

THE YP FOUNDATION
Bluebells International School: Festival
4th – 6th February, 2010

Submitted by: The YP Foundation

Date: 18th February, 2010

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About The Festival

Education in its broadest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual and The YP Foundation has always believed in taking it beyond the classroom. This festival, brought to you in collaboration with The Bluebells International School aims at bringing together school students of Classes 9 and 11 to share experiences and learn about issues that interest them and are pertinent to their lives.

The Festival, scheduled from 4th to 6th February, 2010 continued from 9 a.m. to 1:30 p.m. on each day. (Please refer to attached Excel sheet for Session Details and Timings). All workshops were conducted at venues at the school itself.

About Us

The YP Foundation (TYPF) in New Delhi is a youth led and run non-profit in India that develops young people's leadership skills to take action on issues that young people are passionate about. Founded in 2002, the organization supports young people between the ages of 13 and 28 to conceptualize and implement community based projects that challenge stereotypes, forge sustainable partnerships and promote the uninhibited expression of young people.

TYPF is committed to advancing young people's human rights by building leadership and strengthening youth led initiatives and movements as well as enabling young people's ability to influence and create policies that further their rights. In the last 7 years, we have worked with 5,000 young people to set up over 200 projects in India. Our work reaches communities through performing and visual arts, literary and research, peer education, policy and advocacy, awareness and skill building projects.

We are currently supported by the Global Fund for Children, Washington DC, the International Women's Health Coalition, New York and the India Habitat Centre, New Delhi. Our projects primarily focus on awareness and advocacy, community work and technical/skills development.

TYPF Projects at the Bluebells International School Festival

V.O.I.C.E.S. – The School Project – Addressing Life Skills and Mental Health

V.O.I.C.E.S. – The School Project is a peer education project that aims at developing stronger life skills and informed decision making with school going adolescents, addressing mental health issues that continue to grow in importance in urban schools. V.O.I.C.E.S. conducts a yearlong module, training 20 University Peer Educators on a range of issues including depression, bullying, substance abuse and eating disorders linked to peer pressure, stereotyping and the influence of appearances on adolescents.

V.O.I.C.E.S. provides a safe, non-judgmental space for adolescences to express and formulate their attitudes on issues relevant to them. A recommendations report is provided to each school at the end of the process, to suggest further, self-sustaining steps the school can engage in, to continue an open dialogue. V.O.I.C.E.S. engages 20 volunteers and has worked with The Shri Ram School, Sanskriti School, DPS RK Puram, Bluebells International School and Vasant Valley School amongst others. DELL and Milkfood have supported the project.

Project 19: Understanding Sexuality, Rights, Health and HIV/AIDS

Project 19 trains young people to become Peer Facilitators on the issue of HIV/AIDS, Sexuality, Health and Rights. Peer Facilitators develop independent research case studies, produce their own short films and literature and conduct yearlong awareness campaigns that include hosting public discussions and workshops with young people.

The project has reached out to over 1,500 young people through its workshops and has also expanded nationally, to host The Project 19 Annual Festival, that brings together over 600 at risk and marginalized group and urban youth together in Delhi from 12 states in India to lobby and articulate their collective rights to their sexual reproductive rights and health. Project 19 has been supported by NACO, UNDP, UNAIDS, UNICEF, The Ford Foundation, The Packard Foundation and TARSHI and worked in partnership with companies like Punj Lloyd and Moser Baer.

The Butterfly Project – Supporting Film & Literature

The Butterfly Project with film and literature. The project features:

- **The Bridge**, an independent magazine series run by young people, on issues that they are personally committed to. The Bridge is edited, designed, produced and funded by young people. 6 editions have been released since 2004.
- **The Film Series**, an annual film festival that encourages amateur and professional filmmakers to share short films on social issues. Last year, over 500 people attended the film festival over 2 days where 12 movies were screened from all over the country.
- **Digital Storytelling**: We with the Global Fund for Children and the Center for Digital Media and Storytelling to train young people to create their own digital media stories.

The Butterfly Project works with a team of 20 volunteers and has been supported by the Global Fund for Children, IDEA, The Idea Works, Punj Lloyd and the Nishit Saran Foundation.

Silhouette – Enabling the Arts

Silhouette creates stronger platforms to showcase young artistes and develops resources to exchange information and raise awareness on music education and theatre. Silhouette works under two initiatives:

- **The Open House Series**: An innovative conversation space designed for young people to explore the many faces of the arts. Silhouette conducts workshops and forums created to question, reinvent, challenge and reveal perspectives in music and theatre.
- **Impromptu**: A performance showcase that focuses on giving artistes working with theatre and music in Delhi a space to showcase their work, making their idea, process and 'product' accessible to new audiences.

Since 2005, Silhouette has supported establishing young people's initiatives in the arts, from Wide Aisle Productions, a theatre production group to acclaimed music group Artistes Unlimited. Silhouette curated The 15 Minute Fringe Festival in December 2006 for Kri Foundation and Kat Katha and partners extensively with The American Centre. Platform Magazine, News X, Traffic Life Magazine, Punj Lloyd and Hit 95 FM have supported Silhouette.

Music Basti

'Music Basti', is an independent project that brings together young musicians with street children in Delhi, by conducting workshops for children that develop life skills and empower the rights of the child through teaching music. Integrated Development Education Association (IDEA) and The YP Foundation support Music Basti and Aman Biradiri, as part of its 'Dil Se' campaign. The project works to uphold the dignity and rights of the urban poor, especially children who live and work on the streets.

