

**Parivartan**  
CHANGE AT PLAY



**ENGAGING ADOLESCENT GIRLS THROUGH SPORTS TO  
SUPPORT THEIR RIGHT TO EDUCATION  
AND THEIR POSITION IN THE FAMILY AND SOCIETY**



**Card Series**

2014

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# HOW TO MAKE PARIVARTAN WORK FOR YOU AND YOUR TEAM

Giving a path to a holistic coaching, PARIVARTAN is a mix of teaching and self-realisation techniques. The strategy is firstly to help girls build a positive self-image and secondly to help them build skills and competencies to work towards continuing their education and aspiring a career.

The technique, however, is up to you.

## HERE ARE SOME SUGGESTIONS

- Make use of your voice and your style as your athletes are used to hearing and responding to it.
- Choose examples that are relevant to your team, from their sport, their community or current events they are talking about.
- Make the lessons and drills that you have been teaching a medium to deliver the PARIVARTAN message.
- Take the team captain's and senior player's help to deliver the lessons and add to the team's participation.

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# GET COMMUNITY SUPPORT

## RECRUIT ALLIES

Make the PARIVARTAN program a roll-out by getting the parents to realize the need of a program like this. Tell them about PARIVARTAN programme's objective of developing a positive self image, skills and an attitude of zero tolerance to sexual harassment and motivating them to aspire towards attainable educational and career goals by creating and sustaining safe space for the girls in the community. Strengthen your influential role with their support and involvement.

Engage some of the male/female sports or any other member from the community who could influence the female athletes to aspire in life.

## KNOW THE NORMS OF YOUR COMMUNITY

Learn about the support system in your community around GBV, supportive NGOs and CBOs and the services they provide.

Keep a note of legal reporting centres that may be needed in your community or adjoining areas.

## GATHER THE LOCAL RESOURCES

Be prepared to refer an athlete to the counsellor attached to Apnalaya or local resource if needed. They are the professionals who will be of help when something you can't handle alone comes up.

Refer to the Resource List to find the services available or contact Apnalaya & ICRW Core Group.

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# GET READY FOR THE SEASON

## PARIVARTAN MENTOR'S MANUAL

Go through the PARIVARTAN manual in the Mentor's Kit. The program is based on it and it will be an essential tool for you throughout the season.

### PARIVARTAN Card Series

The set includes

- 4 Prep cards for you to get ready.
- 1 Introductory Card to start the season.
- 18 Training Cards, each with a topic for you to address your athletes throughout the season.

## PREPARE FOR TEACHABLE MOMENTS

- Along with structured weekly trainings with your athletes, it's important to be ready to respond to situations or behaviours – low confidence, conflict or lack of enthusiasm and goal seeking – that arise among your players. When you see such problems, address it immediately and take the opportunity to reinforce self-confidence, approach to conflict resolution and aspiration to achieve the desired goal.
- Turning such incidents into Teachable Moments reinforces the team trainings about positive attitudes, values and conduct. Be sure to highlight positive acts too.
- Commend your players when they are doing a great job.

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## LEAD BRIEF WEEKLY PARIVARTAN TRAININGS

Use the Card Series to build up a positive self-image in the girls, building skills to manage emotions, handle pressure and understand their rights to aspire to an attainable goal. Although each of the training session is meant to be brief, it's the consistency of the message and repeated lessons that will make the greatest impact.

- Throughout the season go through the Training Cards, in order, with your team. We suggest that you set aside 30-45 minutes, once-in-two-weeks per Training Card. Choose when in the fortnight you will like to schedule the using of the card and ensure to keep reinforcing the usage of skills to communicate appropriately, manage emotions, and keep up the self-confidence and respect for self and others in and out of the practice field and at home. To ensure that your athletes will be receptive, set aside a consistent time that works within your team's schedule.
- Gather your athletes and start the training with the Warm Up. You can read this directly from your card or adapt it as you like. The Warm Up helps get the athletes focused on the training topic.
- Next, ask the team members the suggested questions. Create a respectful and safe environment where your athletes can share their ideas and ask questions. Give them time to answer and most importantly, make sure they know you are listening and care about what they have to say.

