

PSYCHOSOCIAL CARE FOR CHILDREN IN CONFLICT WITH LAW



NATIONAL INSTITUTE OF MENTAL HEALTH AND NEURO SCIENCES
(An institute of national importance) Bengaluru - 560 029

PSYCHOSOCIAL CARE FOR CHILDREN IN CONFLICT WITH LAW

MY WORK BOOK

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1. BACKGROUND INFORMATION OF THE PARTICIPANTS

1. Name:.....2.Age:.....
3. Gender.....4. Marital status.....
5. Educational qualification:.....6. Occupation.....
7. Designation..... 8. Religion: Hindu/ Christian / Muslim/Others
9. Family type: Single/Nuclear/Joint 10. No.of family members:.....
11. Monthly family income:
12. Address for correspondence:

Residence:.....

.....
Phone (Off).....(Res/Mob).....

Office:.....

Phone (Off).....(Res/Mob).....

13. Years of experience in service:.....

14. Have you worked with children in difficult circumstances prior to this if yes give the details?

.....

.....

15. Have you attended any training on psychosocial care for children in conflict with law? If yes,

Please give details:.....

.....

.....

16. What is your expectation from the workshop?

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Date:.....

Signature:.....

1.2. PSYCHOSOCIAL CARE FOR CHILDREN IN CONFLICT WITH LAW

Assessment-1

SL.NO-----Assessment: Pre / Post Date:-----

Name -----

I do not know anything about psychosocial care for children in conflict with law	1		
	2		I have heard about psychosocial care for children in conflict with law but I do not know about it
I have seen others doing psychosocial care for children in conflict with law but I do not know about it	3		
	4		I know very little about psychosocial care for children in conflict with law
I have read about psychosocial care for children in conflict with law	5		
	6		I know the importance of psychosocial care for children in conflict with law but do not know how to impart it
I can do general lecture based on knowledge about psychosocial care for children in conflict with law	7		
	8		I can provide psychosocial care for children in conflict with law
I can provide psychosocial care for children in conflict with law as well as train others on the same	9		
	10		I am confident that I understand the concepts dealing with psychosocial care for children in conflict with law and will be able to train others on the same

**1.3 KNOWLEDGE ON PSYCHOSOCIAL CARE FOR
CHILDREN IN CONFLICT WITH LAW AMONG THE PARTICIPANTS
PRE/POST ASSESSMENT**

SL.NO-----Assessment: Pre / Post Date:-----

Name -----

- 1) Children in difficult circumstances represent
 - a) A specific group in the society
 - b) A large diverse group
 - c) Marginalized group
 - d) Children with problems
- 2) Development of a child implies:
 - a) Physical development
 - b) Social development
 - c) Emotional & intellectual development
 - d) All the above
- 3) What are the major three areas of child's development?
 - a) Biological, psychological and social
 - b) Physical, intellectual and emotional
 - c) Physical, social and behavioural
 - d) All the above
- 4) Development of specific habits is due to
 - a) Family atmosphere
 - b) Child's individual characteristics
 - c) Socialization
 - d) Child's community
- 5) Adolescent brain is
 - a) Developed
 - b) Under developed
 - c) In the process of development
 - d) Don't know

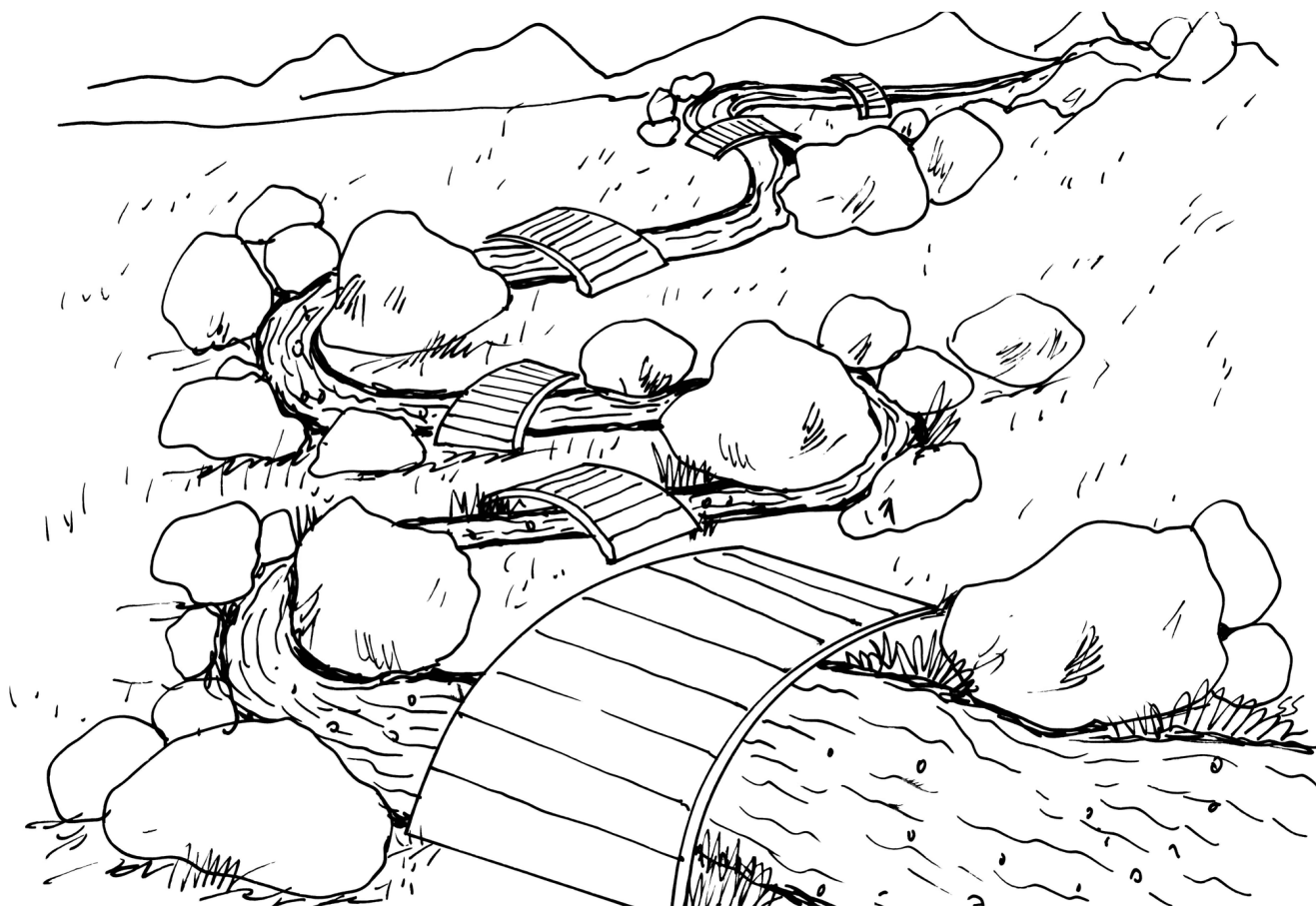
- 6) Choose the correct statement regarding children in conflict with law
- a) Risk factors are present at personal level, in family, school and in community
 - b) Risk factors include only child's own personal difficulties
 - c) Risk factors include only family problems of child
 - d) Risk factors include only neuro developmental difficulties of the child.
- 7) Care takers should make sure that -----of child in conflict with law need to be met
- a) Basic needs
 - b) Psychosocial needs
 - c) Family
 - d) Social needs
- 8) The responsibility of children in conflict with law lies with
- a) Judiciary and police
 - b) Government officials and government approved persons
 - c) Parents and Schools
 - d) NGO's and community
 - e) All the above
- 9) Punishing a child in conflict law will
- a) Make child understand his behaviour
 - b) Trigger unacceptable behaviour
 - c) Scare the child
 - d) Child will not repeat the mistake
- 10) Emotional problems among children includes
- a) Nail biting, thumb sucking & bed wetting
 - b) Stealing
 - c) Hyperactivity
 - d) Speech delay
- 11) Specific learning disorders among children is due to
- a) Child is interested in studies
 - b) Child is lazy
 - c) Child has bad family
 - d) Child has neurodevelopmental issues

- 12) Children with conduct disorders would be having characteristics of
- a) Stealing, lying and demanding behaviour
 - b) Substance abuse
 - c) Both a & b
 - d) None of the above
- 13) The most important techniques in working with the children are:
- a) Observation & listening
 - b) Empathy, resourcefulness & reassurance
 - c) Normalizing daily routines and encouraging play and other activities
 - d) All the above
- 14) The psychosocial difficulties that the child undergoes result in
- a) Trauma
 - b) Negative emotions
 - c) Unacceptable behaviours
 - d) All the above
- 15) Choose the wrong statement: Psychosocial mediums are used to
- a) Help child to comprehend their experiences
 - b) Develop self esteem and in developing skills
 - c) To gain mastery over the event
 - d) To engage children so that they will forget their difficulties
- 16) The spectrum of care for the children in difficult circumstances includes:
- a) Education, legal, advocacy, family and social interventions
 - b) Health and economic interventions
 - c) Education and family
 - d) All the above
- 17) Withdrawal, restrain, time out and response cost are:
- a) Ways of managing child's unacceptable behaviour
 - b) Ways of punishing child
 - c) Ways to control child's unacceptable behaviour
 - d) None of the above

- 18) Check the correct statement.
- a) All the children in conflict with law do have experience of child sexual abuse
 - b) Children in conflict with law are more vulnerable for sexual abuse
 - c) All the children in conflict with law inflict sexual assault on others
 - d) Children in conflict with law are sexually active at very young age.
- 19) Substance abuse among children in conflict with law is a result of
- a) Poor monitoring by parents
 - b) Children's efforts in coping with their difficulties / trauma
 - c) Their interest in trying substances
 - d) Peer pressure
 - e) All the above
- 20) Asking about suicide thoughts may
- a) Decrease the chance of suicide
 - b) Neither increase nor decrease the chance of suicide
 - c) Increase the chance of suicide
 - d) I don't know
- 21) Suicide may be prevented by
- a) Only health professionals
 - b) Only mental health professionals
 - c) Only the family
 - d) Anybody
- 22) Life skills education makes a child
- a) Capable of solving the problems themselves
 - b) Seek external support for solving the problem
 - c) To prevent arising problems
 - d) Understand problems and adopt better coping
- 23) In order to make a decision a person should
- a) Talk to experienced people
 - b) Should do what comes to the mind first
 - c) Assess possible options and their effects
 - d) Do what others are doing
- 24) To analyse problems objectively and address the issue in different form a person should have:
- a) Critical and creative thinking skills
 - b) Decision making and problem solving skills
 - c) Individual ability and skill for performing
 - d) Smartness

- 25) Empathy is
- a) Living the life of other person
 - b) Understanding the life of other person in a situation familiar to us
 - c) Understanding the situation of others by placing ourself in similar situation
 - d) None of the above
- 26) The skills essential to reduce anxiety in persons are
- a) Coping with stress and coping with emotions
 - b) Empathy and self awareness
 - c) Interpersonal relationship and effective communication
 - d) All the above
- 27) Including gender and sexuality in life skills education is to
- a) Give correct information to the child about gender and sexuality
 - b) Develop positive outlook in life
 - c) Protect themselves from abuse and harassment
 - d) All the above
- 28) Children are vulnerable to abuses of various nature due to
- a) Poor communication skills
 - b) Lack of assertiveness
 - c) His own difficult psychosocial conditions
 - d) All the above
- 39) Developing social responsibility among children would enable in
- a) Understand that they are responsible citizens
 - b) They have important role in society
 - c) Identify alternatives and constructive methods to solve the problems
 - d) All the above
- 30) A person working with children in conflict with law should
- a) Should try and discipline the child
 - b) Should make the children realize their mistakes
 - c) Give advice and suggestions to children
 - d) Be non-judgmental and empathetic

2. UNDERSTANDING CHILDREN IN DIFFICULT CIRCUMSTANCES



- Children in difficult circumstances cover a broad range of problems
- Children in difficult circumstances are exposed to multiple risks
- Issues children in difficult circumstance face are beyond their capacity to handle
- They lack proper adult care and protection
- This lead them to live outside the main stream of society

3. BIO PSYCHOSOCIAL DEVELOPMENT IN CHILDREN

AGE	DEVELOPMENT AND CONCERNS	BIOLOGICAL	PSYCHOLOGICAL	SOCIAL
0-6 YRS	Development of children			
	What are needed for the development			
	What will happen if these needs are un met			
7-12 years	Development of children			
	What are needed for the development			
	What will happen if these needs are un met			
13 -18yrs	Development of children			
	What are needed for the development			
	What will happen if these needs are un met			

- The unmet bio psychosocial needs of children will lead to poor psychosocial development
- Poor psychosocial development results in unaccepted behaviors in children