Music Basti focuses on creating a unique musical experience for street children in homes or children's hostels for young musicians usually restricted to band and concert circuits in Delhi. The project is designed to encourage students to use original and creative mediums, to engage musicians and student volunteers with young children in children's hostels and homes. The project has also produced a documentary film Music Basti (2008).

Workshop Details

"Let's Talk." A Special 3-part Workshop Series on Life Skills & Mental Health

To be conducted by: V.O.I.C.E.S.

Ideal Age Group: Class 9

Ideal Session Size: 50 students per session

The workshop series focuses on discussing the following basic issues:

- Peer Pressure – Its influences and the dynamics of choice and peer identity.
- Substance Use – User Trends in the age group of 13-14 year olds and information regarding substances commonly used in this age group.
- Appearances and Stereotypes – Manifestations and Dynamics of the issue
- Identity – Who you are and how that relates to your identity in school, family etc
- Body Esteem – How it affects self-esteem and the extent to which our body image should define who we are.
- Coping Mechanisms – How to say no, how to help a friend/ family member etc.
- Life Skills – A discussion on certain skills to help with dealing with the above issues.

The workshops are divided as follows:

Day 1, Session 2 – Body Esteem & Health

- Understanding and appreciating your self.
- Identifying the existing the need to conform to an ideal perpetuated by external factors.

Day 2, Session 1 – Peer Influence

- Exploring the grey areas of Peer Influence, and understanding its implications.
- Identifying suitable coping mechanisms as individuals.

Day 3, Session 1 – Substance Use

- Information regarding substances commonly used in the target age group.
- Identifying coping mechanisms to address the various factors that come into play whilst making decisions in relation to the use of substances.

Gender, Sexuality & HIV/AIDS

To be conducted by: The Facilitative Branch

Ideal Age Group: Class 11

Ideal Session Size: 50 students per workshop

In 2006 the Behavioural Surveillance Survey (BSS) found that 8.4% of Indian Young People (15-24 years) are sexually active, which is a significant number. Yet, for many young people, concepts of the self, body and identity lie at the centre of much confusion. Young people face increasing pressures regarding sexuality, health & HIV/AIDS: particularly conflicting norms and messages. On the one hand society projects messages of sexuality as being negative, associated with fear guilt and disease, while on the other hand it is seen as positive or desirable by media and peer groups. (IPPF CSE Framework). Such pressures are perpetuated by a lack of accurate information, skills, and awareness of their rights and by gender expectations.

Issues related to sexuality are often relegated to silent spaces within society and holistic and comprehensive information is not discussed in an open and uninhibited manner. Information is piecemeal and comes from varied sources including peers, media, family, and society creating several

stereotypes and prejudices. Thus young people do not have effective tools to make and negotiate informed decisions in their lives. They may therefore find themselves in potentially high-risk situations that they are ill-equipped to deal with and moreover an inhibition to communicate around ideas of sexuality and HIV/AIDS creates hesitancy in asking for help or seeking health services, although they may be available.

The session aims to:

- Encourage frank and non-judgmental conversation, about issues such as sexuality, rights, relationships health and HIV/AIDS with the emphasis on correct information as well as communicating such information in a comfortable, fun and non-intimidating manner.
- Reach out to young people and ensure that they lead lives with a better understanding and sense of responsibility towards their mental, physical emotional health and greater respect for their bodies and themselves.

Digital Story-Telling

To be conducted by: The Butterfly Project

Ideal Age Group: Class 9 / 11

Ideal Session Size: 12

The session aims at aiding the participants to use the medium of Digital Storytelling to create effective and interesting multimedia stories, a selection of which will be screened at the Closing Session of the Festival on *Day 3, Session 2*.

The workshops are divided as follows:

Session #1: Presentation of Seven Elements of Digital Storytelling

As both a guide to scripting and design and a showcase for design examples, each workshop begins with a lecture-demonstration on guidelines for creating a digital story. Outstanding examples that illustrate the elements are presented.

Session #2: Group Script Process

As in a creative writing class, facilitators lead a review of story ideas or actual scripts, in a group Story Circle. Both the general approach and specific editorial issues are addressed, and issues of storyboarding and design are touched upon. After the group script process, there is also time for participants to sit one on one with an instructor to hone their scripts.

Session #3: Hands-On Software Tutorials

Participants are taken step by step through the basics of the software(s) used in the process. Sony Vegas moviemaking software will be used, and installed on each laptop before workshop begins

Session #4: Production Support and Management

Participants spend most of the workshop producing their own projects, with their own ambition and at their own pace. Facilitators assist participants during the various steps of multimedia production. Great attention is given to time management, emotional support, troubleshooting, and prioritizing steps in the process, to assure that participants complete their projects.

Music Education & Original Music in India

To be conducted by: Silhouette

Ideal Age Group: Class 11

Ideal Session Size: 50 Students per workshop

The workshop series introduces to young people upcoming and established artists developing original music in India. It also aims to discuss and question prevailing stereotypes with regard to Indian original music, as well as exploring the arts as a viable career option.

Music Basti

Visits on locations to be conducted by: Music Basti

Idea Age Group: Class 9 / Class 11

Ideal Session Size: Up to 15 Students per visit

The music workshops for children are a weekly series of workshops at 3 homes in Delhi with over 200 street children in the process of rehabilitation. It combines basic music education for children with human rights education; training programs for volunteers on understanding human rights, child rights and issues affecting children; as well as public performances, concerts and showcases.

The program has been supported by organizations including The YP Foundation, Bridge Music Academy, EFICOR, Aman Biradari, Furtados Music India, Gibson and JCT Electronics; and has collaborated with organizations including CRY, iCONGO and American Center, amongst others.

