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**GUIDANCE INTERVENTION TO SOLVE THE PROBLEMS OF  
ADOLESCENTS OF SILVER HILLS PUBLIC SCHOOL**

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**INTERNSHIP PROJECT REPORT**

**Submitted for the Course**

**INTERNATIONAL DIPLOMA IN GUIDANCE & COUNSELLING (IDGC),  
2011**

**By**

**DR. SHANTY JOSE  
ASSOCIATE PROFESSOR  
Reg.No. IDGC3M128**

**Supervisor:**

**FR. BIJU JOHN VELLAKADA**

**REGIONAL INSTITUTE OF EDUCATION  
(National Council of Educational Research & Training)  
MYSORE – 570006  
December, 2011**

## **DECLARATION**

I do hereby declare that the present internship report entitled “**Guidance Intervention to solve the Problems of Adolescents of Silver Hills Public School**” was carried out by me during the year 2011 as a part of the “**International Diploma in Guidance & Counselling (IDGC)**” Course offered by the Regional Institute of Education (RIE), Mysore.

I further declare that this work has not been carried out by me any time for any other degree/diploma.



Place: Kozhikode

Date: 23/12/2011

**DR. SHANTY JOSE**

**ASSOCIATE PROFESSOR**

**Reg.No. IDGC3M128**

## CERTIFICATE

This is to certify that **Dr. Shanty Jose** has undertaken the internship project entitled “**Guidance Intervention to solve the Problems of Adolescents of Silver Hills Public School**” and implemented in our institution during the year 2011 as a part of the “**International Diploma in Guidance & Counselling (IDGC)**” course offered by the Regional Institute of Education (RIE), Mysore.

Place: Kozhikode

Date: 23/12/2011



*B. Shanty Jose*  
Principal  
SILVER HILLS PUBLIC SCHOOL  
P.O. Marikunnu, Kozhikode-12  
Silver Hills Public School,  
Kozhikode.

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# CHAPTER - I

## ABOUT THE PROJECT

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## 1.1

## INTRODUCTION

The word 'Adolescence' is originated from a Latin word 'adolescere' meaning "to grow up". It is a transitional stage of physical and mental human development generally occurring between puberty and legal adulthood, but largely characterized as beginning and ending with teenage stage. According to Erik Erikson's stages of human development, an adolescent is a person between the ages of 13 and 19.

The hallmark of adolescence is change. The drastic physical changes are obvious and they are also changing cognitively, emotionally, socially, and behaviourly. It is because of these drastic changes, 'the father of scientific study of adolescence', G.Stanley Hall, says that "adolescence is a period of stress and strain, storm and strive". Their thoughts, feelings and actions oscillate between humility and conceit, goodness and temptation, and happiness and sadness.

Anna Freud, the great child psychologist, who says, adolescents are excessively egoistic, regarding themselves as the centre of the universe and the sole objects of interest, and yet at no time in later life are they capable of so much self-sacrifice and devotion. They form the most passionate love relations, only to break off as abruptly as they began them. They are selfish and materially minded and at the same time full of lofty idealism. At times their behavior to other people is rough and inconsiderate, yet they themselves are extremely touchy. Their moods change between light-hearted optimism and the blackest pessimism. Sometimes they will work with enthusiasm and other times are sluggish and apathetic.

Albert Bandura, a leading social learning psychologist has observed that much of the adolescent behavior comes from observational learning, in which they observe

their parents, other adults and peers. The lack of role models, may lead them to imitate their own choice like film stars, super players and so on. Most of the adolescents may have role diffusion and identity confusion, says Erik Erikson. It is during adolescence the virtue of fidelity must be developed by establishing a sense of personal identity. The search for identity involves the production of a meaningful self-concept in which past, present and future is linked together. According to Erikson, in a period of rapid social change, the older generation is no longer able to provide adequate role models. Even if the older generation can provide adequate role models, adolescents may reject them as inappropriate for their situation.

The courses of these changes and their outcomes depend very much on social factors in the lives of adolescents. Being aware of the adolescent's stress situations and being sensitive to the individual thresholds of stress within human beings can be a complex and subtle process which requires the response of an understanding and empathic person. The need of adolescents to have the opportunity to talk to someone like a counselor was emphasized by James Hemming in his famous book "problems of Adolescent Girls". Here comes the role of Guidance and Counselling services in Schools.

Hamrin and Erikson define Guidance as "that aspect of educational programme which is concerned especially with helping the pupil to become adjusted to his present situation and to plan his future in the line with his interests, abilities, and social needs". According to Jones, "Guidance involves personal help given by someone; it is designed to assist a person to decide where he wants to go, what he wants to do, or how he can best accomplish his purpose; it assists him to solve problems that arise in his life". The influence of family, culture and society are all important in shaping their journey to adulthood.

## **1.2 NEED, IMPORTANCE AND SCOPE OF THE PROJECT**

The adolescents are the citizens of tomorrow. The behavioural patterns followed by a person during adolescence will last a lifetime. Today's adolescents seem to face severe stresses that were unknown a generation ago. Technological advances have made the world a global village. They were exposed to more information and cultural alternatives than in the earlier periods. Rapidly changing social, moral, ethical and religious values have ushered in certain life styles in the present society especially among the adolescents.

The joint family systems were converted to nuclear family system there by adolescents become isolated and cannot share their doubts, worries and problems with authentic and responsible family members. This lack of support from family members usually leads them to depression. Suicidal thoughts are common among the adolescents with depression, as are feelings of hopelessness and futility. Self harming behavior is peak in this period. Social adversity and the existence of social and emotional problems among parents play an important part in developing problems in their adolescent child. Parental aspiration is very high which adolescents cannot tolerate and there is a chance of drop outs from schools.

Adolescents spent more time with their peers and less time with their family. This makes them more susceptible to the influence of their peers. This may lead to negative influence like drinking alcohol, smoking, drug usage and even sexual relationship. Teenage pregnancy is also common now a day. Problems may arise due to lack of life goals and career goals. It is in this period they should take decisions about their vocational choice. But most of the adolescents may not get exposure to the different courses they have to pursue in order to get a career according their



aptitude and interest. Proper career guidance in this particular stage is essential to take a proper career decision.

There is a need for schools to be increasingly aware of ways in which they can create environment that support the youngsters' natural resilience in the face of the daily adversities. It is useful to focus on strengths, opportunities and assets rather than stressors and individual deficits. These include courage, future-mindedness, optimism, faith, interpersonal skills, hope, honesty and perseverance. Successful interventions will help adolescents to focus on hope, optimism and personal growth. Sensitive support, clear guidance and accurate information about different aspects of adolescent development should be part of the guidance intervention. The entire guidance programme is a means to assist him to solve problems that arise in his life, to adjust well to his present situation and to plan his future in the line with his interests, abilities, and social needs.

The present project was indented to solve the problems of adolescents of Silver Hills Public School. This will help the students to develop their personality, improve, emotional and social intelligence and make a conducive and cooperative atmosphere in the class room. This in turn will lead to development of their cognitive and affective domains that make their life more healthy, enjoyable and successful. Proper guidance can be given to the family members especially parents and thereby appropriate home environment can be provided to the adolescents. Through this guidance intervention it will be possible to take necessary steps with the help of the school administrators and teachers in providing appropriate school environment so that students can enjoy learning, develop emotional stability, mental maturity and healthy social relationship.

### **1.3 OBJECTIVES**

The present project was undertaken with the following objectives.

1. To find out the problems faced by the adolescents
2. To develop a Guidance Package for helping students to solve their problems
3. To implement the Guidance Programme in the School
4. To find out the Effectiveness of the Programme

### **1.4. DESCRIPTION OF THE TARGET GROUP**

The students of standard 9A of Silver Hills Public School constituted the target group of the present study. There are 50 students in this class, out of which 24 are girls and 26 are boys within the age group 13-14 years.

### **1.5 DESCRIPTION OF SILVER HILLS PUBLIC SCHOOL**



The Silver Hills Public School is a leading Senior Secondary School in Kozhikode city of Kerala State under the management of the C. M. I. fathers who run several educational institutions of National and International repute. The school is affiliated to the Central Board of Secondary Education, New Delhi. Presently the school has strength of about 1500 students, 65 teachers and 20 supporting and office staff. It is one among the prominent schools in the state with 100% success in AISSE and AISSE and also contributing many national and state rank holders in medical, engineering and various other competitive examinations. It is an ideal place for the students where they are encouraged to be enduring, creative, reflective and motivated learners by identifying and nourishing their individual talents.

### **MISSION**

Silver Hills Public School maintains a sharp focus on the quest for knowledge and skill to attain the peak of scholastic values and provides a milieu, in which every student discovers and realizes his full potential, going beyond pedagogic excellence and seeks to foster the wholesome personalities.

### **MOTTO**

**“Excellence and Service”** – to make the children excellent in academics, co-curricular activities, discipline, character and behaviour. Service is the outpouring of this excellence to the society.

### **VISION**

To move towards new horizons of creating an intellectually competent, equitable and harmonious society through quality education based on the principles of equality, justice, love, truth and peace.

## LOGO



The logo is envisioned and designed keeping in mind the spiritual and humane dimensions of the children. The dove represents the Holy Spirit who guides and leads Silver Hills Public School. The three rays on both sides at the top represent the Holy Trinity, the abode of wisdom. The book symbolizes the academic realm, for which the school stands for. The burning torch and the 'Traditional Veena' represent excellence in sports and cultural activities. At Silver Hills academic and co-curricular activities go hand in hand. The spikes symbolize the potential of the children. Just like a tree rests in a seed, there are untapped talents and skills in every child. Education is the unraveling of this potential. The motto of the school "Excellence and Service" is also etched in the school emblem. The outer ring highlights the name of the school, management and location.

## CHAPTER -II

### INTERVENTIONS PLANNED AND EXECUTED

#### 2.0 Introduction

#### 2.1 GROUP GUIDANCE INTERVENTIONS

2.1.1 *Need Analysis*

2.1.2 *Pre-test*

2.1.3 *Guidance Committee Formation*

2.1.4 *Teachers and Parents orientation*

2.1.5 *Class Talks*

2.1.6 *Career talk*

2.1.7 *Group Discussion*

2.1.8 *Workshop Organised*

2.1.9 *Guest lectures*

#### 2.2 COUNSELLING INTERVENTIONS

2.2.1 *Identification of Counselling Cases*

#### 2.3 COUNSELLING CASES

## **2.0 INTRODUCTION**

As I have been working as the counselor (part time) in Silver Hills Public School from 2009 onwards, I am privileged to do the three months internship as part of IDGC course in this prestigious institution, where I could be able to implement the theoretical and practical knowledge gained from RIE, Mysore for the welfare of the institution. With the help of the Almighty Lord and the full support of my supervisor Rev. Fr. Biju John Vellakkada, the proposed project comes to a reality.

The project was entitled as **“Guidance Intervention to solve the Problems of Adolescents of Silver Hills Public School”** with an intention to provide new perspective to the adolescent students, teachers and parents of Silver Hills Public School through need based, well planned, well organized and systematic intervention strategies. The various individual and group guidance activities provided through this project gave a novel and exciting experience to the target group. Through this project the students got various opportunities to interact freely and explore their potentialities, the teachers got a refined approach to interact with their students and for the parents it was a helping hand in giving proper guidance to their adolescent children.

### **2.1. GROUP GUIDANCE INTERVENTIONS**

#### **2.1.1 NEED ANALYSIS**

A detailed discussion was carried out with the school principal cum my supervisor, Rev. Fr. Biju John Vellakkada, about the proposed project entitled **“Guidance Intervention to solve the Problems of Adolescents of Silver Hills Public School”** immediately after joining the school for doing the internship, that is on 4<sup>th</sup> October, 2011. The topics for discussion were:

- The physical, mental, social and emotional problems commonly observed by him in the adolescent students.
- The physical, mental, social and emotional problems of the adolescent students which are reported by the teachers.
- The physical, mental, social and emotional problems of the adolescent children which are reported by the parents.
- Need of Guidance and Counseling in the school
- Formation of a Guidance Committee
- Orientation to Teachers and Parents
- About the proposed Guidance package
- Guest lecturers to be included

The importance and relevance of doing this project was convinced during this discussion.

### **2.1.2 PRE-TEST**

During the discussion with the principal some of the problems faced by the adolescents of this institution were analysed. To make it more specific, data collected from all the students of standard 9<sup>th</sup>A through “**Student Information Blank**” and “**Adolescent Problem Rating Scale**” (developed by the counsellor). Data collected from the class teacher through ‘**Revised Behaviour Problem Checklist**’ and from parents through ‘**Parent-Child Relationship Questionnaire**’. (The tools were attached in the Appendix).

### **2.1.3 GUIDANCE COMMITTEE FORMED**

A Guidance Committee was formed on 12<sup>th</sup> October, for the smooth functioning of the guidance and counseling cell already established in the school. The Guidance Committee included the following members:

1. The Principal, Rev. Fr. Biju John Vellakkada, as Patron
2. Dr. Shanty Jose, the Counsellor as Convenor
3. Mrs. Adithi Chatterjee, Dean of Studies
4. Mrs. Preethi, Vice Principal
5. Mrs. Chitra, senior teacher
6. Mrs. Vineetha, class teacher of standard 9<sup>th</sup> A
7. Ms. Athira, Evaluator for extra-curricular Activities
8. Sri. Ravi Chandrasekhar, PTA President.

