



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



Activity Guide for Group Education Sessions
2014

The International Center for Research on Women (ICRW), founded in 1976, is the world's premier applied research institute focused on women and girls. It is headquartered in Washington, DC, with the Asia Regional Office in New Delhi, India. ICRW's evidence-based insight seeks to optimize programs, influence policies and identify scalable solutions that help them lead safer, healthier and more empowered lives. ICRW talks to women. We help their voices be heard. And we make sure that the unique vulnerabilities they face as well as the unrecognized contributions they make are integrated into efforts to reduce poverty, improve health and create a more equitable world. For more information about ICRW, please visit our website at www.icrw.org.

Apnalaya, an NGO founded in 1972 to help children living in slums progress towards a better life, strives to achieve this through urban community development projects in Mumbai. Its role is one of empowerment: of encouraging ordinary men and women to believe in themselves and in their abilities to change their lives for the better. Partnership and participation is thus the key to all of Apnalaya's activities. From identification of needs and problems to planning and execution of projects, local people are involved at every stage.

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This Guide has been developed based on the experiences of some of the adolescent girls focus programs across the globe. This effort wouldn't have been possible without the willingness of many people to share their successes, stumbling points and expertise.

The following organizations and individuals have contributed directly to development and design of the manual.

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ABOUT PARIVARTAN

Parivartan is a sports-based program initiated by ICRW and Apnalaya to be carried out with adolescent girls in your community. This program is a holistic approach towards development of skills and attitudes of adolescent girls using the sport of Kabbadi as a platform to deliver the messages through young mentors like you.

Parivartan is a result of the global efforts of using sports as a channel to reach adolescent girls and also the learning from a program that was previously implemented with boys in the Shivaji Nagar community using cricket as the channel. The boys' program focussed on changing gender norms to prevent gender-based violence.

This program is designed to help adolescent girls become aware of themselves, create a positive self-image and attain a set of skills which will further help them claim their own public/personal space. These acquired skills will cultivate better interpersonal communication, coping and conflict resolution. This will further help girls to voice their opinions, fears and aspirations openly about continuing education.

All the sessions and activities that will be carried out with adolescent girls will focus on clearly defined objectives of the program mentioned below:

- *To increase the skills of adolescent girls aged 12–16 years in order to aspire and demand for continuation of school education with their families;*
- *To encourage adolescent girls to adopt gender-equitable attitudes and express zero tolerance of sexual harassment;*
- *To create and sustain a supportive environment for adolescent girls' education at the family and community level;*
- *To foster a safe environment for adolescent girls in the community by engaging boys and men on the harmful effects of sexual harassment.*

The objectives of the girls' program are attained either by directly interacting with the girls or by involving their parents and family and accessing support from the community. In all the efforts, with the girls, their parents and the community as a whole, you as mentors have a prominent role to play, by drawing the support to create and sustain a safe environment for the girls.

WHY SPORTS WITH GIRLS

The base of sports is used here as participation in sports offers girls and women opportunities to alter their own and others' perceptions about their capabilities and the range of roles they might assert in their community and in society. By questioning the norms governing their own lives, girls and women can also question the roles governing their male peers. This way they can help establish a different understanding of the capacities of both genders, gradually reshaping the relationship between men and women in society. There are other benefits of girls' involvement in sports too. To name a few, it

- *enhances health and well-being;*
- *fosters self-esteem and empowerment;*
- *facilitates social inclusion and integration;*
- *challenges gender norms;*
- *provides opportunities for leadership and achievement.*

It is true in all countries that girls and women are less likely than boys and men to participate in sport, and sport continues to be dominated by males. It is a mistake, however, to assume that this is because girls and women do not wish to participate. As is seen in your community, heavy domestic demands, safety concerns, lack of accessible transportation, inadequate sport and recreation facilities, and few opportunities for physical education and skill development frequently prevent young girls' participation in physical activity and sport. Socio-cultural norms and constraints preventing girls and women from being physically active, leaving home unaccompanied, or being seen with/by men outside their family are additional barriers preventing them from becoming involved in sport and physical activity.

Hence, the Parivartan program is structured to attempt to create role models to aspire for careers and implementing the course for acquiring skill sets and knowledge. Through this structured sport program, adolescent girls can become more physically active, benefitting physically and mentally through reducing the risk they suffer from chronic diseases, depression and anxiety and engaging in health-risk behavior. The Parivartan platform can also be a powerful health, information and education platform connecting young girls with the information, skills and strategies they need to claim their space and continue with their education and ultimately delay age at marriage.

PARIVARTAN AND YOU

As a mentor associated with the Parivartan program you play a prominent role not only in the program but also in the life of the athletes during the program and later. You, as mentors, will be the role models for the athletes in your group. The girls will associate with your attitudes and behavior.

ICRW and Apnalaya are going to work with you to help you gain the knowledge and confidence to conduct the activities and discussions with the athletes in your group. Through you we look forward to reaching out to young girls, their families and the community at large. You, as mentors, will be ideals for the athletes to break the gender stereotypes which prevent them from aspiring higher.

This handbook is designed to help you carry out the various activities around life skill development, breaking gender norms and talking to them about health and healthy practices and issues around growing up. This handbook will also help you develop your gender-equitable attitude and pass it on to the athletes. The skills developed and the understanding around gender and its issues will enable girls to claim a safe space as a group and aspire towards a higher educational and career goal.

SETTING OUR FIELD

This manual has a strong focus on development and application of life skills in real-life contexts of adolescent girls and seeks to address aspects that need immediate attention and intervention. It is designed such that it will help you attain the objectives of the program by

- inspiring and promoting self-love, self-esteem and motivation;
- developing life skills, healthy coping skills, and decision-making skills;
- increasing the skills and self-awareness of adolescent girls to empower them to demand for continuation of school education with their families;
- encouraging adolescent girls to adopt gender-equitable attitudes and express zero tolerance of sexual harassment.

Carrying out the activities in this manual requires preparation, dedication and practice. The information and material in this manual will guide you in implementing the Group Education Activities and the Card Series smoothly. A thorough reading and exposure to training and understanding of the objectives will help you attain the objectives of the sessions.

A few key points you should consider before getting into the field with the athletes are listed below:

- Chalk out an outline for the scheduled session.
- Review the concepts and materials before starting the sessions.
- Make sure all the needed material is in place.
- Ensure that you look healthy and feel good and behave/act appropriately before you go into the sessions.
- Allow enough time to arrive at the practice ground for sports and the session centres for the group discussions and card sessions. Rushing around at the last moment creates a disorganized, frantic mood while beginning the practice and discussion session. You and the athletes should be relaxed and calm before starting the sessions.

ABOUT THE MODULE

The manual aims to empower young girls through participatory, process-oriented, non-judgemental approaches, which build on the experiences of learners, provide them with opportunities to critically think, analyse and infer learning rather than prescribing predetermined sets of behavior. The methods used in implementing the module include the following:

GROUP DISCUSSION: This method allows maximum participation among target groups. Discussions allow people to articulate their ideas and think through issues that are being opened out through the sessions. Responses of each participant are recorded by the facilitator on a board/flipchart for the entire group to see and refer to. This activity encourages participants to expand their thinking about an idea and enables them to look at it from different angles and perspectives.

CASE STUDIES AND STORYTELLING: This method involves the presentation and analysis of an incident, or uses a story or a scenario that has happened or could happen. Rather than providing 'endings' or resolutions, such a method invites participants to speculate about and think through the possibilities around the story/situation presented to them, thus enabling them to relate to their own personal experiences in an indirect way to come up with hypothetical solutions. Such an exercise becomes an important substitute for reality and helps the participants talk openly about their inner trepidations, limitations and socio-cultural barriers.

GAMES AND HANDS-ON ACTIVITIES: Games and ready-to-do activities are a means of passing on knowledge, skills as well as attitudes in a manner that entertains and keeps the students motivated. Thus, learning is fun, yet more effective and permanent.

ROLE PLAY: Performing role plays in a controlled group is an effective method for practising and modelling new skills in a safe and supportive environment. Since role plays can potentially be emotional, it is very important to emphasize that participants are playing characters and are not themselves. Role playing provides an opportunity to experience a real-life situation without taking real-life risks.

ESSENTIAL GUIDELINES FOR FACILITATORS

BE A GOOD LISTENER: A good mentor is a good listener. She listens and helps the girls feel comfortable enough to talk openly. A good listener does not interrupt or judge what the girls are saying. She values their feelings and ideas, and this helps to build trust. A mentor asks questions to encourage the girls to speak out. Careful questioning helps mentors learn what they are thinking.

DO NOT BE JUDGEMENTAL: By not judging the girls, a mentor helps them feel safe to share new ideas without fear of mistakes. A mentor does not favor any one girl over another, but ensures that all girls feel valued and important.

SHARE YOUR OWN EXPERIENCES: A good mentor also shares stories about her experiences. These stories should not only be about successes but also about hardship and challenges. By being open and honest with the girls, mentors gain their trust and respect. The girls learn more from mentors when they understand that even role models have highs and lows like everyone else.

TRUST BUILDING: It is very important that mentors do not share information private to the girls with others. Keeping private information to oneself helps build trust between a mentor and the girls. However, sometimes a mentor might feel that a girl is in danger or might be abused. This is the only time she can share private information with another trusted adult to remove the girl from danger.

NON-VERBAL COMMUNICATION: Make eye contact with everyone in the group. Move around the room as you speak in a slow, calm way. Respond to participants by nodding to what they are saying so that they feel confident about voicing their opinions.

BE DEPENDABLE: A mentor should be reliable in carrying out her mentoring duties. The girls should be able to rely on her to keep her word. This includes commitments to regular meetings, arriving at meetings on time and following through on what she promises to do.

USE CONTEXT-SPECIFIC LOCAL EXAMPLES: In discussions, try and bring out examples that reflect the lived realities of the girls. This will help them personally relate to the issues at hand and reflect about their own context.

CAPTURE IMPORTANT POINTS OF A DISCUSSION: It is very important for a good mentor to note the participants' responses so that these can be discussed openly in the group to expand on the ideas and thematics of the sessions.

WHAT TO DO AND WHEN: Using your observation skills, you, as the mentor, can assess the effectiveness of your session and how well information is being received. Based on these observations, you can adjust your questions, introduce a new activity or procedure, call for a break or deal with whatever is interfering with the success of the group. Observations collected over time can help you decide whether to continue with a particular process or to modify it for responding better to the needs of participants.

HAVE FUN! A good mentor enjoys mentoring and spending time with girls. The girls will know by her speech and actions that their mentor is happy to spend time with them.

COMMON PROBLEMS A FACILITATOR MAY FACE

SOMEONE DISAGREES AND WANTS TO ARGUE WITH YOU: Welcome disagreements, hear her with full attention and find common ground. Start further discussion from this common ground, elaborate on the points where disagreement exists.

EVERYONE LOOKS BORED: Encourage participation and discussion from the group.

SOME PEOPLE MONOPOLIZE THE DISCUSSION: Give recognition to their knowledge and enthusiasm and control them diplomatically.

PRIVATE CONVERSATION ERUPTS: Encourage them to share what they are talking about with everyone. In most of these situations, participants talk about the issues being discussed, but may hesitate to voice opinions openly.

TWO PARTICIPANTS START ARGUING WITH EACH OTHER: Do not take sides. Verbalize the positions of the participants and ask others in the group to give their opinion on the issue, then objectively summarize the discussion.

CONTROVERSIAL TOPIC: If any controversial topic is brought up, it should be left to the group to sort out or be answered collectively.

PERSONAL QUESTIONS: If personal questions are asked, the facilitator should use her discretion in answering. If the question is unanswerable, just convey the difficulty calmly.

BEFORE USING THE MODULE

- Familiarize yourself with the content.
- Prepare materials beforehand.
- Be sure to end each activity on a positive note.

OUR PLAN OF ACTION

Below is the list of activities that you will be conducting with your team of girls:

PARIVARTAN

Module 1: Gender

Difference between sex and gender
Gender equality
Gender role and discrimination
Masculinity and femininity

Module 2: Life Skills

Enhancing self-esteem
Understanding values
Managing emotions
Effective communication
Assertiveness
Conflict ladder

Module 3: Human Rights and Education

Human rights
Value of education

Module 4: Healthy Bodies

Puberty and adolescence
Menstruation and reproduction

Module 5: Friendship and Marriage

Healthy relationships
All about marriage

Module 6: Violence

Recognize different forms of violence
Sexual abuse and abusive language

Module 7: Moving Ahead

Moving ahead

APPENDIX: Resource List

आकाश में उड़ूँगी,
मैदान में खेलूँगी,
परिवर्तन के संग,
मैं भी एक पल जीलूँगी,

तुफान से टकराऊँ
मंजिलों को छू लूँ,
परिवर्तन के पंख लगाये
मैं भी एक उड़ान भर लूँ

युवताओं की दौड़, परिवर्तन की ओर।

मैं भी एक बच्ची हूँ
उभरने दो मुझे
दुनिया के खुले मैदान में
खेलने दो मुझे।

मीनू गाँधी

CONTENTS

03 About Parivartan

- 04 Why sports with girls
- 05 Parivartan and you
- 06 Setting our field

07 About the Module

- 08 Essential guidelines for facilitators
- 10 Common problems a facilitator may face
- 11 Our plan of action

14 Module 1: Gender

- 16 Session 1: Difference between sex and gender
- 20 Session 2: Gender equality
- 24 Session 3: Gender role and discrimination
- 28 Session 4: Masculinity and femininity

32 Module 2: Life Skills

- 34 Session 1: Enhancing self esteem
- 38 Session 2: Understanding values
- 40 Session 3: Managing emotions
- 42 Session 4: Effective communication
- 48 Session 5: Assertiveness
- 55 Session 6: Conflict ladder

58 Module 3: Human Rights and Education

- 60 Session 1: Human rights
- 62 Session 2: Value of education

66 Module 4: Healthy Bodies

- 68 Session 1: Puberty and adolescence
- 72 Session 2: Menstruation and reproduction

74 Module 5: Friendship and Marriage

- 76 Session 1: Healthy relationships
- 82 Session 2: All about marriage

88 Module 6: Violence

- 90 Session 1: Recognize different forms of violence
- 94 Session 2: Sexual abuse and abusive language

100 Module 7: Moving Ahead

- 102 Session 1: Moving ahead

106 Appendix

- 106 Resource List
- 107 Teen Resource List

1

MODULE ONE

GENDER



WHY THIS MODULE?