The workshops are scheduled as follows:

Day 2, 10:30 a.m.: Workshop with Suhail Yusuf Khan (Advaita), Abhishek Mathur (Advaita), Niraj Aria (Manzil) and the Music Basti team at Kilkari Home, Okhla.

Workshop Formats

Body Esteem & Health (Day #1, Session #2)

1. Energizer (10 minutes)

Divide the team into 2 and each team is given a basket ball. The team stands in a line and the first player passes the ball to the last player through legs. The last player runs to the front and then passes overhead. This pattern alternates and the team which finishes first wins.

2. Introduction (5-10 minutes):

- a. Names and what is one thing they like best about themselves. If someone mentions a body part, it may be used as a link.

OR

- b. Split the group into pairs. Each pair has to come up with words that describe the person using the letters in their first name. The phrase is then shared with the group.

As an example, Lyndsay could stand for "Loud, Young, Nerdy, Dreamer, Strong, Adventurous, and Yearning."

OR

- c. After splitting into pairs we could ask them to only use the first letter to describe the person.

OR

- d. Play the memory game in which every person describes him/herself with the help of an adjective beginning with the 1st letter of their name.

3. Ground rules (5-7 minutes):

Establish the need for rules that the group must follow. Ask them to come up with a list that they are comfortable with that may be displayed on the side.

- a. No cross-talking
- b. No cell phones
- c. No personal comments
- d. No cussing
- e. Maintain anonymity
- f. Listen and respect others' views
- g. Have fun

4. Introduction to the issue:

Ask each of them to name a celebrity they want to be like and why. But they don't specifically have to choose a celebrity on his/her body. (Emphasize on why they like a particular celebrity and highlight it on the flipchart).

5. Quiz (15 minutes):

It includes images of celebrities without any make-up that the students would have to recognize. We could make it a buzzer round so that it's more exciting and fun. Before starting the quiz mention that if anyone answers out of turn, then they will not be allowed to participate in the game further or involve them in helping with conducting the game.

6. Group Discussion (25 minutes):

Using the quiz, explore concepts of an ideal body image, and where it comes from. Explore the array of what is considered beautiful, the role of the media in propagating this concept. Further delve into the psychological implications of Body Esteem, how it is related to self-esteem.

Why do you think we played this game? What is the first thing that comes to your mind?
(Information that you are looking for: what celebrities actually look like)

Why do you think we showed you these pictures? Do you think that the media is portraying what people should look like?

(Information that you are looking for: to make people see that celebrities don't actually look so perfect all the time; what we see on television, magazines, newspapers etc. is not what people actually look like)

Who do you think was looking the best? (Which celebrity and with or without make-up)
What did you like about them?
(Hope that someone says beautiful, pretty, hot etc.)

Ask them to describe what they mean by beautiful?

Medium: Divide them in pairs and tell each one of them to think of three words describing what they think is beautiful and communicate the same to their partner without talking)

Write the important points of a flipchart and summarise or ask someone in the group to do so.

OR ask everyone in the circle to communicate the same to the person on their left without talking.

7. Role Play Exercise (25 minutes):

The group will then be divided into 4 subgroups, each given a role play with regard to common adolescent situations of Appearances, Stereotypes and Body Esteem. The role-plays must not only include the conflict, but the negotiation as well.

Facilitated discussion on the role plays in order to highlight coping mechanisms and negotiation strategies.

- a) Simran is healthy and slim. However she is obsessed with looking like a Priyanka Chopra. She is sitting in the cafe and is not eating anything. Her friends walk to her and tell her to eat but she disagrees and says that she has to lose only more 4 kgs.
- b) Prerna is an overweight jolly teenager. Her parents want her to lose weight. She shares her concern with friends and they come up with the idea of dance classes. It is something she is fond of. She loses weight and is healthier and happier.
- c) Angad is a good looking guy. Of late he has become a gym-freak. In a typical day he works out for at least 2 hrs. His friends don't appreciate this new habit since it means less time for them.
- d) Maya is a studious kid and is reserved. She tries to change her appeal by trying out new trends and being more fashionable. She is slowly being more accepted and is happier in life.

After discussing each role play ask them how the person in the role play should deal with the situation that each one of them is facing. (Basically to discuss coping mechanisms for the negative effects)

8. Appreciation Exercise (5 minutes):

Peer Appreciation Exercise: Stick a piece of paper on everyone's back, and then everyone must write one nice thing about every other person in the group on the sheet on their backs.

Peer Influence (Day #2, Session #1)

1. Energizer (10 minutes)

Nose Dive: The group is asked to choose pairs. The facilitator calls out the names of a few body parts, with corresponding numbers, for example '3 feet and 1 knee' and the pair needs to arrange themselves so that between the both of them together, those are the only parts of their bodies touching the ground.

OR

Balloon Race

2. Introductions (5 minutes)

Names + one thing you want to do before you pass out of school OR before you're 25 OR everything you did before you came to school today.

3. Ground rules (5-7 minutes):

Do you guys think we need rules to have a conversation?

Remind everyone of the ground rules and re-display lists from previous day.

- h. No cross-talking
- i. No cell phones
- j. No personal comments
- k. No cussing
- l. Maintain anonymity
- m. Listen and respect others' views
- n. Have fun

4. Value Voting (10 minutes):

Four placards - I Agree, I Disagree, I strongly agree, I strongly disagree. A range of statements are read out and each student has to go stand near one of the placards.