## Prep 4

- Remember you may not have answers for each and every question your athlete's have. It is okay to say that you will consult others and get back to them on this later.
- Close each training session with Wrap Up. This closure will help remind the athletes of the important points they learned during that day's training.

# WELCOME AND INTRODUCTION

## THE SESSION WILL HELP PLAYERS

- To identify their mentor by name and also fellow team mates
- Explain the goal of PARIVARTAN
- Commit to their PARIVARTAN Contract

## WELCOME ALL PLAYERS TO PARIVARTAN AND INTRODUCE YOURSELF

- Thanks for coming!
- PARIVARTAN is a girls-only programme where we play Kabaddi, make friends, and discuss things that are important to girls.
- We will meet twice a week for 15 weeks.

## WARM UP

As your coach, let us talk about your responsibilities within this team and my expectations of you. This season we're going to work on growing as players and also as young women. This includes how you carry yourself, strengthening your ability to deal with problems and learning to value yourself and others. I want to talk to you about some of these things and focus on how we can respect and honour ourselves, our teammates and others.

## Introductory Card

- Over 150 girls from your community will be graduating from this program PARIVARTAN.
- Joining PARIVARTAN Girl team is a choice; not something you have to do. If you want to be on the PARIVARTAN Girl team, you must sign the contract.
- Signing the PARIVARTAN Girl Contract means that all players, Mentors, and the Coordinator agree to always do 3 things.

### **Respect**

- Care for and support each other
- Accept everyone on the team, regardless of sex, race, religion, language, nationality, or sexual orientation.
- Treat each other as young adults, not as children.

### **Participate**

- Attend all 18 practices.
- Have a positive attitude and take part in all activities and discussions.
- Ask and answer questions whenever possible – even after the practice!

### **Lead**

- Share what you learn with your family and friends.
- Be a captain in your community and let your healthy behaviours be an example for others.
- Take this time to learn more about yourself. Be true to yourself!

# WHAT DO I WANT TO DO?

## THIS TRAINING WILL HELP PLAYERS:

- Identify characteristics of a SMART goal.
- Understand the importance of developing personal goal.

## WARM UP

Did you ever wonder how great people accomplish great things? Do you ever look at your own life and notice that your greatest successes have come when you simply DECIDED what you wanted and went for it? We've all heard "If I can see it — I can be it." Seeing it is all about knowing what you want in life. Being it is all about setting a goal, making a plan to get there, and working your plan day-by-day.

## ASK THE PLAYERS

- What makes a good goal?

### SMART Goal

- Specific - Your goal should be very specific. To lose weight is not a specific goal. To lose a certain amount of weight in a certain period of time is a specific goal.
- Measurable - A SMART goal is one that can be measured. How will you know when you've met your goal?
- Achievable - A SMART goal can be achieved. Do not set a goal that you cannot achieve.

## Training 1

- Reachable - SMART goals are reachable. Your goal should be realistic and within your reach.
- Tangible - A SMART goal is a goal that you can prove you reached. What tangible evidence will you produce to prove that you met your goal?
- Have you ever set a goal before? Is it difficult? Let's set our own goal based on what we have discussed now.

When identifying a goal, every girl must also consider:

- What evidence will I provide to show that I have accomplished my goal?
- What might stop me from reaching my goal?
- What support and resources do I need to achieve my goal?

### WRAP UP

When it comes to making a change, the people who succeed are those who set realistic, specific goals. To see the success towards your goal it will probably take a couple of days/months but it's worth to give it a go and work towards the success. Say your goal out loud each morning to remind yourself of what you want and what you're working for. Every time you remind yourself of your goal, you're training your brain to make it happen.

The key to making any change is to find the desire within yourself — you have to do it because you want it, not because parent, friends, mentor, teacher, boyfriend or someone else wants you to. It will be harder to stay on track and motivated if you're doing something out of obligation to another person.

# BEING A GIRL

## THE TRAINING WILL HELP PLAYERS

By the end of this session, students will be able to:

- Describe the differences between sex and gender.
- Examine beliefs about being a boy or girl in their culture.
- Describe gender roles for both boys and girls.