Familiarizing girls with gender education starts with building gender awareness. This implies understanding the negative impact of gender stereotypes, expectations, roles and addressing the inequalities that arise from them. The key objectives of this module are as below:

- To build an understanding of the difference between 'sex' and 'gender' so as to recognize how social and cultural norms can act as barriers in holistic growth;
- To assist participants discover a genuine sense of equality between men and women by challenging gender biases;
- To help participants build greater confidence in themselves so as to become informed, independent and self-reliant both in the personal and public spheres of their lives.

SOME KEY CONCEPTS FOR THE FACILITATORS

GENDER EQUALITY: Equal treatment of men and women in laws and policies, and equal access to resources and services within the families, communities and society at large;

GENDER EQUITY: Fairness and justice in the distribution of benefits and responsibilities between men and women; this concept recognizes that women and men have different needs and power and that these differences should be identified and addressed in a manner that rectifies the imbalance between the sexes.

GENDER DISCRIMINATION: Any distinction, exclusion or restriction made on the basis of socially constructed gender roles and norms, which obstructs a person from enjoying full human rights;

PATRIARCHY: A social order that privileges the man in society through lineage; patriarchy leads to the creation of power relationships in society, where a woman's role is considered less important than that of a man within a social order.

SESSION ONE

DIFFERENCE BETWEEN SEX AND GENDER



TIME REQUIRED

60 minutes



METHODS

Discussion
Hands on Activity



MATERIALS

Flipchart/Board
Pens, Markers
2 Identical Picture
Cards Stickers



LEARNING OBJECTIVES

By the end of the session the girls will be able to:

- understand the differences between sex and gender;
- understand the meaning and implications of gender roles for both boys and girls;
- critically examine beliefs about being a boy or girl in their own social context.



FACILITATOR'S PREPARATION

Draw a box on the chart/flipchart with a simple definition of sex and gender written down.

SEX: Biological and physiological characteristics that define man and woman.

GENDER: Socially constructed roles, behaviors, activities and attributes that a given society considers right for a man and a woman.



FACILITATOR'S NOTES

- Ensure that all the members of the group get an opportunity to express their views and participate in the group activity.
- Give examples to the group from everyday life or common perceptions that are expressed around us in order to help them push their thoughts.

ACTIVITY ONE

DIFFERENCE BETWEEN SEX AND GENDER

Write these two words: BOY (or MAN)/GIRL (or WOMAN) on a board or flipchart and ask the group to think of associations around these. What comes to their mind when they think about these two words? (For example, for BOY – physically strong, husband, father, reference to genitals, beard etc. For GIRL – beautiful, polite, wearing a sari, breasts, cooking and so on). Write down these associations on the board as they speak or ask them to write.

Now ask the group, “How many of these attributes are present when a child is born?” Point out to them that except for the genitals, no other attribute described by the group is actually visible in a newborn baby. As one grows up, many things get attached to a boy/girl that do not necessarily exist when he/she is a baby.



DISCUSSION POINTS

- Explain to the group the difference between the **sex** of a child and his/her **gender**. (Go back to the definition on the board.) While sex determines the biological and physiological traits of a person, gender consists of all the other social attributes that get attached to a girl or a boy, as he/she is growing up (the idea of beauty, certain tasks ascribed to a woman like cooking and earning an income to a man, etc.).
- These social aspects are something that we acquire later, based on our society and what it expects of a man and a woman.
- These social aspects comprise the ‘norms’, and while our sex is determined at birth, it is these norms that influence the way we get socialized into becoming a man or a woman.

ACTIVITY TWO

GENDER AND SOCIAL NORMS

Divide the group into two. Give the groups the two identical picture cards depicting a person. (The image of the person in the picture cards should be such that it is impossible to determine whether it represents a boy or a girl.) Tell both the groups to think that one of the figures is that of a girl and the other of a boy.

NOW GIVE THE GROUP A SET OF SIMILAR 'WORDS' (OR, IF POSSIBLE, IMAGES) CUT OUT AS STICKERS

- One set of words could be words related to everyday household chores such as cooking, driving a car, washing utensils, gardening, sewing.
- The second set of words should relate to games or sports: Tennis, Kho-kho, Badminton, Cricket, Hockey, Skipping a rope, House-house, etc.
- A third set of words should represent careers: Teacher, Beautician, Nurse, Doctor, Secretary, Actor, Pilot, Army personnel, etc.
- Now ask the two groups to stick these different words to the figures of the 'girl' and 'boy'.



DISCUSSION POINTS

- Based on the groups' responses generate a discussion on why some words have been ascribed to a girl and why some to the boy, despite the fact that the two 'look' the same.
- Do they feel that there are certain things that they cannot do because they are girls?
- What are the things that the boys can do that they cannot?
- Why do they think this is so?
- Have they observed similar instances in their community/neighborhood?



SESSION WRAP UP

Use the two activities to bring the group's attention back to the difference between **sex** and **gender**. Talk about social norms that make us believe that some things can only be done by a man or a woman, and how these are restricting. End the discussion by citing a famous woman figure who has done something in her life that society believes to be a 'man's job' (for example, Kiran Bedi, who joined the police force, typically thought to be a man's job, and was India's first woman IPS officer).



Ice Breaker

SIT DOWN IF...

This one starts with everyone in the group standing up. The facilitator then reads a statement and all those to whom it applies sit down. The last one standing is the winner! Some examples of the statements are given below:

- Sit down if you have eaten chocolate today.
- Sit down if you are wearing purple.
- Sit down if you were born in September.
- Sit down if you have brown eyes.
- Sit down if you are the youngest child.
- Sit down if you have bunked school ever.
- Sit down if you can speak more than two languages.

Ice Breaker

ATLAS

Either in seat order or in a circle, the first person says the name of any city, river, ocean or mountain that could be found in an atlas. The next person must say another place that starts with the last letter of the place previously said. There is a 10-second limit and no place can be repeated.

SESSION TWO

GENDER EQUALITY



TIME REQUIRED

60 minutes



METHODS

Story Construction
Discussion



MATERIALS

Picture Story Cards
Flipchart/Board
Color Pens and
Paper



LEARNING OBJECTIVES

By the end of the session the girls will be able to:

- understand the major causes of social inequality and the need to negotiate gender bias;
- understand why women and girls tend to have less power in their family, community and society.



FACILITATOR'S PREPARATION

- Make sure that you have the story card ready for the session.
- You should also have all the statement cards for Activity 2.



FACILITATOR'S NOTES

- Ensure that you note down all the responses from the group in order to help build on the discussion.
- Ensure that you end this session on a high note so that despite becoming familiar with the causes for gender inequality, the girls are left with a positive feeling of being able to conquer these limitations as well.

ACTIVITY ONE

WHY DISPARITY IN GENDER?

Start with a story by showing the picture story cards (these cards should be designed keeping the story given below in mind):

Pari is a student of Class 7 while her brother Aman studies in Class 6 in the same neighborhood school. Pari loves school and has an excellent class record. Aman, on the other hand, finds school very difficult and dull and loves to play the whole day while dreaming of a world without school and studies. Now that Pari will be going to Class 8, her parents are faced with many dilemmas. Since the nearby school is only up to Class 7, they realize that if Pari is to study further, she will have to go to another school far from their neighborhood. They fear for her safety in sending her to a faraway school. That school is also more expensive and it will be difficult for the parents to spend that much money on both their children's education at the same time. What do you think will happen now?

Divide the girls into smaller groups and ask each group to complete the story within 10 minutes. The group can write or draw pictures. Ask each group to stop writing/drawing and then read the story one after another.



DISCUSSION POINTS

Start the discussion based on the story on the lines given below. You can either hold discussions after each group presentation or at the end. Bring the examples from each story while discussing these questions:

- What should be done in this scenario? Should Pari go to the other faraway school or should she discontinue her studies?
- Has the group come across similar instances/experiences where a girl has had to discontinue her studies because of similar reasons?
- Do they feel that Aman will also have to face the same questions as Pari? Why? If not, why?

ACTIVITY TWO

RECOGNIZING OUR OWN BIAS

Write the following incomplete sentences on a board/flipchart and generate responses around them from the group:

- Being a girl makes me feel...
- If I were a boy, my life would be different because...
- In 10 years, I will probably spend most of my time...
- In my community, males do...
- In my community, females do...
- One thing I would like to change about being a male/female...
- Boys are better at...
- Girls are better at...





DISCUSSION POINTS

- Discuss the responses with the group and question why they are of a certain kind (for example, “In 10 years, I will probably spend most of my time *looking after my house*” or “Being a girl makes me feel weak at times” or “If I were a boy my life would be different because I would be able to study more” and so on).
- Speak about the fact that given our social norms (something that you have discussed in the previous section) we are made to feel that we ‘cannot do’ certain things. This kind of pressure exists not only on us as individuals but also on our parents who want the best for us because they love us very much; or even on the community in which we live as we are all a part of a social structure. However, we do have examples of people who have negotiated these circumstances and come out with flying colors.
- Here, you can speak about Sania Mirza, the tennis player, who is a girl from a supposedly ‘conservative’ community, and how despite all odds she has been able to make a name for herself in what is seen to be a man’s domain – tennis.



SESSION WRAP UP

Conclude the session by highlighting the fact that *inequality* between genders is not a fact; it is something that society imposes on us. Because of gender roles and what is expected of a man or a woman, we as individuals become limited and narrow in our approach to life. It is very important that we overcome and negotiate these inequalities at different phases in our lives.

SESSION THREE

GENDER ROLE AND DISCRIMINATION



TIME REQUIRED

90 minutes



METHODS

Story Construction
Discussion



MATERIALS

Story Cards
Blue/Green Stickers
Rope
Flipchart/Board
Pens, Paper



LEARNING OBJECTIVES

By the end of the session the girls will be able to:

- understand 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.



FACILITATOR'S PREPARATION

Make sure that you have the cards handy for the session.



FACILITATOR'S NOTES

- Read out from the story cards given to you.
- Since this session may be quite heavy for the participants, ensure that you end it with the game suggested as Activity 3.
- Note that Activity 3 should be approached from a factual point of view so that learners do not argue from an emotional perspective. A sense of seriousness should prevail to discourage learners from voicing their own attitudes and thus blocking their ability to learn and reason. At that time, talk about things in general rather than personal beliefs and experiences.

ACTIVITY ONE

NOTIONS OF 'BOY' AND 'GIRL'

Read the first story card that depicts the following situation in which the sex of the character is not disclosed.

'M's ambition in life is to be a singer. But 'M's parents are opposed to the idea. They think being a singer is not a good idea, a waste of time and that 'M' should focus on studying instead, just like 'M's friends do, rather than wasting time in such activities.



DISCUSSION POINTS

Ask the participants if M is a boy or a girl and the reason why they feel the character is male or female.

If the group says that M is a girl, then use this opportunity to talk about why it is difficult for a girl to follow a 'unique' ambition such as wanting to be a singer (the fact that not many people think this is an easy thing for a girl to do; that she should study till she can and then get married to a person of her parent's choice and look after her house; that if she is to become a famous singer then she will have no time to attend to her home and family, her ultimate role in society etc.).

If M is a boy, why are his parents unhappy about him being a singer? Is it something that normally boys are not supposed to do? Are they supposed to follow only 'manly' professions like being a doctor or engineer? Or is being a singer not something respected by the community?

Ask the girls what are the tasks in their own community associated with men and women and why.

ACTIVITY TWO

RE-LOOKING AT STEREOTYPES

Read the second story card that depicts the following situation in which the sex of the characters is not disclosed.

Two friends 'D' and 'E' were walking on an isolated road at night. Suddenly a thief accosts them with a knife and in a gruff voice asks them to hand over all their money. D starts to run in the opposite direction while E grabs the thief's hand and punches the thief hard, forcing the thief to drop the knife. The thief flees leaving the knife where it had fallen.



DISCUSSION POINTS

- Ask the girls to vote by putting a blue sticker if they consider 'D' or 'E' both or one of them a woman or a girl and stick a green sticker if they consider 'D' or 'E' both or one of them a man or a boy.
- Is it necessarily true that boys are brave and girls are scared, or that boys are strong and girls are weak?
- In cases where a boy is braver or stronger, could there be a reason behind this? How do his friends and family expect him to be? What is shown in movies? Do these expectations and influences affect our behavior? What if D is a boy and E is a girl? How does this make you feel? Is this possible?
- Summarize Activities 1 and 2 by talking about how, in society, men are supposed to perform in a certain way and thus do certain things, much the same as in the case of women. These are called gender roles, and rather than creating a conducive, healthy environment, these roles circumscribe our own ability to perform and think for ourselves.

ACTIVITY THREE

MOVING TOWARDS EQUALITY

EXPLAIN THAT A GAME WILL BE PLAYED OUTSIDE ON THE GROUNDS

- Divide the participants into two teams: one team is termed 'boys' and the other 'girls'.
- Now let the two teams play Tug of War. Let them pull until one team has pulled the other over the line.
- After this, ask the two teams to sit in a circle. Tie the rope in a large circle and hand it to them, so that everyone is sitting outside the rope. This is called a '*Tug of Peace*'.
- Ask the group to pull together on the rope so that they can all stand up.