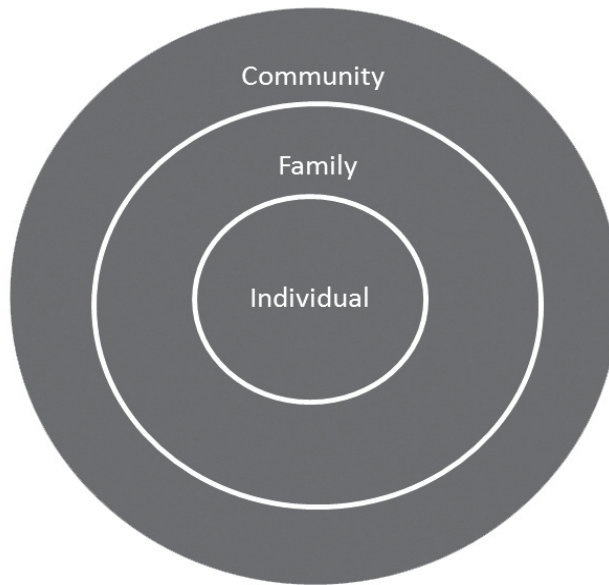
4. NEUROBIOLOGICAL CHANGES IN ADOLESCENCE

- Parts of brain and its functions

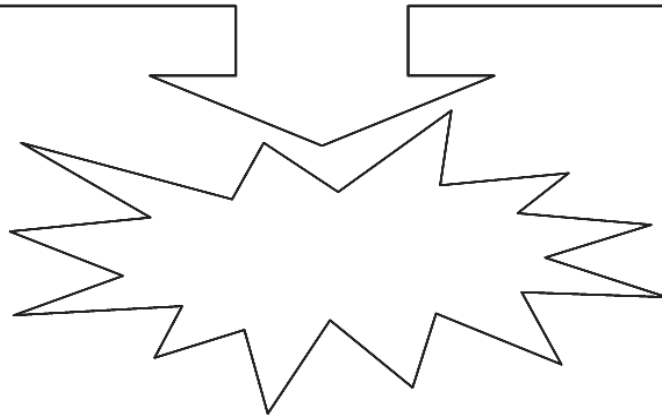
- Adolescent brain under construction

- Behavioral and cognitive functions of the prefrontal cortex
- How such changes take place
- Why brain changes during adolescence matter

5. SOCIALISATION



CHILDREN IN CONFLICT WITH LAW



- Development of child's habits take place through socialization.
- Interplay of various agencies help in internalization of social standards in children
- Traumatic experiences due to various events in life affect socialization of children in conflict with law.
- Care takers should understand various life events and its impacts on the child while working with children in conflict with law.

6. UNDERSTANDING CHILDREN IN CONFLICT WITH LAW

Risk factors leading to children in conflict with law:

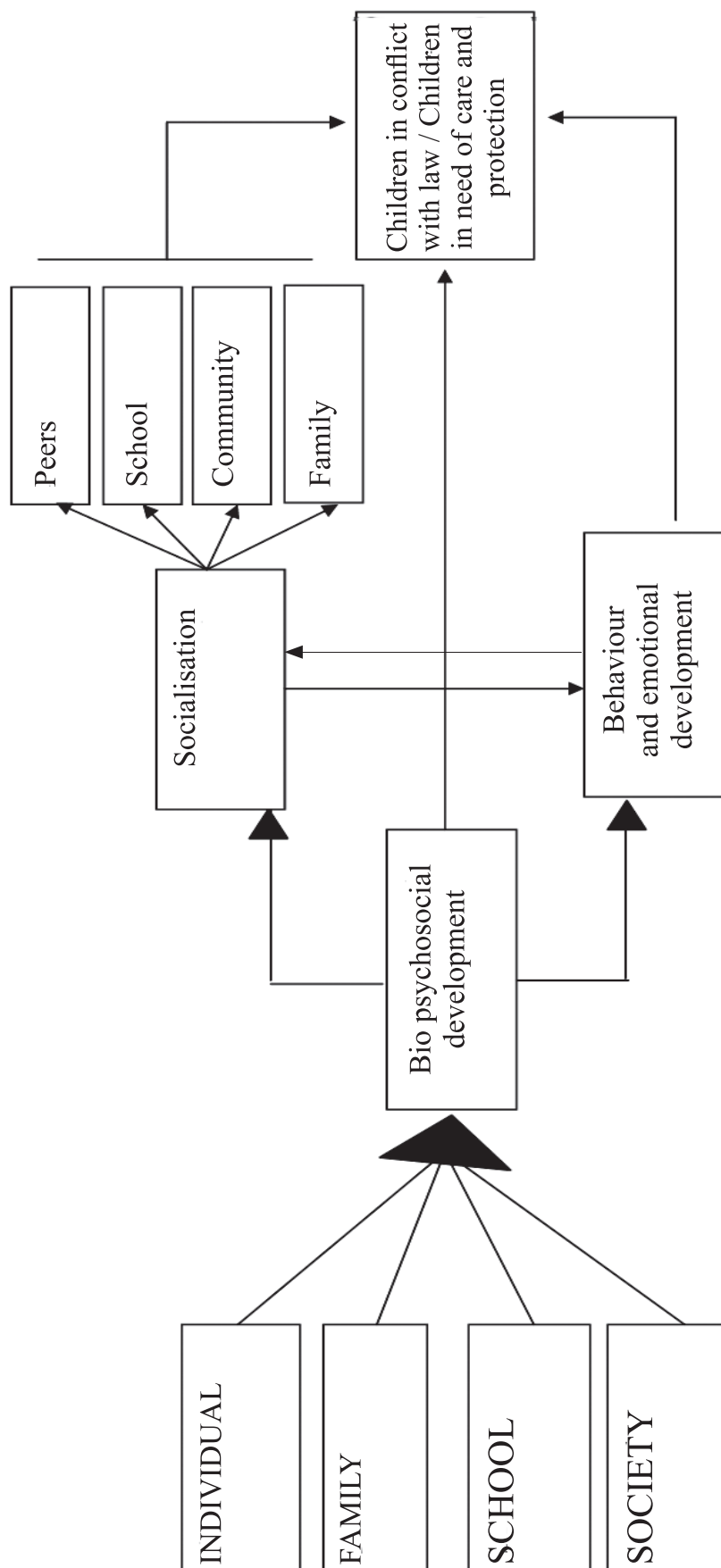
INDIVIDUAL	FAMILY	SCHOOL	COMMUNITY

Impact of coming in to conflict with law among children

Physical
Psychological
Social

- Children are exposed to certain risk factors that increases their vulnerability to come in conflict with law
- The manifestation of risk factors in children is physical, psychological and social in nature

7. PATHWAYS OF CHILDREN IN CONFLICT WITH LAW



- Children in conflict with law experiences difficulties at individual level, in family, at school or in the society that induces trauma in them.
- This difficulties and trauma results in poor bio psychosocial development in children which leads to poor socialisation and behaviour and emotional problems
- Children with poor socialization skills, behaviour and emotional problems will lead to problems with peers, in school in community and family
- All these factors leads to children adopting unacceptable behaviours (CNCP) leading to child coming into conflict with law

8. UNDERSTANDING CHILDHOOD TRAUMA AMONG CHILDREN IN CONFLICT WITH LAW

Sharing of experience

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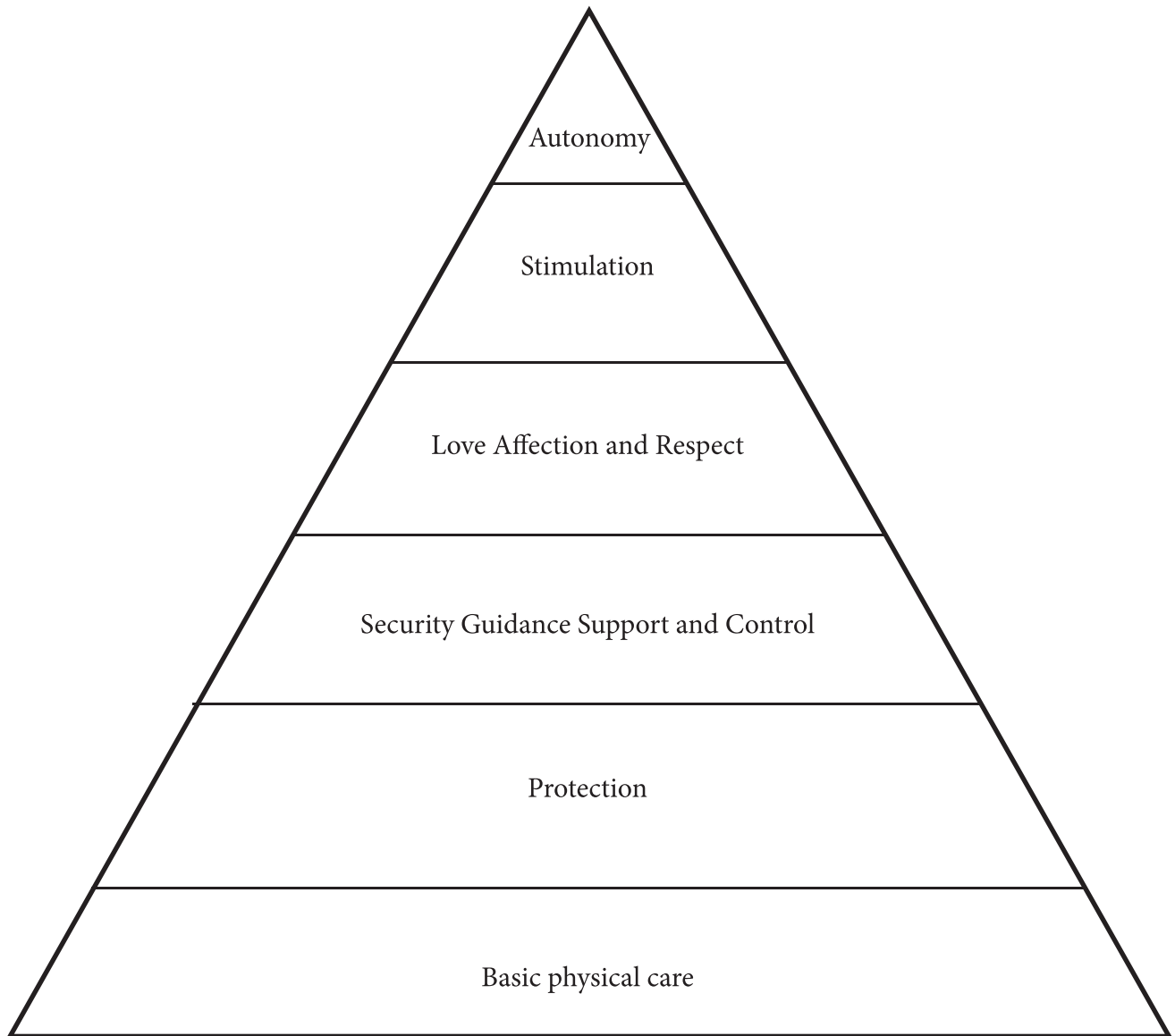
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1. How did you feel when the incident happened to you?
2. Who helped you?
3. How did you cope with the situation?

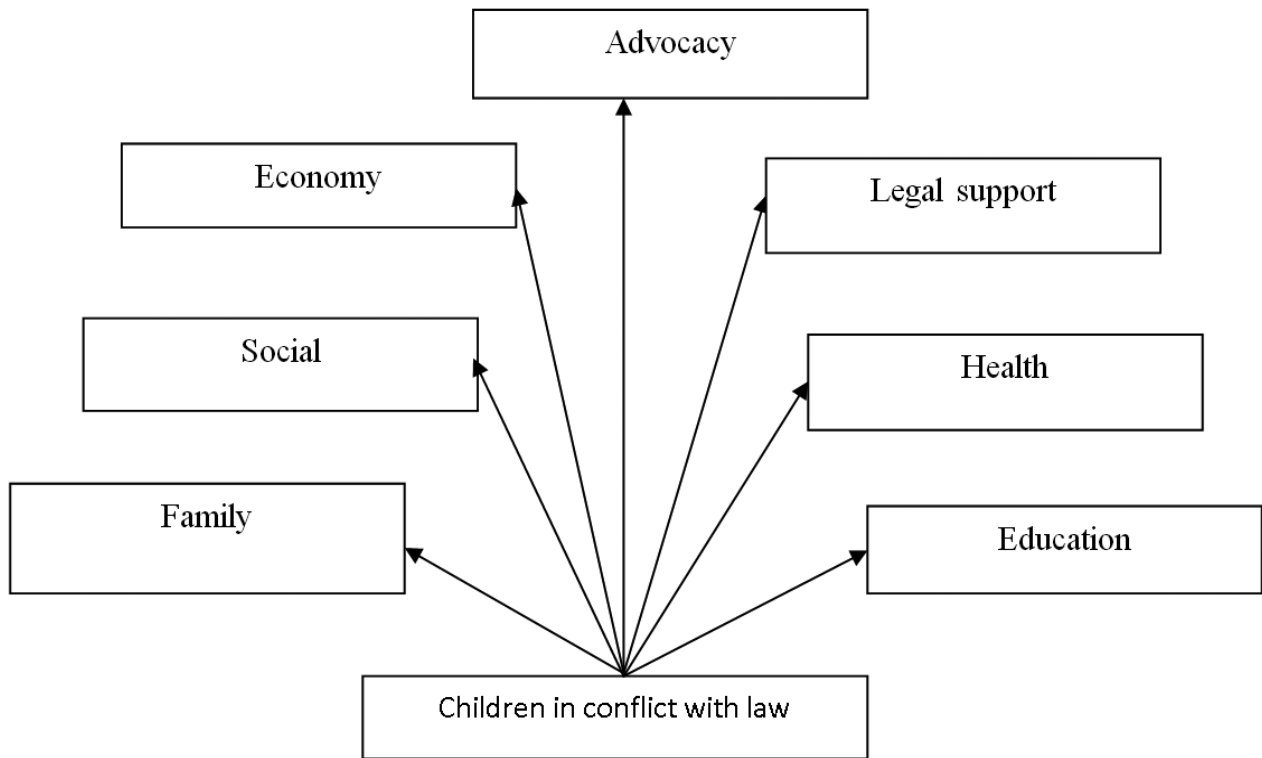
- Traumatic events in life induces trauma
- A child exposed to trauma undergoes various negative emotions
- It is essential to understand child's emotions in a difficult situation to understand child better