During the first meeting of the Guidance Committee, the entire programmes were analysed once again. During this discussion got an insight about using the community resources also.

### **2.1.4 TEACHERS AND PARENTS ORIENTATION**

An orientation class was arranged for the teachers on 13<sup>th</sup> October to make them realize the need and significance of guidance and counseling in schools especially for the adolescent students and also to impart the knowledge gained from RIE, Mysore about how to conduct the guidance activities in an school setting.

An orientation class was arranged for the parents on 24<sup>th</sup> October to help them understand the problems faced by their children during the period of adolescence and how to help them overcome these problems by developing a healthy relationship with them.



## **2.1.5 CLASS TALKS**

Class talks are important group guidance activity and it is very simple and effective for the whole students in the class and can be done within a period of time. Audio-visual aids can be used during presentation to make the class talk effective. As part of the internship programme, four class talks were conducted for the students of standard 9<sup>th</sup> A, in order to solve some of the problems faced by most of the students, which the counsellor came to know while analysing the data collected during pre test. The topics selected for class talks are the following.

- **Empowering with Study Skills**
- **Time Management**
- **Conflict Resolution, and**
- **Peer Pressure.**

### **2.1.5. CLASS TALK 1**

#### **OUTLINE**

**Topic: “EMPOWERING WITH STUDY SKILLS”**

**Target Group: Standard 9<sup>th</sup> A**

**Name of the Counsellor: Dr. Shanty Jose**

**School: Silver Hills Public School, Kozhikode**

**Date: 17/10/2011**

**Duration: 40 Minutes**

**Objectives:** The Students will be,

- able to understand the meaning of Study Skills
- set their Study Goals
- encouraged to inculcate Good Study Habits
- motivated to improve Text Book Reading Skills

**Content:**

The Components in the content includes,

- Meaning of Study Skill
- Study Goals
  - Long Term
  - Short term

- Effective Study Habits
- SQ3R Method

**Materials to be used:**

- ❖ Power point presentation
- ❖ Blackboard and Chalk
- ❖ Hand out
- ❖ Feedback form

**CLASS TALK****INTRODUCTION:**

Today I am going to tell you a story of a boy named Chethan who is now studying in standard VIII. He was once a very bright student, and later became lazy and careless. Last year he failed in almost all subjects in the mid-term examination. His teacher scolded him and also his parents. So he decided to end up his studies. Then his sister advised him to go and see the school counsellor. The next day Chethan met her, she taught him some skills and he practiced it daily. For everybody's surprise he became the topper in the class in the annual examination. You want to know about the techniques and skills that the school counsellor taught him. Can you guess what it might be?

Yes, it is nothing but the study skills. Today we are going to discuss more about the study skills and if you practice it in your day-to-day life, it will improve your performance in study.

**EMPOWERING WITH STUDY SKILLS (BB)**

**(Power point presentation starts)**

## **CONTENT:**

### **Meaning of Study Skills**

Study Skills are different abilities and approaches applied to learning. It can be developed in order to improve a learner's capacity to learn. Study skills needed for each levels of education are ultimately gained only through studying at each level. They don't hatch fully formed. They evolve and mature through practice, trial and error, feedback from other, and reflection. Good study skills have little to do with 'being clever'. They owe much more to awareness, strategies, confidence and practice, leading to an overall development of learning.

Study skills include different dimensions like setting Study Goals, developing effective Study Habits and improving Text Book Reading Skills.

### **Setting Study Goals**

A goal refers to something you work towards, and with a goal you will have a clear idea of what you intend to achieve and how to go about it. Study goals reflect the aspiration a student has for his or her studies. By setting study goals, you have the right tools to ensure you remain focused on your studies. There are two main types of study goals- Short term, accomplished within a short time, and Long term goal which take a while to achieve. To write an assignment is a short term goal, where as to pass Secondary School examination with good grade, is a long term goal.

## Effective Study Habits

Developing effective study habits makes studying easier to achieve our goals. It includes,

- setting a regular time to study,
- the place chosen for study
- having necessary supplies
- solid flat surface for writing
- focus on one thing at a time
- the most difficult or least favourite subject must be studied first
- note taking and note making
- active listening
- clarify doubts with teachers at times
- take study breaks

Find suitable time to study regularly and the place chosen for study must be devoid of all distractions. Common distractions are Television, Games, Lyrical Music, Guests and Internet. Before study, make sure that you have the necessary supplies with you such as your Note books & Text books, Instrument Box, Pen & Pencil, Solid flat surface for writing, Good Lighting & Ventilation, Chair & Table, Clock, and Something to drink (if needed). Speaking Kannada, can you write it in Sanskrit at the same time? No, naturally it is not possible. Likewise we can't listen to two people saying at the same time. It is because your brain has different parts and each part can only handle a small amount of information at a time. So focus on one thing at a time and be involved in whatever you do and learn with clear understanding. Note taking and note making will help you to retain the learned material in your memory. Don't write down everything the

teacher says but concentrate on the relevant points only. Write important points only with separate sub headings. Develop your own shorthand and leave space in your notes for later additions. Note any references given in class to read later. Underline key phrases in red, or with a highlighter pen. To become an active learner, study the same subject at the same time in the same location and take notes on what you are studying and re-arrange the information in some other way. Make an association with something you already know to remember things in a better way.

### **Text Book Reading Skill**

When you read a text book, use the SQ3R method, which is a proven effective method. S stands for Survey, Q for Question, R for Read, R for Recite and R for Review. Surveying provides a framework you can use to fill in information while you are reading the chapter. Take about 5 minutes to locate core ideas from the chapter you are reading. Read the introduction at the beginning of the chapter. Flip to the end of the chapter and read the summary. Flip back to the beginning, and go through the chapter. Look at the titles, words in bold or italics, and the pictures and illustrations. Asking questions while you read will help end that cycle and help you remember what you just read. Ask yourself questions about what you are reading. Stop at each new heading and ask yourself “What did I just read?” and “What am I about to read?”. Read with a highlighter and pen handy. Highlight information of importance and jot in the margin why that information you highlighted is important. Reciting what you learn is one of the most important things you can do to transfer information from your short-term to your long-term memory. Say the answers to your questions loudly. Pretend like you are teaching someone else what you just read.

Reviewing what you learn is essential in retaining information. If you review what you learned within 24 hours of learning it, you will remember 80% of what you learned. If you don't review, you remember only 20%. Then you just have to spend a lot of time learning information you already learned once.

### **Summary**

To recapitulate, we can once again go to the different study skills so far discussed (Showing the chart). We have studied the meaning of study skills, the different ways to acquire study skills such as setting Study Goals, developing effective Study Habits and improving Text Book Reading Skills.

### **Materials to be used**

- ✚ Power point presentation
- ✚ Black board and Chalk
- ✚ Chart
- ✚ Feedback form

### **Brochure/ Hand out**

Hand out of the power point presentation were distributed to the students after the class.

### **Outcome**

Students expressed their gratitude after the class talk for giving them such a nice opportunity, where they were able to utilize their full potential for studying well with a well defined goal.

## 2.1.5. CLASS TALK 2

### OUTLINE

**Topic: "TIME MANAGEMENT"**

**Target Group: Standard 9<sup>th</sup> A**

**Name of the Counsellor: Dr. Shanty Jose**

**School: Silver Hills Public School, Kozhikode**

**Date: 20/10/2011**

**Duration: 40 Minutes**

**Objectives:** The Students will be,

- aware about the importance of Time Management for academic success
- able to make a monthly, weekly and daily student planner
- encouraged to follow the student planner
- motivated to utilize their time effectively

### **Content:**

The Components in the content includes,

- Importance of Time Management for academic success
- Creating and Using a Student Planner
- How to Manage Time Effectively

### **Materials to be used:**

- ❖ Power point presentation



- ❖ Blackboard and Chalk
- ❖ Hand out

## **CLASS TALK**

### **INTRODUCTION:**

High School students are some of the busiest people in the world. To get the most from all you do, you must be in control of your time. Otherwise decisions that affect how well you play the game, what position you play and when you get to play will be decided for you. Your success in high school depends on your use of time. While you probably have no control over when your classes are scheduled, you do have control of the rest of your time. If you learn to manage the time well then you could be focused, prepared and organized to finish academic assignments on time and handle your daily routines. Comprehending the importance of time management is a wonderful talent that every student has to acquire and it leads to greater success. So today we can discuss some important aspects about how to manage time effectively to lead a successful life.

### **“TIME MANAGEMENT”(BB)**

**(Power point presentation starts)**

### **CONTENT:**

#### **The importance of Time Management for academic success**

For academic success in students the importance of time management should be emphasized. Students especially adolescents have very hectic and demanding lives as they have to complete assignments, attend classes and prepare for their

examinations. Apart from their studies they have to do the day to day routines and balance between extracurricular activities and academic work. To do all these activities time becomes a constraint. This is where good skills for time management come into play. Time management is a talent that every student has to acquire. They must take the essential steps and plan their approaches in order to be successful and more fruitful.

### **Creating and Using a Student Planner**

A student planner will make you able to keep track of what needs to be done, when it needs to be done, and what else you are coming up. Your schedule can be weekly, monthly or even daily-to-do lists. In a day book student planner, you can write down the daily activities that you need to complete giving priorities. Student planner can help you organize things and get your school schedule all figured out so that you aren't streaming about what you need to do and when you need to do it. It makes planning everything out so much easier and setting up your tasks quickly.

### **How to Manage Time Effectively**

#### **1. Be Organized**

- Use time saving tools: appointment calendars, "to do" lists, e-mail, answering machines, file folders, etc.
- Have an organized workplace (don't waste time constantly looking for your work).
- Use your appointment calendar for everything, including listing study time.
- Use "to do" lists for both long-term and for each day/week.

## **2. Plan Ahead (Schedule it and it will happen!)**

- Determine how long your tasks will take (do this before agreeing to take on a task!)
- Consider whether any activities can be combined.
- Determine if big tasks can be broken down into smaller tasks that may be easier to schedule (such as studying for exams and visiting the library as part of an assignment to write a term paper).

## **3. Prioritize Your Tasks**

- Use an A-B-C rating system for items on your "to do" lists with A items being highest priority.
- Set goals for both the short term and long term as to what you want to accomplish.
- Look at all of your "to do"s to gauge the time requirement and whether additional resources will be needed to accomplish them (if yes, schedule time to obtain those resources). Don't postpone the small tasks (a sense of accomplishment is good and overlooked small tasks can become larger tasks.)

## **4. Avoid Overload**

- Include time for rest, relaxation, sleep, eating, exercise, and socializing in your schedule.
- Take short breaks during study and work periods.
- Don't put everything off until the last minute (for example, don't cram for exams).

- Learn to say "no" when appropriate and to negotiate better deadlines when appropriate.

## **5. Practice Effective Study Techniques**

- Have an appropriate study environment.
- Split large tasks into more manageable tasks.
- Read for comprehension, rather than just to get to the end of the chapter.
- Be prepared to ask questions as they come up during study, rather than waiting until just before an exam.
- Do the most difficult work first, perhaps breaking it up with some easier tasks.
- Don't wait until the last minute to complete your projects.
- Read the syllabus as soon as you get it and note all due dates (and "milestone" times) on your calendar.
- Be a model student! (be attentive and participative in class, and punctual, prepared, and eager to learn)

## **6. Be Able to be Flexible**

- The unexpected happens (sickness, car troubles, etc.); you need to be able to fit it into your schedule.
- Know how to rearrange your schedule when necessary (so it doesn't manage you - you manage it).
- Know who to ask for help when needed.

## **7. Have a Vision (why are you doing all of this?)**

- Don't forget the "big picture" - why are you doing the task - is it important to your long-term personal goals?

- Have and follow a personal mission statement (personal and career). (Are your activities ultimately helping you achieve your goals?)
- Know what is important to you. (What do you value most?)
- Have a positive attitude!

### **Summary**

To recapitulate, we can once again go to the different aspects so far discussed. We have studied the importance of time management, learnt to make and effectively use a student planner and the different ways to effectively manage the time.

### **Materials to be used**

- ✚ Power point presentation
- ✚ Black board and Chalk
- ✚ Feedback form

### **Brochure/ Hand out**

“Tips to manage time Effectively” were distributed to the students after the class.

### **Outcome**

Students expressed their gratitude after the class talk for giving them such a wonderful opportunity, where they were able to manage their time prioritizing each task with good planning. They also expressed thanks for teaching them in creating and using the student planner and all of them made it after the class.

### 2.1.5. CLASS TALK 3

#### OUTLINE

**Topic: “CONFLICT RESOLUTION”**

**Target Group: Standard 9<sup>th</sup> A**

**Name of the Counsellor: Dr. Shanty Jose**

**School: Silver Hills Public School, Kozhikode**

**Date: 2/11/2011**

**Duration: 40 Minutes**

**Objectives:** The Students will be able to,

- understand what is conflict
- identify different types of conflicts among themselves
- aware about the skills to resolve conflicts effectively
- motivated not to make conflicts among them

**Content:**

The Components in the content includes,

- What is conflict?
- Types of Conflicts
- How conflicts occur?
- Skills to resolve Conflicts

**Materials to be used:**

- ❖ Power point presentation
- ❖ Blackboard and Chalk
- ❖ Chart – Tips for managing conflict at school
- ❖ Hand out
- ❖ Feedback form

**CLASS TALK****INTRODUCTION:**

The Counsellor asks the students to narrate some incidents in their life and how did they resolved their problems. Some pluses and minuses are given by the students. From the examples given by the students, the counselor pointed out that handling conflict effectively is a skill and which is very important for a healthier and happy life.