DISCUSSION POINTS

- What does this exercise illustrate?
- Explain how it demonstrates that instead of people pulling on opposite ends where only one team wins, we can use situations so that everyone benefits and feels good about the results.
- Ask the group to discuss how this might relate to issues of men and women and girls and boys.



SESSION WRAP UP

Tie up all the activities to reassert how gender roles and prejudices influence various aspects of our lives. It is important to be aware of these differences that are ascribed to men and women in order to overcome them. It is important and possible for a man and a woman to work in complementary ways as demonstrated by the *Tug of Peace*.

SESSION FOUR

MASCULINITY AND FEMININITY



TIME REQUIRED

45 minutes



METHODS

Role Play
Discussion



MATERIALS

Flipchart/Board
Chart Papers
Paper and Pens



LEARNING OBJECTIVES

By the end of the session the girls will be able to:

- examine critically issues related to masculinity and femininity;
- learn to become more comfortable with their own bodies.



FACILITATOR'S PREPARATION

Keep the flipchart and the required paper and pens/pencils ready.



FACILITATOR'S NOTES

Help the group by offering suggestions as to how to frame their thoughts and get started with Activity 1, without putting words in their mouth.

ACTIVITY ONE

IDEAL MAN AND WOMAN?

Ask each member of the group what her idea of an 'ideal' man is. What are the physical and other qualities that he should have? In order to help them formulate their thoughts, give them some opening lines.

1. *I would like to be with a man who looks like...*
2. *For me, it is very important that a man should be...*
3. *It is very important that he makes me feel...*
4. *He should take care of...*
5. *The man I idolize should never...*

- Ask the girls to draw the outline of a male body and draw different aspects which they would like to see in their ideal man/role model.
- Ask them to write who their male role model is and why on the chart paper.
- Now tell them to think about what an ideal woman should be.
- Divide the group into two. Make one of the groups write their names on chits of paper and then together pick out five names from among them. These five people will be 'actors' for this group.
- Now tell this group to discuss among themselves and identify five qualities that an ideal woman should have. Ensure that these qualities are such as can be acted out by the chosen actors (like shy, beautiful, someone who does household chores) and easily identified by the other team.
- As the actors from Group 1 play out these qualities, ask Group 2 members to name them.
- Write down these qualities – e.g. shy, quiet, fair, etc.
- Ask the group members to write who their female role model is and why they like them.

ACTIVITY TWO

IDEAL MAN AND WOMAN?



DISCUSSION POINTS

- Compare the qualities of an ideal man and ideal woman that the group has come up with.
- Ask them why they ascribed different qualities to a man and a woman.
- Is there one thing, physically speaking, that they would like to alter about themselves (complexion, beautiful hair, big eyes etc.)? Why?
- Steer the discussion towards notions of beauty typically ascribed to a woman and success typically ascribed to a man. Ask the group if these two attributes can come together.
- Who do they think is an ideal woman and a 'bad' woman based on examples – whether from real life or other spheres of life (characters they watch in films or in television serials)?
- Have the girls ever been told to behave 'like a girl' by anyone in their lives? What do they think 'behaving like a girl' means?



SESSION WRAP UP

By the end of the session the group should have an idea about how 'qualities' of masculinity and femininity come to be constructed around men and women and how it is important to break out of these stereotypes for one's holistic personal growth.



ENCORE

This is a simple game that tests participants' ability to think fast. Divide the group into teams. For larger groups, you can have more than two teams. Yell out a word that is commonly found in songs (love, road, river, girl, wind....). The teams must sing a song in unison (together) using that word. The first team to do it wins a point.

2

MODULE TWO

LIFE SKILLS

The background of the page is an abstract watercolor painting. It features a mix of vibrant colors including deep blues, light blues, greens, and purples, all blended together in a soft, painterly style. The colors are more concentrated in the upper right and lower right areas, with lighter, more washed-out tones in the center and left. The overall effect is artistic and textured.

WHY THIS MODULE

Life skills education provides an integrated and holistic approach to adolescent/youth development. Adolescents require specific skills, knowledge and attitudes to be able to make informed decisions regarding their future. However, lack of resources, opportunities, exposure and other social and economic constraints are limitations imposed on their growth, especially in the case of girls.

KEEPING THESE IN MIND, THE KEY OBJECTIVES OF THIS MODULE ARE AS FOLLOWS:

- To create self-awareness about one's own voice – strengths and weaknesses;
- To help adolescent girls build their self-esteem and confidence;
- To develop important aspects of their personhood, such as assertiveness, communication skills and conflict resolution, to name a few, so as to help them voice their opinions, fears and aspirations openly;
- To impart key skills and approaches to tackle various challenges in life;
- To help the group recognize and articulate their goals and ambitions and set practical benchmarks to realizing them.

SESSION ONE

ENHANCING SELF-ESTEEM



TIME

45 minutes



METHOD

Case Studies
Group Work
Discussion



MATERIALS

Story Cards
Paper
Color Pen
Picture Postcards



LEARNING OBJECTIVES

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

- feel good about themselves;
- identify their varied strengths;
- understand that good qualities are valued over appearance.



FACILITATOR'S PREPARATION

- Prepare the card with stories and keep it ready for the activity.
- Divide the girls in equal groups to complete the story followed by discussion.
- Prepare a list of ideas that could be the end of the story from the community perspective.
- Inform the groups that there is no right or wrong response.
- The nature of this workshop means that you may touch upon some sensitive areas in your discussions. Sometimes these areas can link back to the home. When parents have greater awareness about what their children are discussing, better conversations can be had at home to reinforce and support in-class teaching.



FACILITATOR'S NOTE

- As a facilitator you have to make sure that there is no personal outbreak during the discussion.
- It is also important to ensure that each person in the group thinks about the story from a community perspective.
- Sharing your own thoughts during the discussion will create an enabling environment which might lead to more open discussion.
- Always ensure that you are not judgemental during the discussion as well as while you are wrapping up the session.

ACTIVITY ONE

GOOD QUALITIES ARE MORE IMPORTANT THAN LOOKS

CASE STUDY ONE

"When are you going to start saving? Don't forget there's a girl growing up in the house", says Pari's mother to her husband. Pari, a very intelligent young girl with a dusky complexion, lives in the community with her parents and younger brother. She has many friends at school as well as in the neighborhood and is loved by all of them because of her nature. But she is always depressed and feels that she is a huge burden on her parents. While Munni, who looks like Madhuri Dixit and lives next door, and her parents are not so worried about Munni's marriage. Pari always has a question in her mind: why is it like this?

CASE STUDY TWO

I am Rumi, a student from Class 7 who likes to sing and eat good food. I would like to be happy always. But, my friends always tease me because I am fat. They say I will never have a smart boyfriend like Akanksha does. She is very fair and thin. But what can I do? I very much like to eat good food. Sometimes I fear going to school as my teachers and fellow students make fun of me. I feel they also avoid selecting me for annual cultural programs and sports though I am a good singer. Even at home my parents always scold me saying I may not get married or will not get a good partner. Rumi always has a question in her mind: why is it like this?

GOOD QUALITIES ARE MORE IMPORTANT THAN LOOKS



DISCUSSION POINTS

- Is it Pari's and Rumi's fault that they are dusky complexioned and fat?
- Is there any possible way to become fairer or slimmer?
- What do you think you would do if you were Pari or Rumi?
- How do you expect most families in this community will react to a daughter like either of them?
- What about the community? How do communities perceive a girl who might be intelligent but is not fair or slim?
- Which is important – the qualities of the individual or her appearance?
- Do you think boys go through similar tension?

WHY ARE THEY FAMOUS?

- Show the girls picture of **Kiran Bedi, Kalpana Chawla, Lata Mangeshkar, Asha Bhosle, Smita Patil, Saina Nehwal** and **Mary Kom**.
- **Ask them to write a few characteristics of these famous women.**
 - **Why are they famous?**
 - **What do they like about them?**
 - **Are they beautiful?**
 - **What is more important, quality or appearance?**



SESSION WRAP UP

It is important to understand that everyone has wonderful qualities, abilities and skills that are not affected by their physical appearance. Focussing on positive self-esteem is important and essential as it affects how we view ourselves and others and the way we approach every aspect of life. A person with physical beauty should not think that it is his/her passport to success and similarly those who do not have great looks should realize that they are not judged simply by looks alone. It is our personality which makes us beautiful. All you girls have wonderful qualities, abilities and skills. Feel proud of yourself and all your qualities.



Kiran Bedi



Kalpana Chawla



Lata Mangeshkar



Asha Bhosle



Smita Patil



Saina Nehwal



Mary Kom

SESSION TWO

UNDERSTANDING VALUES



TIME

45 minutes



METHOD

Games
Discussion



MATERIALS

Paper
Pen



LEARNING OBJECTIVES

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

- identify some of their own values;
- feel more confident in sharing their values.



FACILITATOR'S PREPARATION

Create three corners in the ground/room and stick papers with '**Agree**', '**Disagree**' and '**Not sure**' written on each.



FACILITATOR'S NOTES

- Choose value statements and read them aloud one by one.
- Explain that after every statement is read each participant needs to decide whether she '**Agrees**', '**Disagrees**' or is '**Not sure**' with the statement and go and stand in the relevant corner.
- Tell them that each one of us values things, incidents differently and thus there is no '**Right**' or '**Wrong**' answer.
- Each group then comes back and shares its position.
- Inform them that they can also change their position during the discussion if they feel like it.
- In case all the girls stand in one corner agreeing/disagreeing to a given statement, the mentor should take up the other corner and contradict the group and lead the discussion.
- Do not draw conclusions after each statement.

ACTIVITY ONE

VALUE CLARIFICATION

Read the following statements aloud one by one:

1. It is okay if women and girls smoke and drink on social occasions.
2. Adolescent girls should have children even though they are unable to take care of them.
3. A girl should always get married as early as possible when her parents decide.
4. Women should have sex only with their husbands.
5. Women in a family should not earn more than the men.
6. Education is important but spending money for a girl's education is useless.
7. Outdoor sports are not okay for girls as it invites sexual harassment.
8. Girls should be educated so that they get good husbands.
9. Women should learn to control their sexual urges.
10. There is no point in planning because fate will take us wherever we have to go.



DISCUSSION POINTS

After all the statements are discussed, stimulate a discussion by asking the following questions:

- **How did you feel about each statement?**
- **Did you have to think long and hard about each one of them?**
- **Did anyone else in your team influence your choice?**
- **Is your behavior influenced by what you believe?**
- **After going through the exercise, do you think you will change your beliefs and values attached to some of these facts?**



SESSION WRAP UP

Taking the group through their responses, talk to them about how, more often than not, we ascribe judgemental values to people based on how society around us perceives the actions being committed. It is important for all of us to listen to our inner voices and judge for ourselves what is good or bad for us. These decisions should be based on clear, rational thinking rather than social prejudices and expectations.

SESSION THREE

MANAGING EMOTIONS



TIME

45 minutes



METHOD

Role Play
Discussion



MATERIALS

Cards
(with different types
of emotions)
Paper
Color Pen



LEARNING OBJECTIVES

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

- understand the different types of emotions;
- understand different ways of expressing and managing emotions effectively



FACILITATOR'S PREPARATION

Based on the discussion during the card session (number 6) prepare cards with different emotions such as Happiness, Anger, Jealousy, Love, Sadness, Fear, Anxiety and Depression and provide each group with at least two to three cards to include in their role play.



FACILITATOR'S NOTES

- Be sensitive about the feelings of the students while conducting this session.
- Check the responses of the girls to certain situations. For example, when they are teased, they may show uneasiness through giggling or laughing shyly. At this stage, you should bring out the issue of girls having a right to firm protest and to recognize this as a violation of their right to life with dignity.
- It is advisable to consider this as one of the role plays. This is a very important issue which students must recognize.

ACTIVITY ONE

MANAGING EMOTIONS?

MAKE THE GROUP DO ROLE PLAY

- Quickly recapitulate the card session on '*What is emotion?*'. Ask for eight volunteers and form four pairs. Ask each pair to pick three cards and think about a situation based on them.
- During the role play, when a girl reaches a point where she is expressing or showing a particular emotion, you should freeze her action by saying 'statue'. When that student stops, you should ask the remaining students what would be the reaction of others to the way the emotion is being expressed. Can the response shown trouble others or convey the right message? Ask the girls to suggest other ways of expressing emotions and call someone to express it, if required.



DISCUSSION POINTS

After the role play, initiate discussion using the following questions:

- What were the different emotions that were expressed in the role play?
- Which of the expressions did you feel were appropriate or inappropriate? Why?
- If you felt that the emotions were expressed inappropriately, what are the better ways of expressing them?
- Which emotions did you feel were difficult to express and to understand?
- Which emotions did you feel were easier to express and understand?
- Which emotion is generally expressed on a large scale? By whom and why?
- Which emotion is suppressed most of the time? Who does it? Why?



SESSION WRAP UP

We all experience a variety of emotions. Depending on what is happening in our lives, we can feel happy, sad, afraid or angry. Some feelings, such as fear, can be difficult, but can also help push us to do better such as in school tests and at recitals. Likewise, happy feelings can cause problems, such as when you share your excitement with a friend while in a class. Life without feelings would be impossible and boring. Feeling angry is natural but being violent is not. You should be able to convey your emotions without being violent, and that is a skill. Express emotions effectively without hurting others.

SESSION FOUR

EFFECTIVE COMMUNICATION



TIME

60 minutes



METHOD

Role Play
Discussion



MATERIALS

Cards
(with different types
of emotions)
Chart Paper
Color Pen



LEARNING OBJECTIVES

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

- understand the different forms of communication and their ability to formulate assertive responses;
- help girls express themselves clearly and effectively;
- improve interpersonal relationship with parents and peers.



