



care® TIPPING POINT

Facilitator's Manual for Girls' Collectives

Phase 2 | Tipping Point Bangladesh

CARE USA



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Tipping Point

[CARE's Tipping Point](#) initiative, with the generous support of The Kendeda Fund, focuses on addressing the root causes of child, early and forced marriage (CEFM), by promoting the rights of adolescent girls through community level programming and evidence generation in Nepal and Bangladesh, and multi-level advocacy and cross- learning efforts across the globe.

Phase 1 (2013-2017) of this three-phase project used participatory feminist and developmental evaluation approaches to engage in research, which informed innovative program activities and supported locally- driven social norms shifting activities. Additionally, Phase 1 supported local, national, and global advocacy efforts to broaden the discourse among policymakers, funders, and practitioners on gender transformative approaches to addressing CEFM and measuring progress. Principle to this advocacy has been a focus on acknowledging fear and control of adolescent girls' sexuality as a driver of CEFM [Phase 1 evaluation findings [here](#)].

For Phase 2 (2017-2020), the Tipping Point initiative has utilized learnings from Phase 1 to develop and test a holistic and replicable implementation package. Tipping Point's approach uses synchronized engagement with different participant groups (e.g., girls, boys, parents, community leaders), around key programmatic topics, and creates public spaces for all community members to be part of the dialogue. Tipping Point's approach is rooted in challenging social expectations and repressive norms and promoting girl-driven movement building and activism. These components are designed to help adolescent girls find and collectively step into spaces to reflect on and tackle inequality.

This Facilitator's Manual for Girls' Collectives has been designed for adolescent girls aged 12 to under-16 in Bangladesh at the time of baseline. The core intervention package spans 18 months, consisting of 45 sessions in total, e.g., no more than one session a week and not overlapping with national holidays, school exams, and other context-related events. In addition to the sessions in this manual, the girls' intervention package includes Village Savings and Loan Association (VSLA) sessions and a girls' activist training.

To learn more about Phase 2 design and implementation within which these sessions are conducted, please refer to:

- [Phase 2 Program Summary](#)
- [Phase 2 Results Framework](#)

- [Phase 2 Implementation Design](#)
- [Phase 2 Evaluation Design](#)
- [Other Core Participant Facilitator Manuals](#)

Facilitator Tips

Facilitator Tips

Introduction¹

The goal of this curriculum is to promote gender equality and prevent child marriage and GBV. The activities are meant to help youth reflect on expectations and roles they play in regard to gender, to help them challenge inequitable expectations, to practice new more equitable ways of behaving, to learn about key topics on SRHR and income generation.

Who is this manual meant for?

This curriculum is meant for facilitators to facilitate sessions with youth to promote gender equality and SRHR.

Facilitator Competencies/Requirements

Facilitators are the team members who are trained and then lead the sessions in this curriculum with participants. They are the most important part of rolling out the curriculum. Below you will find a list of competencies that, at a minimum, facilitators should be able to demonstrate. The facilitator competencies are divided into three categories:

- 1) Content/Topic Knowledge,
- 2) Teaching Skills, and
- 3) Beliefs and Comfort.

This list of facilitator competencies has several uses. These can be used to develop facilitator job descriptions and interview guides, prioritize and develop professional development/training activities, and develop performance evaluations tools.

Minimal competencies/requirements

- Have had a chance to analyze and reflect on their own attitudes and behaviors in regard to gender equality, women's rights, youth rights, sexual and reproductive health and sexuality.
- Feel comfortable discussing and leading discussions on gender equality, women's rights, youth rights, sexual and reproductive health and sexuality.
- Have seen the activities modelled and have practiced those activities until they feel comfortable facilitating them.

¹ Engaging Boy and Men in Gender Transformation: The Group Education Manual. 2008 The ACQUIRE Project/EngenderHealth and Promundo.

- Be able to comfortably model non-traditional or flexible attitudes and behaviors, so they are less likely to unintentionally reaffirm rigid gender norms.
- Be able to engage participants in open, honest and non-judgmental discussions and reflections around gender norms.
- Be aware of gender norms and major issues in terms of gender inequality and health in the context in which they are working.
- Be able to describe social constructions of gender and how they impact our lives
- Be aware of resources available for any person who might come forward needing support for issues with gender-based violence (past or present).
- Demonstrate basic group facilitation skills, including the ability to lead a group discussion, follow a curriculum design/steps with fidelity, manage time, deal with challenging situations, etc.

How should facilitators use the curriculum manual?

Each of the session is divided into 2 or more sub-sessions and each sub-session is organized into the sections described below.

