by infected person. ✓
5. A person can get HIV by hugging an HIV infected person. ✗
6. A person can get HIV by shaking hands of infected person. ✗
7. A person can get HIV by kissing, hugging, playing, swimming with infected person. ✗
8. A person can get HIV/AIDS by eating food prepared by infected person. ✗
10. A person can get HIV by indulging in sex with multiple partners. ✗
11. An unborn child can develop AIDS if the mother is infected. ✓
12. A person can get infected by sharing toilets with an HIV/AIDS infected person. ✗
13. A person can become infected with HIV if he or she has anal sex with an HIV infected person. ✗
14. A baby can get AIDS by breast-feeding from an HIV infected mother. ✗
15. A person gets HIV by having unprotected sex with multiple partners. ✗
16. Bed bugs, mosquitoes can spread HIV/AIDS. ✗
17. A person can get HIV through blood transfusion from an HIV infected person. ✗
18. Having vaginal sex with an HIV infected person transmits HIV infection. ✗
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HIV/AIDS - Health is in Your Hands!!!!

ACTIVITY MATERIAL - 2.10a

Risk Behavior Checklist:

Classify/mark according to NO RISK, HIGH-RISK and LOW RISK (for HIV/AIDS)

1. Transfusing infected person's blood.
2. Sex without using condom.
3. Hugging infected person.
4. Sharing meals, playing with infected person.
5. Talking with infected person.
6. Indulging in sexual activities with infected person.
7. Indulging in sex with infected person without using condom.
8. Indulging in sex with commercial sex workers or prostitutes.
9. Sex with multiple partners.
10. Touching an infected person.
11. Kissing an infected person.
12. Sharing needles, syringes with an infected person without sterilization.
14. Using toilet in public places which an infected person also uses.
15. Using an infected person's clothes.
HIV/AIDS - Health is in Your Hands!!!!

ACTIVITY MATERIAL - 2.10b
HIV/AIDS - Health is in Your Hands!!!!

ACTIVITY MATERIAL - 2.10C
HIV/AIDS - Health is in Your Hands!!!!!

ACTIVITY MATERIAL - 2.10C

HOW HIV / AIDS IS NOT SPREAD

- Bitex by insects or animals like dogs
- Sharing toilets or bathroom facilities
- Sharing clothes
- DONATING BLOOD TO THE BLOOD BANK
- Sneezing or coughing
- With sterilised needles

LSE-NIMHANS/2002
Sexual Harassment - Road Side Romeos and Bus Teasers

ACTIVITY MATERIAL - 2.11

Situation - 1:
A group of school girls are traveling in crowded bus to school. While traveling a man who is standing next to one of the girls Vani, intentionally leans against her, touching/brushing her shoulder and bottom. Whenever the driver applies the breaks he falls against her. Vani ______.

Situation - 2:
Raghav, is a 15 year old boy. Past 1 month, he is receiving ‘calls’ in which the person does not speak, but keeps making noises - as if kissing. If somebody else receives the call, the caller disconnects the call. Raghav, initially felt very good about such calls; now he has become tired of them and hates these calls. He ______.

Situation - 3:
Rachitha, has to pass a small shop on her way to school. A group of boys stand there and pass comments - describing her physical features and comparing to that of a movie star. One boy makes the comments and the others roar in laughter. Rachitha ______.

Discussion Questions for the Groups:
1. Are the above types of sexual harassment common?
2. What are the other types of sexual harassment you are aware of?
3. How do girls/boys respond to such harassment?
4. What do you think are the correct ways of responding - reporting to teachers, police, calling Makkala Sahayavani, etc?
5. How much is the harassed girl/boy responsible for the harassment?
6. What skills are needed for a girl/boy to face such harassment?
7. Why do some people involve in such harassing acts?
**Sexual Harassment - Road Side Romeos and Bus Teasers**

**ACTIVITY MATERIAL - 2.11a**

**Some Useful Methods to Handle Sexual Harassment:**

- **Ignoring** if the incident is by a total stranger in a strange place and the chances of repetition is very low (noticing some one exhibiting genitals in a bus). Here the ignoring must be total - expressing ‘shock’ or ‘surprise’ encourages the person.

- **Not responding** is also effective in some other incidents - anonymous obscene calls.