FACILITATOR'S PREPARATION

Write down all the statements on the chart paper.

On smaller cards write '**Aggressive**', '**Passive**' and '**Assertive**' and stick one in one of the three corners of the room.



FACILITATOR'S NOTES

Read out the statements very clearly without any expression or judgement one after another with enough space/time between two statements. After every statement ask the girls for their spontaneous reaction/response. Don't rush through the statements as the girls need to think and absorb.

FORMS OF COMMUNICATION

Ask the girls what are the different situations when we might have trouble expressing our wishes.

In the context of those situations try to explore where we use '**aggressive**', '**passive**' and '**assertive**' types of communication.

- Explain each one of them with examples such as being honest, being direct, speaking for yourself, talking about your aspiration. What do we usually do? How do we communicate?
- Now read out each statement from the sheet '**Analyse this Response**' worksheet and ask them to think and stand in the corner they feel is most appropriate.
- Have a discussion around these.



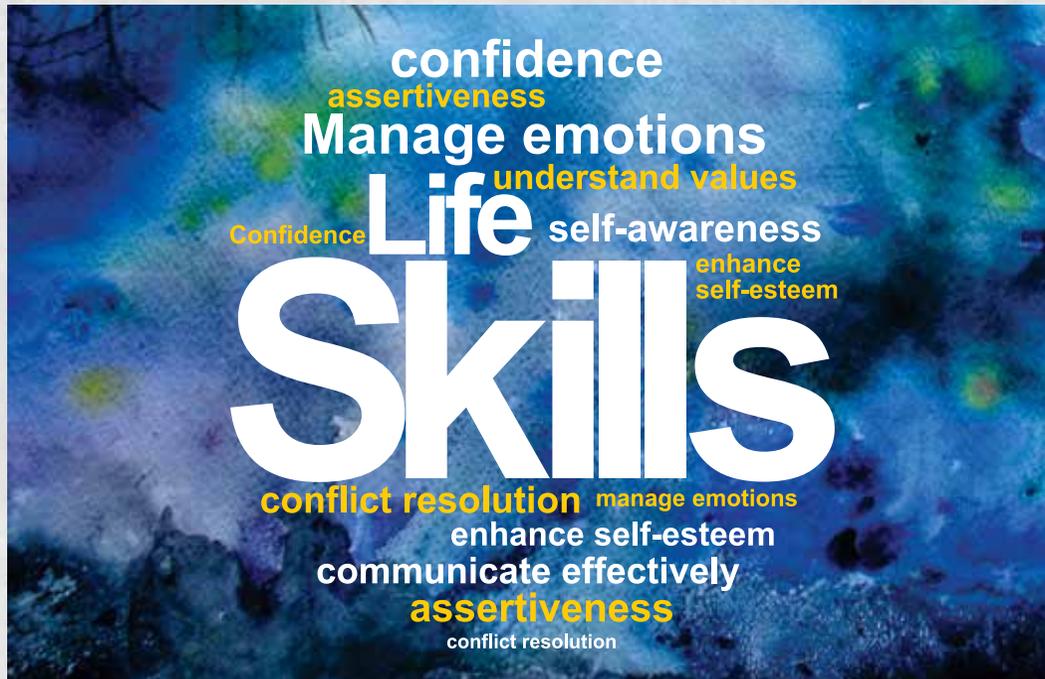
SESSION WRAP UP

It is very important to know our own style of communication with people who we meet every day or periodically, who are younger or older and so on. Communication skills can be developed and it is important to learn how to communicate assertively.

ACTIVITY ONE

ANALYZE THE RESPONSE

Conflict	Response	Aggressive	Passive	Assertive
A boy asks a girl to go out with him. She does not want to. She says	Thank you, but I do not want to. Sorry			
	Um... okay			
	I would never go out with someone like you, just get away from me.			
A girl is upset that her parents discontinued her schooling. She says to her parents	You understand the situation best, so I have nothing to say. I am okay with it.			
	You both are very rude to me all the time. I knew this is what you are going to do to me.			
	I would like to discuss with both of you why you had to take this decision and find some way to continue my schooling.			
A boy is upset that his girlfriend is talking to another boy from her class. He says	I am getting bored here. Let's go.			
	When you were talking to that guy, I thought you might want to be with him instead of me. That makes me feel bad.			
	I saw that. How dare you talk to that other guy when you are having a relationship with me?			



Ice Breaker

GROUP CHARADE

Divide the group into teams and give each team something that they need to act out for the other teams to guess. Suggestions: laughing gas in the room, bad odour in the room, etc. You don't need to make it a contest, but if you want to, have a staff judge which group did the best.

ACTIVITY TWO

EFFECTIVE COMMUNICATION

CASE STUDY



There is a family of six – parents, three daughters and a son. The eldest is 15-year-old Pari and the son, Aman, is 13 years old.

MOTHER: Pari will soon be 16, we need to start searching for a groom for her.

FATHER: You are right. Let me write to my brother in the village about this. I will also tell my friends here.

MOTHER: Don't you know any eligible boy? Any of your friends' sons....

FATHER: Oh yes, Rukshat has a son and they are well-to-do: only thing is his son is around 28 years.

PARI was cutting vegetables in the corner of the room where her parents were having the conversation.

PARI: Ma, I don't want to get married. *Baba*, I want to study further.

MOTHER: This girl has no shame!

AMAN: Why do you want to get *didi* married off so soon, *Baba*? She is so good at studies, much better than me. It will be so nice if *didi* gets to study more and help me with my studies too.

FATHER: Shut up and go out and play with your friends. We will decide.

Pari goes inside silently. Aman follows to talk to her.



DISCUSSION POINTS

- What happened in the story?
- How did Pari behave?
- Is this common in your community?
- Why do you think this happens with girls?



SESSION WRAP UP

Some of you are aware of such incidents in your own community or have heard about them from someone. This is quite common and many girls get married when they are very young without completing their school education. This happens because our community sanctions such practices. We need to stop this practice by talking to our parents. We can make our parents understand what we want. We need to understand our parents' perspectives and empathize with them. Empathizing with others can help us see their viewpoint. Effective interpersonal communication is a pillar to all strong relationships.

SESSION FIVE

ASSERTIVENESS



TIME

60 minutes



METHOD

Role Play
Case Studies
Discussion



MATERIALS

Chalkboard or
Flipchart
Chalk or Markers
Handout: *Five Steps to
Communicating an
Assertive Message*



LEARNING OBJECTIVES

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

- practise assertive communication;
- say no in difficult situations.



FACILITATOR'S PREPARATION

- Write the questions for Activity 1 on the chalkboard or flipchart paper.
- Write the scenarios for Activity 2 on separate pieces of paper.
- Write the **Five Steps to Communicating an Assertive Message** on flipchart paper.
- Be familiar with different **communication approaches** and examples of each that the girls can relate to. This also means being familiar with cultural and communication norms between adults and children. In some societies, openly disagreeing with an adult or refusing to do what an adult asks can lead to physical abuse. Be prepared to discuss advantages and disadvantages of different communication approaches in the local context.



FACILITATOR'S NOTES

- Being assertive means delivering a message by honestly expressing thoughts and feelings, being direct and clear without putting down the rights of others and showing mutual respect.
- Being passive means delivering a message without expressing one's true thoughts or feelings, or sometimes staying silent.



Ice Breaker

BACK TO BACK

This is the game where you start out with two people sitting back to back and they have to stand straight up without using their hands. Add one person every time they stand up successfully. The students will be amazed at how it works! This is a great game for showing students what teamwork can do. It would be nearly impossible to accomplish this by oneself.

ACTIVITY ONE

ASSERTIVE COMMUNICATION

Read the following scenario to the students:

Pari is standing in line to receive her mid day meal that her school gives to all the school children. She has been waiting patiently for almost 30 minutes and is very hungry. Just as she is given her meal, an older girl walks in front of her and snatches it away. Pari becomes very angry. What should she do?

TELL THE GIRLS TO JOIN ONE OF THE FOLLOWING GROUPS BASED ON WHAT THEY THINK PARI SHOULD DO:

GROUP 1: Pari should not do anything.

GROUP 2: Pari should express her feelings directly to the girl, even if she is angry.

GROUP 3: Pari should speak up calmly and ask the girl to give her meal back.

GROUP 4: Pari should go and ask for help from a teacher or another adult.

ASK THE GIRLS TO SHARE THEIR ANSWERS TO THE FOLLOWING QUESTIONS WITHIN THEIR GROUP:

- How will Pari feel after responding the way you described?
- How will the girl act if Pari responds this way?
- What is the worst thing that could happen if Pari responds in the way you described?
- What is the best thing that could happen if Pari responds this way?
- When should you get help?

ACTIVITY ONE

ASSERTIVE COMMUNICATION

AS A LARGE GROUP, REVIEW PARI'S CHOICES AGAIN. BE SURE TO BRING UP THE FOLLOWING POINTS:

GROUP 1

This is a passive response. Communicating passively means not expressing needs or feelings, or expressing them so weakly that they are not heard and will not be addressed. Remaining silent is often not the best choice. If Pari behaves passively by standing there and not saying anything, she will probably feel angry with the young woman and with herself for not saying anything.

GROUP 2

This is an aggressive response. Communicating aggressively means responding in a threatening or offensive manner. An aggressive response may have a negative outcome. If Pari insults or threatens the girl, she may feel strong for a moment, but the girl and her friends may also respond aggressively and verbally or physically attack Pari.

GROUP 3

This is an assertive response. Communicating assertively means making a request in an honest and respectful way that does not offend the other person. An assertive response is often the best way to communicate. If Pari tells the girl that she needs to get her own meal, she is not insulting her but merely stating the fact of the situation. The other people in the line will probably support her. Assertiveness is Pari's best chance of getting her food back.

GROUP 4

This is an assertive response. Depending on the situation, getting help may be the best option if one's personal safety is at risk.

Ask the group if there is a time that passive communication is the better choice. Point out that being assertive is the best response in most situations, but the girls should always keep their safety in mind. Remind the girls that due to the way society expects them to act, it is often more difficult for them to be assertive, since they are taught to be passive and accepting of what happens to them.

ACTIVITY TWO

ADVICE FOR TARA AND SULEMAN

INSTRUCTIONS

Divide the girls into small groups.

Give each group the case studies for Tara and Suleman. Tell the groups to read the case studies.

CASE STUDIES FOR TARA AND SULEMAN

TARA'S STORY

Tara is 11 years old. Every holiday Tara goes to visit her aunt and uncle in the city. When she was young, Tara liked her uncle a lot. He would buy her candy and carry her on his shoulder. One holiday he started to touch her in her underwear when they were alone. When he touched her she had a very bad feeling in her stomach. He told her it would be their secret and that she shouldn't tell anyone. Tara told her mother that she did not want to visit her uncle anymore, but she was afraid to tell her why. Her mother got very angry and told her she had to visit her aunt and uncle.

SULEMAN'S STORY

Suleman's mother works every day and he stays with the lady next door until his mother gets home from work. One day when the lady was giving him a bath, she touched his penis for a longer time than normal. She then took him to her bedroom and started doing things to his penis that made him feel uncomfortable. He asked her to stop, but she said all boys enjoyed this and she was helping him become a man.

ACTIVITY TWO

ADVICE FOR TARA AND SULEMAN



DISCUSSION POINTS

Use the following questions to guide the discussion:

- What should Tara or Suleman do next?
- What if you were Tara or Suleman's friend? What would you do if they told you what happened?
- Are you aware of such incidents in your community? How do you think we should be prepared to say "NO"?



SESSION WRAP UP

- Remind the girls that they are in charge of their own bodies. Tell them that no one ever has the right to make them do things they do not like or touch them in a way they do not like.
- Discuss Tips for Protecting Yourself with the group.

TIPS FOR PROTECTING YOURSELF

- Say “no”. You have a right to say “no” to anyone who touches you in a way that makes you feel uncomfortable or afraid.
- Some secrets should never be kept. There are some secrets that you should never keep even if you are asked not to tell or you promised not to tell. Often people who do bad things to children tell them not to tell and threaten to hurt them or someone they love. They know they are doing something wrong, and they are afraid of what will happen. Do not be afraid to tell.
- Hugs and kisses are great, especially from people you like! No one should ever ask you to keep a kiss, hug or touch a secret. If someone says, “It is our little secret”, you should tell a trusted adult.
- Your body belongs to you. Learn the names of your body parts and remember the difference between ‘good touch’ and ‘bad touch’. No one should touch you in a place that makes you feel bad. Remember, if you get a feeling that makes you uncomfortable, use one of the phrases you learned. Always tell a trusted adult if someone touches you, even if you are not sure if it is a ‘good touch’ or ‘bad touch’.
- Run or get away. If a stranger or someone you know tries to harm you, run and get away. Get help. Make sure to run to a place where there are people.
- Yell! It is all right to yell and shout if someone is trying to hurt you. You should not feel embarrassed. Yell and call for help.
- Do not take gifts. Do not take any candy, money or gifts from anyone without telling your mother, father or guardian. It is usually okay to take gifts from family and friends. But some adults, maybe even ones that you know, might try and give you gifts or money to trick you into doing something wrong.
- Tell a trusted adult. If you are being physically, psychologically or sexually abused or bullied, tell a friend, teacher, your parents or a trusted adult. It can be hard sometimes, but remember your courage and that you are resilient.

SESSION SIX

CONFLICT LADDER¹



TIME

60 minutes



METHOD

Discussion



LEARNING OBJECTIVES

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

- understand how to deal with conflict;
- learn skills to help resolve conflicts.



FACILITATOR'S PREPARATION

- This activity may be very relevant for conflicts when playing sports as well as in daily life.
- You may want to combine this activity with a sport to show how to resolve conflicts on the field.