Statements:

- 1) I like Shahrukh Khan better than Aamir Khan.
- 2) I love cartoons.
- 3) I've tried something new because my friends were doing it.
- 3) Girlfriends/boyfriends make life so much more interesting.
- 4) I prefer spending time with my friends, over my family.
- 5) I think we should be allowed to wear casuals in school.
- 6) I make my choices myself.
- 7) I already know what I want to be when I grow up.

5. Introduction to the issue (10 minutes):

Did anyone look at where other people were moving before choosing their placard? Did anyone feel hesitant whilst moving towards an extreme opinion?

Do you think this happens at other times as well, that you wonder what other people would think before you're doing something? Or does it ever happen that sometimes you end up doing things just because you're friends are?

For example, if you're really in the mood to eat golgappas but all your friends want to go to McDonalds so you end up going along anyway?

Bring it back to the larger picture, exploring if and how peer dynamics come in to play in real-life situations.

6. Role Play Exercise (25 minutes):

The group will then be divided into subgroups each given a role play with regard to common adolescent situations in which Peer Dynamics come into play. The role-plays must not only include the conflict, but the negotiation/outcome as well.

Facilitated discussion on the role plays in order to highlight grey areas of peer influence, as well as the coping mechanisms that may be employed.

The following are some of the situations that the team came up with but they all need to be changed / adapted for the workshop:

1. *Rahul is a lazy boy. His friends always ask him to come outside and play but he never does. One day finally after a lot of convincing from his friends he goes for a game of basketball. He really enjoys it and so he starts playing. Eventually he becomes really good at the sport and loves playing it.*
2. *Boy: "Oh God here comes the fashion disaster. Why does she dress in this strange manner?"
Girl: "he always makes fun of me. It's not fair. I'm going to show him that I can dress well."
Next day she ends up wearing clothes that she looks really good in and the boy is very impressed.*
3. *Karan hates studying and always ends up with horrible marks. All his friends enjoy studying and so he decides that he should study just like them so that he can do well too. Eventually he does well and gets great marks but his extra-curriculars suffer and he isn't very happy.*
4. *Bullying Circle- bully, active supporter, passive supporter, indifferent bystander, bullied child, defender of the bully*

What was happening? What did you see? How should they have dealt with it differently? Why do you think the girl started dressing up? If he felt good do you think it was okay?

Why did each person in the bullying circle do what they did?

The facilitators may or may not choose to define the terms Peer and Pressure as and when they come up in the discussion.

7. Conclusion Exercise (10 minutes)

Safety Net – everyone throws the ball of wool to another person and says something nice about them, you can't throw it to someone on your left or right or someone who already has it. Last person throws it to the first person. Then use statements- everyone who agrees, twists the rope. In the end, you have created a safety net! ☺

Substance Use (Day #3, Session #1)

1. Energizer (10 minutes):
Newspaper Dance
2. Introductions (10 minutes):
Everyone introduces themselves briefly by alternating between 1 Hindi and 1 English word. "My name is _____, and I like to _____."
3. Ground rules (5-7 minutes):
Remind everyone of the ground rules and re-display lists from previous day.
 - o. No cross-talking
 - p. No cell phones
 - q. No personal comments
 - r. No cussing
 - s. Maintain anonymity
 - t. Listen and respect others' views
 - u. Have fun
4. Introduction to the Issue (10 minutes):
Ask to put down on the sheet what they think of first when we say "DRUGS".
"Hey!! Has anyone heard about the term "DRUGS?" What's the first thing that comes to your mind when you think about drugs?" Ask everyone to draw/write the first thing that comes to their mind when they hear the word.
The discussion follows... What is a drug? - Get someone to summarize what is on the flip chart.
Points to keep note of: May be natural or chemical, may be medicinal or not, may be medicinal and still come under drug abuse, may have any of wide range of effects.
5. Myths and Facts Quiz (15 minutes):
Myths and Facts Quiz game (With emphasis on more commonly used substances, such as volatile inhalants)

"Ok so we're going to play a GAME! Starting from you, everyone goes one-two-one-two. Now all the ones sit on the left and the twos on the right. I'm going to say a sentence and YOU have to tell me whether it's true or false." (Show of hands)
 - T. Poor circulation caused by smoking can lead to numbness in your fingers and toes.
 - T. Smokers are ten times as likely to get lung cancer as non-smokers.
A. <http://www.who.int/cancer/prevention/en/index.html>
 - T. Marijuana users are more likely to get Pneumonia.
 - T. Smoking marijuana can sometimes lead to vomiting.
A. Use it to highlight how substances affect each individual differently.
http://www.who.int/substance_abuse/facts/cannabis/en/
 - T. Inhaling gasoline (benzene) can damage your bone marrow.
A. <http://www.scotland.gov.uk/Publications/2003/10/18381/28166>
 - F. Alcohol keeps me warm when it's cold out.
A. It actually makes you colder. Sends blood to skin, you lose body heat to atmosphere.
http://www.theregister.co.uk/2006/10/27/the_odd_body_alcohol_warmth/
 - F. Drinking raises energy levels.

A. Alcohol is a drug that has the immediate effect of altering mood. Drinking it makes people feel relaxed, happy and even euphoric, but in fact alcohol is a depressant. It switches off the part of the brain that controls judgment, leading to loss of inhibitions. Drinking even small amounts of alcohol can affect physical coordination.
http://www.bbc.co.uk/health/healthy_living/nutrition/healthy_alcohol.shtml

"Alright, the winner is team X"

6. This and That Exercise (10 minutes):

To have people individually think about the reasoning behind the choices people make to indulge or not in substances.

"Everyone who agrees with the view that "-----" should go on the left and those who disagree on the right. Why do you agree/disagree, try to convince the other side."

You can also challenge both sides. Point person is VERY important in this game.