## WARM UP

Both girls and boys are restricted in their behaviours, responsibilities and life choices because of culturally assigned roles and expectations. All of these regulations are manifested through families and communities as part of our culture and sometimes as religious means. We will be examining how these roles and responsibilities are assigned differently for a boy and a girl and discuss alternatives.

## ASK THE PLAYER

I want all of you to think and complete the following sentences in a group:

1. I'm happy that I am a girl because \_\_\_\_\_.
  2. I wish I were a boy because \_\_\_\_\_.
- Ask each group to volunteer and share what they have written.

## Training 2

Now discuss with them

- Why are boys allowed to do these things and girls are not?
- Why do you want to do these things that boys are allowed to do?
- Ask them whatever they have mentioned which of the role they think they can change and what they can't.

For example, "I wish I were a boy so I could leave the house whenever I wanted and go around with my friends" (gender). Or, "I am happy that I am a girl so I could have a baby" (sex).

- With the examples explain and discuss the difference between "sex" and "gender"?

### WRAP UP

Both girls and boys are restricted in their behaviours, responsibilities and life choices because of culturally assigned roles and expectations.

# GENDER EQUALITY

## THE TRAINING WILL HELP PLAYERS

- At the end of the session we have to understand the major causes of social inequity and how girls have less power in family, community and society.
- How these power restricts girls equal participation in sports and accessing resources.

## WARM UP

Today we are going to talk about why girls do not get equal opportunity to play sports and how these inequities play out at different level like family, neighbourhood, and school. We will be discussing about different ways to overcome these barriers, the power that we have to bring the change and create a space for ourselves.

## ASK THE PLAYERS

It's a match between two teams where one side of the field is deliberately smaller than the other (detailed instructions in the manual).

- How did you feel while playing when the space was similar and when one team got less/more space than the other team?
- Do you think this applies in other areas of girls' lives?
- What restricts the field for girls at home, neighbourhood and school? Why do you think this happens?

## Training 3

### WRAP UP

Restrictions on girls are an obstacle towards full development of their potential and growth. Girls should also get opportunities and privileges. This will help in their overall development and rightful recognition within their families and the society. You have the right to demand access to resources and develop your best self. **You have the power to make a change first to your life and to everyone at large.**

# GENDER ROLES AND DISCRIMINATION

## THE TRAINING WILL HELP PLAYERS

By the end of this session, players will be able to:

- Explain the differences in gender roles and activities.
- Examine the type of work traditionally done by men and women.
- Identify challenges that boys and girls face because of gender stereotypes or inequalities.

## WARM UP

Power means responsibility. Society gives different levels of power to girls and boys. In this session we will talk about differential roles and discrimination towards girls and how we can recognize and challenge these. **Share a personal story about power dynamics in a relationship.**

## ASK THE PLAYERS

Let's play a game. Who first comes to your mind, boy or girl, when I say the following words?

- |                     |                   |
|---------------------|-------------------|
| – Captain           | – Coach           |
| – Referee           | – Football player |
| – Dodge ball player | – Teacher         |
| – Nurse             | – Officer         |
| – Doctor            |                   |

## Training 4

- Why do you think sometimes boys came to your mind and sometimes girls?
- Who defines these roles and can it be different?
- Which role would you like to associate with when you go up and why?

### WRAP UP

In our cultural contexts, girls are expected to perform household chores in addition to their school work, which often places a heavier burden on them. Boys are allowed to play or are excused from housework because that is "girls' work." This can have a detrimental effect on girls and their educational outcomes. Girls and boys can work together and help each other.

I would like to tell you that you should not feel constrained by these norms but realize that you have the power to change them even if it is on a small scale.

It is important to bring change as these attaching fixed roles to girls and boys can limit their opportunities to achieve what you want in life. You should keep your goals and dreams in mind and strive to achieve whatever you imagine.

# UNDERSTANDING VALUES

## THIS TRAINING WILL HELP PLAYERS

- Commit to the principles of fair play as they apply to a sport.
- Define personal values as players.