**“CONFLICT RESOLUTION”(BB)**

**(Power point presentation starts)**

**CONTENT:****What is Conflict ?**

Conflicts are direct opposition, a clash or disagreement between people. Conflicts are experienced at home, work, social recreation and officiating a contest.

## **Types of Conflicts**

**Generally three types of conflicts occur among individuals. They are the following:-**

- Pre-existing conflict –carried over from previous contest.
- Spontaneous Reaction - reaction in a critical time in the contest
- Cumulative Response - series of calls or bad breaks that do not favor one team.

## **How conflicts occurs?**

Conflict comes about from differences - in needs, values and motivations. Sometimes through these differences we complement each other, but sometimes we will conflict. Conflict is not a problem in itself - it is what we do with it that counts. It is important that we do something because whether we like it or not, conflicts demand our energy. In fact, an unresolved conflict can call on tremendous amounts of our attention. We all know how exhausting an unresolved conflict can be. It is not always easy to fix the problem but a great energy boost can come when we do. Resolving conflict requires skills.

## **Skills to resolve Conflicts**

They are the skills that enable us to bypass personal differences and to open up to possibilities. The skills of CR draw us closer to other people, as we jointly search for fair solutions and balanced needs. It involves a powerful shift from adversaries to co-operative partners. In this shift each person benefits. The effective individual builds friendships and intimacy around them - vital components in social communication. There are 12 skills for resolving conflicts. They are:-



### **1. Win win approach**

The win/win approach is about changing the conflict from adversarial attack and defense, to co-operation. It is a powerful shift of attitude that alters the whole course of communication. I want to win and I want you to win too.

### **2. Creative response**

The Creative response to conflict is about turning problems into possibilities. It is about consciously choosing to see what can be done, rather than staying with how terrible it all is. It is affirming that you will choose to extract the best from the situation.

### **3. Empathy**

Empathy is about rapport and openness between people. When it is absent, people are less likely to consider your needs and feelings. The best way to build empathy is to help the other person feel that they are understood. That means being an active listener. There are three specific listening activities relevant to different situations - 1. Information, 2. Affirmation and 3. Inflammation.

### **4. Appropriate assertiveness**

The essence of Appropriate Assertiveness is being able to state your case without arousing the defenses of the other person. The secret of success lies in saying how it is for you rather than what they should or shouldn't do.

## **5. Co-operative power**

When faced with a statement that has potential to create conflict, ask open questions to reframe resistance. Explore the difficulties and then re-direct discussion to focus on positive possibilities.

## **6. Managing emotions**

People's behaviour occurs for a purpose. They are looking for ways to belong, feel significant, and self-protect. When people perceive a threat for their self-esteem, a downward spiral can begin. People can be led into obstructive behaviours in the faulty belief that this will gain them a place of belonging and significance. How we respond to their difficult behaviours can determine how entrenched these become. The secret is to break out of the spiral by supporting their real needs without supporting their destructive faulty beliefs, and alienating patterns of reaction.

## **7. Willingness to resolve**

The more someone inflames me, angers or upsets me, the more I know I have something to learn about myself from that person. In particular, I need to see where projection from my shadow side has interfered with my willingness to resolve. To be willing to resolve, we need to acknowledge our projection.

## **8. Mapping the conflict**

Define briefly the issue, the problem area, or conflict in neutral terms that all would agree on and that don't invite a "yes/no" answer. Be prepared to change the statement of the issue, as your understanding of it evolves through discussion or to draw up other maps of related issues that arise.

## **9. Development of options**

- Use **Clarifying tools like Chunking, Researching and Goal-setting** ,
- **Generating tools** like The obvious solution, Brainstorming, Consensus and Lateral thinking, and
- **Negotiating tools** like Maintain current arrangements, Currencies, Trial and error, Establishing alternatives and Consequence confrontation to generate ideas.

## **10. Introduction to Negotiation**

Where possible prepare in advance. Consider what your needs are and what the other person's are. Consider outcomes that would address more of what you both want. Commit yourself to a win/win approach, even if tactics used by the other person seem unfair. Be clear that your task will be to steer the negotiation in a positive direction.

## **11. Introduction to Mediation**

Be objective, be supportive, no judging, steer process, not content and work towards wins for both sides.

## **12. Broadening perspectives**

Just as we are unique and special, so are other people. We all have distinctive viewpoints that may be equally valid from where we stand. Each person's viewpoint makes a contribution to the whole and requires consideration and respect in order to form a complete solution.

## **Tips for Managing Conflict at School**

- Build good relationships before conflict occurs
- Do not let small problems escalate; deal with them as they arise
- Respect differences
- Listen to others' perspectives on the conflict situation
- Acknowledge feelings before focusing on facts
- Focus on solving problems, not changing people
- If you can't resolve the problem, turn to someone who can help
- Remember to adapt your style to the situation and persons involved

### **Materials to be used**

- ✚ Power point presentation
- ✚ Black board and Chalk
- ✚ Chart – Tips for managing conflict at school
- ✚ Feedback form

### **Brochure/ hand out**

Hand out of power point presentation and 'Tips for Managing Conflict at School' were distributed to the students after the class.

### **Outcome**

Students expressed their gratitude after the class talk for giving them insight by which they were able to analyse the conflicting situations in their life and decided to resolve them smoothly.

## **2.1.5. CLASS TALK 4**

### **OUTLINE**

**Topic: “PEER PRESSURE”**

**Target Group: Standard 9<sup>th</sup> A**

**Name of the Counsellor: Dr. Shanty Jose**

**School: Silver Hills Public School, Kozhikode**

**Date: 16/11/2011**

**Duration: 40 Minutes**

**Objectives:** The Students will be able to,

- understand what is Peer Pressure
- identify different factors which bring the adolescents to peer pressure
- aware about the positive and negative effects of peer pressure
- take necessary precautions not to fall in negative peer pressure.

### **Content:**

The Components in the content includes,

- What is Peer Pressure
- Factors why adolescents give into Peer Pressure
- Positive effects of Peer Pressure
- Negative effects of Peer Pressure

**Materials to be used:**

- ❖ Power point presentation
- ❖ Blackboard and Chalk
- ❖ Chart – Tips for managing conflict at school
- ❖ Hand out
- ❖ Feedback form

**CLASS TALK****INTRODUCTION:**

The Counsellor explains a case of murdering a student during ragging by the peers. This incident happened in a nearby Engineering College which came in all the major dailies. Followed by the incident those who have done this were dismissed from the institution. Then analysed the situations that lead the peers to do so and come to the concept Peer pressure.

**“PEER PRESSURE”(BB)**

**(Power point presentation starts)**

**CONTENT:****What is Peer Pressure**

Peer pressure refers to the influence exerted by a peer group in encouraging a person to change his or her attitudes, values, or behavior in order to conform to group norms. It is the phenomenon wherein we tend to get influenced by the lifestyles and the ways of thinking of our peers

## **Factors why adolescents give into Peer Pressure**

There are many factors why adolescents give into peer pressure. Six influences states by Leslie Kaplan's book "Coping with Peer Pressure". They are the following:

1. **Age:** - The children aging from 7 to 9 chose a relatively low amount of conformity to peer pressure, while the ones aging from 11 to 13 showed the most. They stated that after the age of 13 sensitivity to peer pressure gradually decreased. Kaplan claims that young people of this age group often seek peer group membership as an escape from the responsibility of action on their own of the shame of doing only what their parents want them to do.
2. **Motivation to Join a Group:** - All teenagers are undergoing the same transition of giving up the freedoms of childhood, learning the new roles they will take as adult members of society, experiencing the same uncertainties about what adult life will be like, and wondering and worrying about whether they will fail or succeed when it is their time to contribute. All of this uncertainty is easier to bear if it can be shared with friends and age-mates that are going through this same transition, and peer groups offer the reciprocity, supportive companionship, and social feedback out of which friendship circles grow.
3. **Status within the Group:** - Adolescents judged by group member to be less important to the group as a whole are more susceptible to peer influences. Since they have a lesser value to the group, their continued membership and acceptance seem less secure than that of more important members. These members of lesser value give into peer pressure more readily.
4. **Self Blame:** - Some adolescents that are susceptible to peer pressure blame themselves for whatever goes wrong. These young people are willing to shoulder all the responsibilities for a mishap, justified or not, lack self-confidence and a

good feeling about their worth and abilities. They tend to give in to others' views. Teenagers must believe in themselves because it makes who they really are.

5. **Gangs:** - Gangs on the other hand provide a feeling of safety, not just belonging. For some teens, gangs offer the only sense of belonging, respect, and security they have ever felt and this is why gangs are a major concern." Gangs now become their "family" and the bond is much stronger than between them and their natural families. Their complete loyalty to one another draws them together tightly and it is hard to resist because most of the members lack families who care about them, guide them, or support their efforts.
6. **Alcohol and Drug Usage:** - Kaplan stated that an estimated one million teens in the U.S. are addicted to alcohol. The U.S. Surgeon General's office says that 10.6 million teens are drinkers. This is about half the national population of high school juniors and seniors. More than one million teens in that group will become alcoholics if they are not already addicted.

## **Positive and Negative Effects of Peer Pressure**

### **Positive Effects of Peer Pressure**

Peer pressure is not always bad. It can help you analyze yourself and contemplate on your ways of life. Some of the practices that the masses follow may actually teach you the way of living. You may be able to change yourself for the better. Looking at what others do, can help you bring about a positive change in your way of thinking. If you are fortunate to get a good peer group, your peers can play a vital role in the shaping of your personality. Their way of looking at life may influence you to change for betterment. Some of your peers are your close friends, who do not pressurize you to do things but rather inspire you to change yourself.



Your peer group may actually persuade you to bring about a constructive change in your personality. Peer pressure can lead you to make the right choices in life.

### **Negative Effects of Peer Pressure**

Many a time, it so happens, that we are forced to lead a certain kind of lifestyle due to peer pressure. You may not like partying on every weekend, you may not like night outs with friends, you may hate drinking or smoking, but peer pressure may make you do all that you had never wished to. There are many teenagers who experience great pressure from their peer group that forces them to take to drinking. You may take to something as grave as drug use, and that too, only because of peer pressure. In such cases, being overly pressurized by your peers can be detrimental to your living. Some teenagers literally spoil their lives by giving in to peer pressure. Peer pressure can lead to a loss of individuality. Extreme peer pressure may lead you to follow what your peers feel right. Their pressure may compel you to go by everything they think right. You tend to blindly imitate the masses; you adopt their tastes of fashion, clothing, hair, music and general living. Peer pressure can actually lead you to lose your tastes of life and force yourself to begin liking what they like.

### **Materials to be used**

- ↓ Power point presentation
- ↓ Black board and Chalk
- ↓ Feedback form

### **Brochure/ Hand out**

Hand out of the power point presentation were distributed to the students after the class.

## **2.1.6 CAREER TALKS**

Career talk is one of the most popular and effective technique used by the school counselors and guidance professionals for disseminating career information to the students. The counselors can very easily plan and organize career talks in the regular class rooms. They can use audio-visual aids during the presentation of career talk to make it effective. However as per student's needs professionals from various fields can be invited to talk to the students to enable them to get first hand information about different careers. It gives opportunity to the students to clarify their doubts related to the careers through direct interaction with the experts. The topic selected for career talk for resolving some problems related with discipline and goal setting, was "**Courses after 10<sup>th</sup>**". Another career talk was proposed to be conducted on "**Emerging Indian Careers**" by **Dr. Kurian IPS (Retired DGP), Director, St.Thomas Academy for Research and Training, Calicut**, in the month of January 2012.

### **2.1.6. CAREER TALK I**

#### **OUTLINE**

**Topic: Courses after 10<sup>th</sup>**

**Target Group: Standard 9<sup>th</sup> A**

**Name of the Counsellor: Dr. Shanty Jose**

**School: Silver Hills Public School, Kozhikode**

**Date: 7/11/2011**

**Duration: 40 Minutes**

**Objectives:** The Students will be,

- able to familiarize with the multiplicity of courses in the field of education after 10<sup>th</sup> Standard.
- assisted in their stream selection after 10<sup>th</sup>.

**Content:**

The Components in the content includes different diploma and degree courses that they will be able to pursue after 10<sup>th</sup> standard.

- Courses in Medicine, Dental, Pharmacy and Health care (Nursing)
- Diploma, Degree courses in Science, Engineering & Biotechnology
- Animation, Multimedia, Graphics, Web & Game design courses
- Arts, Law, Foreign Language courses
- Degree courses in Education, (B.Ed, M.Ed and Teacher Training)
- Vocational studies, Personality Development, Hair & Beauty, Yoga, Astrology, Vaastu courses.
- MCA, BCA, Computer Science, IT, Software, Hardware and Networking
- Degree courses in MBA and Management
- Best courses in Aviation, Airlines, Hotel Management, Catering and Tourism

- Courses in Commerce, Accounts, Banking and Finance
- Best courses in Merchant Navy, Marine Engineering, Shipping, and Nautical Science
- Degree or Diploma courses in Films, Media, Mass Communication, Journalism & Acting
- Courses in Architecture, Fashion Design, Interior Decoration, Jewellery making, Textile Design

### **Materials to be used:**

- ❖ Power point presentation
- ❖ Blackboard and Chalk
- ❖ Hand out
- ❖ Feedback form

### **Outcome**

Students expressed their gratitude after the career talk for giving them awareness about different courses that they can pursue after 10<sup>th</sup> standard. Most of the students were aware about only medicine and engineering fields. It helped them to take appropriate career decision.

