**MODULE 4:** Life Skills Building – Let’s learn skills to maximise your strengths in life.

1. Activity 4.1: ASSERTIVE, PASSIVE and AGGRESSIVE- How can we communicate better?

2. Activity 4.2: AM I READY? - How can I be sure I am ready for a sexual relationship?

3. Activity 4.3: Identify and application of life skills

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| **Activity 4.1: ASSERTIVE, PASSIVE and AGGRESSIVE- How can we communicate better?**Materials: Scenario questions below.Activity: For each of these 5 scenarios, state which response is AGGRESSIVE, PASSIVE or ASSERTIVE?1. Your boyfriend/girlfriend promises to call you but doesn’t.a. Don’t say anything about it, thinking he/she probably forgot and feel hurt quietly.b. Say, “I don’t like it when you tell me you’ll call and you don’t. I wish you would call me when you say you will.”c. Say, “You never do what you say you’ll do. You are useless!” Walk away without giving him/her a chance to explain.2. Your friends are all smoking and, when you pass the cigarette without smoking any, someone says, “What, are you scared?”a. Ignore what he/she just said.b. Punch the other person.c. Say, “I wish you would not focus on me. I don’t want any.”1. You are becoming more intimate and sexual with your partner and you think it’s time to discuss contraceptive protection.

a. Say, “Get away from me! I have plans that don’t include becoming a parent right now!”b. Say, “We’ve been getting really close lately, and I think we need to talk about birth control.”c. Decide to wait and see what happens because it would be embarrassing to bring up the subject of birth control at this age.1. While discussing methods of birth control, your partner suggests using the withdrawal method. You know that it is a little bit effective against pregnancy but not HIV or other STIs.

a. Just go along with him/her.b. Say, “You’re so stupid! You don’t know anything!”c. Say, “I’m not willing to take the risk. I’d rather use something more effective and use condoms, as well, to protect us both against sexually transmitted infections.”Discussion: Which form of communication is most comfortable to you? Was it always the same form of communication? When was it different? Can you identify scenarios where you would feel more comfortable responding one way but would benefit more from responding a different way? Which scenarios struck you this way?What would make it easier for you to communicate assertively in most situations? Are there any situations in which you might need support to communicate assertively? How could you get that support?Are there situations in which it would not be in your best interest to communicate assertively?Adapted from Life Planning Education, Advocates for Youth, Updated 2009 |

**Activity 4.2: AM I READY? - How can I be sure I am ready for a sexual relationship?**

Making decisions about sex with your partner may be difficult as everyone has different values and beliefs. How would you know if you are ready to have a sexual relationship with your partner? What questions should a person ask before deciding he/she is ready to have sex?

Activity: Go through these questions below and get your students to answer as honestly as they can. If they can pair up with a friend, talk about their answers together.

1. How do I feel about sex? Do I think it would be right for me? With what type of person?
2. How does my partner feel about sex? Is it compatible with my feelings?
3. Am I exploiting or pressuring my partner? Could my partner be exploiting me?
4. How would my partner and I feel if someone close found out about our sexual relationship?
5. Do I trust my partner? 100%?
6. Am I comfortable being vulnerable in front of my partner? Being undressed?
7. What extra pressure might I have once we have sex?
8. How will I feel if we break up?
9. What will I do to prevent STIs?
10. What would I do if I got an STI?
11. What would I do to prevent pregnancy if we have vaginal sex?
12. If we have vaginal sex and a pregnancy occurs, what would I do? How would my partner and I feel?

Discussion: Explain that if a person cannot answer any of these questions with confidence, they are not ready to have sex.

What went through your mind when answering these questions? Which was easy to answer? What questions do you think is most important to discuss with your partner? Any added questions that you will like to add?

How do you think it will be for you and your partner to talk through ALL these questions? Do you think it is important?

Adapted from Life Planning Education, Advocates for Youth, Updated 2009.

**Activity 4.3: Identify and application of life skills**

Part A – Identifying Life Skills (10 minutes)

1. Facilitator briefly introduce the importance of life skills to young people.

2. Divide the participants into groups of 5 – 6 persons.

3. Provide each group with cards exhibited in Handouts 4.3 (a).

4. Ask the participants to match the behaviours with the skills provided.

5. Facilitator explain each of skills.

Part B – Application of Life Skills (45 minutes)

1. Each group will be given a scenario as per Handouts 4.3 (b).

2. Participants are required to:

a. Identify the skills needed to encounter the given scenario.

b. Act out their proposed solutions to the scenario.

3. Facilitator to provide constructive feedbacks to the participants based on their presentation.

*Handouts 4.3(a)*

**Skills Cards**

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| Accompanying a friend who had been sexually abused to the One Stop Crisis Center at government hospital. |
| Maria say ‘No’ to his boyfriend who requested to have sex with her, while she is not ready yet. |
| John listens attentively to his best friend who has been worried about having sexually transmitted disease. |
| Sean knows his own drinking limit, and decided not to continue drink with his friends in a party. |
| Despite of being teased as ‘old-fashioned’, Mariam believe in herself that abstinent is the best for her. |
| While David wishes to have sex with her girlfriend, he dropped the idea immediately when his girlfriend refused. |
| Siti goes to consult a clinic doctor regarding her irregular menstruation cycle. |
| Gopi shares the knowledge that he learned from a sexual and reproductive workshop clearly and concisely with his roommates. |

Building Self-confidence

Problem solving skills

Decision making skills

Assertive skills

Communication skills

**Behaviours cards**

*Handouts 4.3 (b)*

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| **Scenario 1**David and Mary are college students. They have been dating for a year and their relationship have been going steady. Yesterday, Mary cooked dinner for David at her house, while all her other family members went for a trip. After dinner, they were kissing each other. Both of them enjoyed the kissing. Then, David attempted to take off Mary’s shirt. Marry was not ready to be more intimate with David.What should the couple do? |
| **Scenario 2**Agnes and Jean attended their friend’s party at a pub together. After a while, they decided to look for and catch up with their own friends. An hour later, Agnes noticed that Jean was surrounded by a 3 – 4 men, and were pressuring her to drink more alcohol. Jane seemed to be tipsy, but continued to drink as the men were encouraging her to.What should Agnes do? |
| **Scenario 3**Maria is 14 years old. She met Iqbal from an online social media platform last month, who self-identify as an engineer in a multi-national company. Maria likes chatting with Iqbal online. She thinks that he is matured, understanding yet a funny guy. Maria went out with Iqbal for supper at a local Mamak restaurant last week, and she enjoyed the meeting. Today, Iqbal asked Maria out for a drink and stay overnight with him at a hotel. What should Maria do? |