9. NEEDS OF CHILDREN IN CONFLICT WITH LAW



- Needs of children in conflict with law are psychosocial in nature
- Needs of children are to be met to ensure their holistic intervention

10. SPECTRUM OF SERVICES IN PSYCHOSOCIAL CARE & NETWORKING



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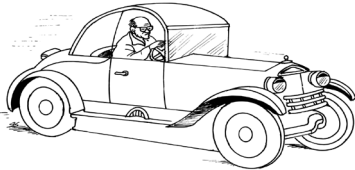
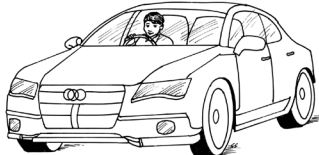
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11. ROLE OF CARE GIVERS IN SUPPORTING CHILDREN IN CONFLICT WITH LAW

DRIVER	CAR
	

- Children in conflict with law need guidance and support
 - Punishments will only trigger their unacceptable behaviour
 - Various stake holders are involved in supporting the child
 - Each stake holder has specific roles to perform.

12. BEHAVIOURAL AND EMOTIONAL PROBLEMS AMONG CHILDREN

Developmental disorders	Externalizing disorders	Internalizing disorders

Vulnerability:.....

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Identifying vulnerability.....

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Supporting children.....

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Management of the problem.....

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Referral.....

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13. UNDERSTANDING AND MANAGING MANIFESTATIONS OF PSYCHOSOCIAL PROBLEMS AMONG CHILDREN IN CONFLICT WITH LAW

Specific problem	Causes for the problem	Management
Bed wetting		
Escaping tendency		
Stealing		
Aggression		
Depression		
Homosexuality		
Seizures		
Homesickness		
Bullying		
Self destructive behaviour		
Interpersonal fights		

- The behaviour is a manifestation of difficulties child is going through
- These are indicators sent out by children for help
- Understand the early sign and provide psychosocial support

14. COUNSELING CHILDREN IN CONFLICT WITH LAW

(Role play)

14.1. Rapport Building

Be warm and friendly

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Be presentable

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Introduce yourself

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Ask child to introduce

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14.2 Empathy

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Respect the child

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Address child by name.....

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Do not ridicule.....

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Do not belittle

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14.3. Active Listening

Ventilation

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Reflective Listening/ Verbal response

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Attentive listening

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Appropriate Body Language

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Avoid flooding of advice

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14.4. Understanding emotions and accepting the child

Observation

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Be with the child

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Reassurance

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14.5 Non Judgemental Attitude & Acceptance

Be honest and clear to the child

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Recognizing and acknowledging feeling/emotion

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Accept the child

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Avoid flooding of advice

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Assuring the child

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14.6 Questioning & Paraphrasing

Questioning

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Paraphrasing

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14.7. Normalise routine activities

[illegible]

14.8 Encourage play and other activities

[illegible]

15. USING PSYCHOSOCIAL CARE MEDIUMS WITH CHILDREN

15.1 FACIAL EXPRESSIONS

Aim: To understand what the child feels about a certain event, issues or individual in his or her life and to discover what helps the child to cope with it with the help of nine pre drawn facial expressions.



Stage-1

Child feelings about one self in the present situation

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Stage-2

Impact of the difficult situation and child's feelings about it

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Stage-3

Planning's regarding the future

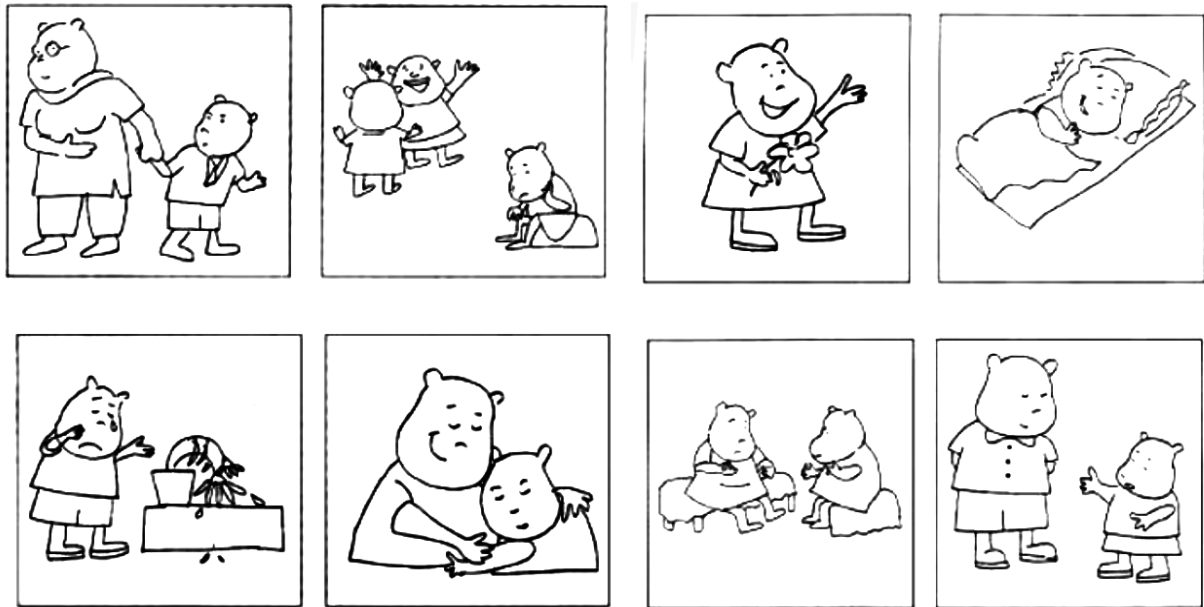
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15.2 THEMATIC STORY CARD

Aim: To make children comfortable with the concept of thematic cards and help them to relate it to their life and narrate stories from their life and to understand the emotional reaction of children and enabling ventilation.



Stage-1

Story in my life

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Feelings about difficult situations in life

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Problems in life

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My future

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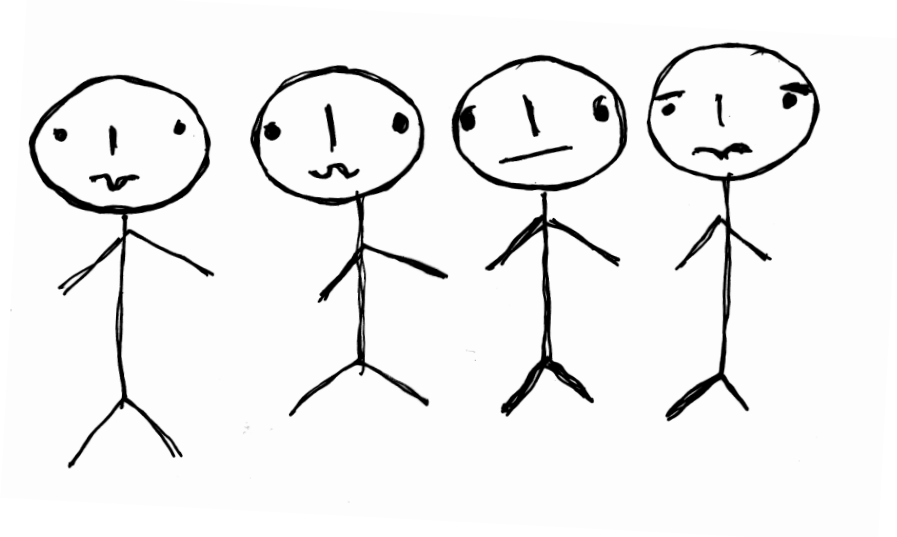
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15.3 FAMILY PORTRAIT

Aim: To know about the Childs family, emotional state of family members, child's relationship and feelings about the family members

Stage-1

Draw your family portrait:



My family

15.4 DRAWING

Aim: To help children to ventilate their negative feelings, understand their sufferings and help them develop a optimistic outlook in their life through the artistic medium of drawing

Stage1

Painful event in my life

Losses and difficulties

How and what you want to be in future?

15.5 WRITING

Aim: To help children ventilate their feelings of disturbing event through the medium of writing and help them to accept their feelings about the incident. The activity also aims at providing children putdown the happiest moments in life and come in to terms with the past by developing positive outlook in life

Stage-1

Event which bothers me:

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Thing I miss a lot in my life:

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Sad event in my life:

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Happy event in my life:

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What can I do to make my life happy?

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15.6 DOLLS

Aim: To help children to narrate story from their life symbolically using dolls as characters in life there by ventilating disturbing events in life.

Stage 1

Story in my life:

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting or typing. There are no margins, text, or other markings on the page.

15.7 CLAY MODELLING

Aim: To help children to regulate their negative thoughts of losses towards positivism and help children to give shape to their imaginations using the medium of clay.

Stage-1

Losses in my life

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Stage-2

Things that make me happy

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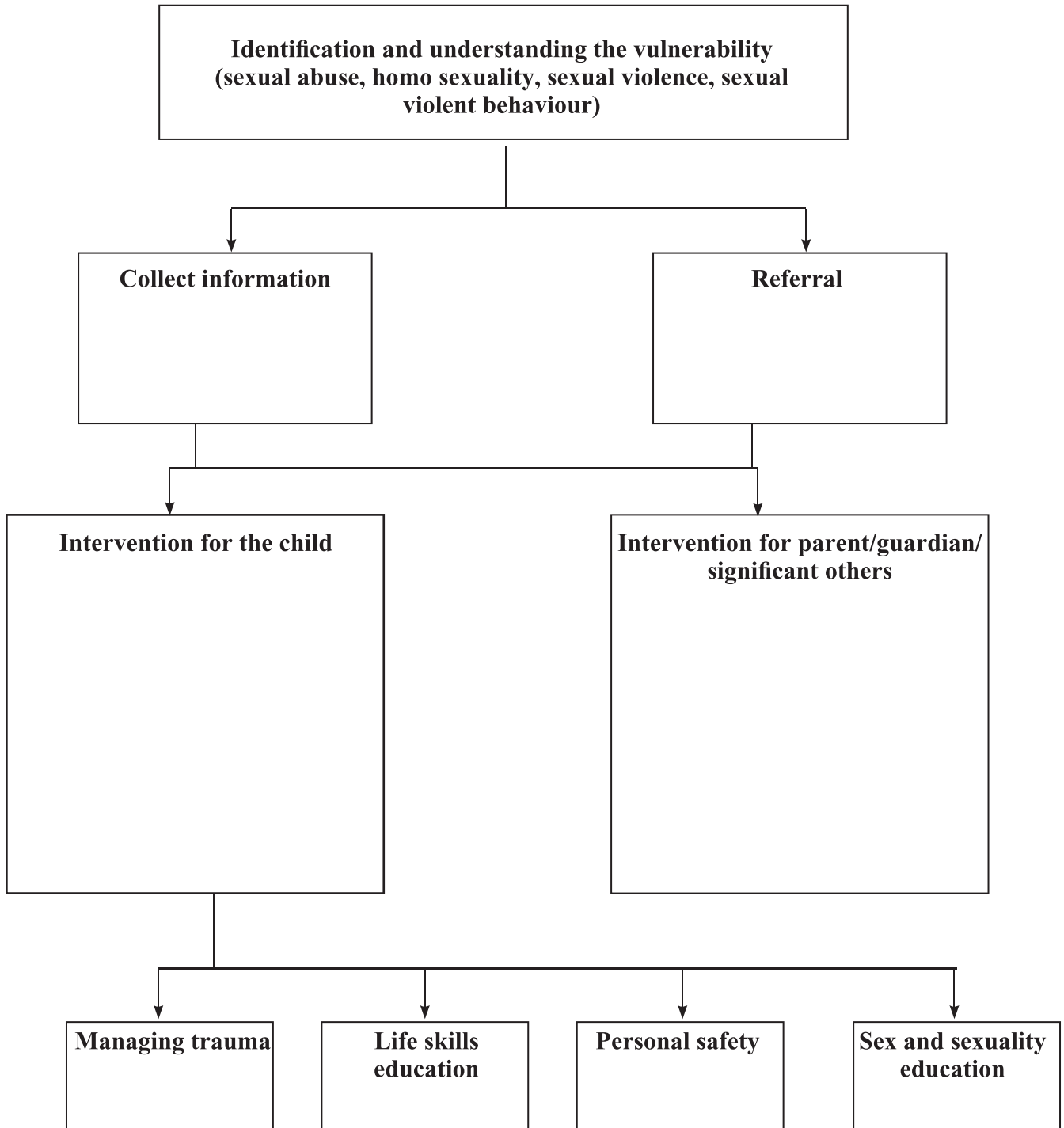
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16. SEXUALITY AND SEXUAL ABUSE