## **2.1.7. GROUP DISCUSSION**

### **OUTLINE**

**Topic: “STRESS MANAGEMENT”**

**Target Group: Standard 9<sup>th</sup> A**

**Name of the Counsellor: Dr. Shanty Jose**

**School: Silver Hills Public School, Kozhikode**

**Date: 30/11/2011**

**Duration: 60 Minutes**

**Objectives:** The Students will be able to,

- understand what is stress
- identify the different causes of stress
- identify Physiological changes during stress
- identify Psychological changes during stress
- know how to cope up with stress

### **Group Organization**

Students were divided into four groups through number counts. Each group contained 12/13 members. For each group a leader and a reporter were selected and group name also was assigned by them.

## **Group Dimensions**

The various dimensions of the topic “Stress Management” were analysed and the subtopics such as ‘What is stress and what are the causes of stress’, ‘Physiological changes during stress’, ‘Psychological changes during stress’, and ‘How to cope up with stress’, were given to the groups for discussion.

- Group: **Shoujo** - ‘**What is stress and what are the causes of stress**’
- Group: **Snow Scape** - ‘**Physiological changes during stress**’
- Group: **Folks** - ‘**Psychological changes during stress**’
- Group: **Saphire** - ‘**How to cope up with stress**’

The groups were well informed about the subtopics they have to discuss on beforehand so that they can come prepared for group discussion. The rules and timing of group discussion were told to them, also about the role of the leader and the reporter.

## **Discussion**

The counselor introduced the topic and the various dimensions of it which were already assigned to different groups. The groups got 20 minutes for discussion, ensuring all are participated well in the discussion. The reporter wrote down all the points and after the discussion was over the group leaders presented their findings. The trainee counselor consolidated with additional points, if any.

## **Materials Used**

- A chart on ‘**Strategies to overcome Stress**’.

The list of group members and summary of discussion of each group is attached in the appendix.

## **2.1.8. WORK SHOP**

### **OUTLINE**

**Topic: “BENEFITS OF TEAM WORK”**

**Target Group: Standard 9<sup>th</sup> A**

**Name of the Counsellor: Dr. Shanty Jose**

**School: Silver Hills Public School, Kozhikode**

**Date: 16/12/2011**

**Duration: 120 Minutes**

**Objectives:** The Students will be able to,

- Know the benefits of Team work
- Develop self Confidence and self esteem
- Enhance cooperation and intimacy
- Develop tolerance and communication skills
- Come up with creative ideas and innovations
  - Make a magazine with many write ups
  - Do wonderful craft and art work
  - Make a beautiful collage
  - Write the script for a drama and play it on the stage.

### **Group Organization**

Students were divided into four groups through number counts. Each group contained 12/13 members. For each group a leader and group name was selected.

### **Group activities conducted during workshop**

- Group: **"SHOUJO"** – **MAGAZINE - 'HARMONY'** with Poems, articles, stories, Drawings, riddles and puzzles.
- Group: **"SNOWSCAPE"** – **CRAFT WORK** – Glass lamp, Sachets, Gift Bag, and Desktop organiser
- Group: **"FOLKS"** – **COLLAGE, "THE BEAUTY OF NATURE"**.
- Group: **"SAPPHIRE"** – **DRAMATISATION**

### **Workshop Presentation**

The workshop was inaugurated by Mrs. Adithi Chatterjee. In her inaugural speech she spoke about the importance and benefits of group work with team spirit by quoting some examples. Then the class was divided into groups as planned earlier and the groups completed their tasks within the stipulated time. At the end of the task each group came forward for presentation. The performance of each group were observed and judged by Mrs. Adithi Chatterjee, Mrs. Lakshmi, and Mrs. Preethi. After a discussion among them, Mrs. Adithi Chatterjee announced the results with a comment that it was really a tough time for the judges to decide the winners because every work was unique and wonderful. Team Snowscape came in the first place, team Sapphire came up with second place and Shoujo group won the third place. Awards were distributed by Rev. Fr. Biju John Vellakkada.

Students expressed their gratitude after the workshop for giving them such a nice opportunity, where they were able to think creatively, express their ideas freely and did their task cooperatively with confidence.



## 2.1.9 GUEST LECTURES

Community resources can be very effectively used for the betterment of the institution. Guest lectures and some training programmes were organized as a part of this project.

The following guest lectures conducted during this period. On December 1<sup>st</sup> 2011, that is on 'World AIDS day', a programme on '**Awareness on HIV/AIDS**' was conducted by **Dr. V.J.Jose, HOD, Department of Pathology, Govt. Homoeopathic Medical College, Calicut**. Audio Visual aids such as power point presentation and charts were used to make the class effective. Red ribbons and posters were distributed to the students. An interaction session was arranged for the teachers and students after the class. The class was highly informative and inspiring for the students as well as teachers.

Another guest class arranged was on '**Life Skill Training**' by **Sri. Ravi Chandrasekhar (Chartered Accountant), Development Officer, LIC of India, Calicut**. The students benefited a lot from the programme. Individual and group activities were given to the students during and after the programme which they did with interest and enthusiasm. The power point presentation was wonderful.

'**Emerging Indian Careers**' by **Sri. Kurian IPS, (Retired DGP), The Director, St.Thomas Academy for Research and Training** and '**Effective use of Internet and Mobile Phones**' by **Cyber cell, Calicut** are the other guest classes arranged for the students, which will be conducted in the month of January, 2012.

## **2.2 COUNSELLING INTERVENTIONS**

Counselling interventions become an inevitable part of this project since it aimed at solving the adolescent problems and were done under the supervision of **Rev. Fr. Wilson Mathew M., Clinical Psychologist, Manomaya Psychotherapeutic and Counselling Centre, Calicut.**

### **2.2.1. IDENTIFICATION OF COUNSELLING CASES**

Some of the counseling cases were identified by the counsellor by administering the psychological tools such as 'Revised Behaviour Problem Checklist', Adolescent Problem Rating Scale, and 'Parent-Child Relationship Questionnaire'. Some of the cases were referred by the class teacher and parents also referred their wards for counseling. About 6 cases were counselled and terminated, and some are still undergoing the interventions. The major symptoms of the students include lack of self confidence, worry, anxiety, moody, tension and frustration, grief due to the loss of dear ones, loneliness, stage fright, fear of teachers, lack of study skills, fear of subjects like Mathematics and Social Science, conflict with peers, teachers and parents, bullying, stealing, aggression, lack of assertiveness etc.

### **2.3 COUNSELLING CASES**

The details of the counseling session such as the Description of the Problem, Components of the Problem, Counselling Goals, Counselling Interventions, Outcome of Counselling & Follow up, and Termination are given in detail, case by case in this session.

**CASE1 SHPS001**

13 year old girl studying in 8<sup>th</sup> standard. Belongs to a middle class family. Father expired 2 years back mother employed in Govt. service. Has only one brother studying in 6<sup>th</sup> standard.

**Description of the Problem**

She has adjustment problems with other students in the class. Not able to mingle freely with them. Gets irritated easily. Grief followed by the death of father. She lacks concentration and self confidence. She is often very gloomy and sad.

**Components of the Problem****Behavioural**

- Adjustment Problems with other students
- Gets Irritated easily
- Lack of Concentration and self confidence

**Affective**

- Grief due to the death of father
- Gloomy & Sad

**Interpersonal**

- Not able to mingle freely with others
- No friends

**Counselling Goals**

- To help the child to come out of the post traumatic stress.
- To find ways to reduce anxiety and tension.
- To enable her make friendship with peers.

- To help her improve concentration.
- To enable her to be self confident.

### **Counselling Interventions**

- Breathing Exercise :- To reduce anxiety
- Self Instruction and Self Praise

After doing home work, or doing some activity or making friends, praise yourself (getting self confidence).

- Self Management Techniques –

To help client to sort out feelings, the trainee counsellor used

- Emotional Percentage Chart
- Intense Emotion Indicator (Balloons)
- Catharsis (to express the pent-up feelings)

To help client to explore and develop awareness of subtle feelings that affects his functioning.

- The Empty Chair Technique

### **Outcome of Counselling**

- Relieved from grief and worries
- Improved Concentration
- Self Confident
- Happy and Comfortable at Home & School

### **Termination**

- Terminated after 10 sessions

- Requested the class teacher to take care of her in school (the teacher whom the client is happy with)
- Mother also agreed to take care of her daily studies

### **CASE2 SHPS002**

Student of standard 8<sup>th</sup>. She belongs to an upper class family, both parents are doctors. Has only one younger brother studying in 2<sup>nd</sup> standard.

#### **Description of the Problem**

She has adjustment problems in the family. Always aggressive towards mother. Not able to mingle freely with family members. Quarrels with younger brother and jealous of him. Think that mother loves the younger brother not her. Gets irritated easily. She lacks concentration and confidence. She is often frustrated and bullying with other students in the class. Worried about getting low marks.

#### **Components of the Problem**

##### **Affective**

- Aggressive towards peers and family members especially mother
- Jealous of younger brother
- Worry about getting low marks
- Gets Irritated easily

##### **Cognitive**

- Thinks that mother loves only brother
- She is a bad girl and that is the reason for mother's dislike

**Behavioural**

- Lack of Concentration and confidence
- Not able to mingle freely with others
- Bullying with others

**Counselling Goals**

- To remove the irrational beliefs about her mother and herself
- To enable her make friendship with peers.
- To help her to manage aggressive behaviour.
- To enable her improve academic performance

**Counselling Interventions**

- ABCDE Analysis – to bring irrational beliefs into rational thoughts.
- Self Management Technique
- Friendship Formation
- Study skill training

**Outcome of Counselling**

- Reduced worries and anxieties
- Made good friendship with peers
- Improved Concentration and studying well
- Happy and Comfortable at Home & School

**Termination**

- Terminated after 8 sessions.
- Requested the mother to take care of her

**CASE3 SHPS003**

Girl student of standard 8<sup>th</sup>. She belongs to a middle class family.

Father is a farmer, mother home maker. She is the only child in the family.

**Description of the Problem**

She has stage fright, examination anxiety, lack of self confidence and wants to be alone. She skips exams thinking that if she attempt it she will surely fail.

**Components of the Problem****Affective**

- Anxiety and tension
- Stage fright

**Cognitive**

- Thinks that she will fail in exam if appeared.

**Behavioural**

- Wants to be alone
- Lack of self confidence

**Counselling Goals**

- To help her remove stage fright
- To help her do stage programmes with confidence.
- To enable her improve self confidence
- To help her reduce examination anxiety and write exams.

**Counselling Interventions**

- Breathing Exercise
- Desensitisation technique

- Muscle relaxation technique
- Self Management Technique
- Thought Restructuring

### **Outcome of Counselling**

- Reduced examination anxiety
- Improved Concentration and academic performance
- Participated in music concert on the stage
- Doing regular exercise

### **Termination**

- Terminated after 7 sessions.
- Requested the class teacher to take care of her

### **CASE4 SHPS004**

Boy student of standard 8<sup>th</sup>. He belongs to a middle class family. Father is a Tehsildar and mother bank officer, both of them are well educated. He is the youngest child among the three. His eldest sister is doing medical degree course and brother in 12<sup>th</sup> standard.

### **Description of the Problem**

SHPS004 is irregular in the class. He has fear of teachers. He is not interested to study. He always feels sick, want to lay down and sleepy. He thinks that he can't come up to the standard of his parents and teachers expectation. Undergone medical checkup, no abnormalities found.



### **Components of the Problem**

#### **Affective**

- Anxiety and tension due to high parental aspiration
- Fear of teachers

#### **Cognitive**

- He can't come up to the expectation of parents and teachers

#### **Behavioural**

- Irregular in class
- Feel sick, want to lay down and sleepy
- Not interested to study

### **Counselling Goals**

- To help him regular in class
- To make him energetic
- To help him remove anxiety and tension
- To enable him improve academic performance
- To make the parents aware about how their high aspiration affect the child

### **Counselling Interventions**

- Breathing Exercise
- Muscle relaxation technique
- Self Management Technique
- Self monitoring
- Friendly talk with teachers whom he was afraid of.

### **Outcome of Counselling**

- Become energetic and regular in the class
- Reduced anxiety and tension and improved his academic performance
- Getting high support from parents
- The child is happy and comfortable both at school and home.

### **Termination**

- Terminated after 6 sessions.
- Requested the mother to take care of him.

### **CASE5 SHPS005**

The client is a 13 year old boy student from standard 8<sup>th</sup>. He was referred by the parents. Belongs to a well to do family. His father is abroad and mother home maker. He did his studies up to 7<sup>th</sup> in Dubai. He is the only son of the parents.

### **Description of the Problem**

He wants to spend evenings with his gang, roaming in the city during holidays. Threaten mother if she didn't give the money whenever he asked for it. He tell lies and steals money from home. He belongs to a particular group in the class and also has adjustment problems with other students. Often threaten them. Not interested to study. Dropped tuition classes, very lazy. He has no respect for teachers and very egoistic. But will do anything for his friends.