Once everyone has decided for each statement, ask them to convince each other to change sides.

Statements:

"Smoking is cool." What is cool/Why is it cool/ why do you think so? Was it always cool? What makes it cool?

"Drinking alcohol before the age of 25 years should be legal."

"Marijuana is a herbal and natural drug, and hence better than cigarettes."

"Passive smoking is not injurious to health."

"Diluter is not a drug."

No of statements is time dependent. After the debate/discussion, clarify and give accurate information.

7. Energizer (10 minutes): Animal Sounds (if needed)

Participants are blindfolded and assigned an animal. The challenge is to use animal noises in order to meet up with other animals of same species.

8. Coping Mechanism Exercise (20 minutes)

How to deal with peer dynamics that influence the decisions to indulge or not in substances?

Situations on chits explaining incidents with their outcomes to explore the decision making processes, and creative coping mechanisms

Situations: Conflict + Negotiation/Outcome. Explore the "WHY'S"!

1. Geeta is in class 10, in an urban Delhi school. Though a lot of her friends have started recently, she doesn't really drink. She's at a party one weekend though, and as usual, all her friends are getting drunk and having a blast. She's worried about acting silly in front of her friends if she gets drunk, even though she's seen them do it plenty of times. She isn't sure whether she should or not at first, but she decides to join her friends and have a couple of drinks.

2. Sonika is a 16-year old aspiring guitarist. She's pretty good already, and hopes to follow in the footsteps of the rock stars she idolizes. Something about them confuses her though. She's heard a lot about the ill-effects of drugs, from her parents and teachers, and what not, but

most of the people she idolizes smoke marijuana at the very least. She is getting influenced by them tries it out.

3. Ramesh is in class 10 and his pre-boards are going on. He usually works hard and performs well, so his parents, teachers and friends have fairly high expectations of him. He has his Math exam the next day, and is quite worried. It really isn't his strongest subject anyway. His friend Suresh comes over, so that they can help each other and study together. To help ease his stress however, Suresh whips out a bottle of diluter, which he feels calms him down. Ramesh really needs to de-stress, and it seems really tempting. It's just one time, and it would really help. But something doesn't seem right, and he decides not to.
 4. Arush has recently started drinking, and really enjoys the high. He gets drunk at pretty much every party, meaning at least one of his friends' nights gets a little spoilt trying to care of him. One of his friend's Arushi is particularly worried about him and wants to do something to help. He tries talking to Arush about it, but that just ends in him getting offended and not wanting to talk to her anymore, making it really uncomfortable between them.
 5. Charu's in Class 10 and comes from a family of smokers. Her school has organized lots of workshops that have helped her learn about why she mustn't smoke, but her father and grandfather have been smoking for decades and seem to be living happy, healthy lives. In fact, these days some of her friends have started doing it too. It's tempting and it doesn't seem to be causing too much visible harm but she decides that she doesn't want to do it.
9. **Conclusion**
Put out lots of sheets of chart paper stuck together, along with art supplies (sketch pens, paints, crayons). Ask everyone to draw/paint/colour anything they've learned in the last 3 days.

Gender, Sexuality & HIV/AIDS (Day #3, Session #1)

Topic	Medium	Messages
(20 mins)	<p>Auction – Large Hall (Nitya & Suvidhi)</p> <ul style="list-style-type: none"> • Divide the audience into groups of 5-8 people each. Each group should have 1 facilitator with them. • Ask each group to come up with 3 rights or things that they cannot live without. • Auction these off to the groups. • Discussion within groups. 	<p>1) Ice Breaking How did the auction go – what were the rights/things that they finally ended up with? Are they all happy with what they got?</p> <p>2) What are the principles we use when working as groups or when interacting as people in society?</p> <ul style="list-style-type: none"> • Choice, Equality, Diversity, Respect, Justice • These values affirm the worth of all people and so we should follow these principles when dealing with people and in all our relationships. <p>3) Ground Rules for the Session Write down what they think should be the ground rules of the session.</p> <ul style="list-style-type: none"> • The session is confidential. • No question is a stupid question