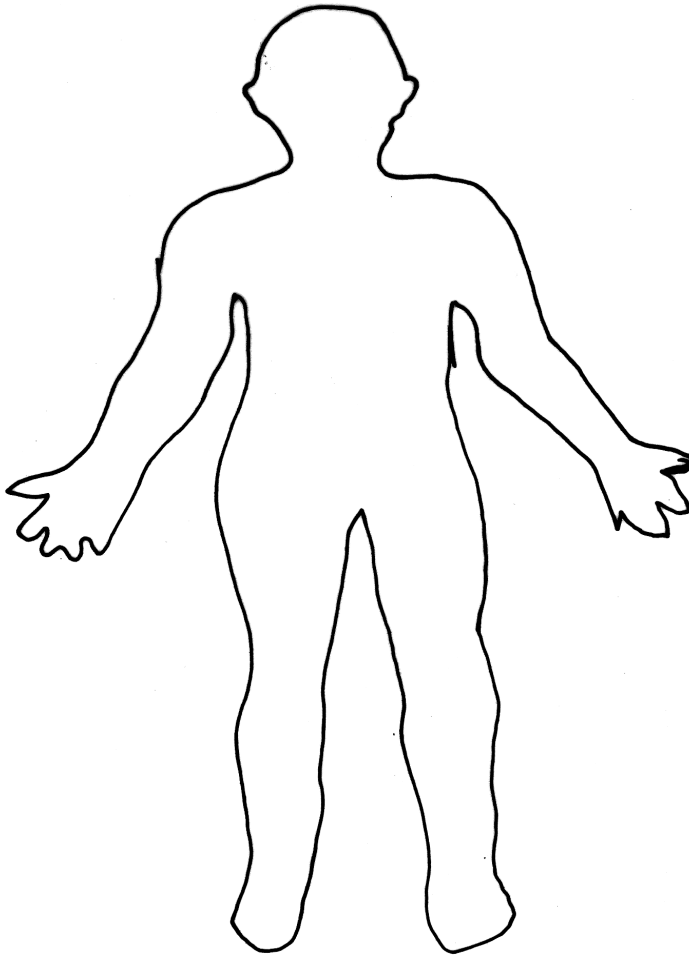


16.1 ADOLESCENT SEXUALITY

Discuss on sexual development of children in different age groups

0-6 Years	7 – 12 years	13 to 18 years

16.2 UNDERSTANDING PHYSICAL DEVELOPMENT IN VIEW OF SOCIAL INFLUENCES



Facilitative questions for discussion:

1. What are the main body parts ?
2. Mention the function of each body part ?
3. Identify the change in body parts as you grew up ?
4. What is your understanding from this activity ?

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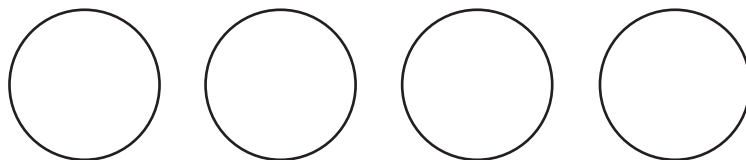
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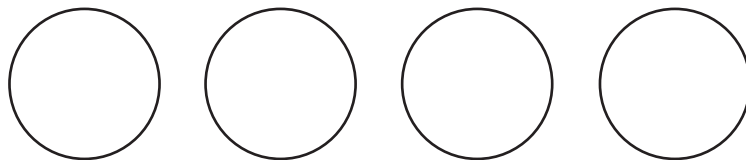
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16.3 UNDERSTANDING RELATIONSHIPS AMONG ADOLESCENTS.

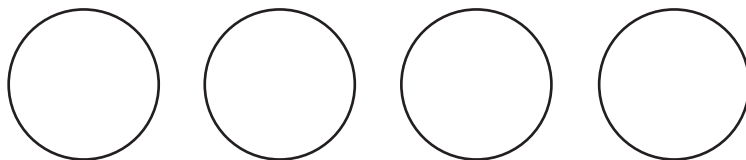
FRIEND SHIP



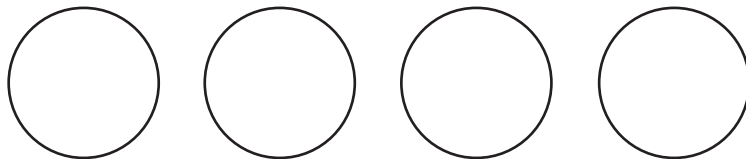
ATTRACTION



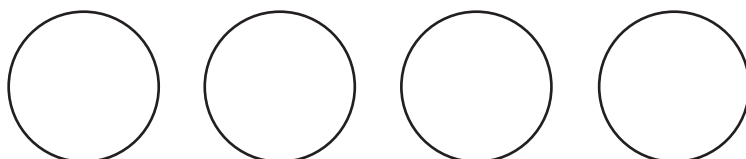
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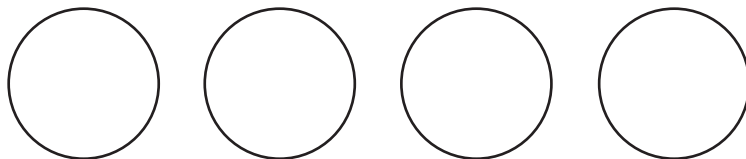
ROMANTIC RELATIONSHIP



MARRIAGE



COMMITTED RELATIONSHIP



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16.4 IDENTIFYING RISKY SITUATIONS

1	Rajan and Sudha met at a wedding they liked each other and decided to go to nearby tourist place	
2	Sajini know Dev her friend's brother very well. He offers to accompany Sajini till bus stop as the route is lonely	
3	Sooraj and friends discuss about intimate scenes in movies	
4	Fida reached city which is unfamiliar to her A stranger befriends her and offers to drop her at her destination	
5	Sharon is in love with Shini he forces her to sleep with him	
6	Kevin and friends pass filthy comments on girls	
7	Ramesh had drinks with his friends and decided to visit a commercial sex worker	
8	Dyan and Silvia are classmates in love and decided to have sex without any protection	
9	Mani is 18 yr old and earning well. He decided to marry his 16 yr old girl friend	
10	James goes to her girlfriends house at midnight	
11	Biju decides to teach his cruel employer a lesson by raping his daughter	
12	Raj decides to start combine study with his neighbor Jaya with parents' permission	
13	Nayas is forced by his friends to take his girlfriend to a lonely place where his friends will also join	
14	Parvathi and John studying in 9 th standard decides to run away as they fear their parents will not approve their relationship	
15	Anoop decides to concentrate on studies and get a job before officially proposing to his girl friend	

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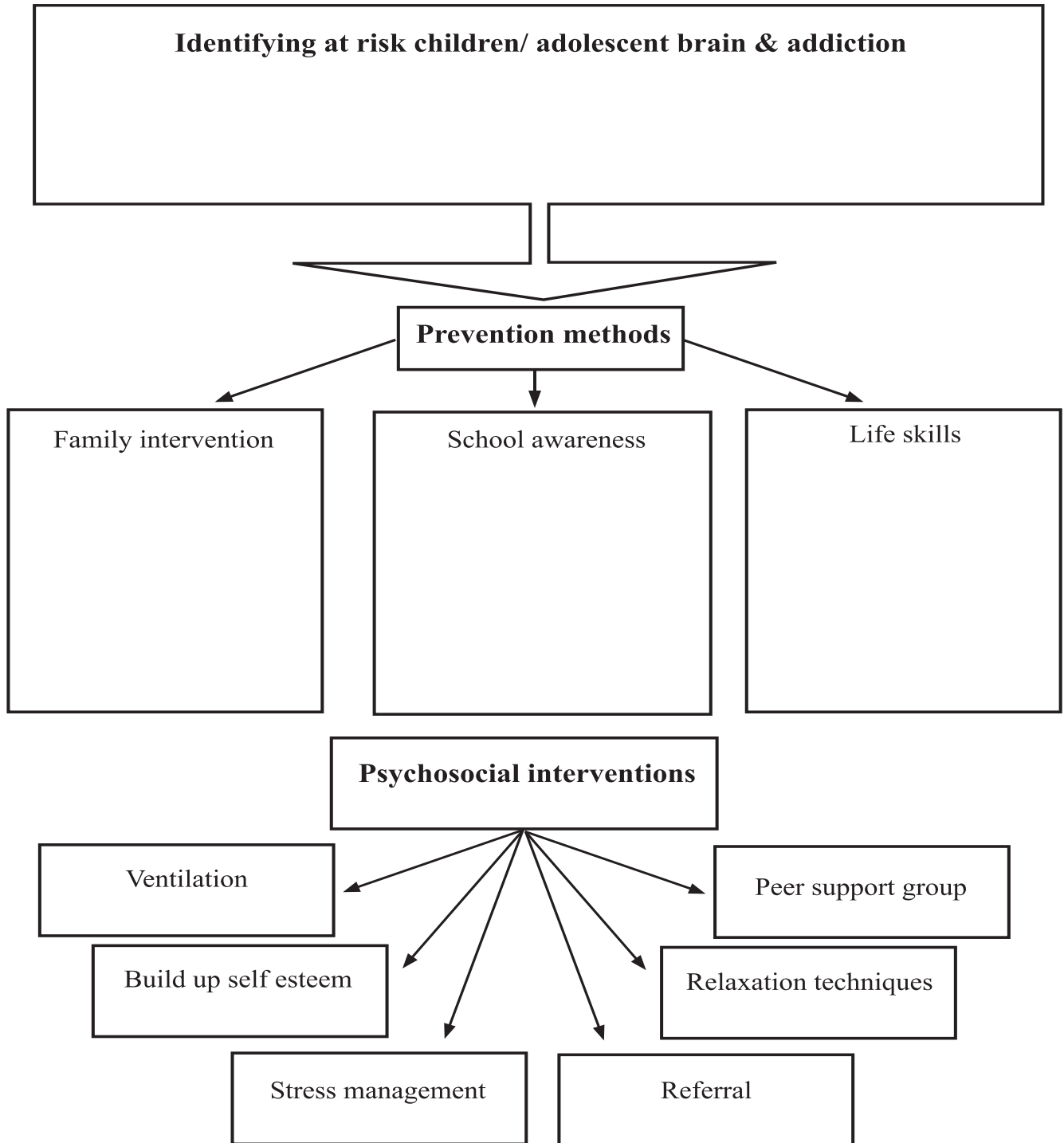
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17. SUBSTANCE ABUSE AMONG CHILDREN