### **Components of the Problem**

#### **Behavioural**

- Used to spend more time with gang

- Adjustment problem with mother teachers, and peers
- Gets Irritated easily
- Stealing and lying
- Threaten other students
- Laziness

### **Affective**

- Aggressive
- Anger towards mother

### **Cognitive**

- Parents must give everything that he demands

### **Interpersonal**

- Not able to mingle freely with everybody

### **Counselling Goals**

- To find ways to make interest in studies
- To inculcate within him humane qualities like respectfulness, humility etc.
- To help him improve academic performance
- To enable him manage his own time properly
- To help him mingle with others freely

### **Counselling Interventions**

- Bibliotherapy
- Life skill training
- Study skill training

- Assertiveness training
- Cognitive restructuring
- Self management techniques

### **Outcome of Counselling**

- Regular in the class
- Interested in studying and improved his grades
- Respects his teachers and parents
- Follow the time table regularly
- Keeping good relationship with all the class mates
- Happy at Home and School

### **Termination**

- Terminated after 12 sessions
- Requested the class teacher to take care of him in school
- Mother also agreed to take care of his daily studies

### **CASE6 SHPS006**

Girl student of standard 8<sup>th</sup>. She belongs to a middle class family. Her father is working in the police department and mother is a home maker. She has one brother and one sister both of them are studying in the same school.

### **Description of the Problem**

Her main problem is grief due to mother's ill treatment towards her. She has the feeling that she is not fair and beautiful and that is one of the reasons for her mother's dislike. Father also beats her for getting low grades and she is scared of him.

Teacher's criticism also makes her gloomy. She has examination anxiety and not interested in studies. She lacks confidence and always wants to be alone.

### **Components of the Problem**

#### **Affective**

- Grief due to mother's and teacher's criticism
- Examination anxiety
- Fear of father

#### **Cognitive**

- Negative thoughts about colour and beauty
- Thinks that nobody loves her.

#### **Behavioural**

- Wants to be alone
- Lack of self confidence

### **Counselling Goals**

- To help her realize that beauty not lies in colour and appearance
- To enable the child experience the love from others
- To help her study well.
- To enable her improve self confidence
- To help her reduce examination anxiety

### **Counselling Interventions**

- Breathing Exercise
- Self Management Technique
- ABCDE analysis

- Thought Restructuring
- Desensitisation technique
- Study skill training

### **Outcome of Counselling**

- Happy with parents and teachers
- Self confident
- Reduced examination anxiety
- Improved Concentration and academic performance

### **Termination**

- Terminated after 6 sessions.
- Requested the parents especially father to show their affection.

## CHAPTER -III

# RESULTS & CONCLUSIONS

*3.0 Introduction*

*3.1 Results*

*3.2 Discussions*

*3.3 Suggestions*

*3.4 Conclusion*

## RESULTS & CONCLUSIONS

### 3.0. INTRODUCTION

The project was entitled as **“Guidance Intervention to solve the Problems of Adolescents of Silver Hills Public School”**. The target group selected was 50 students from standard 9<sup>th</sup> A between the age group 13 and 14. The main intention for doing this project was to provide a new perspective to the adolescent students, teachers and parents of Silver Hills Public School through a need based, well planned, well organized and systematic guidance interventions to solve the adolescent problems. For this purpose various group guidance activities such as class talks, career talk, group discussion and workshop were conducted which give novel and exciting experience to the target group. The class talks done were **‘Empowering with Study Skills’, ‘Time Management’, ‘Conflict Resolution’, and ‘Peer Pressure’**. Career talk was on **“Courses after 10th”**. Guest lectures conducted were **“Awareness on HIV/AIDS”** by Dr. V.J. Jose and **“Life Skill Training”** by Sri. Ravi Chandrasekhar. Other guest lectures arranged were **“Emerging Indian Careers”** by Retired DGP, Dr. Kurian IPS and **“Effective Use of Internet and Mobile Phone”** by Cyber Cell, Calicut which will be conducted in the month of January, 2012.

Individual guidance activities were also done mainly counseling interventions. About 10 cases were counselled and terminated and some are still continuing interventions. Through this project the students got various opportunities to interact freely among themselves and explore their potentialities and solved most of their problems, the teachers got a refined approach to interact with their students and for the parents it was a helping hand in giving proper guidance to their adolescent children.



### **3.1. RESULTS**

The main objective of this project was to solve the cognitive, emotional, behavioural and inter personal problems of adolescents of Silver Hills Public School. The counselor is able to attain this objective to an extent by giving appropriate class talks, career talk, group discussion, workshop and counseling interventions. Service of eminent personalities from different fields of work had been brought to the school to share their knowledge and experience. Teachers and parents also got an opportunity to share their feelings in a free atmosphere and obtained valuable suggestions to create a healthy and pleasant atmosphere in the school and at home. All these resulted in solving the problems of the adolescents.

### **3.2 DISCUSSIONS**

The changes in an adolescent – physically, cognitively, emotionally, socially, and behaviourally is drastic and because of these drastic changes, they are under stress and strain. Their thoughts, feelings and actions oscillate between humility and conceit, goodness and temptation, happiness and sadness etc. It is these peculiar aspects in the adolescence period which makes a lot of problems among them. By doing this project the counsellor is sure about one thing. That is if the adolescents were cared upon and managed with patience at the proper time, most of the problems may be eliminated at the onset. If unnoticed or left aside with carelessness it may lead to more dangerous situations. Here comes the role of a school counselor who can spend time for developing the mental health of the children which in turn result in the betterment of the institution and the society.

### 3.4 SUGGESTIONS

The target group selected for doing this project was 50 adolescents of standard 9<sup>th</sup> A. Later on students from other classes requested to come to their classes and conduct the group guidance activities to them also. Parents and teachers also requested to give counselling intervention to their children. It is because of the evident change seen in the target group after the guidance activities. This shows the necessity of a full time school counselor. So it is suggested that a professionally qualified full time school counselor must be appointed in every school who can guide the children in the proper direction and there by develop a better society. It is also recommended that every school must be equipped with the necessary psychological tools so that the counselor can administer them if needed, to get a clear idea about the intensity of the problems. Career corner must be arranged in the library where career bulletin or other career related information should be available. Legal awareness and moral education classes also should be given through the guidance wing.

### 3.4 CONCLUSION

The internship project **“Guidance Intervention to solve the Problems of Adolescents of Silver Hills Public School”** was absolutely an exciting experience for the counselor. The principal, students, parents and teachers were wholeheartedly involved in the project. The entire programme was a great success due to the abundance blessings of the Almighty Lord and the sincere cooperation and dedicated service of the guidance committee members and all other teachers. I am really grateful to Rev.Fr. Biju John Vellakada, Rev.Fr. Wilson Mathew M., the guidance committee members, teachers and the students, for this wonderful experience which enriched my knowledge, developed new perspectives and professional competency.

## APPENDICES

- *Appendix-I : Class Talks / Summary*
- *Appendix-II: Career Talk / Summary*
- *Appendix-III: Group Members*
- *Appendix-IV: Group Discussion Points*
- *Appendix-V: Workshop Evaluation Proforma*
- *Appendix-VI : Student Information Blank*
- *Appendix-VII: Revised Behaviour Problem Checklist*
- *Appendix-VIII: Adolescent Problem Rating Scale*
- *Appendix-IX: Parent-Child Relationship Questionnaire*
- *Appendix-X: Counselling Case History*
- *Appendix-XI: Photographs of Events*
- *Appendix-XII: Materials supplied to the Parents/Teachers*

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## EMPOWERING WITH STUDY SKILLS

## Meaning of Study Skills

Study skills are different abilities and approaches applied to learning and can be developed in order to improve a learner's capacity to learn.

*Good Study Skills Produces Good Grades!*

## Setting Study Goals

- A goal refers to something that you work towards, and with a goal you will have a clear idea of what you intend to achieve and how to go about it
- Two types of goals
  - ❖ Short-term goals
  - ❖ Long-term goals

## Effective Study Habits

- Set a regular time to study
- Choosing a good place to study
- Remove distractions
- Have necessary supplies
- Focus on one thing at a time
- Study your most difficult or least favorite subjects first
- Note taking
- Take study breaks and avoid marathon sessions.

### **Choosing a Good Place to Study**

- Find one study place which is free from distractions
- Common distractions are:
  - Television
  - Games
  - Lyrical Music
  - Guests
  - Internet

### **Make sure you have the following necessary supplies**

- Your Note books & Text books
- Instrument Box, Pen & Pencil
- Solid flat surface for writing
- Good Lighting & Ventilation
- Chair & Table
- Clock
- Something to drink (if needed)

### **Focus on one thing at a time**

- Your brain has different parts and each part can only handle a small amount of information at a time.
- Speaking Malayalam, can you write it in English?
- Be involved in whatever you do and learn with clear understanding.

### **Taking Notes in class**

- Don't write down everything the teacher says
- Concentrate on the relevant points only
- Write important points only with separate sub headings
- Develop your own shorthand
- Leave space in your notes for later additions
- Note any references given in class to read later
- Underline key phrases in red, or with a highlighter pen.

## Become an Active Learner

- ❖ Study the same subject at the same time in the same location
- ❖ Take notes on what you are studying and re-arrange the information in some other way
- ❖ Make an association with something you already know

## Text Book Reading Skills

Follow the 'SQ3R' method when you read a text book.

The SQ3R method is a proven method for getting more out of reading your textbook. Reading a textbook requires a different approach than reading a novel.

## Textbook Reading Skill

SQ3R stands for:

- Survey
- Question
- Read
- Recite
- Review

## SQ3R ~ Survey

- Take about 5 minutes to locate core ideas from the chapter you are reading.
- Read the introduction at the beginning of the chapter.
- Flip to the end of the chapter and read the summary.
- Flip back to the beginning, and go through the chapter. Look at the titles, words in bold or italics, and the pictures and illustrations.

### SQ3R ~ Question

- Ask yourself questions about what you are reading.
- Stop at each new heading and ask yourself “What did I just read?” and “What am I about to read?”

### SQ3R ~ Read

Read with utmost concentration. Highlight information of importance and jot in the margin why that information you highlighted is important.

### SQ3R ~ Recite

Reciting what you learn is one of the most important things you can do to transfer information from your short-term to your long-term memory.

- Say the answers to your questions loudly
- Pretend like you are teaching someone else what you just read.

### SQ3R ~ Review

Reviewing what you learn is essential in retaining information.

- If you review what you learned within 24 hours of learning it, you will remember 80% of what you learned.
- If you don't review, you remember only 20%. Then you just have to spend a lot of time learning information you already learned

# **EFFECTIVE WAYS TO MANAGE YOUR TIME**

## **1. Be Organized**

- Use time saving tools: appointment calendars, "to do" lists, e-mail, answering machines, file folders, etc.
- Have an organized workplace (don't waste time constantly looking for your work).
- Use your appointment calendar for everything, including listing study time.
- Use "to do" lists for both long-term and for each day/week.

## **2. Plan Ahead (Schedule it and it will happen!)**

- Determine how long your tasks will take (do this before agreeing to take on a task!)
- Consider whether any activities can be combined.
- Determine if big tasks can be broken down into smaller tasks that may be easier to schedule (such as studying for exams and visiting the library as part of an assignment to write a term paper).

## **3. Prioritize Your Tasks**

- Use an A-B-C rating system for items on your "to do" lists with A items being highest priority.
- Set goals for both the short term and long term as to what you want to accomplish.
- Look at all of your "to do"s to gauge the time requirement and whether additional resources will be needed to accomplish them (if yes, schedule time to obtain those resources). Don't postpone the small tasks (a sense of accomplishment is good and overlooked small tasks can become larger tasks.)

## **4. Avoid Overload**

- Include time for rest, relaxation, sleep, eating, exercise, and socializing in your schedule.
- Take short breaks during study and work periods.
- Don't put everything off until the last minute (for example, don't cram for exams).
- Learn to say "no" when appropriate and to negotiate better deadlines when appropriate.



## **5. Practice Effective Study Techniques**

- Have an appropriate study environment.
- Split large tasks into more manageable tasks.
- Read for comprehension, rather than just to get to the end of the chapter.
- Be prepared to ask questions as they come up during study, rather than waiting until just before an exam.
- Do the most difficult work first, perhaps breaking it up with some easier tasks.
- Don't wait until the last minute to complete your projects.
- Read the syllabus as soon as you get it and note all due dates (and "milestone" times) on your calendar.
- Be a model student! (be attentive and participative in class, and punctual, prepared, and eager to learn)

## **6. Be Able to be Flexible**

- The unexpected happens (sickness, car troubles, etc.); you need to be able to fit it into your schedule.
- Know how to rearrange your schedule when necessary (so it doesn't manage you - you manage it).
- Know who to ask for help when needed.

## **7. Have a Vision (why are you doing all of this?)**

- Don't forget the "big picture" - why are you doing the task - is it important to your long-term personal goals?
- Have and follow a personal mission statement (personal and career). (Are your activities ultimately helping you achieve your goals?)
- Know what is important to you. (What do you value most?)
- Have a positive attitude!