## WARM UP

You will all learn the rules of the game well as we proceed. In addition to the technical rules, there is also a code of fair play and honour that all respectful players follow. I expect all of you to respect the game along with all of your teammates and opponents, by following the principles of fair play.

## ASK THE PLAYERS

- What does it mean to you to play fair?
- What are some ways that players can disrespect a game?
- What are some of the most important values in our life?

## Training 5

### WRAP UP

- As players, you are representatives of your game and you have a responsibility to uphold its reputation.
- The players I respect most are the ones who uphold their personal values and are fair both on and off the field.
- People have different values in life, but as a team we need to share the common values of teamwork, discipline, honesty, trust, and respect. This commitment will hold us together as a team and help us achieve all of our goals.
- Most of the values we discussed are important for anything we do in life. Whether you realize it or not, these values affect the way we live and the kind of relationships we have.

# DEALING WITH EMOTIONS

## THE TRAINING WILL HELP PLAYERS

- To understand that girls and women experience a wide range of emotions that influences their behaviour.
- To learn how to respond to these emotions appropriately and cope effectively.

## WARM UP

As women and girls we are conditioned to be emotional. This leads to us being non-assertive and less effective in dealing with our emotions. Some emotions hinder us from being a winner in the playing field as well. However, during this season we will question these stereotypes, engage with our emotions, learn to deal with them and become winners.

## ASK THE PLAYERS

Now I would like you to think about people in your lives and the different types of emotions they show.

- How do they show them to you?
- What do they mean?
- How do you react to them?

## Training 6

Now lets talk about ourselves

- What are the different types of emotions for girls and boys? (include the chart from Aga Khan Module)
- How do these emotions play out in the field?
- Have you ever been confused about your feelings – like you knew you were feeling a strong emotion, but you didn't know what?
- Do you think it's important to understand what it is you are feeling? Why? What can happen if you don't?
- Are some emotions more difficult to express than others? Which are they? Why are they hard to express?
- Are there times when we ought to stop and think about how we want to express our emotions? What are they?
- Do you think your moods sometimes affect the way you make choices? In what way?
- What are some things you shouldn't do when you are feeling very emotional?

### WRAP UP

- We all should respect our and others emotion.
- Remember, whatever you are feeling, you're not alone. If you need to talk to me or somebody about your feelings. Please take a step forward.
- Being emotional is not a sign of weakness for girls and women.
- Be honest with yourself. Don't ignore your emotions, they are telling you something.
- Learn to use and express your emotions constructively.
- Find positive ways to express anger that are not hurtful to self and others.

# DEALING WITH PRESSURE

## THE TRAINING WILL HELP PLAYERS

- To identify what are the various types of pressures faced by girls and women from family, peer and in particular men and boys.
- To understand the effect of these pressure on relationships, aspiration and wellbeing.
- To understand ways of dealing with these pressures.

## WARM UP

Pressures are a usual part of everyone's life. Even in a playing field you face lots of pressure. In this session we are going to talk about how to deal with these pressures effectively on the playing field and on personal front. What really matters is not how much pressure you have in and outside field, but how well you keep it all in perspective and overcome it. We are going to talk about some positive, healthful ways of dealing with pressures which will help you solve your problem better, negotiate and realize your aspirations.

## ASK THE PLAYERS

- What are the different types of pressure that you face in and off the field?
- Is all pressure bad, or can some pressures be good?
- In what ways are the pressures on you changing as you get older?

## Training 7

- Are most of the pressures you feel in the field internal or external pressures? What's the difference?
- Do you ever put unfair pressure on yourself because you can't say "no" to people? Is that good? How could you change that?
- What are the best and worst ways of dealing with such pressures?
- Do you think pressure sometimes affects the way you make choices? In what way?
- How do you know when pressure is getting to be too much?

### WRAP UP

- I understand that we all face pressures. You can talk to me or someone else anytime to ease your pressure.
- Take time out. Do something else for a while – exercise, read, see a movie, listen to music.
- Take a fresh look; brainstorm new solutions.
- Don't be overly critical of yourself; give yourself a break.
- Think of your past accomplishments and about your good qualities.
- Learn your limits; don't take on more than you can handle or learn to say "NO" when needed.
- Put things in perspective; pressures usually pass.
- Use your sense of humour.