18. SUICIDE AMONG CHILDREN IN CONFLICT WITH LAW

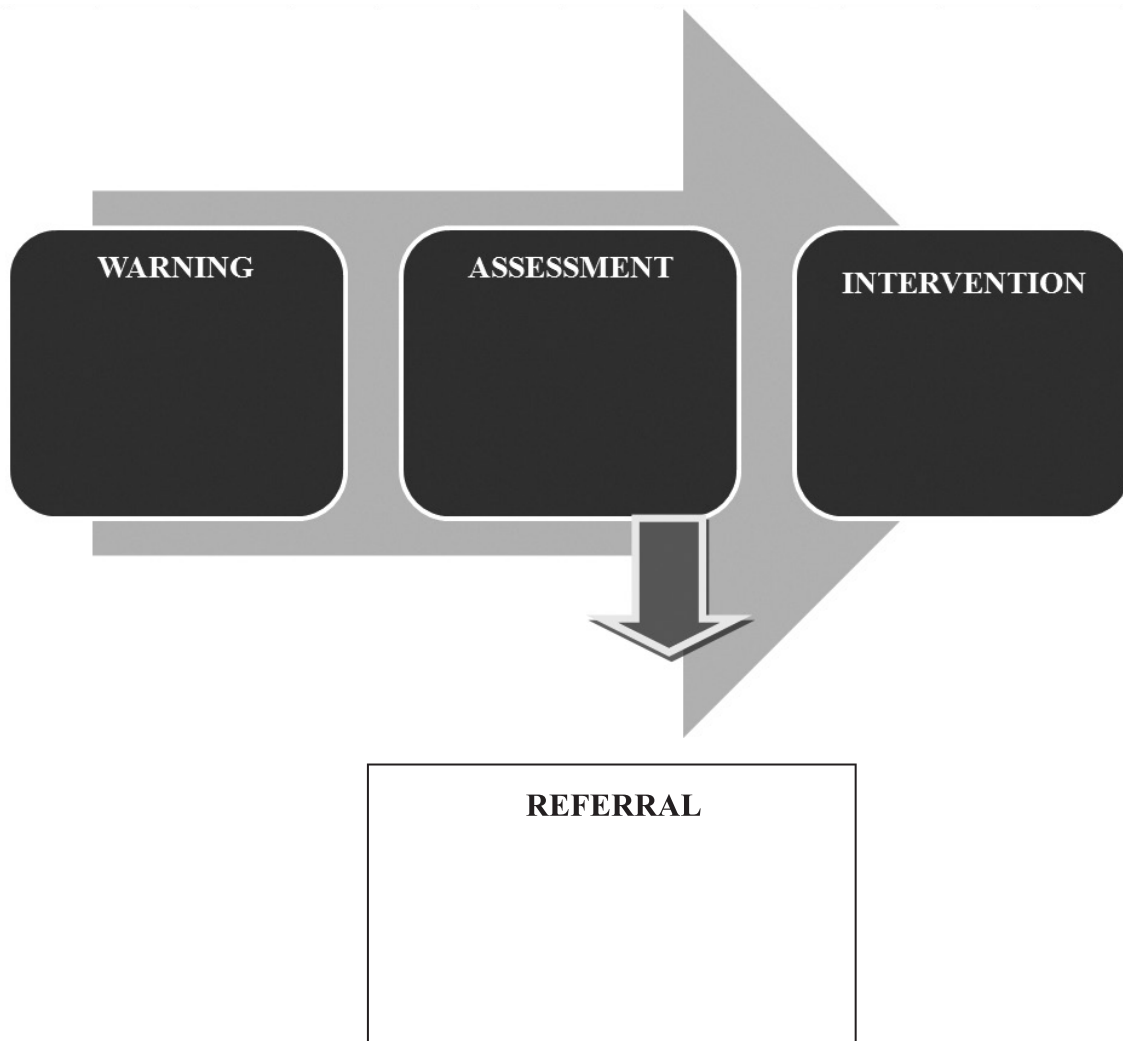
Understanding vulnerability among children in conflict with law & the family members:

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Special precautions to be taken:

19. CRISIS MANAGEMENT

Resource Mapping

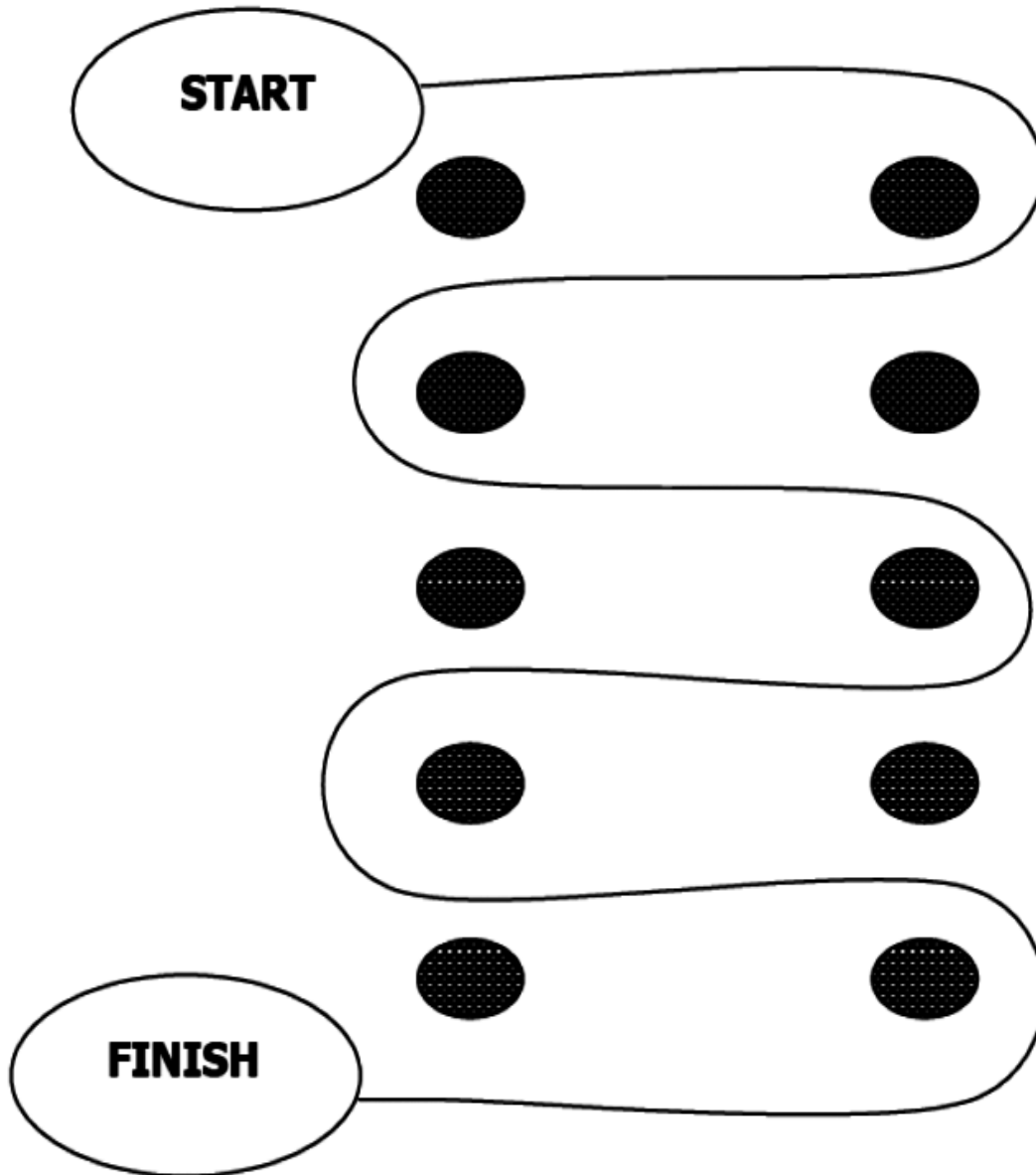
Responsible stake holders	Contact

Crisis situation	Whom to contact	When to contact	Contact details
Fire setting by child			
Violence situation where child is involved			
Threat for child's safety/ life			
Intoxication or overdose of substances			
Becoming victim of a crime			
Crime by child			
Sexual abuse			
Physical abuse			

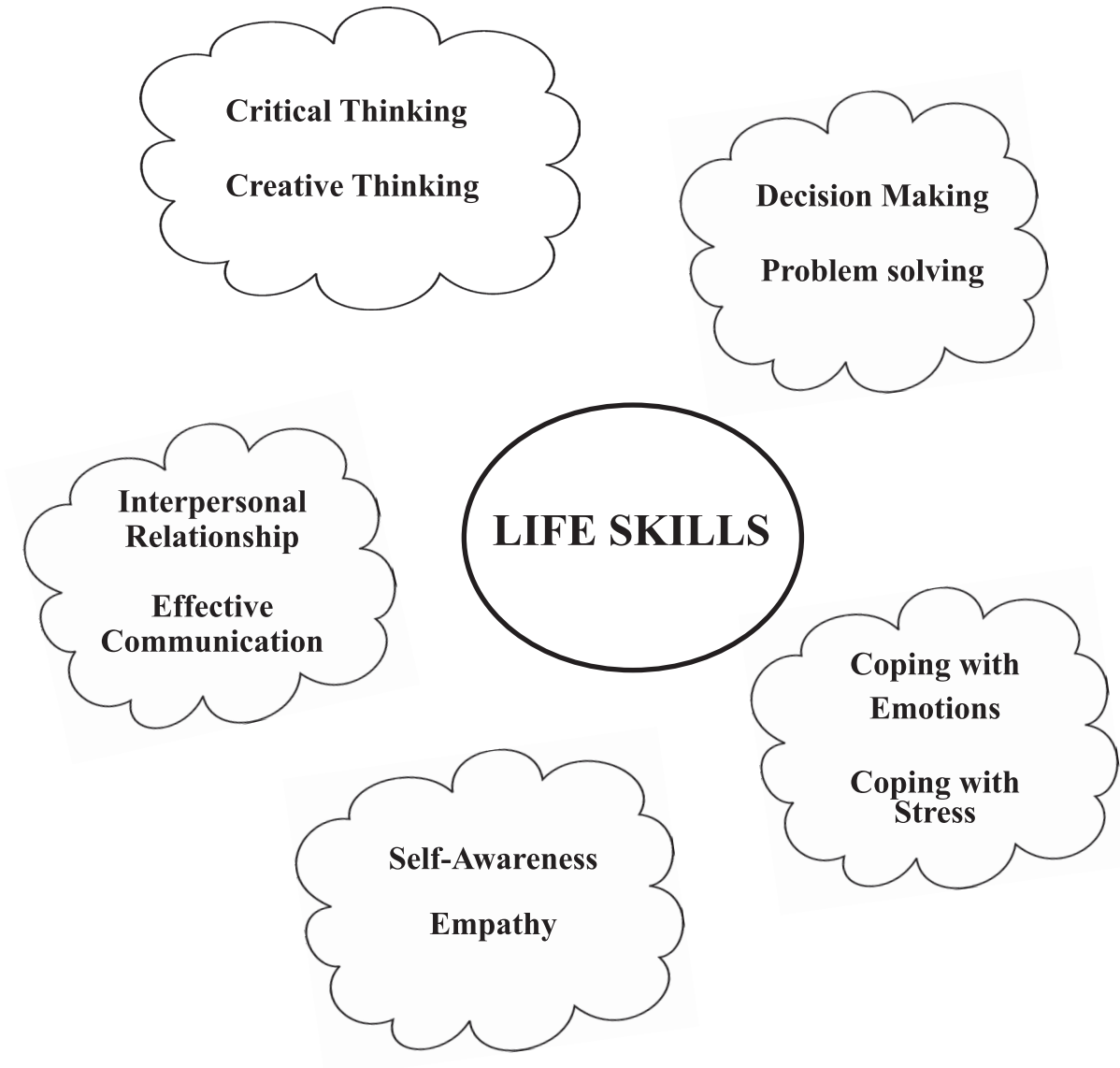
MY CRISIS KIT:

20. ADDRESSING ISSUES AMONG CHILDREN IN CONFLICT WITH LAW THROUGH LIFE SKILL

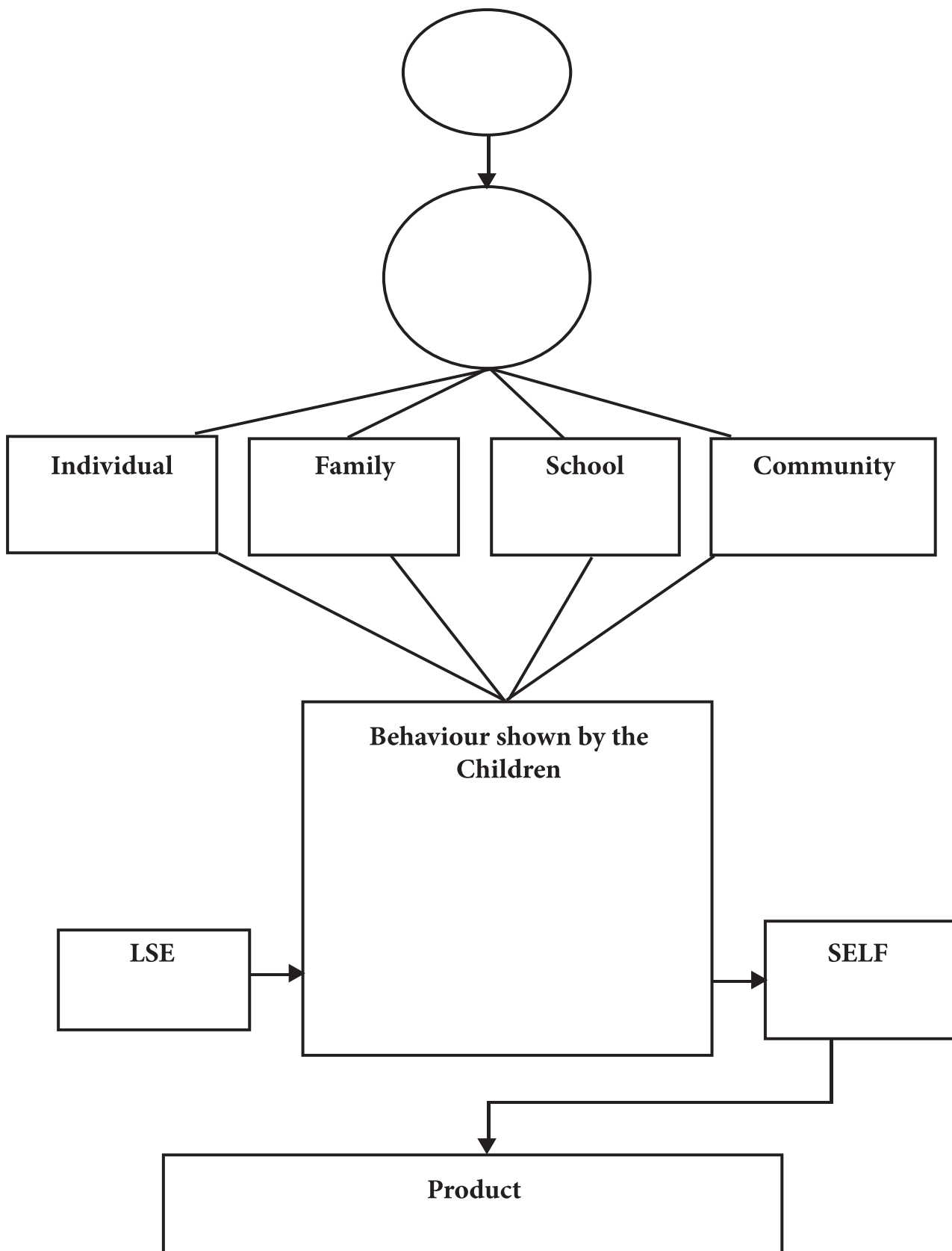
Introduction



21. LIFE SKILLS



22. LIFE SKILLS EDUCATION ACTIVITIES



23. DECISION MAKING

Decision Making

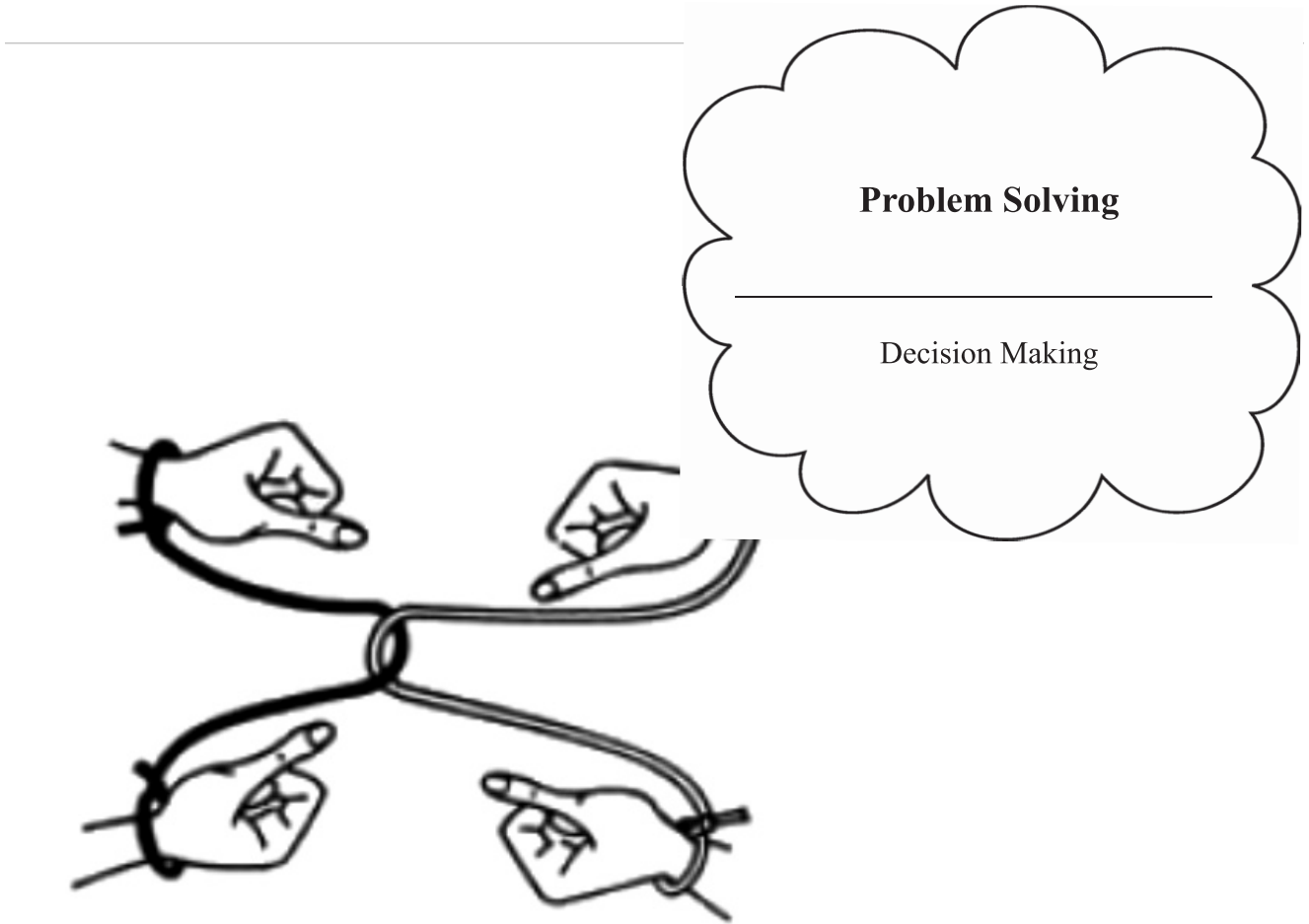
Problem Solving



Notes: -----

Decision Making: The process of assessing an issue by considering all possible/available options and the effects that different decision might have on them.

24. PROBLEM SOLVING



Notes: -----

Problem Solving: Having made decisions about each of the options, choosing the one, which suits best, following it through even in the face of impediments and going through the process again until a positive outcome of the problem is achieved.

25. CRITICAL THINKING

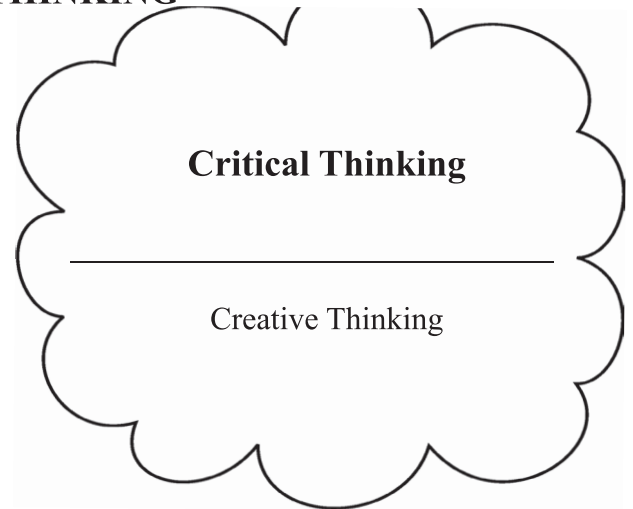


Figure - 1

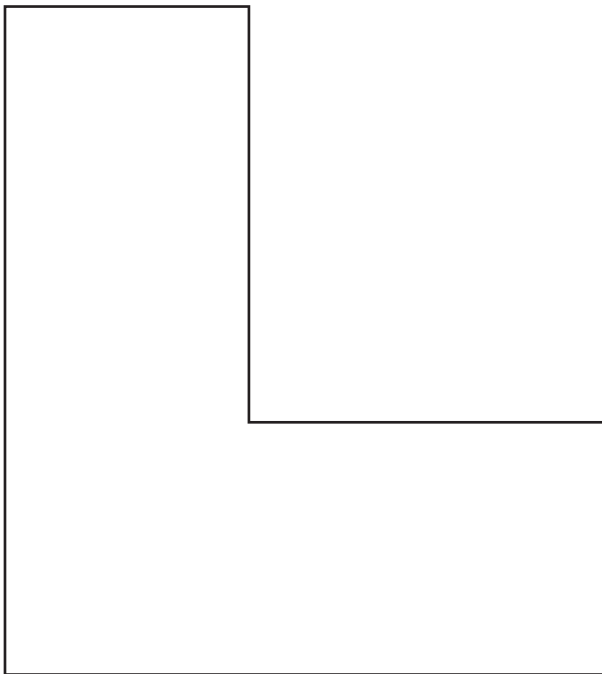
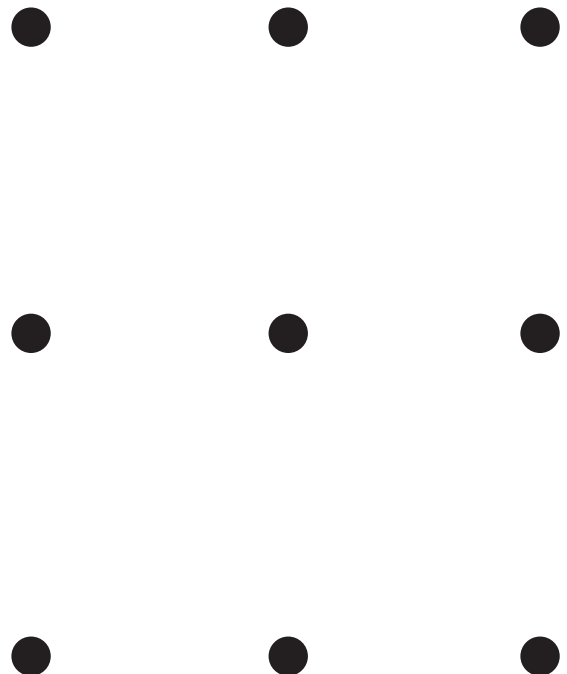


Figure - 2



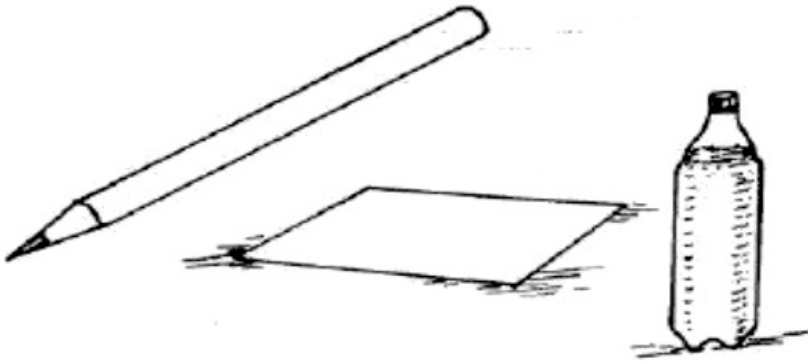
Notes: -----

Critical Thinking: It is the ability to analyze information and experiences in an objective manner.

26. CREATIVE THINKING

Creative Thinking

Critical Thinking



Notes: -----

Creative Thinking: It is an ability that helps us look beyond our direct experience and address issues in a perspective which is different from the obvious or the norm.

27. INTERPERSONAL RELATIONSHIP

Interpersonal Relationship

Effective Communication

I like a person because.....	I don't like a person because

Notes: -----

Interpersonal Relationship: It is a skill that helps us to understand our relations with relevant others and relate in a positive/reciprocal manner with them

28. EFFECTIVE COMMUNICATION

Effective Communication

Interpersonal
Relationship



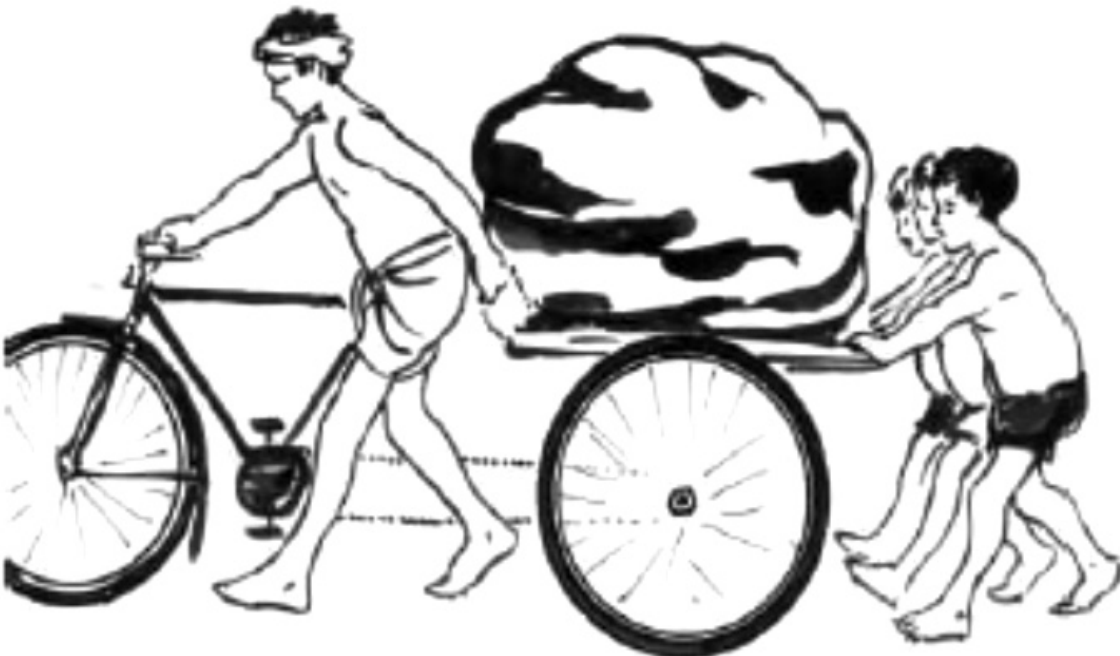
Notes: -----

Effective Communication: It is an ability to express ourselves both verbally and non-verbally in an appropriate manner