FACILITATOR'S NOTE

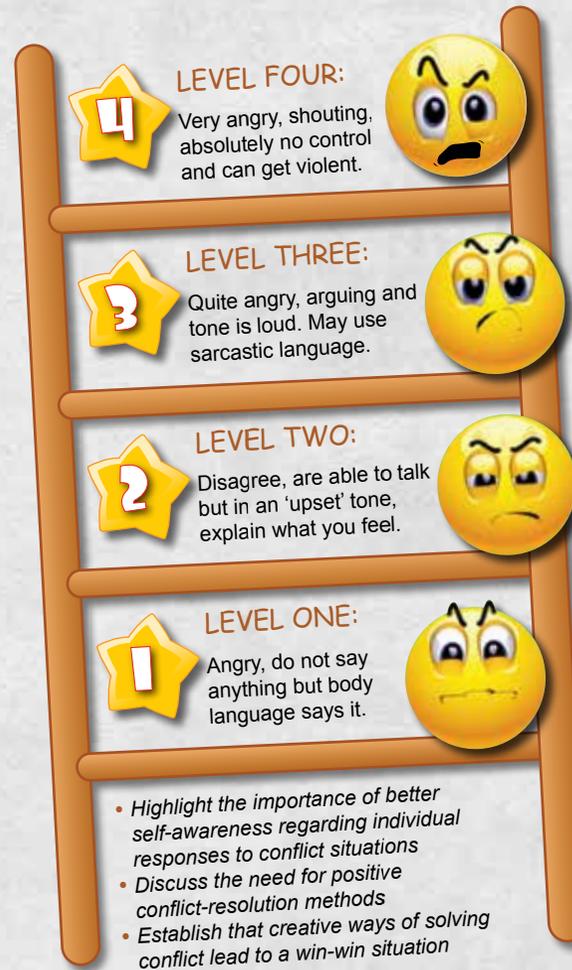
- Discuss with the girls that disagreements are a part of everyday life. Sometimes the disagreements become conflict situations and people can get very angry.
- Ask the girls to share a conflict situation from their experience. If no one volunteers, you can begin with your own story. Example: You have told a friend a secret and found out that it has been told to others. After finding out you come to talk about it to the friend but the situation goes out of control.
- Brainstorm with the girls how one would react in such a situation. See the Conflict Ladder for some ideas.
- Pair the girls and give them a minute or two to do a role play.
- They must show all four levels. Select one or two that are clear in their speech, tone and body language about the different levels.
- These girls role play for the whole group. Encourage the girls to walk up the ladder. Every time they do so, the conflict escalates.
- Bring the girls together to discuss steps for conflict resolution.
- See Conflict Resolution.

¹Adopted from Goal Activity Guide

ACTIVITY

CONFLICT LADDER

Through the brainstorming, you should be able to identify four levels:



CONFLICT RESOLUTION

Sometimes we can get quite angry. We may feel that something is unfair or mean, that we are not getting our fair share or that the other person is being unreasonable. So what do we end up doing? Get upset and into a fight or conflict with another person, throw a tantrum and end up in a very unpleasant situation or being mean? However, does this solve the problem or resolve the conflict? No.

FOUR STEPS TO CONFLICT RESOLUTION

Well, what could you do? Try to sort things out in a way that everyone gets fair treatment in the situation and tension is ended. For this, there are four steps you could undertake:

Understand

Everyone needs to understand what the conflict is about. To do so, everyone needs to:

- say what they feel about it without interruption;
- listen to what others have to say without interrupting them;
- put themselves in the other person's shoes and try to understand his/her point of view.

Avoid Making Things Worse

Do not make nasty and mean remarks that are intended to hurt the other person's feelings. Do not make personal remarks about the other person's looks, gender or past events they are uncomfortable about. Do not raise your voice or shout or try to physically hurt the other person.

Work Together through Active Listening

Make 'I' statements, such as the following:

"I feel hurt when..."

"I need to feel or be..."

"I hear what you're saying, but I feel..."

Use your active listening skills; maintain good non-verbal communication and body posture; paraphrase and make reflective statements. Once everyone has listened to each other and understood the problem, try to look for a solution jointly.

Find the Solution

Brainstorm together about ways in which you could resolve the conflict. Think of as many solutions as you can, even if they seem silly at first. Another person may be helpful enough to write down your ideas or suggest ways of making your ideas work so that you can resolve the conflict.

3

MODULE THREE

HUMAN RIGHTS & EDUCATION



WHY THIS MODULE?

It is essential for young girls to be aware of their basic rights and entitlements and how they can exercise these. The key objectives of this module are listed below:

- To understand the basic human rights that are afforded to all people and the rights of adolescent girls in particular;
- In the context of adolescent girls, it is particularly important to introduce to the participants the benefits of later age of marriage, education and freedom from violence as basic human rights.

GENDER: The social differences between males and females that are learned; though deeply rooted in every culture, gender concepts are changeable over time and have wide variations both within and between cultures. 'Gender' determines the roles, responsibilities, opportunities, privileges, expectations and limitations for males and females in any culture.

GENDER-BASED VIOLENCE (GBV): An umbrella term for any harmful act that is perpetrated against a person's will, based on socially ascribed (gender) differences between males and females.

DOMESTIC VIOLENCE: The physical, verbal, emotional, psychological and/or sexual abuse of a woman by her partner or spouse; this type of GBV can involve the use of threatening or intimidating words and acts, hitting, use of a weapon, rape, imprisonment, financial control, cruelty towards her or other people and things she cares about and abusive or demeaning language.

SEXUAL EXPLOITATION AND ABUSE (SEA): Any actual or attempted abuse of a position of vulnerability, differential power or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another; sexual abuse is the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.

RAPE/ATTEMPTED RAPE: An act of non-consensual sexual intercourse; this can include the invasion of any part of the body with a sexual organ and/or the invasion of the genital or anal opening with any object or body part. Rape and attempted rape involve the use of force, threat of force, and/or coercion. Any penetration is considered rape. Efforts to rape someone which do not result in penetration are considered attempted rape.

SESSION ONE

HUMAN RIGHTS



TIME REQUIRED

45 minutes



METHOD

Discussion



MATERIALS

Flipchart/board
Pens and paper



LEARNING OBJECTIVES

At the end of the session, the girls will be able to:

- understand the basic human rights;
- recognize the resources available to them in their own context.



FACILITATOR'S PREPARATION

The facilitator should know what the basic human rights are in order to hold an informed discussion with the group.



FACILITATOR'S NOTES

The facilitator should ensure that during the discussion when the girls talk about what their rights ought to be and how they get restricted in real life, they do not take a confrontational position with regard to their own families. In case such a point arrives in the conversation, the facilitator should draw attention to the fact that even one's own family is limited by larger social norms and barriers and thus cannot be seen as 'perpetrators'.

ACTIVITY

RECOGNIZING ONE'S RIGHTS

Ask the girls to sit together and list out what they think should be the 'rights' of a person (right to freedom of expression, right to education, right to gender equity, right to protection, right to say 'No' etc.). Now ask them to list out how many of these rights they have or can exercise.

- Are there any rights that they feel only boys/men have, and girls/women do not? What are these?
- Which are the rights that are common to men and women?
- Who gives them these rights? In their own life, do they have to approach or ask someone in order to access their right?
- Who do they have to approach and why?



DISCUSSION AND SUMMING UP

- Start with examining the rights that have been listed out by the group. Explain to the group that there are certain basic human rights that all human beings ought to have. These rights have also been guaranteed to us under the constitution of our country as well as through different national and international platforms.
- However, in common perception, the way we live our lives, there are some rights that seem to be only exercised by men/ boys. This is so because men, within our social structure, just by virtue of their sex are allowed to practise certain rights, which then take on the shape of privileges. This is because despite notionally being common to men and women, women are not allowed to exercise these rights due to social barriers.
- For instance, if the girls speak about the fact that if they want to exercise a certain basic right (e.g. freedom of movement) they have to seek permission from other people (family, community, teachers etc.), explain to them that this is how our society is structured particularly with regard to women, where they are made to believe that 'someone else' can give them their right. Rather, basic rights are something that ought to be equal to all.

SESSION TWO

VALUE OF EDUCATION



TIME

45 minutes



METHOD

Discussion



MATERIALS

Paper
Pen



LEARNING OBJECTIVES

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

- realize the value of education in life;
- identify and communicate educational aspirations to parents and others in the community;
- understand that they have a right to demand education and recognize the resources available to them to realize this.



FACILITATOR'S PREPARATION

Acquire a list of governmental and non-governmental educational and vocational schemes and opportunities available to the girls in their own community.



FACILITATOR'S NOTES

- It is important for the facilitators to be open to sharing their own stories and personal experiences as this will help the participants to connect with and reflect on their own life situations.
- List out the responses of the group on a board/flipchart.
- You can also draw references from past activities where gender roles and expectations have been spoken about at length to connect it to the fact of why girls' education in particular is ignored or passed over.

ACTIVITY ONE WHY EDUCATION?

The facilitator should start with her own experience with regard to the educational cycle. The experience of discontinuing studies after a certain age, the pressures that made her do so, and ‘what could have been..!’ if she had acquired higher education should be some of the thrust areas around which she can structure her personal stories. At the end of the narration, the group should be asked the following questions:

- Have they heard/known of anyone with a similar experience?
- Why do they feel that education is important for us? Is it important for both boys and girls to have equal opportunities to education? Why? Why not?
- What are the reasons the group feels that a girl has to discontinue her studies, based on their own community context?
- What are the reasons the group feels that a boy has to discontinue his studies, based on their own community context?

Note: Here the girls can be asked to recall the story presented in the ‘Gender Equality’ session in order to help them articulate reasons and be self-reflective about their responses.



DISCUSSION POINTS

- Based on the group’s responses, discuss with the group about how education is an important asset for all of us, irrespective of our gender.
- Talk to the group about structural problems that girls face in order to access education (school too far away from home, economic constraints, pressures of early marriage, etc.).
- Discuss the fact that often boys’ education is given priority over that of girls because of certain social and cultural myths and assumptions – the fact that boys are supposed to be bread earners and hence need to educate themselves to get a job. However, education is important not only to build one’s economic capabilities but also for the holistic development of an individual, be it a boy or a girl.

ACTIVITY TWO

EDUCATION IN OUR LIVES

- Now write the sentence “Educating a girl is a benefit for the entire family because.....” and ask the group members to give reasons for completion of the sentence.
- Here the facilitator must probe the group to think why education of a girl makes an impact on her whole family (an economic asset to a family, aware of her sexual and reproductive health which in turn helps achieve a healthy family, etc.).
- Familiarize the group with various resources/schemes/programs available to the girls targeting their educational and livelihood needs.



DISCUSSION POINTS

- Here, the facilitator should familiarize the group about the interventions being made with their parents and community – the fact that adult groups within their immediate context are being sensitized to the need for girls’ education as well.
- Ways of negotiating some physical constraints in accessing education by girls can also be suggested. For instance, the fact that parents are apprehensive to send girls to far-off schools because of safety reasons can be dealt with if the girls travel together in groups and assure the family that they will report any untoward incident to adults (parents, teachers etc.) as soon as it occurs.
- At the end of the discussion, the facilitator should also encourage the girls to voice their aspirations with regard to their education and make them realize that these aspirations are achievable by setting small yet significant goals (e.g. pursue more than just ‘basic’ primary education, how education can help achieve goals, etc.).



SESSION WRAP UP

Sum up this session by highlighting the importance of education in our lives and how that has many positive consequences in our personal, social, family and economic life in the future. Reiterate the need to be aware of the resources that are available at hand to further one’s educational aspirations and the sources from where such information can be assessed.



GUESS THE PICTURE

This game involves touch rather than hearing. No talking is allowed. Divide the group into teams of about six each. Each team sits in a line, one behind the other. The last person is shown a simple hand-drawn picture of an object such as a house, a cat, a tree, etc. The person who is shown the drawing then tries to draw an exact copy of it, using their fingers, on the back of the person in front of them.

The drawing can only be done once. The second person then draws what they felt onto the back of the person in front of them. This continues until it gets to the person at the front of the line, who then must draw what she felt on a piece of paper. The team whose picture most resembles the original wins that round.

4

MODULE FOUR

HEALTHY BODIES



WHY THIS MODULE?

It is important for young people to understand the changes that are happening to their bodies during puberty. In this module, the girls will learn about the changes, both physical and emotional, that young people go through during puberty.

The sessions in this module are designed to maximize the participation of the girls. In this context mentors/facilitators need to make an extra effort to enable the girls to feel more comfortable talking about their specific concerns. They should also know how the opposite sex changes during puberty and that it is a normal part of life. The key objectives of this module are:

- To familiarize the girls with their own bodies and make them comfortable with them;
- Demolish all myths and prejudices related to the female body;
- Recognize the importance of good reproductive health for women.



SESSION ONE

PUBERTY AND ADOLESCENCE



TIME REQUIRED

90 minutes



METHODS

Group Work
Brainstorming
Discussion
Drawing



MATERIALS

Flipchart
Markers, Pens
or Pencils
Container
(for written questions)
Notebooks
Paper
for outlining bodies
(tape flipchart paper
together)

Hand-out
Physical changes
that occur during
puberty



LEARNING OBJECTIVES

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

- describe the physical and emotional changes that occur during adolescence or puberty;
- identify concerns they have about puberty;
- talk and discuss freely with their peers about the issue.



FACILITATOR'S PREPARATION

- Write each of the words listed in Activity 1 on separate flipchart papers.
- Prepare flipchart paper for the girls to draw an outline of their bodies on. You may need to tape two or more pieces together.
- For Activity 2, prepare a box (or container) for the girls to put anonymous questions in.
- Draw an example of the circles and write the list of physical changes on flipchart paper for Activity 3.