<p>Sexuality & Anatomy (40 mins)</p>	<p>Body Mapping Ask a volunteer to lie down on the chart paper and draw the outline of the human body. 1) Ask them to detail the outline and then mark the following words on them, you can add more words!</p> <table border="1" data-bbox="236 533 767 860"> <tr><td>Pain</td><td>Vagina</td><td>Power</td></tr> <tr><td>Ugly</td><td>Penis</td><td>Respect</td></tr> <tr><td>Shame</td><td>Uterus</td><td>Love</td></tr> <tr><td>Pleasure</td><td>Breasts</td><td>Eyes</td></tr> <tr><td>Sexy</td><td>Testes</td><td>Forearm</td></tr> <tr><td>Fantasy</td><td>Scrotum</td><td></td></tr> <tr><td>Beautiful</td><td>Clitoris</td><td></td></tr> <tr><td>Pretty</td><td>Labia</td><td></td></tr> <tr><td>Intelligence</td><td>G Spot</td><td></td></tr> </table> <p>2) Ask them to draw out changes that take place in their body at puberty</p>	Pain	Vagina	Power	Ugly	Penis	Respect	Shame	Uterus	Love	Pleasure	Breasts	Eyes	Sexy	Testes	Forearm	Fantasy	Scrotum		Beautiful	Clitoris		Pretty	Labia		Intelligence	G Spot		<p>1) Clarifying Anatomy and Functions</p> <p>2) Human Development Changes that take place in our body during puberty are normal and not to be ashamed of. Clarify Information - Hair Growth, Voice Cracking, Breast Development - Menstruation - Wet Dreams</p> <p>3) Talking about sexuality</p> <ul style="list-style-type: none"> • Difference between sex & sexuality • Sexuality is a Normal and essential part of all human being's lives <p>Pick up on group observations:</p> <ul style="list-style-type: none"> - How detailed were the drawings - How comfortable were the discussions etc? (How do we perceive sexuality and our bodies?)
Pain	Vagina	Power																											
Ugly	Penis	Respect																											
Shame	Uterus	Love																											
Pleasure	Breasts	Eyes																											
Sexy	Testes	Forearm																											
Fantasy	Scrotum																												
Beautiful	Clitoris																												
Pretty	Labia																												
Intelligence	G Spot																												
<p>Gender & Relations hips (20 mins)</p>	<p>Role Plays 1) Two people are in a relationship, one wants to hold hands and one doesn't. How can they resolve the situation?</p> <ul style="list-style-type: none"> • Grinding at parties • PDA • Kissing • Bases <p>CONSENT & Bodily Integrity.</p> <p>2) A child wants to pursue one stream but the parents want him/her to pursue another. How can they resolve the situation?</p> <ul style="list-style-type: none"> • Talking to your parents about relationships • Talking about homosexuality <p>Case Study: (Pick what Fits)</p> <ul style="list-style-type: none"> • "Tomboys" • Boys who may paint/be artsy. • All girls like to dress up • Men have a greater sex drive than women • All boys like sports • Would you be okay if your girlfriend doesn't get waxed/ your boyfriend shaves his chest? 	<p>1) Negotiating Sexual Decisions</p> <ul style="list-style-type: none"> - Setting your own limits and defining your own personal space (its ok to say no) - Bodily Integrity: Respecting your own body as well as other people's bodies - Addressing Power Dynamics in Relationship: Decisions should be based on <u>mutual consent</u> - Importance of <u>good communication</u> <p>2) Talking to your parents</p> <ul style="list-style-type: none"> - It is important to communicate with parents: often they do/can understand - Importance of Good Communication <p>3) Gender Roles</p> <ul style="list-style-type: none"> • Difference between <u>Sex & Gender</u> • What <u>roles</u> does society ascribe to men and women: Are these fair? Do they encompass all people? Are they changing? • <u>Gender roles are rigid</u> and exclude people who don't fit within them How do we view people who are different from us or don't fit: link to principles of respect, choice etc • Clarify Sexual Orientations: Homosexuality, Bisexuality, Heterosexuality 																											

<p>Health (20 mins)</p>	<p><u>Fact or Fart/ Myth or Reality</u> Statements:</p> <ol style="list-style-type: none"> 1. I-Pills are safe and can be regularly used. 2. Condoms are 100% safe. 3. All people who are infected with HIV have AIDS 4. HIV can be transmitted through mosquito bites. 5. Sometimes, you can test negative for HIV even if you are HIV+ 6. HIV test results are confidential. 	<p><u>1) & 2) Contraceptives:</u></p> <ul style="list-style-type: none"> • Importance of using condoms/female condoms • I-pills vs. birth control-pills. • Link to STI's STD's: not always visible symptoms – get regular health check ups – where can you get these check ups? <p><u>HIV/AIDS:</u></p> <p>3) Difference between HIV & AIDS</p> <ul style="list-style-type: none"> • Clarify the difference: AIDS is the last stage of HIV infection • HIV is not a death call: There is no cure, but there is effective treatment <p>4) & 5) How is HIV transmitted</p> <ul style="list-style-type: none"> • Sexual Methods • Blood Transfusion • Mother to Child Transmission (MTCT) <p>6) & 7) Testing & Confidentiality</p> <ul style="list-style-type: none"> • How the Test Works + Window Period • Confidentiality • Counseling
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Music Education & Original Music in India (Day #1, Session #2 & Day #2, Session #1)

Part 1: Breaking the Ice

What sort of energisers/ice breakers should be played with the students, which in turn, connect to the larger theme of the workshop?

1. The Choice Game: Call out two opposing objects, and ask them to go to either side of the room, in accordance with their preference- Example: Pizza or burgers? And later, Free Indian music concert, or paid rock concert? Etc.
2. Close your eyes: To ensure comfort in the group when replying: Eg: Close your eyes and raise your hands if you've cheated on a test. Close your eyes and raise your hands if you've ever purchased a CD from a store, and so on.
3. Zip Zap Boing: If the energy in the group wanes.

Part 2: Session breakdown: Music Appreciation:

Gauging level of involvement:

1. What does music mean to the student? Does he/ she like listening to music?
2. What kind of music do they listen to? Where did they first hear it?
3. Do they learn an instrument/vocals? From where?
4. Do they have music training in school?
5. Why are they learning? Career/interest or other?

From this point, the conversation can go one of two ways, depending on the temperament of the group:

Career:

What kinds of career options are available?

Distinction b/w options as a performer/audience

Original music:

1. What is original music?
2. Difference b/w original music and covers?
3. Do they have a school band? Do they play covers or original comp?

Indian Original music:

Can be led into this conversation either from the careers bit, or the original music bit.

1. What is Indian original music?(Bollywood)
2. What Indian music do you listen to? Where did you hear it?
3. Do you attend concerts in the city? Why/Why not.

If there is positive response, can go into problems they think the Indian music scene faces:

1. Why don't they attend gigs- Lack of publicity, venues, etc.
2. Stereotypes about Indian music: classical vs rock vs metal etc.