29. EMPATHY

Empathy

Self Awareness



Notes: _____

Empathy: Is an ability to imagine what life is like for another person even in a situation that we may not be familiar with. It helps us to understand and accept others and their behavior **that may be very different from ourselves.**

30. SELF AWARENESS

Self -awareness

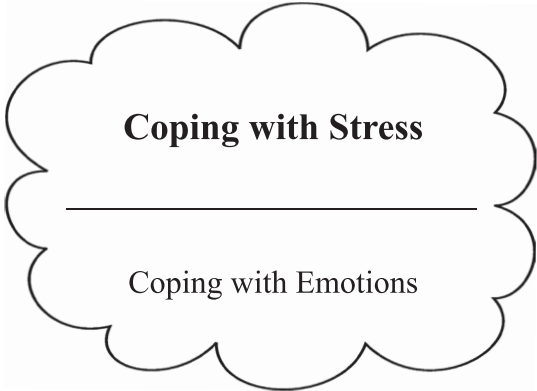
Empathy



Notes: -----

Self-awareness: This includes our recognition of ourselves, our character, strengths and weakness, desires and dislikes

31. COPING WITH STRESS



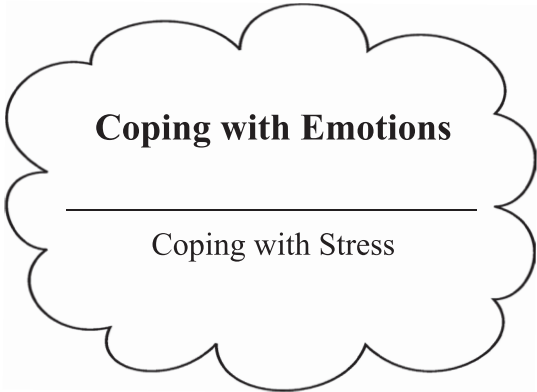
1	2	3	4	X	6	7	8	9	X
				X					X
				X					X
				X					X
				X					X
				X					X
				X					X
				X					X
				X					X
				X					X

Positive coping styles	Negative coping styles

Notes: -----

Coping with Stress: It is an ability to recognize the source of stress in our lives, its effect on us and acting in ways that help to control our levels of stress.

32. COPING WITH EMOTIONS



Narrate an incident where you felt
(Angry,Sad, Irritated, Hopeless, Happy)

Antecedent	Behaviour	Consequence	Alternate ways

Notes: -----

Coping with Emotions: It is an ability, which involves recognizing emotions in others and ourselves, being aware of how emotions influence behavior and being able to respond to emotions appropriately

33. DAILY ROUTINE

Activity: Individual

Process: Please fill up the boxes below with appropriate colours to denote your different engagements.

Personal

Friends

Family

Study

Time	Mon	Tue	Wed	Thur	Fri	Sat	Sun
6.00 a.m							
7.00 a.m							
8.00 a.m							
9.00 a.m							
10.00 a.m							
11.00 a.m							
12.00 Noon							
1.00 p.m							
2.00 p.m							
3.00 p.m							
4.00 p.m							
5.00 p.m							
6.00 p.m							
7.00 p.m							
8.00 p.m							
9.00 p.m							
10.00 p.m							
11.00 p.m							
12.00 Night							
1.00 a.m							
2.00 a.m							
3.00 a.m							
4.00 a.m							
5.00 a.m							

Questions for discussion:

1. Are you happy with the way you spend your time?
2. How can you manage to complete your daily routine without affecting the other activity?
3. Do you need to plan your time for holidays? How?
4. Is there a need for children to plan their activities? Why?

Output

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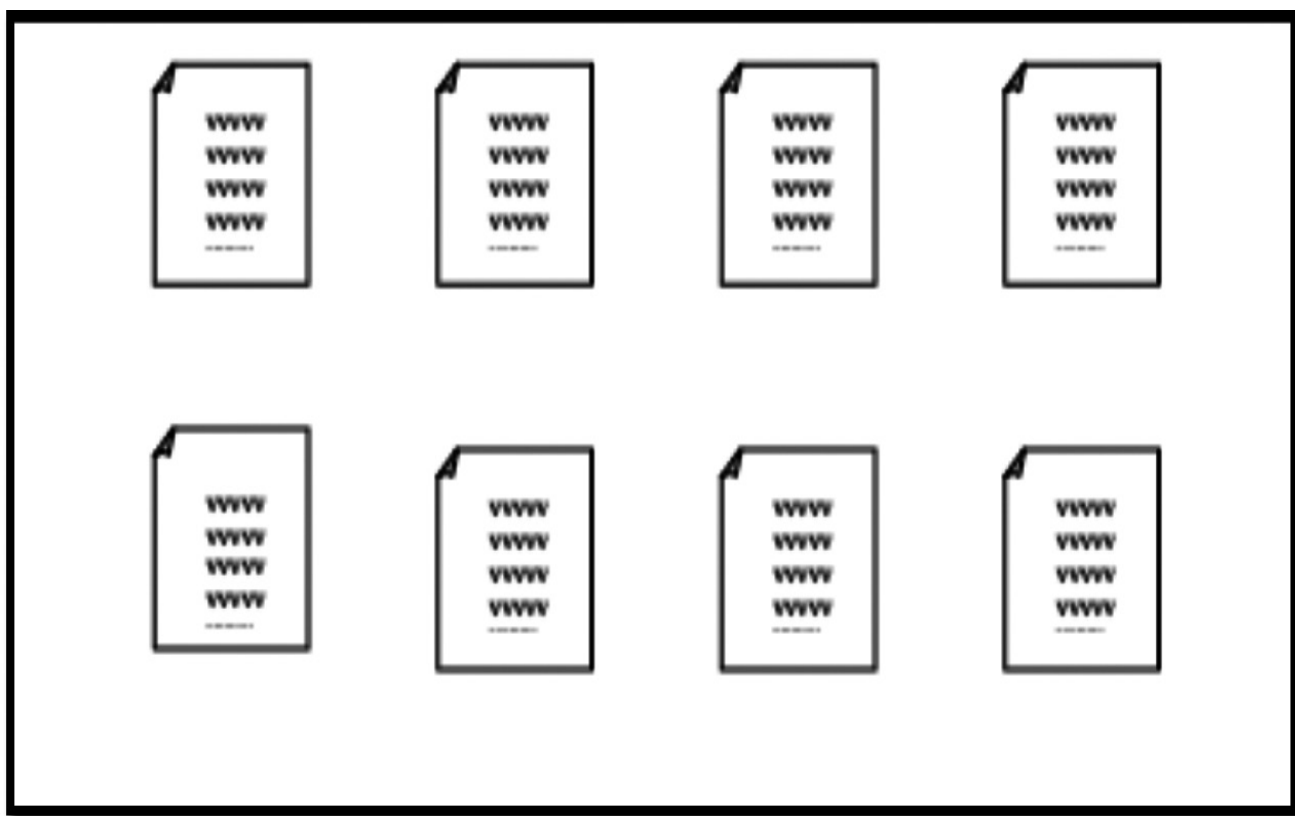
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34. HEALTHY LIVING

Activity: Group activity

Process: Request a person to volunteer and stand-in front of the group. Then put forward a question to the participants “What are the basic things children need to do to keep them healthy?” Ask each participant to write his or her point in a paste it paper and stick on the volunteer in front of the group. As each person sticks the paper on the volunteer, he/she has to read it aloud. Collect the paste it papers and the volunteer can join the group for discussion.



Questions for Discussion:

1. How was the activity?
2. Do you follow healthy habits in your daily life?
3. Is it the responsibility of parents alone to help you lead a healthy life?
4. What skills do you need to keep yourself healthy?

Output

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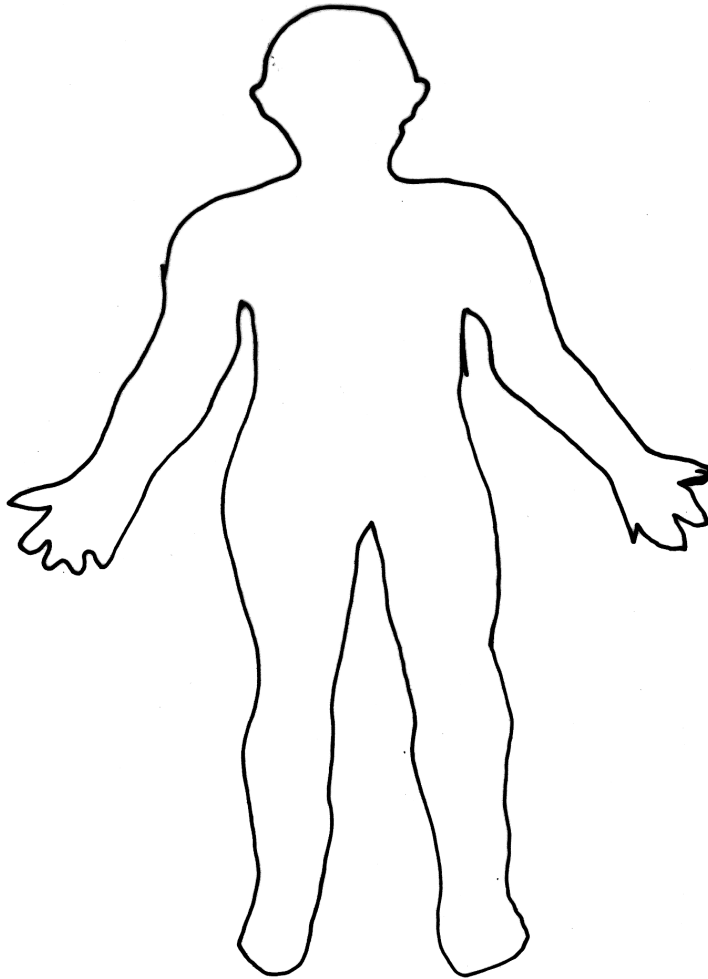
35. CHILD SEXUAL ABUSE& SEXUAL HARASSMENT

Assertive ways of responding to harasser	Aggressive way	Passive way

Suggestions for how to talk to a harasser::

Use strong body language.....
.....
Project confidence and calm.....
.....
Do not apologize, make an excuse, or ask a question.....
.....
Do not respond to diversions.....
.....
Do not swear or lose your temper.....
.....
Decide when you're done.....
.....

36. SUBSTANCE ABUSE AMONG CHILDREN



Questions for Discussion:

- 1.How do children start using substances?
2. What do you think about the impact of substance use by children?
3. How can you restrain yourself from using substances?
- 4.What are the skills needed by children to keep away from substances?

Output

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37. DISCONTINUING EDUCATION



Questions for discussion

1. What are the reasons for children in conflict with law to discontinue their studies?
2. What do you think is the impact of discontinuing education by children in conflict with law?
3. What are the alternatives before the child in situations where they are forced to discontinue education?
4. What are the skills needed for children to deal with such problems?

Output

38. RUNNING AWAY



PUSH FACTORS	PULL FACTORS

Questions for discussion

1. Why do children run away from home?
2. What are the impacts of running away on the children?
3. What are the alternatives before children who run away?
4. What are the skills needed for children to deal with such problems?