- Session Title: At the top of each session you will find the number of the session (1-14) and title of the session.
- Session Objective: This describes the expected objective for each session
- Time required for the sub-session: This specifies the time for the entire sub-session. That total time is then broken down further in the Instructions.
- Material Required: This section lists the materials you will need to facilitate the session.
- Note to the facilitator: 5 minutes
- Instructions for the exercise: This is the longest section of each session and provides step-by-step instruction on how to facilitate each of the activities in each of sessions, as well as the estimated time it will take to facilitate each step.
- Concluding Comments: This is usually a summary of the session and what was covered by the session, emphasizing key points the group should have gone over.

How should we use the Facilitator steps?

Throughout each of the sessions you will the steps describe what the facilitator should do some of the steps give some tips for the facilitator on how to do the step. The text in these steps can include possible responses to large group discussion questions. The facilitator may want to use these responses if she feels that an important point is missed, if the group seems stuck and needs some help getting the discussion going, and/or to add to the discussion.

How strict do we need to be with time?

The manual includes timing expectations that are at times divided within an activity. The timing are generalized expectations but you should stick to them as much as possible. If the activity is not fully divided in terms of time blocks, then do that yourself when you practice the activity to help you stick to time. Sticking to time is important especially. If you go over time with the initial steps, then you will not have time to conclude the activity or will have to hurry through the ending. You want to make sure you conclude the activity and give time for discussion. But there are a couple of exceptions.

- 1) If you finish a step or section quicker than the timing, then move ahead to the next step. Do not spend time if you don't need to just to fill the timing.
- 2) If a very important discussion has started then you should not cut it off, you can give a few minutes over time and then compensate that time later in the activity. Another strategy is also to “park” a discussion and do it at the end, but at times you may lose a moment when participants are engaged to talk about something.

How should we divide the larger group into smaller groups?

There are several learning activities in require the larger group of participants to be divided into smaller working groups. In most cases, it is preferable to divide a large group into smaller working groups first and then give instructions on how to complete the learning activity. Conducting these tasks in this order sets the stage for participants to be less distracted when you are giving small group assignment instructions. Participants will also see who they will be working with during the small group work as you are giving instructions.

However, if small working groups are going to disperse over a wide area, you may need to give instructions before they divide into small groups.

See “[Appendix 1: Dividing a Big Group into Smaller Groups](#)” in back of the curriculum manual for a list of creative ways to divide a larger group into smaller groups.

How do we work with groups who have low literacy?

It is more probable than not that you will find participants in your Tipping Point workshop who have limited or no reading/writing skills. The curriculum seeks to take literacy levels into account but there are times where we may find literacy to be a challenge with a certain session. There are several things that the facilitator can do to accommodate low literacy participants in these circumstances.

- When using a poster or handout, be sure to read these printed materials out loud for participants who do not read well. Read slowly and clearly. Individuals with low literacy

often develop a remarkable sense of memory to compensate for their inability to read. Also, seek to be succinct in the wording on posters and handouts.

- Do your best to include one person who can read/write in each small group during small group work. This person can serve as the reader and/or scribe for the group.
- Read the instructions and other information on small group worksheets to each small group if needed. You may want to use only one version of the worksheet assignment in order to save time in reading this text out loud.
- Use drawings, symbols or colors when possible. For example, you could put a smiley face on an “Agree” sign and a sad face on a “Disagree” sign. Or make the agree sign green and the disagree sign red.
- When possible, use the simplest words possible to communicate ideas and concepts and make sure to speak clearly.
- Check in frequently with the group to see if you are going too fast, if they need help reading something, need something repeated, etc.

When and how do we use energizers and icebreakers to initiate ideas?

You can get Icebreakers ([Appendix 2](#)) and energizers ([Appendix 3](#)). For example, there are many more energizers and icebreakers these lists are just for example purpose. You can use any other icebreakers and energizers you used in other workshops. This is very acceptable. Moderators must use their own estimates when and where to use icebreakers and energizers. Some moderators prefer to use quick energizers at the beginning while others use in the middle when they see that the group is tired or when they want to increase their speed. The only caution is the energizers and icebreakers should not take longer period than the main session.

How do we protect participant safety?

How do we deal with participants who reveal an IPV experience in the middle of a session?

- Thank the participant for sharing something so difficult. State that you understand that talking about personal experiences with IPV can be difficult and emotional.
- Affirm that there is nothing she did that can ever justify violence.
- Explain to the participant that we are going to continue with the session now but that you hope she will come speak to you privately after the session – only if she wants to.
- Also share with participants that the program cannot really resolve intimate partner violence or provide counseling about what to do, but that we can share referrals to community organizations who do this kind of work.