Where can they listen to music and how they can help:

The handout will contain the following information:

1. Music schools in Delhi: not the usual ones we listed last time, a more indepth research
2. Bands that play in the city: A couple of bands from each genre, to start them off
3. Online software they can use to produce music
4. Online sources to listen to music
5. Organisations working with music in the city

Theatre: Introducing Theatre and Acting (Day #1, Session #2)

TOTAL TIME: 1 hour 20 minutes

Introduction (10 minutes)

- Theatre as a profession
- Theatre in college and/or school

Energizer (5 minutes)

EXERCISE 1: Poise and Stature – Defining your character on stage (10 + 20 minutes)

- Basics of acting
- "May I come in...?"

EXERCISE 2: Music Exercise – Creative Story-Telling (15 minutes)

- Music exercise and sharing of story

EXERCISE 3: Interactive Exercise – Direction and Adaptation (15 minutes)

- Act out directions given by conductor

EXERCISE 4: (5 minutes)

- Closing energizer

Theatre: Script Reading (Day #2, Session #1)

TOTAL TIME: 1 hour 45 minutes

Energizer (5 minutes)

EXERCISE 1: Emoting – Voice Modulation, Control, Projection (45 minutes)

Introduction

- Emoting
Demonstrate different roles and moods

Script

- Explain the script for the session
- Explain the roles in the script
- POSSIBLY LOOK TO GIVE EACH GROUP A DIFFERENT SETTING TO SEE HOW THEY INTERPRET THE SCRIPT
- Split 20 participants into 4-5 groups (depending on number of roles)
- Conductor assigns the roles at random to the participants
- Groups read script on their own (10-15 minutes)

EXERCISE 2: Group Script Reading (30- 45 minutes)

- Groups present the script-reading to the whole group

EXERCISE 3: (10 minutes)

- Closing energizer

Workshop Outcomes & Analysis

Overall, the Festival was extremely well received by the students. Their appreciation was clearly visible due to their enthusiastic participation all the way till the end, and exceedingly positive feedback. This would've been entirely impossible without the endless co-operation and support provided by the school administration.

"We <3 YP!"

Created by some students at the end of an Art Exercise during "Let's Talk"



"Let's Talk."

60 students of Class 9 participated in the 3-part Workshop Series conducted by 12 VOICES facilitators. The use of abundant exercises, as well as prolonged casual interaction between the facilitators and students ensured that the sessions were extremely enjoyable, meaningful, as well as personalized learning experiences.

The exercises involving expressing yourself through art, using theater (role-plays) as a medium to discuss and develop coping mechanisms for commonly faced challenges, as well as the peer appreciation exercise were a clear favorite.

Students Feedback:

- Do you think you learned anything from the workshop today?
 - "Yes, I learnt quite a bit with a new approach, though most of it was already known to us, it was nice to be able to realize it."
 - "Yea. It made me feel better about myself. I like discussing this kind of stuff. Don't get too many chances."
 - "I learnt to be myself today."
 - "My friend's opinions."
 - "I learnt that people I didn't expect to be like were actually very similar."

- Were the facilitators approachable? Were you comfortable talking to them?
 - *"Yes. They were very kind and friendly. They gave everybody a chance to speak."*
 - *"Yes, they were really informed and seemed like our friends & not teachers."*
- What was something you really enjoyed in today's workshop?
 - *"The facilitators presence. They made us also feel alive and were really fabulous."*
 - *"Getting to know about each other, in the end when we wrote on each others' back."*
 - *"Yea, I really really enjoyed the games and the tasks given to us. Plus, the concept was very interesting and we could relate to it."*
 - *"The communication between the facilitators was really comfortable that made us enjoy much more."*
- Did you think what we discussed in the workshop today was relevant? What else would you have liked to discuss in a workshop like this?
 - *"Yeah, cuz at this time of our lives everyone wants to be perfect and to learn to be yourself is really important."*
 - *"We should also discuss on the topic how can we make government understand our voice."*
 - *"Awareness about AIDS"*
 - *"Yes! I would like you to highlight more about our wishes to know the career we want."*
- Did you like the way the session was conducted?
 - *"Yes. The activities are amazing. Each minute was a learning experience. I loved it...!!"*
 - *"Yes, it wasn't like a class, more like a conversation with friends."*
 - *"Because they were just like us and understood us. Love it."*
 - *"I loved it since it was open, and informal. Formal sessions are boring. ☺"*
 - *"Yes. Because we got close to each other, understood each other and learnt to make our own decision for the benefit of ourselves and others."*

Facilitator Feedback:

- The participating students were extremely responsive from the very start. Though the conversation they were engaging in was at a fairly superficial and externalized level at the beginning, after the first two exercises on Day 1, a comfort level had already been established and conversation flowed.
- Though information levels varied vastly within the group, most students were extremely curious about the issues under consideration and seemed genuinely interested to learn more not only from the facilitators, but from each other as well.
- There appeared to be the need for more accessible credible sources of information, since a lot of the information existing within the group was obtained from unreliable sources, and hence misplaced (especially in regard to Substance Use).
- Though the format of conducting 3 workshops on 3 consecutive days is not the one usually adopted, it enabled the creation of an increased comfort level amongst the students and facilitators. The third day, in particular, showed a significant increase in queries from the students, as well as references to personal experiences.
- Considering the kind of personal experiences that students' were relating, there appeared to be a need for a more holistic support system within the school environment (especially with regard to cases of Substance Use within the students' friends and families that concerned them).

- The students were fairly articulate, and were eager to share well constructed thoughts and arguments with the rest of their classmates. They were largely able to support their opinions, but were not rigid in their thinking, and were often able to re-look their thought process.
- Though the students were fairly respectful of each others' opinions and willing to engage in constructive argument, there definitely appeared to be a need for increased sensitization towards each others' personal experiences.