FACILITATOR'S NOTES

- Remind the girls of the ground rules and encourage them not to laugh, as the topics being discussed are a natural part of adolescence. Acknowledge that they might not be used to hearing the words out loud or discussing them with members of the opposite sex.
- In Activity 1, some girls may consider these words 'bad.' They may have never heard them said out loud. The purpose of the activity is to break down the inhibitions the girls may have so they can speak freely and learn from each other.
- Adolescence is the stage in life from age 10 to 19 when a person develops from a child to an adult. Puberty describes the physical and psychological changes that occur and make an adolescent able to reproduce.
- While this session cannot possibly cover all the issues related to puberty and adolescence, the main message is that these changes are natural. Reiterate that there are people to whom the girls can go for help or to answer questions.
- In Activity 2, the girls are encouraged to write down questions anonymously. Also encourage them to speak to you on a one-on-one basis if they are unable to express through writing. Check the question box and make sure all questions are answered before moving on to the next module.

ACTIVITY ONE

WORDS USED FOR BODY

- Tell the girls that the following activity is meant to help them feel more comfortable discussing their bodies. At first they may feel awkward, but with time, everyone will become more relaxed when talking about adolescence and the changes that happen during puberty.
- Post the sheets of flipchart paper with one of the following words written on them around the room:

Man *Breasts* *Vagina* *Testicles* *Woman* *Penis* *Buttocks*

- Instruct the girls to move around the room and write slang words or phrases for each of the words on the sheets of paper.
- Once everyone has finished, come together as a whole group to answer the Discussion Questions.
- In the following activities, the girls will discuss puberty and the physical and emotional changes that young people go through. Encourage them to use the correct terms for these body parts.



DISCUSSION POINTS

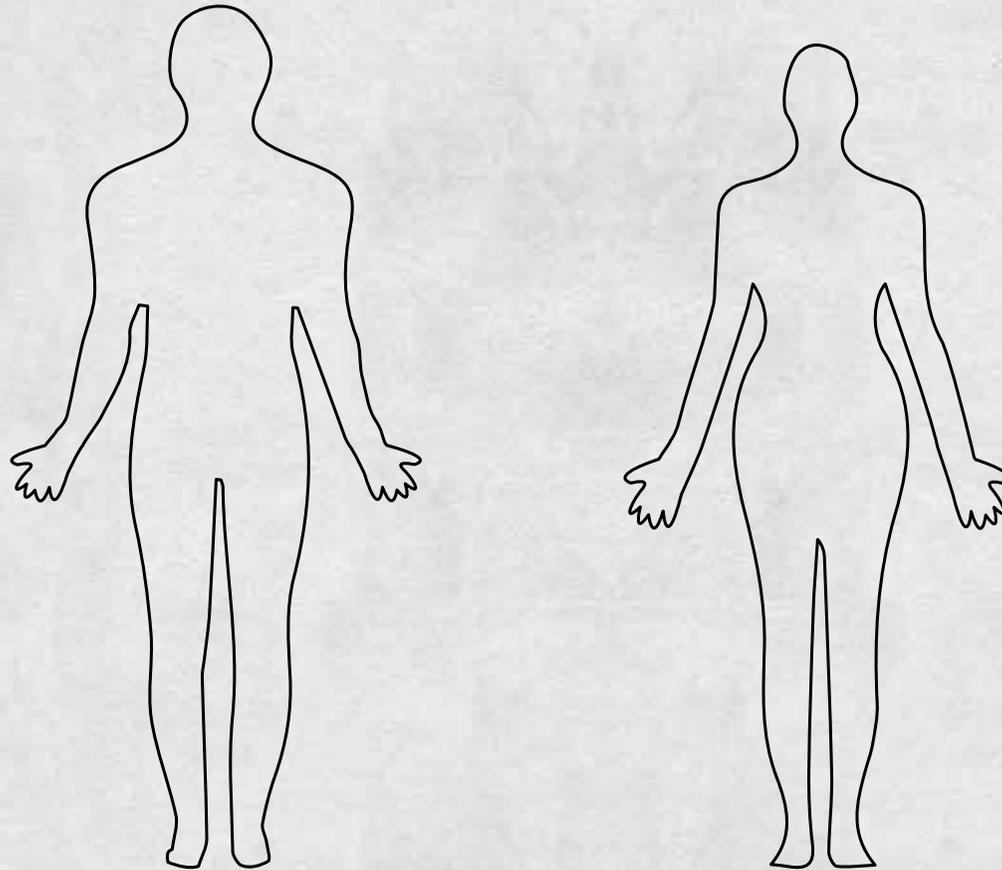
Use the following questions to guide the discussion:

- Were you embarrassed to see, write or hear any of these words? Why or why not?
- When do we use slang words and when do we use words that are more formal? Why?

ACTIVITY TWO

BODY MAPPING

- Separate the girls into small groups. Tell each group to draw an outline of a female. One person should lie on the paper and have another person draw an outline of her body. There will be one drawing per group.
- Tell them to mark on the picture all the changes they have noticed in their bodies as they have entered adolescence.
- Put the pictures up for everyone to see. Add any changes that are missing.



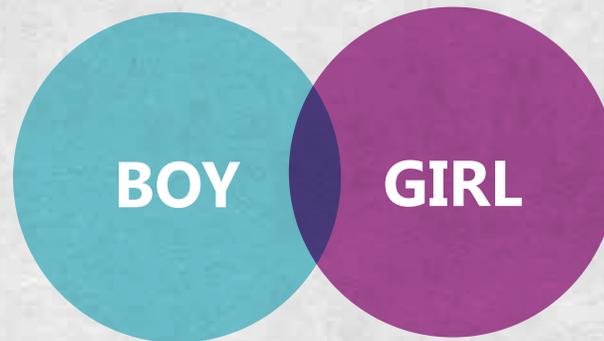
ACTIVITY THREE

CHANGES IN BOYS AND GIRLS²

Tell the girls to copy the Venn diagram into their notebooks (see example below).

They should fill in the circles with the changes their bodies go through during adolescence.

*Using the list below the diagram, the girls should put each change in the correct circle, or in the intersection of the two circles if it is a change that both boys and girls experience (see *Physical Changes that Occur during Puberty in the Content Information for Session and Handouts* for additional information).*



<i>Deeper voice</i>	<i>Ovaries produce eggs</i>	<i>Flat stomach</i>	<i>Menstruation</i>
<i>Broader hips</i>	<i>Pubic and underarm hair</i>	<i>Testes produce sperm</i>	<i>Bigger chest</i>
<i>Pimples</i>	<i>Beard grows</i>	<i>Development of breasts</i>	<i>Smaller waist</i>
<i>Sweat smells different</i>	<i>Wider shoulders</i>	<i>Wet dreams</i>	<i>Sexual feelings</i>



SESSION WRAP UP

End the session by drawing attention to the fact that boys and girls have physical differences and a girl should not feel shy of the bodily changes that she has to go through as it is all a part of growing up. Only when a girl is fully aware of her body will she be in a position to decide what is healthy and unhealthy for her and how she can achieve good, safe and informed reproductive health now and in the future.

²Adapted from International HIV/AIDS Alliance, *Our Future: Sexuality and Life Skills Education for Young People, Grades 4–5*; see Bibliography for full citation

SESSION TWO

MENSTRUATION AND REPRODUCTION



TIME REQUIRED

60 minutes



METHOD

Lecture and
Conversation with a
Gynecologist



MATERIALS

Charts and
Diagrams that Help
Explain
Reproductive
Organs of Girls



LEARNING OBJECTIVES

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

- understand that menstruation is a normal and healthy bodily function;
- learn how to be hygienic;
- understand how menstruation is related to reproduction.



FACILITATOR'S PREPARATION

With the help of other partnering organizations, identify a good lady doctor who can be invited to address the group.



FACILITATOR'S NOTES

Ensure that the girls feel comfortable enough to talk and share their thoughts with the doctor. From time to time, make use of descriptive diagrams and charts in order to help the girls understand and relate to what the doctor is talking about. Relate these diagrams to their own bodies in order to build an immediate connect.



ACTIVITY AND DISCUSSION

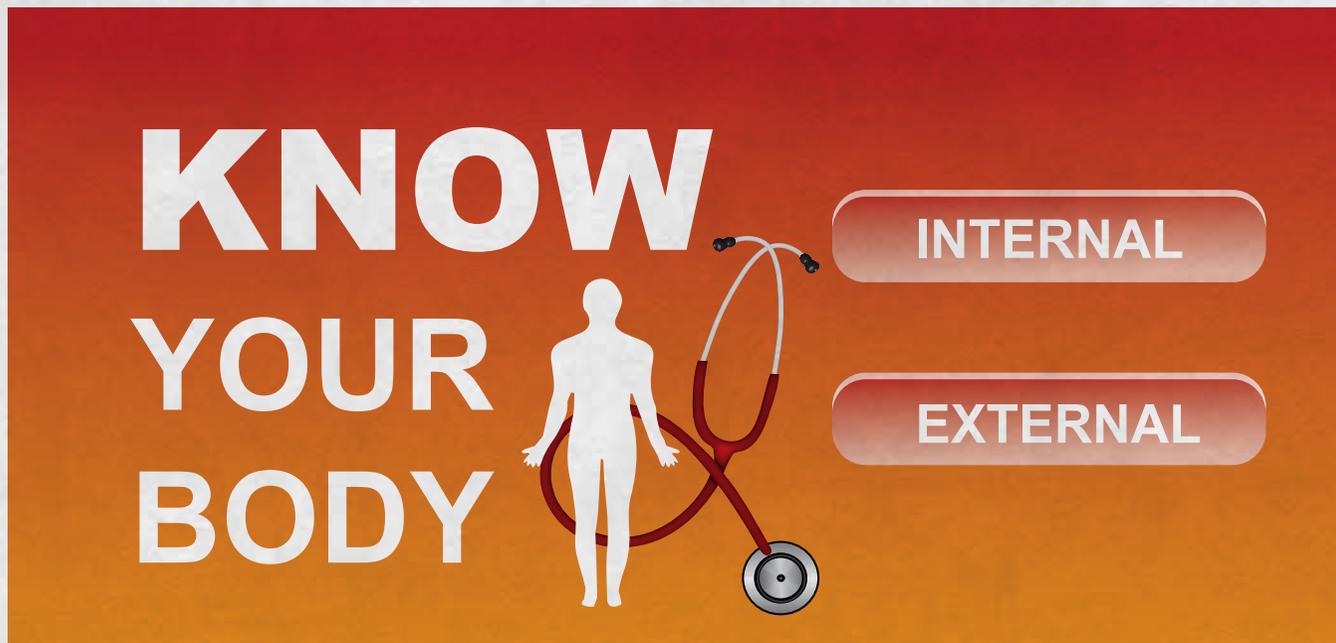
KNOW YOUR BODY

Invite a gynaecologist to have a detailed discussion with the group about menstruation and reproduction using charts and diagrams. The gynaecologist should encourage the group to talk about their queries and doubts regarding this theme.



SESSION WRAP UP

Conclude by reiterating the importance of knowing one's own body in order to make informed decisions about one's health. Myths and prejudices related to the female body must be dispelled and the only way to do this is through empowering oneself with the right information.



5

MODULE FIVE

FRIENDSHIP AND MARRIAGE



WHY THIS MODULE?

This module helps in examining factors that contribute to a good, healthy relationship, be it friendship, within the family or in a marriage. It is important for adolescent girls to understand interpersonal relationships in various forms in which we experience it in life. This will help them to also identify social perceptions, both from within and in society at large, that create added pressures and expectations in a relationship, leading to false hopes, hurt and other dilemmas that go with an unhealthy relationship. The key objectives of this module are listed below:

- To understand the value of different relationships in life, and learn one's own responsibilities and roles with regard to that, as much as we may expect the same of others;
- To highlight the fact that even though some relationships may be seen as being 'wrong' according to societal norms, this may not necessarily be the case;
- To realize the value of an equal marriage based on understanding, sharing of roles and trust;
- To recognize the harms of early marriage and its various repercussions in one's life.



SESSION ONE

HEALTHY RELATIONSHIPS



TIME

45 minutes



METHODS

Trust Fall
Story Telling
Discussion



MATERIALS

Paper
Pen



LEARNING OBJECTIVES

By the end of session, the group will be able to:

- understand how to nurture relationships;
- understand the role of trust and respect in maintaining relationships.



FACILITATOR'S PREPARATION

Keep paper and pens handy.



FACILITATOR'S NOTES

Ensure that the participants doing Activity 1, the Trust Fall, are responsible, serious and alert about their actions so as not to hurt their team members.

ACTIVITY ONE

TRUST FALL

- Ask the group to divide up in pairs. Now make one person behind the other. The one standing behind is the 'Catcher', the one in front is the 'Faller'.
- Ask the person standing in front to fall back in such a way that the person standing behind can 'hold' you. (Ensure that the participants are alert and in a position to hold the person falling on them in a responsible manner.)
- Note down the reactions of the participants as they do this exercise. (For example, what is the reaction of the faller? Does she feel hesitant/safe about letting go of herself while the catcher stands behind her? Why? Why not?)



DISCUSSION POINTS

- At the end of the exercise, tell the group that this activity is called the 'Trust Fall'. Explain to the group that only when we trust a person completely can we let go of ourselves, as we are assured that no matter what we do, the person will be there behind us, supporting us at every stage of our life.
- Also explain to the group that this is not an easy thing to achieve: that in a relationship, only when we trust people completely, can we have an honest and safe feeling of well-being and warmth.

ACTIVITY TWO

WHAT MAKES FOR HEALTHY RELATIONSHIPS?

- Ask the group to list out the different types of relationships that we have in our lives: parents, friends, teachers, brothers, sisters, uncles, cousins and so on.
- Does the group think that some of these relationships are more important than the others? Which are these and why?
- What are the things that are required to keep a relationship healthy (for instance, communication, confidence, trust, respect etc.)?