## **TIPS FOR MANAGING CONFLICT AT SCHOOL**

- **Build good relationships before conflict occurs**
- **Do not let small problems escalate; deal with them as they arise**
- **Respect differences**
- **Listen to others' perspectives on the conflict situation**
- **Acknowledge feelings before focusing on facts**
- **Focus on solving problems, not changing people**
- **If you can't resolve the problem, turn to someone who can help**
- **Remember to adapt your style to the situation and persons involved**



## CONFLICT MANAGEMENT

### WHAT IS CONFLICT?

- DIRECT OPPOSITION, A CLASH OR DISAGREEMENT BETWEEN PEOPLE
- CONFLICTS ARE EXPERIENCED AT HOME, WORK, SOCIAL RECREATION AND OFFICIATING A CONTEST
- AS LONG AS YOU HAVE PEOPLE DEALING WITH PEOPLE, MAKING DECISIONS OR MEETING DEADLINES - YOU WILL HAVE CONFLICT

### KEY COMPONENTS IN RESOLVING CONFLICT

- GREAT LISTENING SKILLS
- FLEXIBILITY
- WILLINGNESS TO CHANGE
- AGREE TO DISAGREE

### LISTENING SKILLS

- MAINTAIN EYE CONTACT
- DO NOT INTERRUPT - LET THEM FINISH
- GOOD POSTURE - MAINTAIN A NON-THREATENING POSITION
- MENTALLY REHEARSE SITUATIONS YOU MIGHT BECOME EMOTIONAL

## FLEXIBILITY

- BE ABLE TO ADJUST TO ANY SITUATION
- DO NOT TRY TO HANDLE THE SITUATION ALONE - USE YOUR COMPANION(S)
- UNDERSTAND YOU ARE NOT GOING TO PLEASE EVERYONE

## WILLINGNESS TO CHANGE

- IF CHANGE IS NECESSARY - MAKE THE CHANGE
- SUPPORT YOUR PARTNER(S) - YOU ARE A TEAM
- UNDERSTAND THE PSYCHOLOGY OF YOUR FRIENDS - WHAT MOTIVATES THEM - COMMUNICATE WITH THEM - KNOW YOUR FRIENDS !!

## 5 WAYS TO MANAGE CONFLICT

- Avoidance
- Competition (A)
- Accommodation (B)
- Compromise (C)
- Collaboration (D)

## CONFLICT CONTINUUM

I win, you lose (Competition—A)  
I lose or give in (Accommodate—B)  
We both get something  
(Compromise—C)  
We both “win”(Collaborate—D)

A      B      C      D

---

## COMPETITION

### o Plus

- The winner is clear
- Winners usually experience gains

### o Minus

- Establishes the battleground for the next conflict
- May cause worthy competitors to withdraw or leave the organization

## ACCOMMODATION

### o Plus

- Curtails conflict situation
- Enhances ego of the other

### o Minus

- Sometimes establishes a precedence
- Does not fully engage participants

## COMPROMISE

### o Plus

- Shows good will
- Establishes friendship

### o Minus

- No one gets what they want
- May feel like a dead end

## COLLABORATION

### o Plus

- Everyone "wins"
- Creates good feelings

### o Minus

- Hard to achieve since no one knows how
- Often confusing since players can "win" something they didn't know they wanted

### WHAT THIS MEANS ?

- o Managing conflict means you need to develop several styles and decide which is valuable at any given point of conflict

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### TIPS FOR MANAGING CONFLICT AT SCHOOL

- o Build good relationships before conflict occurs
- o Do not let small problems escalate; deal with them as they arise
- o Respect differences
- o Listen to others' perspectives on the conflict situation
- o Acknowledge feelings before focusing on facts
- o Focus on solving problems, not changing people
- o If you can't resolve the problem, turn to someone who can help
- o Remember to adapt your style to the situation and persons involved

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## WHAT IS PEER PRESSURE

Peer pressure refers to the influence exerted by a peer group in encouraging a person to change his or her attitudes, values, or behavior in order to conform to group norms.

## FACTORS LEADING TO PEER PRESSURE

- Age
- Motivation to Join a Group
- Status within the Group
- Self Blame
- Gangs
- Alcohol and Drug Use

## POSITIVE EFFECTS OF PEER PRESSURE

- Teach you the way of living.
- Positive change in your way of thinking.
- Exposure to a wide variety in human behavior.
- Bring about a constructive change in your personality.
- Lead you to make the right choices in life.

### PEER PRESSURE IS LIKE EMOTIONAL BLACKMAIL

- "Come on, everyone else is doing it"
- "Don't be a wimp (coward)"
- "You dress like my parents"
- "Come on, you never do anything wrong"

### NEGATIVE EFFECTS OF PEER PRESSURE

- Lead to loss of Individuality - You have to follow what your peers feel right.
- Loses your original way of looking at life - You tend to blindly imitate the peers-adopt their tastes of fashion, clothing, hair, music and general living.
- Unsuccessful - your peer group may compel you to do something you hate. Things you do not enjoy doing cannot fetch you success.
- Lose happiness in life.
- Forced to lead certain kind of life style which is detrimental to your living.
  - Drinking
  - Smoking
  - Drug usage
  - Sex

### DRINKING

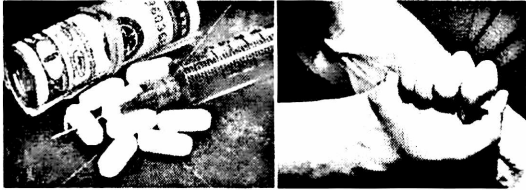


### SMOKING





## DRUGS



## SEX



## HOW TO OVERCOME PEER PRESSURE

- A strong support from family
- Ability to differentiate between the positive and the negative Peer Pressure
- Skill to choose friends from the peers



When you're asked to do something dangerous, don't bend to peer pressure.

**THANK YOU**

# HIV-AIDS

Dr. Jose V.J.,  
Dept. of Pathology,  
Govt. Homoeopathic Medical College,  
Kozhikode

## People living with HIV AIDS

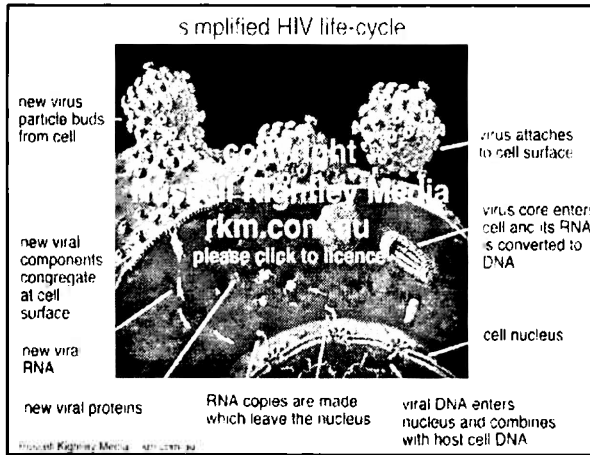
Rank	Countries		
▪ 1	<b>South Africa:</b>	5,600,000	2009
▪ 2	<b>Nigeria:</b>	3,300,000	2009
▪ 3	<b>India:</b>	2,400,000	2009
▪ 4	<b>Kenya:</b>	1,500,000	2009

## Is HIV and AIDS the same thing?



## HIV

- "Human Immunodeficiency Syndrome"
- A specific type of virus (a retrovirus)
- HIV invades the helper T cells to replicate itself.
- No Cure
- Frankoyist Bare Sinowsy & Luke Mundagnier (1980)



## AIDS

- Acquired Immuno Deficiency Sndrome
- HIV is the virus that causes AIDS
- Disease limits the body's ability to fight infection
- A person with AIDS has a very weak immune system
- No Cure

## Stage 1 - Primary

- Short, flu-like illness - occurs one to six weeks after infection
- no symptoms at all
- Infected person can infect other people

## Stage 2 - Asymptomatic

- Lasts for an average of ten years
- This stage is free from symptoms
- There may be swollen glands
- The level of HIV in the blood drops to very low levels
- HIV antibodies are detectable in the blood

### Stage 3 - Symptomatic

- The symptoms are mild
- The immune system deteriorates
- emergence of opportunistic infections and cancers



### Stage 4 - HIV ⇒ AIDS

- The immune system weakens
- The illnesses become more severe leading to an AIDS diagnosis



©ADAM

### Modes of HIV/AIDS Transmission



### Through Body Fluids

- Blood products
- Semen
- Vaginal fluids
- Breast Milk

## Through IV Drug Use

- Sharing Needles
  - Without sterilization
- Increases the chances of contracting HIV



## Mother-to-Baby

- Before Birth
- During Birth
- Postpartum
  - After the birth



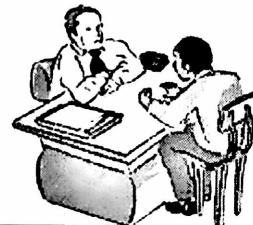
## Testing Options for HIV



ELISA

WESTERN BLOT

## Counseling



## Treatment Options



## Antiretroviral Drugs



## Opportunistic Infection Treatment

- Issued in an event where antiretroviral drugs are not available



## Abstinence

- It is the only 100 % effective method of not acquiring HIV/AIDS.
- Refraining from sexual contact: oral, anal, or vaginal.
- Refraining from intravenous drug use

## Monogamous relationship

- A mutually monogamous (only one sex partner) relationship with a person who is not infected with HIV
- HIV testing before intercourse is necessary to prove your partner is not infected



## Protected Sex



- Use condoms (female or male) every time you have sex (vaginal or anal)
- Always use latex or polyurethane condom (not a natural skin condom)
- Always use a latex barrier during oral sex

## Sterile Needles

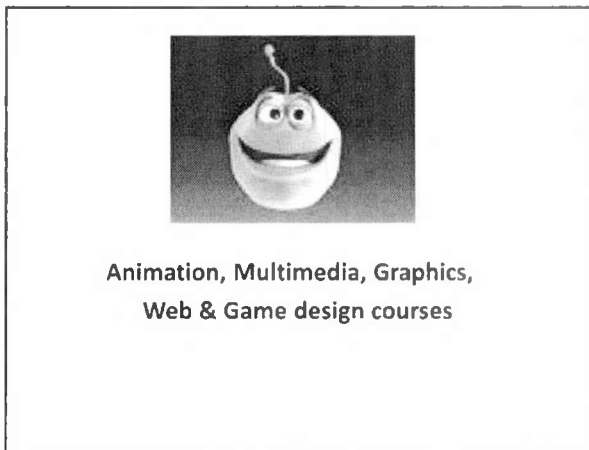
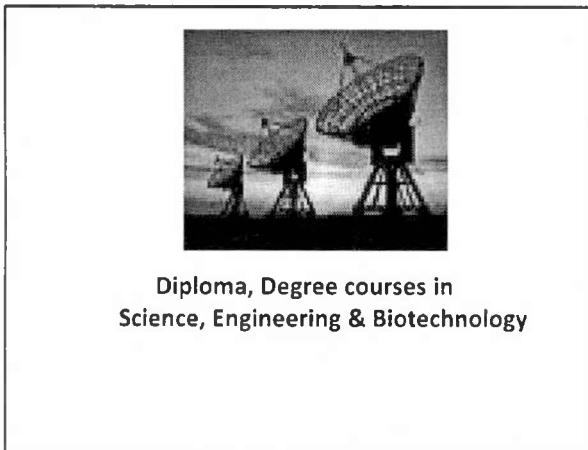
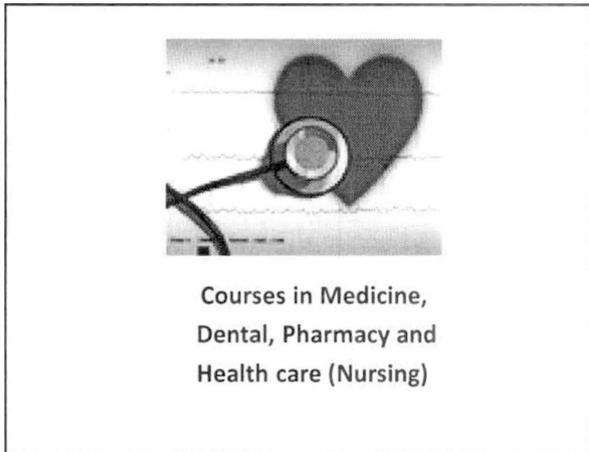
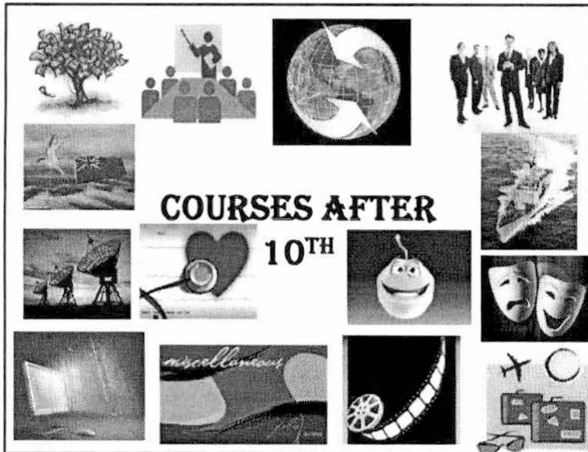
- If a needle/syringe or cooker is shared, it must be disinfected:
  - Fill the syringe with undiluted bleach and wait at least 30 seconds.
  - thoroughly rinse with water
  - Do this between each person's use



## Needle Exchange Program



- Non-profit Organization, which provides sterile needles in exchange for contaminated ones