- Indicating that one is aware of harassment and not appreciative of it. For example, if a man harasses a girl in a moving bus by brushing against her repeatedly, she could handle it initially by moving away from him; later firmly telling him to stand properly without abusing him. If abuser continues to harass, complaining to others or conductor is desirable.

- Predicting and avoiding a harasser - e.g., if a male teacher often touches a girl student whenever she is alone, the girl could foresee this and always take a friend along while meeting the teacher.

- Taking support and being in company are effective for a variety of harassment - for being bullied, ragged, leered, teased or followed by a male or group of boys.

- Informing to a supportive sibling, friend, parent or teacher, if the harassment is repetitive.

- Lodging complaint with the police after discussing with the parents if the harassment continues.

- Screaming for help, taking instruments for confidence (a stick, knife or chilli powder) can be helpful for girls to face harassment.

- Adolescents especially boys to be taught that sexual harassment does not indicate superiority but rather inadequacy.

- Have ‘Sexual Harassment Awareness Week’ and discussing the above issues in the school.
Health Promotion Modules - 9th Std.

**Sexual Abuse - Scream When Somebody!!!!!!**

**ACTIVITY MATERIAL - 2.12**

**Situation - 1:**

**“INOCENT JAYA”**

Jaya is a 9 year old girl staying with her 2 brothers, parents and uncle. Jaya is very close to her uncle and likes him very much. She often plays tickling games with him. One evening, Jaya returns from school; her mother has gone out to a relative's house. Jaya starts playing with her uncle. While tickling her, the uncle, lifts her frock and strokes her panty, breasts and thighs. He also takes Jaya's hand and presses it against his private parts. This happens for a very brief time. Jaya feels uncomfortable and does not understand what is happening. Her uncle tells her not to reveal this to anybody and tells her to keep it as “their secret”. He later takes her to the ice-cream shop and buys her an ice-cream.

**Discussion Questions for the Groups:**
- Do you think this happens in real life?
- What should Jaya do?
- Do you think Jaya’s parents would believe her if she reported this to them?
- Do you think Jaya is being sexually abused by her uncle?
- If you were in such a situation, how would you react?

**Situation - 2:**

**“CONFUSED ELVIN”**

Elvin is a 10 year old boy studying in V standard. He has one brother and stays with his parents in a village. Elvin has a cousin Kiran who is 18 years and studying in B.Sc 2nd year in a nearby city. Elvin likes Kiran because he is very stylish and speaks English very well. Elvin wants to be like Kiran when he grows up. Elvin is happy when Kiran stays in their house for 10 days during Pooja holidays. Kiran shows Elvin his music collection and car picture collection. One day he shows pornographic pictures to Elvin and boasts that only grown-ups can have such pictures. One night, Elvin feels somebody by his side, stroking his private parts; to his surprise it is Kiran. Elvin is too scared to react. The next morning, Kiran smiles at him and winks at him. Elvin feels uncomfortable with this behavior. He wants to tell this to his brother and find out whether this is a part of becoming an adult. He is afraid to do so. This incident also makes him feel guilty, depressed and fearful at night. He stops talking much with his parents, friends and especially older boys. He feels he was responsible for making Kiran behave in such a manner.

**Discussion Questions for the Groups:**
- Was Elvin sexually abused?
- Can boys be sexually abused?
- Was Elvin responsible for Kiran's behavior?
- Why was Elvin fearful?
- What should Elvin do? What skills does Elvin need to handle this?
- How can Elvin be helped to overcome fear, sadness, and guilt?

**Situation - 3:**

**“APPREHENSIVE APARNA”**

Aparna is a 15 year old pretty looking girl. Ananya is her best friend and they have been neighbors for 10 years. Aparna, of late somehow feels uncomfortable with the way Ananya’s father looks at her. Often he pats her on the cheek and hugs her when they meet. Aparna feels that he hugs her tighter than what is necessary. She also feels that he is aware of her discomfort. She does not feel this discomfort with other men of Ananya’s father's age. When she mentions this to her mother, her mother gets angry. She tells Aparna that she is seeing too much of TV and getting bad/wrong ideas about good people.

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Keeping the Environment Clean - Do I Care?!!!!

ACTIVITY MATERIAL - 2.13

WORK SHEET

WEBS OF CONCERN AND EFFORT

CITY

HOME

NEIGHBORHOOD

SCHOOL

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Impact of Advertisement - Choice is Yours
ACTIVITY MATERIAL - 2.14

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