DISCUSSION POINTS

- Discuss with the group that relationships of different kinds in our lives are very important. We cannot live alone in society. In order for a relationship to be healthy it is important that we remain sensitive to each other and do not take each other for granted.
- A relationship can also break sometimes, and that can be a very hurtful and emotionally damaging thing for the people involved. Thus every relationship has its own value in life; some are of direct consequence to us, some are a part of our larger social context (like extended family as compared to one's own parents).
- But every relationship has its own role to play in our lives and needs patience, understanding, communication, respect and trust from the various people involved to keep it healthy and going.
- Link this to the earlier exercise of 'Trust Fall' to reiterate how important it is to have trust as a basic, foundational element on which to build and nurture a relationship.

ACTIVITY THREE

ROLES, RESPONSIBILITIES AND EXPECTATIONS

Give the group these two different scenarios:

Pari and Jhalak have been friends since Class 2. They have always played together and shared everything they had – books, toys etc. Recently, Pari’s father got a big promotion at work. Even though Jhalak and Pari continue to play and spend time together, sometimes Jhalak feels that Pari has changed a bit. “Ever since her father got promoted, Pari has become a big show-off. I feel she is ashamed to have me as her friend now”, thinks Jhalak. Given this, she decides to speak to Pari about this.

Sarin and Sara have been good friends since childhood, helping each other out both at school and at home. Both of them turn 16 in a couple of months. One day, Sara’s mother says to her that it is not good for her to play with Sarin so openly any more as both of them are now growing up. When Sara asks her why, her mother tells her that it was okay to be friends with Sarin when they were younger, but as boys and girls grow older in age, they should keep some distance between them. Given this, Sara decides to discuss this situation with Sarin, because she is very troubled about it.



ACTIVITY THREE

ROLES, RESPONSIBILITIES AND EXPECTATIONS



DISCUSSION POINTS

Break the discussion down to allow the group to give responses at every stage. Note these down on a flipchart/board.

- Ask the group what their observations are regarding the two scenarios. Do these kinds of situations happen in real life as well?
- Ask the group whether Jhalak should speak to Pari about her dilemmas. Why is it important to confide our feelings to those who are close to us or those that we care for deeply?
- With regard to the second scenario, ask the group whether it is possible for a boy and a girl to be friends. Why? Why not? Can boys be friends among themselves? Is there a difference in the way that a boy/girl friendship is perceived (in the school/community/parents) as compared to a boy/boy or girl/girl friendship?
- What is friendship and why is it important to have friends?
- What are the responsibilities in a friendship? Are these different from the responsibilities that we have towards our families? How?



SESSION WRAP UP

- Sum up these activities by talking through the responses of the group to the above scenarios. Tell them that, as pointed out by the previous activities/discussions, every relationship requires a certain amount of give and take. Just as we expect respect, commitment and attention, we too have similar responsibilities. Others may have some expectations from us and we should try to fulfil them to the best of our ability, as long as these are rational and valid. In any relationship, be it friendship or within the family, it is as much our role to fulfil our responsibilities as it is of others to have a good, long-lasting relationship.

BINGO

Each person is given a piece of paper and a pen. Everybody is given about 5 minutes to go around the room and collect the names of six people in the room they don't know very well. They must find out three things about each person on their sheet (e.g. name, school, about family, pets, favourite book, favourite film, etc.). When everybody has six people on their sheets they take their seats again and play Bingo. The facilitator will have a list of the names of everybody in the room (if you don't have a roll, you will need to collect everyone's names as they enter). To play bingo the leader up the front will read the names on the sheet in random order. People tick off the names on their sheet as they are read out. Whoever is the first to tick off all six names on their sheet and yell "Bingo!" wins. That person will receive a prize and should be asked to introduce all six people on her sheet and say what she found out about them.

PORTRAITS

Each person in the group is given an A4 paper and a pen or pencil. Each person draws her self-portrait without showing anyone else the drawing, and adds one unknown fact about herself. The facilitator collects the portraits and then randomly redistributes the unnamed portraits to the group (if anyone gets her own, they should choose again). Everyone in the group then tries to find out who the self-portrait belongs to. A name is placed on the portrait once the subject of the portrait has been successfully identified, and then put up on the wall.

SESSION TWO

ALL ABOUT MARRIAGE



TIME

45 minutes



METHOD

Discussion



MATERIALS

Story Cards
White Board
Chart Paper/Papers
Pen, Color Pencils,
Sketch Pens



LEARNING OBJECTIVES

By the end of the session, the group will be able to:

- understand that friendship, trust and understanding are crucial to a good marriage;
- realize that marriage is not just a 'fantasy world' that we sometimes imagine it to be and that there are many responsibilities that go with it;
- the repercussions of early marriage;
- identify the advantages of equal responsibilities in a marriage that makes for a happy married life.



FACILITATOR'S PREPARATION

Keep chart paper/white board, pens, color pens ready.



FACILITATOR'S NOTES

The facilitator can use earlier sessions such as the one on reproductive health and the conversation with the doctor on girls' bodies to create a recall among the participants and emphasize the harms of early marriage.

ACTIVITY ONE

MARRIAGE — THE ULTIMATE DREAM

INSTRUCTIONS

- Write the word 'marriage' on a board and ask the group what they understand by the word. Write down their responses on the board/flipchart.
- Now write the word 'Friend' on the board/flipchart and 'Husband'. Ask the group to list out qualities that they would want in their friend and those they would want in their husband.
- Ask the group to evaluate the similarities and differences between the two categories. Why is this so? Do they think their future husband could also be their friend? Why? Why not?



DISCUSSION POINTS

- Point out to the group that a happy marriage is a union of two people where it is important that both the partners are able to trust and speak to each other as friends.
- It involves being responsible for oneself as well as for the other person, and if the partners can build an understanding within each other, a marriage can be a happy and successful one.

ACTIVITY TWO

DECODING MARRIAGE

INSTRUCTIONS

- Divide the girls into two groups.
- Give both the groups one chart paper each, pencil colors and sketch pens.
- Ask them to draw a 'scene of marriage', the things that they would like to see in a marriage function. Ask the girls to imagine how they visualize or imagine their own marriage and all that they would like to be there: lights, pretty costumes, beautiful location and so on.



DISCUSSION POINTS

- Analyse the drawings made by the two groups. Why do they have certain elements in it?
- Ask them to talk about their idea of their 'marriage day'. What all should be there? Why?
- Explain to the group that often 'getting married' is a fantasy that we all have. Because of images that are fed to us in popular media like that of clothes, jewellery, romance etc., we sometimes make the mistake of thinking of our own marriage as a fairy tale. However, as beautiful as it is to share one's life with someone else, it is very important to keep in mind that marriage is not an easy relationship if both partners do not have a strong foundation of trust and understanding. Tell the girls that it is important to be mature about marriage as only this helps build a healthy and good relationship in the future. Fantasizing about marriage only leads to building up of false expectations from each other and that is a very bad starting point for any relationship.

ACTIVITY THREE

ROLES AND RESPONSIBILITY IN A MARRIAGE

INSTRUCTIONS

Divide the group into three smaller groups and give them three situations each to enact in about 10 minutes' time:

- Husband and wife both come back from office at the same time. Who does what on reaching home?
- There is a party at home. Enact the things that the husband would do and the things the wife would do for the party.
- The child is ill and both the parents have to go to work. How will the husband and wife resolve who goes to work and who stays at home to nurse the baby?



DISCUSSION POINTS

- Discuss the reactions that each group comes up with in response to their given situation. Write these down and analyse the responses carefully with the larger group.
- For instance, if the group feels that a man only does outside work and that a woman is responsible for home and child, then discuss why this is so: the fact that there are gender expectations within a marriage of what a 'wife should do and what a man should do'.
- Typically, a man is seen to be the bread earner and a woman the caretaker of the family. However, it is important in a marriage that both the partners share and work on their responsibilities together.
- Thus if there are times when the husband has to be at home and do what are considered 'wifely' duties, this is a sign of good understanding between the couple. If we continue to view a marriage from the gender role expectations attached to it, that creates a situation of inequality among the partners and this is a sign of an unhealthy marriage.

ACTIVITY FOUR WHO DECIDES?

Read out these two story cards for the participants

STORY CARD 1

Pari and Aman are 16 and 19 years old respectively and have been happily married for six months. Aman works as a clerk in a private company while Pari manages the house. Now, they have discovered that Pari is about to have a child. If you were in their shoes, what would you feel about this situation?

STORY CARD 2

Jhalak and Surya are 23 and 26 years old respectively and, after marriage, have been living in a joint family. It's been three years since their marriage and now their families are keen that they should have a child. However, both of them feel that they are not ready for a baby yet. What do you think they should do?



DISCUSSION POINTS

Break down the discussion into the following points and note down the responses of the group on a flipchart/board:

- Ask the girls what they feel about Pari and Aman having a child. Do they think it is a good thing or not? Are they ready to take on such a responsibility? Why? Why not?
- Similarly in the second scenario, is it okay for the couple to resist having a baby despite pressures from their families? Are they ready to take on such a responsibility? Why? Why not?
- Ask the girls how they would feel if they got a marriage proposal and they were to get married in a year's time. Do they think such a decision will be good for them? Why? Why not?

- Sum up the discussion responses by telling the group that they should think about marriage only when they feel they are emotionally, financially and physically ready to take on such a responsibility. The decision to have a child is particularly important as it impacts one's reproductive and physical well-being. That is why women should not have a child at an early age. However, apart from age, one should also be ready in all aspects of one's life to be able to support a child.

List out some key points that are important with relation to marriage:

- Minimum age should be 18 for girls and 21 for boys. Explain to the group that this is the legal age of marriage and it is against the law to get married before this age. However, please add that even 18 is still considerably young for girls, especially if they are keen to pursue other dreams like that of studying further or becoming economically independent. Highlight the fact that early marriage of girls has huge health repercussions as well. (Note: Remind them of the session on Reproductive Health and explain that early marriage, more often than not, leads to early pregnancy, which is very harmful for both mother and child.)
- One must be physically and emotionally mature before contemplating marriage. Tell the group that as they know that marriage calls for many responsibilities, both towards oneself, one's spouse as well as larger family, it is best to consider marriage only when one feels 'ready' for it, both emotionally and physically.
- Ask the group if they have seen/known someone who had an early marriage and how they feel about this person's life.



SESSION WRAP UP

Sum up the session by highlighting the key points for the group: that one should only marry when one feels prepared to deal with such a commitment; that both men and women must strive to create equality within their relationship, which can only be achieved if they work beyond the bound notions of gender roles and expectations; and that a good, healthy marriage is based on friendship and understanding between the couple.

6

MODULE SIX

VIOLENCE



WHY THIS MODULE?

There are several social, economic and physical tangible barriers to girls accessing education in the country. Thus there is a need to sensitize and hold forth on the importance of education, especially for girls, not only within targeted groups, but in communities and larger contexts that they are a part of. Only holistic education can lay the foundation for an informed, aware, empowered personhood to develop, something that again becomes crucial in the case of girls whose agency is often thwarted, ignored in society as being secondary and subservient to other factors. The key objectives of this module are therefore as follows:

- To emphasize the role and value of education for girls;
- To help the girls articulate their aspirations and goals;
- To aid the group in thinking beyond 'marriage' as the only recourse left for a girl after a certain age;
- To convey the important message that education not only helps the individual live a better, holistic life, but also impacts his/her family and future decisions.

SESSION ONE

RECOGNIZE DIFFERENT FORMS OF VIOLENCE



TIME REQUIRED

60 minutes



METHOD

Story Telling



MATERIALS

Story Cards
Charts, Pens and
Paper



LEARNING OBJECTIVES

By the end of the session, the girls will be able to understand:

- the meaning of gender-based violence (GBV);
- what types of activities constitute GBV;
- how to act in such situations.



FACILITATOR'S PREPARATION

Take three chart papers and write the word **'Violence'**, **'Not Violence'**, and **'Don't Know'**.



FACILITATOR'S NOTES

Read out the instructions attached to Activity 1 carefully to the group before reading from the story cards as it will help them listen to the stories attentively, while still giving them time to formulate their responses at the end of the narration.

The facilitator can decide to either read out all the story cards presented here or select the stories most appropriate to be read out to the group. Alternatively, a participant can also be asked to read out the story cards.

ACTIVITY ONE

WHAT IS VIOLENCE?

- Tell the girls that you will read out different stories to them from the story cards.
- Explain to the participants that you want them to think whether the situation described in the stories represents violence or not.
- Once they have decided what the situation represents, they will need to go and stand by the poster on the wall that depicts their viewpoint: if they think the situation represents violence they should go and stand by the wall that has the paper stuck on it which reads, 'It is Violence', and so on.
- Once the participants have made their decision, they will be asked to discuss their views about the case with the rest of the participants standing with them in their group. They will be given about 5 minutes to discuss each case and then asked to defend their viewpoint.
- Also explain to them that based on the group discussion they may also change their position/mind and can go and stand under any of the other two categories.



STORY CARD 1

Rahul likes Sunita who lives in his neighborhood, where on quite a few occasions they have come across each other. Once when they got a chance to be with each other in a lonely place, they started kissing. Rahul persuaded Sunita to take off her clothes and eventually she agreed. But she was upset and wanted to go back. Rahul tried to convince her that having come this far, she should have sex with him. He told her that she looked beautiful and that he cared about her. Rahul didn't use any physical coercion. Is it violence?

STORY CARD 2

Mangesh would tease girls on local trains. Whenever they smiled or laughed, he tried to touch them. Even then, they would laugh and smile over his acts and Mangesh thought that they liked this. If he teases any girl and she smiles, is it violence?