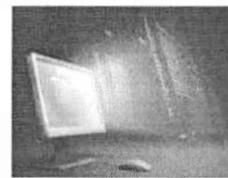
**Arts, Law, Foreign Language courses**



**Degree courses in Education,  
(B.Ed, M.Ed and Teacher Training)**



**Vocational studies, Personality  
Development, Hair & Beauty,  
Yoga, Astrology, Vaastu courses**



**MCA, BCA, Computer Science,  
IT, Software, Hardware and Networking**



**Degree or Diploma courses in Films,  
Media, Mass Communication,  
Journalism & Acting**



**Courses in Architecture, Fashion Design,  
Interior Decoration, Jewellery making,  
Textile Design**



**Degree courses in MBA and Management**



**Best courses in Aviation, Airlines, Hotel Management, Catering and Tourism**



**Courses in Commerce, Accounts, Banking and Finance**



**Best courses in Merchant Navy, Marine Engineering, Shipping, and Nautical Science**

## GROUP DETAILS

<b>Group 1 : SHOUJO</b>	<b>Group 2: SNOWSCAPE</b>
<p><b>Leader: Linchu Chacko</b></p> <p>Members: Dheena m.K.            Lintu Levin            Rose Mary            Shanon Monica            Akshara            Chilanka            Jerina maria            Haritha H.Kumar            Anjitha ann Benny            Anandu            Risheed</p>	<p><b>Leader: Sheril Shreyas</b></p> <p>Members: Revathi Gopinath            Anagha Jayaraj            Pooja Jayakrishnan            Amina            Fathima            Dilshath            Aqueela            Aleesha            Neha            Hant</p>
<b>Group 3: FOLKS</b>	<b>Group 4: SAPHIRE</b>
<p><b>Leader: Abhishek</b></p> <p>Members: Akash            Mazood            Nandesh            Riswan            Akshay S.            Alwyn            Dawn            Hadil            Vishnu            Sarath            Abhi</p>	<p><b>Leader:Abhiram</b></p> <p>Members:Jipson            Sreehari            Vivek            Amal            Adhithya            Akshay Prakash            Ashwin George            Athique            Justin            Waris            Abdul</p>

## **WORKSHEET OF GROUP DISCUSSION**

**Group1: - SHOUJO- 'What is stress and what are the causes of stress'**

### **Meaning of Stress**

Stress refers to a mental tension suffered by an organism during a severe situation. The stress response is the body's way of protecting the person. In Psychology, stress is a state of bodily or mental tension resulting from factors that tend to alter an existent equilibrium. It is a response to emotional or physical demands whether actual or imagined. Stress is an unavoidable effect of living and is an especially complex phenomenon in modern technological society.

### **Causes of Stress**

The situations and pressures that cause stress are known as stressors. It includes negatives such as exhausting work schedule or a rocky relationship. It also includes positive events also such as getting married, buying a house, going to college or receiving a promotion. Some of the common stressors are:

- Major life changes
- Busy work schedule
- Difficulties in relationships
- Financial problems
- Being too busy with work, children and family
- Inability to accept uncertainties
- Lack of hope or confidence
- Negative self talk
- Perfectionism
- Unrealistic expectations.

## **WORKSHEET OF GROUP DISCUSSION**

### **Group2: SNOW SCAPE - 'Physiological changes during stress'**

The physical and physiological symptoms related with stress include:

- Aches and pains
- Diarrhoea or constipation
- Nausea and dizziness
- Chest pain
- Rapid heart beat
- Frequent colds
- Eating more or less
- Sleeping too much or sleeplessness
- Isolation
- Neglecting responsibilities
- Nervousness
- Nail biting
- Bed wetting
- Alcohol and drug usage

## WORKSHEET OF GROUP DISCUSSION

### Group3: FOLKS - 'Psychological changes during Stress'

The psychological symptoms related with stress include:

- Heart beat increases and can feel it
- Hot breathing and rate increases
- Shivering
- Head ache and migraine
- Extreme sweating
- Body becomes pale
- Nervousness and panic
- Blurred vision
- Depression
- Unstable and can't concentrate on anything
- Very sensitive to light and sound
- Changes in Voice
- Urge to get advice or help from somebody
- Inferiority complex
- Frustration and tension
- Aggression
- Anxiety
- Feels lonely and want the presence of somebody
- Feel very tired and all energy is lost
- Angry
- Stammering

## **WORKSHEET OF GROUP DISCUSSION**

### **Group4: SAPHIRE - 'How to cope up with stress'**

Stress is manageable but it needs efforts. Various strategies can be adopted to reduce stress. They are given below.

- We must relax and do exercise.
- Go to a place like meadow or garden where you can enjoy the beauty of nature
- Prayer is the best method to reduce stress.
- Listening to music make our mind peaceful and reduce stress
- Take life the way it comes
- Stop blaming others
- Develop your own inherent potential
- Live in the present & Work for the future
- Maintain harmonious relation with others
- Learn to be happy & cheerful
- Respond to situations with courage and determination
- Avoid negative emotional reactions like anger, grumbling, worrying and apprehensions.
- Create a supportive climate
- Reduce conflict & clarify roles
- Seek professional counseling
- Understand that negative self-evaluation increase stress
- Lead a well balanced life of satisfaction.
- Make and follow a time table (Proper Time management).



# SILVER HILLS PUBLIC SCHOOL, PAROPPADY

## WORKSHOP EVALUATION PROFORMA

### "BENEFITS OF TEAM WORK"

Group Name	Group participation	Materials Prepared	Comprehensiveness	Innovations	Effectiveness	Total
SHOUJO	8	8	7	6	5	34
SNOWSCAPE	9	8	7	8	8	40
FOLKS	7	6	6	5	6	30
SAPPHIRE	9	8	8	7	6	38

Signature of the Evaluator: *Aditi Chatterjee*

Name & Designation: ADITI CHATTERJEE  
DEAN OF STUDIES

Students Information Blank

1. Name Revathi Gopinath 2. Class / section IX, A  
3. School Silver Hills Public School 4. Age 14 Yrs  
5. Gender a) Boy  Girl  6. No. of brothers/sisters 1  
7. Parent Qualifications a) Father B.Sc b) Mother B.Tech  
8. Parent Occupation a) Father Bank Manager b) Mother Asst. Engineer  
9. Guardians Name Gopinath M.D. Relationship Father  
10. Which are the subjects you like most? Maths and Science

11. Which are the subjects you do not like (put a cross in the box, it could be more than one)

- a) English  b) Maths  c) Science  d) Social science  e) Kannada   
f) Sanskrit  g) Hindi

12) How many hours do you study at home? I don't study regularly

12 a. In what extra-curricular activities such as games, sports, debates, etc do you take part?

Debate, Quiz

13. What are your leisure time activities?

(Mention hobbies & interest, if any)

Watching T.V, reading books, listening to music,  
playing games (computer and mobile phone)

14. Write below if you have any difficulty in participating in the activities of your interest?

Yes, I have stage fright. I am not confident to participate  
in stage competition. I am not happy because my parents  
make a high expectation in me and I am afraid whether  
I can achieve it in my life.

15. Which degree you would like to pursue?

- a) Pure science  b) Arts  c) Commerce  d) Engineering  e) Law   
f) Medicine  g) Agriculture  h) Not decided  i) Any other NDA

(New degree courses for doing uncommon jobs)

16. What job you would like to take up after completing your studies? Asterophysics
17. What job you do not like to take up after completing your studies? Doctor, Engineer
18. What do you expect from the job (Assign a 5 ranks from rank to the first preference?)

Preference	Rank
a) Money	3
b) Status in the society	4
c) Stability	2
d) Happiness	1
e) Power	5

19. Where do you want to work (put a tick)

- A
- a) Out door
- b) Indoor
- B
- a) With in the state
- b) Out side the state but within the country
- c) Out side the country

# RBPC

## Revised Behavior Problem Checklist-PAR Edition Test Booklet by Herbert C. Query, PhD, and Donald R. Peterson, PhD

*Alkerha*

Please indicate which of the following are current problems, as far as this child is concerned. Please complete every item.

Tick 0 if the item does **not** constitute a problem or if you have had no opportunity to observe or have no knowledge about the item.

0      1      2  
✓

Circle 1 if an item constitutes a **mild** problem.

0      1      2  
          ✓

Circle 2 if an item constitutes a **severe** problem.

0      1      2  
                  ✓

For example, if the child has a mild problem with being restless and unable to sit still, you would circle 1 for this item, like this

0      1      2  
          ✓

Restless; unable to sit still

If you make a mistake or want to change your answer, do not erase. Cross out the wrong answer with an "x" and then tick the correct answer, like this: 0      ~~1~~      2✓

	Not a problem	Mild problem	Severe problem
1. Restless; unable to sit still	0	1 ✓	2
2. Seeks attention; shows off	0	1 ✓	2
3. Stays out late at night	0 ✓	1	2
4. Self conscious; easily embarrassed	0	1 ✓	2
5. Disruptive; annoys and bothers other	0	1 ✓	2
6. Feels inferior	0 ✓	1	2
7. Steals in company with others	0	1 ✓	2
8. Preoccupied; "in a world of his or her own," stares into space	0 ✓	1	2
9. Shy; bashful	0 ✓	1	2
10. Withdraws; prefers solitary activities	0	1 ✓	2
11. Belongs to a gang	0 ✓	1	2
12. Has repetitive speech; says something over and over	0	1 ✓	2
13. Has short attention span; poor concentration	0	1 ✓	2
14. Lacks self confidence	0	1 ✓	2
15. Inattentive to what others say	0	1 ✓	2

16. Has incoherent speech; what is said doesn't make sense	0 ✓	1	2
17. Fights	0	1 ✓	2
18. Loyal to delinquent friends	0	1 ✓	2
19. Has temper tantrums	0 ✓	1	2
20. Truants from school, usually in company with others	0 ✓	1	2
21. Hypersensitive; feelings are easily hurt	0	1 ✓	2
22. Generally fearful; anxious	0 ✓	1	2
23. Irresponsible; undependable	0	1 ✓	2
24. Has "bad" companions, ones who are always in some kind of trouble	0	1 ✓	2
25. Tense; unable to relax	0	1 ✓	2
26. Disobedient; difficult to control	0	1 ✓	2
27. Depressed; always sad	0 ✓	1	2
28. Uncooperative in group situation	0	1 ✓	2
29. Passive, suggestible; easily led by others	0 ✓	1	2
30. Hyperactive; always on to go	0	1 ✓	2
31. Distractible; easily diverted from the task at hand	0	1 ✓	2
32. Destructive in regard to own and /or other's property	0	1 ✓	2
33. Negative; tends to do the opposite of what is requested	0	1 ✓	2
34. Impertinent; talk back	0 ✓	1	2
35. Sluggish; slow moving, lethargic	0 ✓	1	2
36. Drowsy; not wide awake	0 ✓	1	2
37. Nervous, jittery, jumpy; easily startled	0	1 ✓	2
38. Irritable, hot-tempered; easily angered	0 ✓	1	2
39. Expresses strange, far-fetched ideas	0	1 ✓	2
40. Argues; quarrels	0 ✓	1	2
41. Sulks; pouts	0	1 ✓	2
42. Persists and nags; can't take "no" for an answer	0	1	2 ✓
43. Avoids looking others in the eyes	0	1	2 ✓
44. Answers without stopping to think			2 ✓
45. Unable to work independently; needs constant help and attention	0	1 ✓	2
46. Uses drugs in company with others	0 ✓	1	2
47. Impulsive; starts before understanding what to do, doesn't stop and think	0	1	2 ✓
48. Chews on inedible things	0 ✓	1	2
49. Tries to dominate other; bullies, threatens	0	1	2 ✓
50. Picks at other children as a way of getting their attention; seems to want to relate but doesn't know how	0	1 ✓	2
51. Steals from people outside the home	0 ✓	1	2
52. Expresses beliefs that are clearly untrue (delusion)	0 ✓	1	2
53. Says nobody loves him or her	0	1 ✓	2
54. Freely admits disrespect for moral values and laws	0 ✓	1	2
55. Brags; boasts	0	1 ✓	2
56. Slow; not accurate in doing things	0 ✓	1	2
57. Shows little interest in things around him or her	0 ✓	1	2

58. Does not finish things; gives up easily, lacks perseverance	0	1 ✓	2
59. Is part of a group that rejects school activities such as team sports, clubs, projects to help others	0	1 ✓	2
60. Cheats	0 ✓	1	2
61. Seeks company of older, more experienced companion.	0	1 ✓	2
62. Knows what's going on but is listless and uninterested	0	1 ✓	2
63. Resists leaving mother's(or other care taker's) side	0 ✓	1	2
64. Has difficulty in making choice; can't make up mind	0	1	2 ✓
65. Teases others	0	1 ✓	2
66. Absentminded; forgets simple things easily	0	1 ✓	2
67. Acts like he or she were much younger; immature, childish	0 ✓	1	2
68. Has trouble following direction	0	1 ✓	2
69. Lies to protect his or her friends	0	1	2 ✓
70. Afraid to try new thing for fear for failure.	0	1 ✓	2
71. Selfish; wont'share, always take the biggest piece.	0	1 ✓	2
72. Uses alcohol in company with others.	0 ✓	1 ✗	2
73. School work is messy, loopy.	0	1	2 ✓
74. Does not respond to praise from adults	0 ✓	1	2
75. Not liked by others; is a "loner" because of aggressive behavior.	0 ✓	1	2
76. Does not use Language to communicate.	0 ✓	1	2
77. Cannot stand to wait; wants everything right now.	0	1 ✓	2
78. Refuses to take direction; won't do as told.	0	1 ✓	2
79. Blames others; dines own mistake.	0	1 ✓	2
80. Admire and seeks to associate to "rougher" peers	0	1 ✓	2
81. Punishment doesn't affect his or her behavior.	0	1 ✓	2
82. Squirms; fridges	0 ✓	1	2
83. Deliberately cruel to others.	0	1 ✓	2
84. Feels he or she can't succeed	0 ✓	1	2
85. Tells imaginary things as though true; unable to tell real from imagined.	0 ✓	1	2
86. Affectionless; does not hug and kiss members of family	0	1 ✓	2
87. Runs away; is truant from home	0 ✓	1	2
88. Openly admires people who operate outside the law	0 ✓	1	2
89. Repeats what is said to him or her; 'parrots' others' speech.	0	1 ✓	2

## ADOLESCENT PROBLEM RATING SCALE

**Instruction:** Read carefully each statement given below. All the statements are associated with “Adolescent problems”. Each statement has three responses, ‘Always’, ‘Sometimes’, and ‘Never’. Decide how far the matter in each statement is true, as far as you are concerned. Record your responses in the separate response sheet provided to you. In the response sheet, against the number of each statement, put a tick ( ) mark within the column, the response that you feel is correct. Please take care to respond to all items.