Recommendations:

- Structurally incorporating collaborations with peer-facilitation projects, such as VOICES, to facilitate long-term interactions and sustainability.
- Circulating sources to access reliable information on issues that are pertinent to their lives, especially Substance Use.
- Localized initiatives at the school level to address the highlighted gaps internally as well, for example, strengthening of the counselling framework.
- Peer Facilitator Training
Aim: To help strengthen the support system & safety net that students have access to, and already feel comfortable using.
Method: 2 – day Summer Training Retreat with selected group of peer counsellors
Training Content: Accurate information training on selected range of issues; Basic facilitation skills; Peer Counselling; Conflict Resolution Skills; Application in an informal environment.
Process:
 - Anonymous ballot conducted with students, asking them to indicate the classmates they usually talk to when faced with difficult situations.
 - Collation of data to select the 5 names occurring most frequently in each grade.
 - Summer Retreat conducted by TYPF and external trainers

Expression through Art



(Left) Students playing an ice-breaker before the workshop



Music Education & Original Music in India

Facilitator/Team feedback:

- The workshop boosted the confidence of the team as a whole. After the initial jitters, once the conversation began, the facilitators were at ease. The team found that they were comfortable with the issue, with regard to what was required out of the format. With the help of printouts which I prepared for the session, they were able to address all questions directed toward them. The team was more or less comfortable with the sections in the format- and were able to link each section with the previous, ensuring a comfortable flow of conversation.
- The icebreakers were conducted and received well.
- The section on "what is original music" and stereotypes therein, didn't work too well, as most of the students, either didn't want to contribute or had no prior assumptions/stereotypes. The conversation became repetitive in certain groups, leading to a lack of interest on the student's behalf.
- As a continuation from the above point, because the volunteers were unable, in certain cases to give examples/their own point of view- due to discomfort with the issue at large, the conversation stagnated in certain groups.
- In certain cases, due to a lack of response, the conversation tended to go off track, and meander. The team needs to be regularly trained on facilitation, in order to understand how to cope with the same.

Format Feedback:

- The AV- Big hit. As a visual medium, it was a good break from the conversation. In addition, seeing the visuals, heightened their interest in the artists depicted, which led into the next section in the format.
- Careers section- Judging from the feedback forms, most students enjoyed this section. Most say that they weren't aware that music was an industry/business, and presumed all that was needed was the artist themselves.
- The Handout- A lot of students wanted to know where they could access Indian music. The information given should suffice, atleast temporarily :)
- Too generic. While it worked for the duration we had, and because we were going in only once, the format needs to be changed for the school leg of the Open house series.

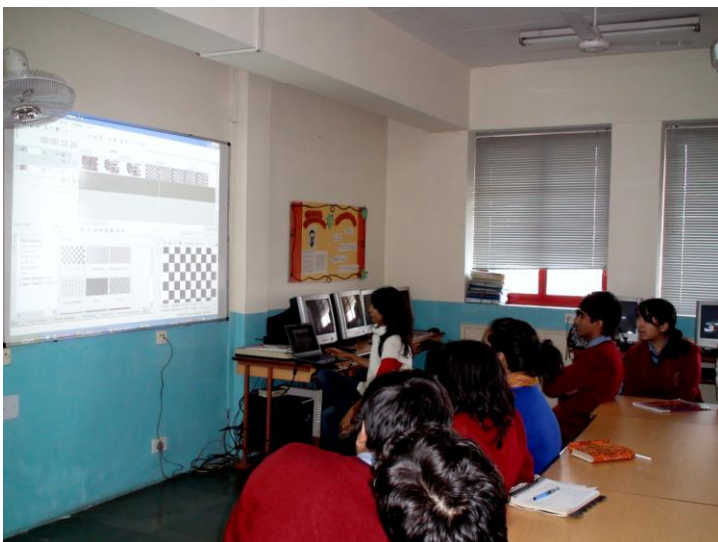
Student feedback:

- Going purely by the feedback forms, the students enjoyed themselves.
- The learning's were as follows:
 - Understanding that there is a thriving music scene in India, and specifically Delhi.

- That though Bollywood is a predominant force, it, along with classical music is not the only example of Indian music.
 - Bollywood may or may not be original- does have an influence(which was grudgingly admitted by the members of the metal school band)
 - It is possible for them to access information on these bands, and ways for them to interact with the artists, which doesn't involve them going to pubs/bars.
 - There are institutes/organizations through which they can engage with music.
 - "FOLLOW WHAT YOU LOVE DOING"- Some of the forms said this. Self explanatory!
- Certain forms say that they liked the group discussion and how everyone's opinion was heard and accepted.
 - While the student response was positive, there is a need to detail and change certain sections of the format. The team felt that some sections were too vague, and didn't really lead to anything concrete, or achieve our aim. Perhaps some of those sections can be reworked, not only in terms of content, but the medium we use.

Digital Storytelling

12 students of Class 11 were assigned pairs and asked to collect original photographic material on the themes that they wished to centre their digital stories on. Despite the extensive session hours requiring the participants to be absent from most other aspects of the festival, the students participated in the workshop with enthusiasm and an eagerness to learn. Within a short period of time, students were able develop a comfort level with the editing software. The 6 films centred on themes such as the Evolution of Rock, and the Indian Education System were exceptionally well-made. They were screen at the Closing Session of the festival for the other students of the 2 classes, and were extremely well received by the entire student body.



Students learning about the Editing Software



Students working on voice-overs and sound tracks for their Digital Stories