# IT'S MY RIGHT

## THE TRAINING WILL HELP ATHLETES

- To understand how education empowers both boys and girls to choose to become what they want to be.
- To examine how education leads to rational thinking, better understanding of the context, better negotiation skills and higher potential for economic growth.
- To understand how educating girls is a benefit for the entire family.

## WARM UP

We have been discussing about the importance of equal opportunity among boys and girls and women and men. Also we have seen the negative consequences of such power and violence specially against women and girl. Today I want you all to think about how these negative consequences impacts inequitable opportunities specially in education and also to understand how equality in education will benefit the girls as well as the entire family.

## ASK THE PLAYER

Let us play a game. I am going to read a series of statements to the girls in the room. Girls, you decide if the statement applies to you. If you pass on any of these statements, think about why you are choosing to pass. Notice your thoughts and feelings about each statement.

## Training 8

Please stand up (or if unable to stand raise your hand to indicate) if:

- Your forefathers, including your father, had more opportunities to advance themselves economically than your foremothers.
- Your father had more educational opportunities than your mother.
- The boys in your extended family, including your brother, had more financial resources, emotional support, or encouragement for pursuing academic, work, or career goals than you.
- You live in or went to a school where the textbooks and other classroom materials reflected men as normal, heroes, and builders of the nation, and there was little mention of the contributions of women to our society.
- You attend or attended a school where boys were encouraged to take math and science, called on more in class, and given more opportunity to participate in athletic programs than girls.
- You are aware of job(s) where women made less for doing comparable work or did more menial jobs.
- You are aware of work in a job, career, or profession, or in an agency or organization in which there are few women in leadership positions.

### WRAP UP

- What was it like to do this exercise?
- What was most difficult about it? (Participants get to decide what applies to them or not. Some things are harder to acknowledge than others, especially in front of a group; it can be helpful for girls just to get a chance to think about whether the question applies to them.)
- Did you think about anything for the first time during this exercise?
- What are some of the differences between men's experiences of male privileges? Are there any men that don't get male privileges at all?

# I WANT TO FLY

## THE TRAINING WILL HELP PLAYERS

- To understand how education empowers them to choose to become what they want to be.
- To examine how education leads to rational thinking, better understanding of the context, better negotiation skills and higher potential for economic growth.

## WARM UP

Social conditioning shapes our thinking on certain matters in certain ways. Girl's education is valued less as compared to the importance of getting married, running a successful house and bearing children. Today's session will help us in making a choice about what we value more in life and the different opportunities that will emerge as a result.

## ASK THE PLAYERS

Today I am going to share a story about a girl like you.

14-year-old Khwaish got a full scholarship to continue her studies. She goes and tells this to her father..... After completing her 10<sup>th</sup> Khwaish wants to study further but her current scholarship was till the board exam. Her brother who is two years older to her is ready to pursue his graduation. Their father who owns a road side tea stall has just been evicted.

## Training 9

- What do you think will be the reaction of her father on hearing about scholarship?
- Do you think Khwaish will be able to continue her education after 10<sup>th</sup>?
- Now that the father has lost his livelihood, who do you think between Khwaish and his brother should pursue further education and why?
- What will be the advantage for the family if they educate Khwaish or her brother or both?
- If you had a choice how would you shape the life story of Khwaish...

### WRAP UP

An educated woman has many advantages. Not only is she capable of building a carrier, supporting her family economically and being independent, she can also make more informed decisions. A carrier is not the ultimate reason why education is required, an educated women caters better to her family's needs and build a brighter future for them.

# KNOWING YOUR BODY

## THE TRAINING WILL HELP PLAYERS

- To understand and be comfortable with their bodies in and off the field.
- The session will also clarify myths and deal with feelings of shame and discomfort and the restrictions associated with the body.