STORY CARD 3

Nur and Ali have been married for a year and love each other very much. After marriage, Nur had to leave her job as she and her husband moved to a new town. She has been trying to look for a job, but Ali does not like the idea of her working after marriage. However, he does not fight with her or tell her anything. Every time she brings up this topic, he just becomes quiet and refuses to speak to Nur till she makes an effort. Do you think Ali's behavior towards Nur is violence?

STORY CARD 4

Paro is in Class 5 and Sujata is in Class 7 at the same school. Every day while going to school, Sujata asks Paro to carry her bag and hold her water bottle. If Paro refuses, Sujata scolds her and tells her that since she is older, Paro must respect and obey her. Is this violence?

STORY CARD 5

Nitu was a very quiet girl who always obeyed her parents. She just completed her 10th Standard with 90% marks and wants to go for higher education. The day she got her results, she was very happy and felt that her parents would feel the same. She planned to share her future goal with her parents and asked them to give her some time in the evening. When all of them met, her father said how happy he was and would like to share some good news. Nitu was all smiles. Her father stated that he and Nitu's mother had found a very good match for her marriage, and as he was leaving for a job abroad, they wanted this marriage to happen immediately. Nitu was still and could not believe that this was what her parents had envisaged for her future. Is this violence?



DISCUSSION POINTS

- Are these situations realistic?
- Does violence involve only physical situations?
- Are there types of violence that are related to a person's gender? What is the most common type of violence practised against women/men?
- Are only men violent or are women also violent?
- Has the group observed violent situations anywhere – school, home, among friends, in the community?



SESSION WRAP UP

Talk to the girls about various kinds of violence that exist (psychological, sexual) other than just physical. Explain to them that only when they as individuals are able to identify violence will they be able to articulate it and speak about it to others. Talk about the fact that violence is not necessarily something that only men inflict on women. Sometimes women (as in the one of the stories where the older girl is a bully) also inflict violence on other women. Violence inflicted on someone based on their gender/sex is called 'Gender-based Violence' and must be reported against. Connect it back to the previous session on Human Rights and their right to say 'No' to any kind of violence that they may encounter in their lives.

SESSION TWO

SEXUAL ABUSE AND ABUSIVE LANGUAGE



TIME REQUIRED

45 minutes



METHODS

Story Telling
Discussion



MATERIALS

Story Cards
Flipchart/Board
Pens and Paper



LEARNING OBJECTIVES

At the end of the session, the girls will be able to:

- understand what sexual harassment is;
- understand the physical and psychological effects of sexual harassment;
- identify who perpetrates sexual harassment and brainstorm for actions that can be taken against sexual harassment.



FACILITATOR'S PREPARATION

Prepare a list of people who the girls can take help from in case they experience any kind of violence within their context. This can be done in consultation with partnering organizations.



FACILITATOR'S NOTES

- Stop after reading each story card so that the girls can express their spontaneous reactions and responses.
- Write down the responses to the questions after reading each story card on a board/flipchart.
- During the summing up, go through the list of reactions given by the girls to draw out things of relevance.

ACTIVITY

RECOGNIZING SEXUAL VIOLENCE?

STORY CARD 1

Pari walks to her school every day. Sometimes she has company and sometimes she has to walk alone. Every day she has to pass through a lane where a lot of boys just hang around, who on seeing Pari or any other girl, begin to whistle and call out names. Pari tries to ignore them but she gets very nervous when she has to walk past this lane. In order to overcome this situation, what should Pari do? Is she experiencing violence in any form?



DISCUSSION POINT

- Should Pari stop going to school?
- Should Pari talk to her parents about the situation and think of a way out?
- Should she always walk in a group in order to feel safe?
- Should she talk to her teachers in school and seek a solution?
- Should she report the boys to some senior members in the community who can then take action?
- Should she continue to go to school despite all odds?
- Is it Pari's fault that she is being teased or are the boys wrong? Now ask the group if they have experienced similar situations in other contexts.
- Use this opportunity to talk about why parents in the community do not send their daughters to schools outside the village as they fear for their safety. Collectively ask the group to come up with solutions to this situation (e.g. Pari can report this incident to her parents/teachers/community members and they can take some action).

ACTIVITY

RECOGNIZING SEXUAL VIOLENCE

STORY CARD 2

Mamta's uncle is visiting her family for a few days. He is a very jolly person and always brings sweets for Mamta whenever he goes out. But Mamta feels a little uncomfortable being close to him, because he likes to pinch her cheeks, pull her close to him and even tries to kiss her cheeks from time to time. Even though this may be her uncle's way of expressing affection, Mamta does not like this intimacy. What should she do? Is she experiencing violence in any form?



DISCUSSION POINTS

- Ask the group if they have felt or observed a similar situation in their lives. Do they feel Mamta's feeling of discomfort is justified?
- Tell the girls that every person has a right to judge for himself/herself what he/she thinks is a 'good' touch and a 'bad' touch. If anyone feels uncomfortable about certain things with regard to a person's behavior towards them, even if they are family members, it is okay for them to feel that. There is no need to feel 'guilty' or remain 'speechless'.
- Ask the group who Mamta should report to about this incident – her mother, father, siblings, teacher, friend or someone else. Tell them the importance of reporting such an incident as it will make Mamta feel safe and confident again and will equip her to raise her voice against any kind of violence against her in the future.

STORY CARD 3

Gauri was very happy that she did very well in her geography test. Her teacher called her aside and congratulated her. He put his hand on Gauri's back and caressed her for a long time. This made Gauri feel a little uncomfortable. The next day, the teacher called her to the staff room and again told her what a good student she was. He came very close to her and started to play with her hair. At this point Gauri got very scared. But she also felt that if she reacted to her teacher he may fail her in the next test or even report against her to the principal. What should Gauri do? Is she experiencing violence in any form?



DISCUSSION POINTS

- Is the teacher's behavior 'normal' towards Gauri?
- Given that this is her teacher, what should Gauri do? Report him to senior authorities? Tell her parents or trusted adults? Or just bear this behavior silently?
- Has the group experienced a similar situation in their lives directly or indirectly?
- Tell the group that what Gauri experienced is a form of school-related GBV. This is a form of violence or abuse that is based on gender roles and relationships. It can be either physical, sexual or psychological, or combinations of the three. It can take place in the school, on the school grounds, going to and from school or in school dormitories. This violence can be perpetrated by teachers, pupils or community members. Both girls and boys can be victims as well as perpetrators.



SESSION WRAP UP

Do a quick recap to highlight the fact that there are various kinds of violence that we may encounter in our daily lives. The most predominant forms are listed below:

- Physical (beating, slapping, kicking, shoving, etc.)
- Psychological (teasing – *ched-chad*, insulting, bullying, etc.)
- Sexual (rape, indecent touching or pinching, using sexually explicit language, etc.)

Briefly remind the group about the GBV that you had spoken about in the previous session. GBV is any act that results in, or is likely to result in, physical, sexual or psychological harm or suffering against someone (boy or girl) based on gender-role expectations and stereotypes (a theme that you have been tackling with the group in all the previous sessions as well).

Tell the girls that now they should be able to recognize the different types of violence they or their friends may face. Some of the behaviors they may have previously considered normal should be recognized as violence if the behaviors make them feel bad or have negative consequences. If someone behaves with them in a way that they do not like or approve of, they then have a right to say 'No', and that such situations are not their fault in any way.

Tell the girls that they do not have to keep their feelings to themselves. It is always better to tell a trusted adult if they think they have experienced violence.

There are people students can go to for help if they experience violence. It is also important for them to help a friend or classmate if he/she experiences violence.

End the session by making the group list out the people they can report to in times of need (teacher, parents, community members, NGO, etc.).



Ice Breaker

TWO TRUTHS AND A LIE

A very simple icebreaker: each person must think of three things about herself - two must be true, one must be a lie. As each person shares the three things with the group, the group must guess which one they think is the lie.

7

MODULE SEVEN

MOVING AHEAD



WHY THIS MODULE?

The key objective of this module is to:

- help the girls access the gains of the program;
- help the girls take forward the learnings of the program for themselves as well as for their peers.



SESSION ONE

MOVING AHEAD



TIME

45 minutes



METHODS

Discussion



MATERIALS

Paper
Pen



LEARNING OBJECTIVES

By the end of session the group will be able to:

- revisit the goals established in the earlier Life Skills module;
- identify how these have changed and brainstorm ways of achieving these goals.



FACILITATOR'S PREPARATION

Collect the initial responses of participants (goal setting, responses to gender sessions) so that one can build a connection between earlier discussions and what the group feels at this stage of the program.



FACILITATOR'S NOTES

- It is important to respond to the group's responses at this stage keeping in mind what is practically achievable for them rather than instilling false hopes.
- Try and divide their responses as short-, medium- and long-term goals so that their aspirations do not seem implausible to the girls, leaving them feeling dissatisfied and incomplete in their future endeavours.

ACTIVITY ONE

REVISITING GOALS

- Initiate a discussion with the girls where they look at the 'goals' that they set for themselves in the Life Skills section of the module.
- Ask them if these have remained the same or have shifted to something new. Why? Why not?
- What are these new goals?



DISCUSSION POINTS

- Ask the girls if they feel any differently about themselves at the end of these sessions. If yes, then in what ways do they think differently about themselves (in terms of awareness, confidence, knowledge about their bodies, etc.)?
- Examine some of the goals that have been listed out by the girls and ask them if they think these are achievable. Divide these into short-, medium- and long-term goals.
- Also make a distinction between 'aspirations' and 'goals'. Explain to the girls that each of us has to face constraints and barriers in realizing our ambitions, but these should not discourage us from aspiring for certain goals in life. Tell them that in order to achieve 'big things' it is important to take small steps – educating oneself being the first step in that ladder.

ACTIVITY TWO

EXPANDING THE HORIZON

Now that the girls have learnt some new things that others (their friends) may not know, what are the ways in which they could share it with their peers?

Would they like to do some activity in their class/community that brings out their experience of the program? What are these and how and where can they be done?



DISCUSSION POINTS

- Give the group ideas about where they could highlight their new-found knowledge and confidence: for example, by holding a small exhibition of their learnings in the class/school. (Preparing bulletin boards, presenting their learnings in the school assembly, taking the help of their elders in the family and school to put up a small presentation in front of their community members could be some options that you could suggest.)
- Ask the group what they feel about these suggestions and encourage them to participate.



SESSION WRAP UP

Sum up this session by pointing out that even though society expects a woman to play a certain role and put her own aspirations secondary to that of others, if we are persistent and true to our dreams we have the ability to carve out our own future as well.



Ice Breaker

CHINESE WHISPERS/GOSSIP TELLERS

This game works best in small groups. Have everyone sit in a circle or line. One person starts by whispering something in her neighbour's ear. Keep it going until everyone has heard the initial statement or information. The last person will share with the group what she has been told; usually, it isn't what the first person said.

APPENDIX RESOURCE LIST

- Educational and vocational schemes available for the girls in their own contexts.
- Health-related information: names/contact list of doctors/medical practitioners that they or their parents can access.
- NGOs that work on issues of adolescent girls in their areas and their helpline (issues of training, sexuality, health, education, professional links, etc.)
- Police helpline numbers.
- Documents that list and simplify the Domestic Violence Act and other related laws on marriage.



APPENDIX TEEN RESOURCE LIST

Below is a list of organizations that may be helpful for you and your players. These organizations can be contacted from anywhere. Many operate 24 hours a day and in various languages. You can approach in case someone comes to you with a problem:

Organization: Women's Helpline

City: Mumbai

Contact: 1298/181

Website: <http://ncw.nic.in/frmhelpline.aspx>

Connects women in distress to relevant NGOs.

Organization: SNEHA

City: Mumbai

Contact: 022-24042627/24086011; Crisis Helpline: 24040045

Website: www.snehamumbai.org; snehamumbai@snehamumbai.org

Addresses the special needs of slum women and children in Mumbai by working to improve their health and provide service to women and children facing violence.

Organization: Majlis

City: Mumbai

Contact: 022-26662394

Website: www.majlisbombay.org

Majlis is a legal and cultural resource centre working in the area of women and minority rights.

Organization: Police Helpline

City: Mumbai

Contact: 103

SMS services for women's safety 9969777888.

Takes action on crime against women through police intervention.

Organization: Lawyers Collective Women's Rights Initiative

City: Mumbai

Contact: 022-434 11603/604

Website: wri.bombay@lawyerscollective.org; www.lawyerscollective.org/wri

Runs a *pro bono* (free) legal aid cell for domestic violence cases.

Organization: Human Rights Law Network

City: Mumbai

Contact: 022-23439754, 23436692

Website: huright@vsnl.com; <http://hrln.org/hrln/>

Works on women's justice, HIV/AIDS etc.

Organization: Kripa Helpline Warsi Region AIDS Control Society

City: Mumbai

Contact: 022-26429158

Website: www.kripafoundation.org

Counselling and follow-up on HIV-AIDS and sexuality related issues.

Organization: National Helpline for Women

City: All India

Contact: 1091

Website:

A toll free number run by the Government of India for women in distress.

Organization: Child Line

City: All India

Contact: 1098

Website: <http://wcd.nic.in/childlineservice.htm>

A toll free number run by Government of India for children in distress.

Organization: Akshara - A Women's Resource Center

City: Mumbai

Contact: 91-22-24316082

E-mail: aksharacentre@vsnl.com

A Women's Resource Center providing support for victims of violence in marriage and helping them to realize their potential.

Disclaimer:

This Parivartan Programme Activity Guide for Mentors has been developed using globally recognized credible sources. This toolkit is meant as a guide and neither the authors, nor any party who has been involved in the preparation and publication of this work warrants that the information is in every respect accurate or complete.

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CHANGE AT PLAY



LONDON
SCHOOL of
HYGIENE
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