1. I am being overweight
2. I am being too short or too tall
3. I am having an unattractive face
4. I am being tired and not having energy
5. I am feeling inferior
6. I have the feeling that people are against me
7. I am feeling pressured to do the wrong things
8. I am being afraid of people
9. I am having suicidal thoughts over and over again
10. I am feeling depressed and sad
11. I am having nightmares
12. I am not having any enjoyment in life
13. I am feeling out of control
14. My father or mother having emotional problems
15. My father or mother having problems with drugs or alcohol
16. My parents being separated or getting a divorce
17. My parents compares me with my siblings
18. My parents are having a financial crisis
19. My parents are too strict
20. My parents are expecting too much from me
21. My parents disapproving of my friends
22. My parents are selecting things for me
23. I fight with my siblings at home

24. I am not having close friends
25. I am being uncomfortable with the peers
26. I am not getting along with neighbours
27. I am not interested in clubs or teams
28. I don't like to share my things with others
29. I prefer to sit alone at home on holidays
30. I am getting bad grades
31. I am unable to choose right course of study
32. I am not having good study habits
33. I am not being interested in school
34. I am not getting any motivation from my teachers
35. My school authorities are very strict
36. I am having a negative attitude towards other people
37. I have a fault finding nature
38. I am having a poor attitude towards myself
39. I am having different opinion than others
40. I am not understanding the attitude of others
41. I am being confused about religious beliefs
42. I believe that what the church says is utopian ideas
43. I don't believe in life after death
44. I am being uncomfortable with the opposite sex
45. I am having problem with boyfriend or girlfriend
46. I like to see sexy scenes in internet or other media
47. I don't have anyone to talk about sex
48. I try to get knowledge about sex through magazines and intern



## **PARENT-CHILD RELATIONSHIP QUESTIONNAIRE**

Name of the Parent:

Name of your ward:

Address:

Standard:

Phone no:

**Please go through the following questions and respond sincerely to all the items**

1. Do you have the opinion that parents should satisfy all the need of their children?
2. What is your aspiration about your child?
3. Which career you would prefer for your child and why?
4. Does your child watch TV daily at home?
5. How many hours does he/she watch TV?
6. Which channel he/she prefer more?
7. Do you have internet facility at home?
8. Do you allow your child to use the internet by himself/herself?
9. Which sites he/she usually browse and at what time?
10. Do you have confidence about your child's ability?
11. Does your child have any disciplinary problems in the school or at home?
12. In your opinion, which is the most effective means of disciplining your child?
13. Do you have a close relationship with your child?
14. Does your child share everything to you?
15. What values and personal characteristics do you want your child to develop?

## CASE HISTORY

### PERSONAL DATA

1. Name of the case: SHPS 002
2. Gender: Boy/ Girl
3. Age & Date of Birth: 13 years . 21.5.
4. Birth Order: 1
5. Religion & Caste: christian
6. Permanent Address: -
7. Present Address: -
8. Mother Tongue: Malayalam
9. Telephone No: -

### FAMILY BACKGROUND

#### FATHER

10. Name of Father: -
11. Age: 45 years
12. Education: M.B.B.S .
13. Occupation: Doctor
14. Monthly Income: Rs . 50,000 .
15. Father's Attitude towards the Child: Positive
16. Father's Ambition about the Child: To become a doctor

#### MOTHER

17. Name of Mother: -
18. Age: 40 years
19. Education: M.B.B.S .
20. Occupation: Doctor

21. Monthly Income: Rs. 30,000  
 22. Mother's Attitude towards the Child: Positive  
 23. Mother's Ambition about the Child: To become a doctor

### BROTHERS AND SISTERS

24. Number of Brothers: 1  
 25. Are they Studying or Employed: studying, 2<sup>nd</sup> std.  
 26. If employed, monthly income: —  
 27. Are they married: —  
 28. Number of Sisters: Nil  
 29. Are they Studying or Employed: —  
 30. If employed, monthly income: —  
 31. Are they married: —

### FAMILY

32. Total monthly income of the Family: Rs. 80,000 .  
 33. Has there been untimely death of Father / Mother or both: No .  
 34. Guardian, if parents are not alive: —  
 35. Are the parents divorced: No .  
 36. If yes, are they remarried: —  
 37. Joint family / Nuclear family: Nuclear family .  
 38. If Joint family, the members residing in the home: —  
 39. Is the relationship with the members friendly, hostile or withdrawn:  
 40. Child's Attitude towards Father: Positive  
 41. Child's Attitude towards Mother: Negative  
 42. Child's Attitude towards Brothers: Negative  
 43. Child's Attitude towards Sisters: —

### HOME ENVIRONMENT

44. House whether own or rented: own  
 45. Does the child own a separate room for study: Yes

46. Does the child feel insecure: *yes* .
47. Does the child overprotected or under protected: *Overprotected*
48. Is the child compelled to do any work at home: *No*
49. Is there quarrel among the parents: *No*
50. Discipline exercised by Parents : *yes* . *Very Harsh / ~~Lenient~~*
51. Do the parents show partiality towards the child: *yes* .
52. Do the parents compare the child with other siblings: *No*
53. Is the child's father a smoker/ drunkard: *No*
54. The person the child likes the most: *father*
55. Does the child watch T.V. programmes: *yes*
56. How many hours spent on watching T.V. programmes: *1 Hour*
57. Do all members of the family watch T.V. programmes sitting together: *No*
58. Does the child read news paper / periodicals daily: *yes* .
59. What type of news does the child likes the most: *Articles on education*

### SOCIAL BACKGROUND

60. Social status of the family: *High*
61. Type of neighborhood: *Flat* .
62. Does the child used to play with children in the neighborhood: *No* .
63. If no, what reason does the child account for it: *No playground in the flat* .
64. Is the child liked by all his classmates: *No* .
65. Does the child likes his school atmosphere: *Somewhat* .
66. How many friends does the child have: *3* .
67. Does the child experience difficulty in making friends: *yes* .
68. Does the child willingly take the lead: *No*
69. Is the child neglected by his classmates: *Sometimes*
70. Is the child humiliated by or mocked by any of his classmates: *yes* .
71. Does the child participate in social activities: *occasionally*
72. Social activities in which the child usually engages: *Music*
73. Does the child quarrel with other children: *yes*

### HEALTH RECORD

Put a tick mark against the appropriate word

74. Is there any physical defect in

Vision	Normal	Height	5 feet
Hearing	Normal	Weight	40 kg.
Speech	Normal	Teeth	Normal.

75. Any other physical deformity: Nil

76. Any serious illness in the past: Nil

77. Any serious injuries / accidents, if any: Nil

78. General health condition: Good / <sup>✓</sup>Satisfactory / ~~Poor~~

### SCHOOL RECORDS

79. Schools previously attended:

Name of School	Year of Study	Standard	Medium of instruction	Reason for leaving
Silver Hills Public school.	from	1 <sup>st</sup> std onwards.		

80. Does the child feel sad or happy with the present achievement: No.

81. Reason for preferring this school: It is good.

82. Does the child listen carefully in the class: Sometimes

83. Time spent on studies after school hours: 3 hours

84. Does the child study daily lessons: No.

85. Does he often lazy in studies: yes.

86. Does the child ask doubts in the class: No

87. At what time does the child begins his study at night: 6 pm

88. The subject he likes the most: science.

89. Why does he likes it: *interested in it* .
90. The subject least liked by the child: *Social Science* .
91. The reason for his dislike: *can't byheart* .
92. Does the child has private tuition: *Yes* .
93. Is the child punctual in home work: *No* .
94. Is the child frequently punished for his faults: *No*
95. Specify the faults: *—*
96. Educational plans of the child: *To become a doctor*
97. Future ambition in life: *become a heart surgeon* .
98. Child's study habits according to parents: *Careless, not systematic*
99. To whom the child ask doubts : *friends* .
100. Report of class teacher regarding the intellectual efficiency: *Very Good* .

### CO-CURRICULAR ACTIVITIES

#### (Arts, Sports, Literary Activity, Science Clubs)

101. Types of activities which the child likes the most: *Music*
102. Does the child enjoy reading books, magazines and news papers: *Yes* .
103. Does the child utilize school library: *Sometimes*
104. What type of books he used to borrow from library: *Harry Potter*
105. Does the child likes to browse internet: *yes* .
106. Does the child have a mobile phone: *yes* .
107. Does the child often go for movies: *yes* .
108. If so, with whom does the child go: *Parents*
109. The co-curricular activities the child take part in: *Science Club* .
110. Any achievements in co-curricular activities: *—*
111. Does the child participate in sports: *No* .
112. What are the child's special abilities: *play musical instruments*
113. What are the favorite hobbies of the child: *Singing Song + playing keyboard* .
114. Whether the child is encouraged to participate in Sports & Games by family members: *No*
115. Has the child won any prizes in co-curricular activities: *No*
116. If yes, specify: *—*

**PERSONALITY**

117. Is the child:

**Put a tick mark against the appropriate column**

Sl. No.	Personality Characteristic	Rating				
		1	2	3	4	5
1	Self confident	✓				
2	Shy			✓		
3	Bold		✓			
4	Co-operative			✓		
5	Systematic		✓			
6	Careless			✓		
7	Honest				✓	
8	Aggressive			✓		
9	Sincere			✓		
10	Hard working		✓			
11	Sociable		✓			
12	Cleanliness				✓	
13	Leadership			✓		
14	Attentive			✓		
15	Responsible			✓		

## SILVER HILLS PUBLIC SCHOOL



Guidance Committee Meeting



Orientation given to the Parents of Silver Hills Public School



## CLASS TALKS AND CAREER TALK BY COUNSELLOR



## GROUP DISCUSSION



## WORKSHOP



Inauguration- Mrs. Adithi Chatterjee



Prize distribution by Rev.Fr. Biju John



"SHOUJO" – in 'HARMONY'



"SNOWSCAPE" – busy with CRAFT WORK



"FOLKS" – COLLASH, "Beauty of Nature"



"SAPHIRE" – DRAMATISATION

## GUEST TALKS



Talk on HIV/AIDS by Dr. V.J. Jose on December 1<sup>st</sup> 2011



Distribution of Red Ribbons and posters



Interaction with Teachers and Students



Life Skill Training by Sri. Ravi Chandrasekhar

## TIPS FOR PARENTS

When your teen is faced with making a decision and wants to talk to you about it, make the most out of this opportunity! If you follow the tips below, your teen will know that you want to help but you won't take control and make the decision yourself. Your approach to any discussion has a real impact on whether or not your teen will feel comfortable coming to talk to you in the future.

1. Allow your teen to describe the problem or situation.
  - Ask how he or she feels about the problem.
  - Ask questions that avoid "yes" or "no" responses. These usually begin with "how," "why," or "what."
  - Really listen to what your teen is saying, instead of thinking about your response.
  - Try to put yourself in your teen's shoes to understand his or her thoughts.
2. Talk with your teen about choices.
  - Teens sometimes believe they don't have choices. Help your teen to see alternatives.
3. Help your teen to identify and compare the possible consequences of all the choices.
  - How will the results affect your teen's goals? For example, how would smoking affect playing on the soccer team?
  - Explain (without lecturing) the consequences of different choices.
4. Allow your teen to make a decision and carry it out.
  - Ask if your teen has a plan.
  - Remember, your teen may make different choices than you would prefer.
5. Later, ask your teen how things worked out.
  - What did he or she learn from the decision?
  - Allow your teen to live and learn from mistakes.
  - Praise your teen when he or she makes a good choice.

## **TIPS FOR PARENTS**

**HELP YOUR TEEN TO DEVELOP AN INTEGRATED PERSONALITY BY:**

- **allowing him or her to voice opinions**
- **allowing him or her to be involved in family decisions**
- **listening to his or her opinions and feelings**
- **helping him or her set realistic goals**
- **showing faith in his or her ability to reach those goals**
- **giving unconditional love**