## WARM UP

As you grow up, your body begins to change in size and also in shape. At this time you also begin to become more conscious of your body and your appearance. These changes happen because of changes in the natural chemicals in the body called hormones. Both boys and girls have hormones but they have different amounts of different hormones. That is why some of the changes that take place are different for girls and boys – let's look at some of the changes that occur.....

## ASK THE PLAYERS

- What are the changes you observed in your body as you grow up?
- What are the changes that you know happen in boys?
- Of these changes in your body which are the ones you are comfortable and uncomfortable with? And why?
- How do these body changes affect your performance in the field?
- What are the restrictions which you face with regards to body changes from family, peers and others?

## Training 10

### WRAP UP

Know your body and be comfortable with it – you are special. All physical and emotional changes during puberty are natural. Don't feel shy or be ashamed. If you have any questions on bodily changes/puberty, feel free to ask or consult some trusted person.

# WHAT IT IS TO BE BEAUTIFUL

## THE TRAINING WILL HELP PLAYERS

- To understand what is the definition of real beauty.
- The session will clarify how we define our own body parts negatively which gives us feelings of shame and discomfort.

## WARM UP

The desire to be attracted is normal, but problems arise when the definition of beauty is narrow, unhealthy, and genetically unrealistic for vast majority of us. This is the real big issue that women in most of the countries are facing where it is not uncommon for women to feel worthless and depressed over the skin colour, shape of the body including height and weight as well as shape and size of sexual organs. Today we will be discussing about how being beautiful and attractive also means being healthy, happy and self-accepting.

## ASK THE PLAYERS

We will be working in a small group to see the use of some of the beauty products which are available in the market and their benefits (cards with beauty products will be distributed to each group).

- What is the product all about?
- What are the changes you will observe if you use these products?

## Training 11

- Are these changes enough to feel beautiful?
- What are the harmful side of these products?
- Who uses them most?
- How these products are making differences in our life if we use them or not use them?

### WRAP UP

The pressure to be beautiful leads to low self-esteem, feeling of shame and worthlessness among girls and women as well as boys and men. Poor self-esteem is linked with poor performance in school as well as at personal level in whatever we do, increases vulnerability to violence and most important more incidences of illness. This prevents us from enjoying life fully and fulfilling our potential. **So why do we bother about it...**

# IS IT LOVE

## THE TRAINING WILL HELP PLAYERS

- To enable girls to reflect and analyse about emotions like love, infatuation, and jealousy.

## WARM UP

As we grow up it is natural to be attracted to boys. We want to look good and impress them and feel upset when they don't respond to our feeling. Today's session we will talk about your feelings, discuss love, sex and infatuation to help you deal with your emotions better.

## ASK THE PLAYERS

- What is the difference between love, infatuation and sexual attraction?
- Why is it important to differentiate the above feelings?
- Is sex a part of love? Why and why not?
- Is it okay for girls to express their feelings? Why and why not?
- Where do you form your impressions about love and romance?

## WRAP UP

It is important for girls to realize, understand and express their feelings. It is necessary that girls know how to negotiate and say no because you should do what you want to. There is nothing wrong in having feelings of love, infatuation and sexual desires as long as you are the one in charge of your emotions and act accordingly.

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# UNDERSTANDING GENDER BASED VIOLENCE

## THE TRAINING WILL HELP PLAYERS

- To understand the meaning of gender-based violence.
- Have clarity of the perpetrators and the issues underlying this behaviour.

## WARM UP

Violence against women is a persistent and a global problem occurring in all cultures and societies. Around the world, at least one in every three women has been beaten, coerced into sex, or otherwise abused in her lifetime – most often by someone she knows, including a member of her own family, an employer or a co-worker. This jeopardizes women's lives, bodies, psychological integrity and freedom. Violence against women is often known as 'gender-based' violence because it partly stems from women's subordinate status in society. There are so many instances where you have been exposed to such acts. Today we will be understanding these instances and also why it is termed as gender-based violence and what are the issues that give rise to such behaviours .....

## ASK THE PLAYERS

- What are the behaviours that have a negative physical, psychological and sexual effect on girls?
- Can you give examples of such instances that girls in your community face or witnessed in the course of growing up?
- What is the effect of such behaviours on the girls?
- Who are the perpetrators of these acts?