Output

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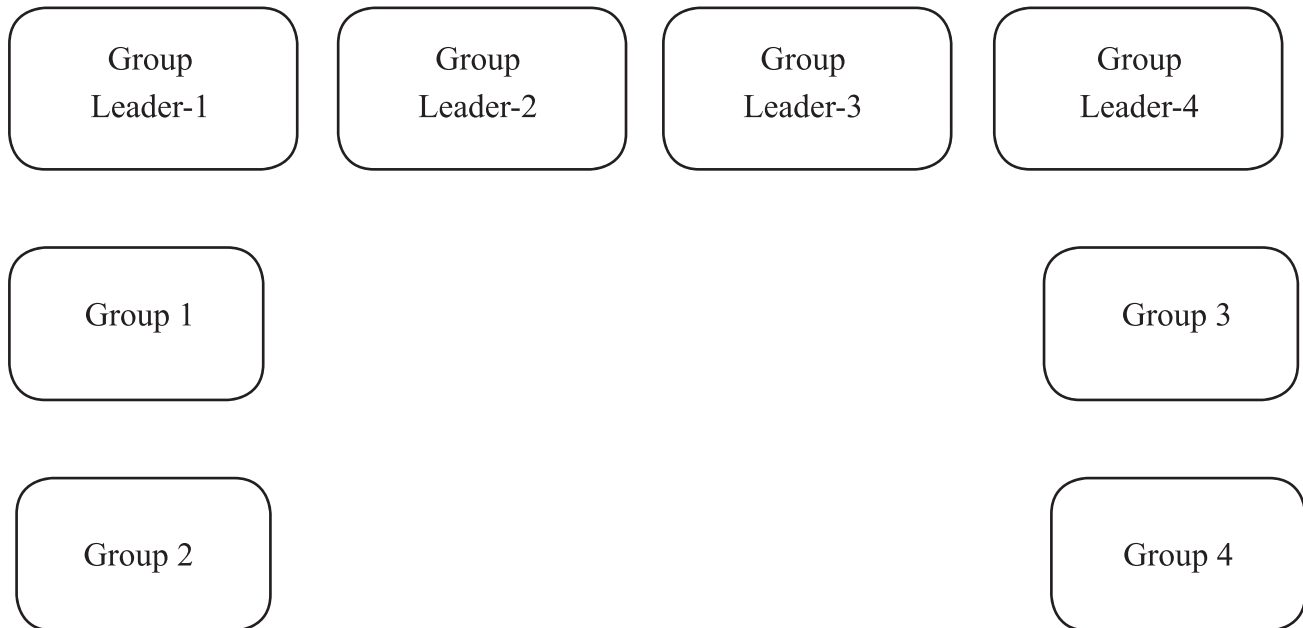
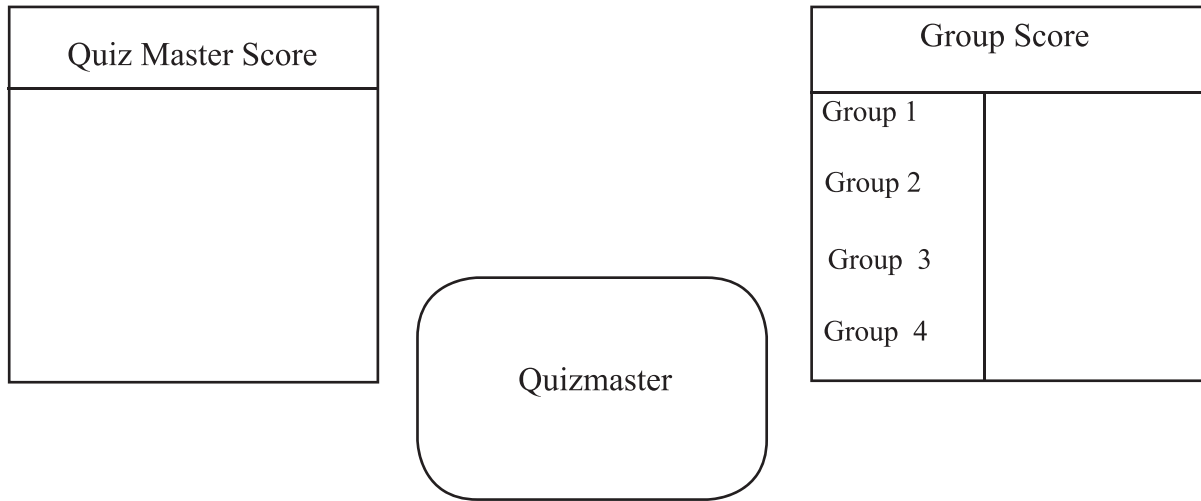
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39. UNDERSTANDING GENDER

<p>A s young boy I was told:</p> <p>A boy should do</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>As a Young girl I was told</p> <p>A girl should do</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p>
<p>A s young boy I was told:</p> <p>A boy should not do</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>As a young girl I was told</p> <p>A girl should not do</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p>
<p>Think about an incident from your life when you did something a boy is not expected to do and what happened?</p>	<p>Think about an incident from your life when you did something a girl is not expected to do and what happened?</p>
<p>What do you think about these messages</p>	<p>What do you think about these messages</p>

40. REPRODUCTIVE HEALTH & SEXUALITY



Output

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41. CONFLICT RESOLUTION

Role play.

<p>Enact conflict situation</p> <p>Ajay lost his new pen which is very expensive in the class. He searched for the pen in the class. He became scared and very sad. He informed his friends about it. They checked everywhere possible but did not find. Then Rasheed enter the class with Ajays pen in his pocket. Rasheed is from a poor family. Ajay got angry and started fighting with him and accuses him. Rasheed also got angry and gave back to Ajay</p>	<p>Enact how to resolve the same conflict situation (Remember these points)</p> <ul style="list-style-type: none">• Take time to get over your emotion• Keep the bias and prejudice aside• Understand your need and speak to it• Listen and understand the other persons point of view• Accept good points in other persons version• Be focused on the issue do not think or talk about what happened earlier• Ask for their opinion towards your view point• Never assume
---	---

Questions for discussion

1. Why do you think the conflict between two people happened here?
2. Explain Ajay's and Rasheed's behaviour?
3. Identify the differences in first and second role play?
4. What are the skills needed for this?

Output

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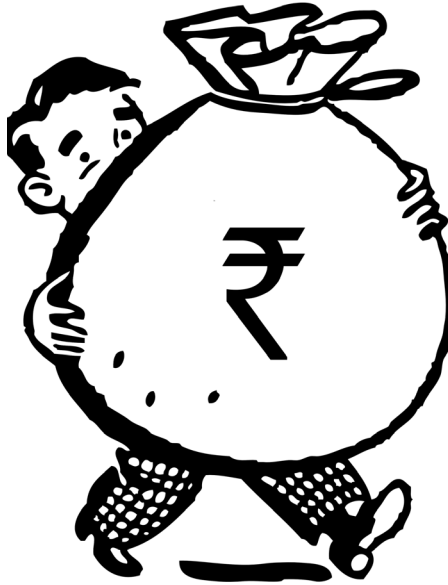
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42. MONEY MANAGEMENT

Situation Analysis

1. A family of 3 members earns Rs. 10000 a month
2. A family of 5 members earns Rs. 20000 a month
3. A family of 6 members earns Rs. 35000 a month.



Facilitative questions

- 1) What is money management?
- 2) What is the need of money management?
- 3) What are the ways to ensure the money is not over spent
- 4) Why is savings necessary
- 5) How can life skills be used in money management

Identify and do a self assessment on the ways they were spending money so far and how can they effectively manage the same.

43. HIGH RISK BEHAVIOR

Activity: Role play.

High Risk Behavior	Impact on Adolescents

Facilitative questions

1. What are the high risk behaviors seen among children?
2. Why do children resort to such behaviours?
3. What is the impact s of each high risk behavior on children?
4. How can a child protect oneself from resorting in to such high risk behaviours using life skills?

Identify your vulnerability to get involved in high risk behaviors. How will you use life skills to safe guard yourself.

44. MAINTAINING RELATIONSHIP

Activity: Self assessment

People with whom I am Associated	My Relationship with them (Good/Average/poor)	My Gain	My Losses	What should I do

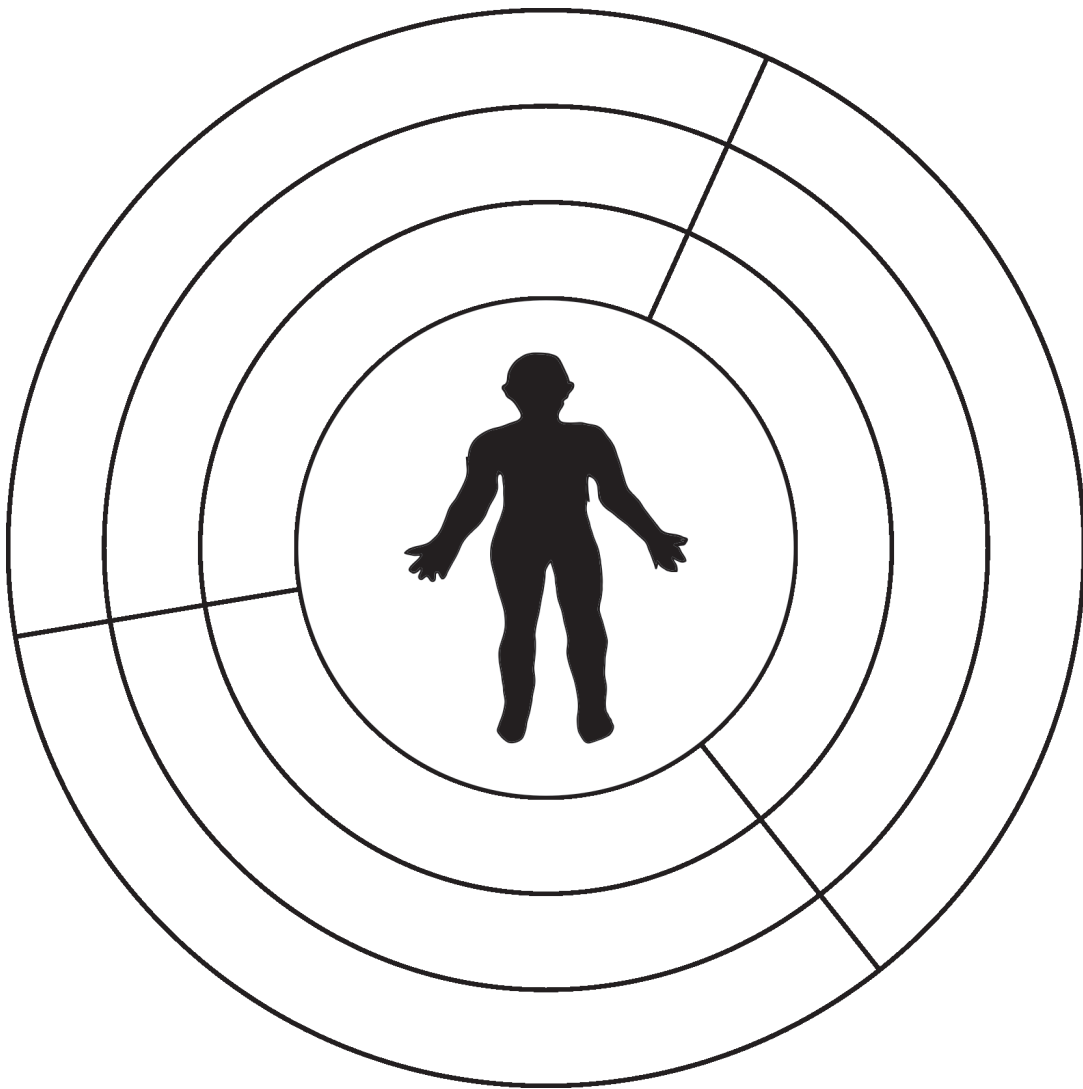
Facilitative Questions:

1. What are the factors that made them rank their relationship as good, average or poor?
2. What are the methods that can be adopted to improve your relationship with others?
3. How can a person use life skills in maintaining relationships?

Analyse your relationship with other and identify if there is any relationship that needs to be avoided?
If so how can that be done?

45. SOCIAL RESPONSIBILITY

Process: divide the group in t three. Give each group one topic each. Community, family, school and ask them to discuss on what are the issues they face under the topic given to them. The participants after writing down the issues need to rank the issues in the order the biggest issue first the next issue second and so on. Instruct the participant to write the biggest issue in the 1st circle and the second issue on the 2nd circle and so on. The participants then should discuss on the impact of this issue on them and the effort taken by them to solve the issue. As they finish the activity each group need to present it to the larger group.



Questions for discussion

1. Do you think problems in the society can be solved?
2. What is your role in solving social problems?
3. What are the skills needed for solving the problems in the society?

CONFIDENTIALITY

We will not share children's information

We will not make false promises to the children

We will take care of ourselves and our colleagues

We will strive to enlighten children's life

We will reach out and seek help when we feel low

We will always keep smiling

Acknowledgement

Social Justice Department, Government of Kerala
Integrated Child Protection Scheme (Kerala)
Juvenile Justice Board Thiruvananthapuram, Palakkad, Kozhikode
Special Juvenile Police Unit, Thiruvananthapuram, Palakkad, Kozhikode
District Child Protection Unit Thiruvananthapuram, Palakkad, Kozhikode

Nodel Officer

Sri. Subair K K, District Child Protection Officer, Thiruvananthapuram

Non Governmental Organizations

Manusha School of Social Research & H R D., Kozhikode
Centre for Overall Development, Thamarassery, Kozhikode
Ashrayam Rural Development Society, Kollankode, Palakkad
Mithra Institute of Behaviour Science, Shornur, Palakkad
Foundation for Developmental Action, Thiruvananthapuram
Santhigram Pulluvila, Thiruvananthapuram
The Bluepoint Org, Thiruvananthapuram



Dept. of Social Justice
Govt. of Kerala