## Training 13

### WRAP UP

Gender-based violence is violence against women based on women's subordinate status in society. It includes any act or threat by men or male dominated institutions that inflict physical, sexual, or psychological harm on a woman or girl because of their gender such as domestic violence; sexual abuse, including rape and sexual abuse of children by family members; forced pregnancy; sexual slavery; traditional harmful practices towards women, such as honor killings, burning or acid throwing, female genital mutilation, dowry-related violence; violence in armed conflict, such as murder and rape; and emotional abuse, such as coercion and abusive language. Trafficking of women and girls for prostitution, forced marriage, sexual harassment and intimidation at work are additional examples of violence against women. This also includes what you have stated which is very common such as sexual abuse commonly known as "teasing".

In most cultures, traditional beliefs, norms and social institutions legitimize and therefore perpetuate violence against women. The majority of perpetrators of gender-based violence are men. However, despite the fact that no society is free from it, male violence against women varies in degree and intensity according to the specific circumstances. Some types of violence against women are perpetrated by women as well. Women commit violence as a way to ensure their own survival and security within a social, economic, and political context that is shaped and dominated by men. For example in some societies, older women may display violent behaviour towards their daughters-in-law.

# IDENTIFYING THE SPHERES WHERE GENDER BASED VIOLENCE OCCURS

## THE TRAINING WILL HELP PLAYERS

- Identify the different spheres where gender based violence occurs.
- Understanding the basis of justification of GBV by the community/ society.

## WARM UP

Gender violence occurs in both the 'public' and 'private' spheres. Such violence not only occurs in the family and in the general community, but is sometimes also perpetuated by the state through policies or the actions of agents of the state such as the police, military or immigration authorities. Gender-based violence happens in all societies and across all social classes.

## ASK THE PLAYERS

- What are the different spheres where gender-based violence occurs?
- What are the common forms of GBV that occur in a family setting?
- How much/what acts of violence are justified in a family/household setting?
- Which forms of violence are common in a community setting?
- How does community/society justify GBV?

# Training 14

## WRAP UP

Justifications for violence frequently evolve from gender norms – that is, social norms about the proper roles and responsibilities of men and women. Masculinity is often associated with characteristics such as aggressiveness, competitiveness, dominance, strength, courage and control. Femininity is, on the other hand, associated with weakness, gentleness, tolerance, passivity and emotion. These characteristics result from a combination of biological, cultural and social influences and relate to our understanding of power in society as a whole.

(Divide participants into pairs and allow them 10-15 minutes to discuss which major types of violence occur in the family, community/society, and the ones perpetrated or condoned by the state.)

Types of gender-based violence	Sites of gender-based violence

## GET IN TOUCH WITH YOUR LOCAL SPORTS REPORTER

- Tell your school newspaper or magazine reporter/editor about "PARIVARTAN".
- Discuss your team's goal of increasing respect for women and girls.
- Make known to the school community that your athletes are good not only in sports but also in conduct.
- Make your athletes feel proud of the fact that the school community is appreciating their commitment.
- This is a great way to involve the broader community and provide other opportunities for your athletes to develop respectful behaviour.

**References & Resources:** See Mentor's Kit for a sample letter to sports reporter.

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## HAVE A FAN PLEDGE DAY

- Make your team's next tournament a Fan Pledge Day!
- During pre-game or halftime, use the loud speaker to announce your team's commitment to respecting others, particularly girls and women. Encourage fans to sign 'Pledge Cards' that your team can distribute before the game.
- Have your players collect Pledges from the fans and help them engage with others about their commitment.
- Create a **PARIVARTAN** board where your athletes can paste all pledges collected and post it in a public place, e.g. the school sports room or hallway.
- Your players will be the stars of the game and of the community for their public promise to respect others.

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## CREATE A TEAM CAMPAIGN

- Have your athletes create their own messages, posters, video or web page. They will describe the principles of the program and their role in showing and encouraging respect and honour.

Post these messages in a public place – the sports room, the gym, the canteen or the hallways of the school.

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*For more information about Parivartan Change At Play Program please contact*

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