- Note that Tipping Point will connect participants to organizations who do professional counselling and who can support people in these situations.

How do we deal with participants who reveal an IPV experience in private with the facilitator?

- Thank the participant for sharing something so difficult. State that you understand that talking about personal experiences with IPV can be difficult and emotional.
- Affirm that there is nothing she did that can ever justify violence.
- Share with the participant that the program cannot really resolve intimate partner violence or provide counseling about what to do, but that we can share referrals to community organizations who do this kind of work.
- Ask a short set of assessment questions (listed below) to ascertain if she is at risk for violence now and/or harm to self.
 - Do you feel safe returning home?
 - Does your husband have any weapons at home?
 - Has he ever threatened to use a weapon on you?
 - Has he ever threatened your life?
- If the participant answers yes to any of the above, highly encourage her to accept a referral. If she wants help, work with her to identify an alternative place she can stay or a shelter.
- Refer participant to services [List of Intimate Partner Violence Resources]

What do we do if we feel that participant in the program is putting a participant at risk for IPV?

- It is possible that participants may challenge the inequities in their relationship with their intimate partner as a result of the sessions in this curriculum. Facilitators need to make sure participants understand that change can be slow and that they should only implement the changes or discussions with their partner which they feel safe in doing.
- If a participant reveals conflict or violence as a result of trying to institute changes the facilitator should try to find out more about what the program may have done to put this person in danger and refer the person to specific IPV resources or connect them to organizations who do professional counselling.

Tips for Facilitators

The Role of Facilitator

The team leader and the moderator of teaching this curriculum is called Facilitator. This difference may not seem important, but the name is very important. People often seem to think a teacher giving knowledge to others, for example, they may view as a teacher, as a drawer of water and the student as a bucket. This style is not particularly useful for this curriculum.

This curriculum defines a facilitator as someone who guides a process, which means that they help people to reflect and find their own meaning, the facilitator helps the participants to express their personal skills and motivation about the situation.

Thus, the facilitator:

- Listens more than speaks;
- Encourages everyone to participate;
- Analyzes seriously recalling learning objectives if they are accomplished;
- Calculate experiences that encourage learning processes;
- Meet participants everywhere, helps to go forward;
- Do not comprehend and evaluate participants by their religion, what they are unaware of, or by what they couldn't do;
- Find the way that the teaching methods would be appropriate for participants;
- Share his personal experiences selecting the useful ones carefully.

Personal preparation

As a facilitator preparing to do this work, you will need to look at your own thoughts and feelings and how these may affect your work. For example, you may feel uncomfortable talking openly about certain topics (for example, such aspects of sexuality as masturbation). This will make it hard to facilitate a frank discussion. You may also have strong feelings about certain topics (for example, women carrying condoms). This may make it hard to facilitate an open discussion without imposing your own views. In doing this work, you may also be reminded of painful experiences from your own past, in which you suffered or caused others to suffer. Being reminded of these experiences may make it hard to talk about certain topics.

In order to help youth, discuss these issues as openly as possible, it is important to make time to think about your own thoughts, feelings, and experiences. This could involve:

- Meeting with a colleague to discuss thoughts and feelings about the work. Talk about what you are looking forward to and what you are nervous or unsure about. Talk about any issues that make you uncomfortable and why. Make a plan for how you will deal with this discomfort while facilitating these sessions.
- Making time during a team meeting to carry on the same discussions. If possible, bring in a skilled outside facilitator to help team members with this discussion.
- Choosing someone whom you trust and whom you think will be able to listen to you and support you (colleague, friend, or family member). Tell them briefly about the past experiences you are concerned about. Share as much or as little detail as you're comfortable sharing. Tell them how you think these memories may affect your work and how you would like to be supported in dealing with the memories. Make a plan for how to get this support. If you think you cannot get the support you need or that the memory of the experience is too strong and painful, then get in touch with your supervisor and discuss the possibility of your leaving this position.

Study session plans and prepare ahead of time

Facilitating a session well requires preparation. Some people think they can just read the session plan while they're facilitating, but this is NOT a good approach. Doing the best job possible as facilitator means preparing ahead of time. As facilitator, you should:

- Read through the entire session plan well before the session starts.
- Familiarize yourself with the session's learning objectives so that you can keep them in mind while you're facilitating the session.
- Research concepts and other content that you don't fully understand until you understand them and can communicate about them with confidence. This also includes reaching out to the supervisor if you have any questions at all.
- Explain things to participants in "your own words" without changing the meaning of what is described in the session plan.
- Write your own notes in the session plan to make it easy for you to run learning activities.
- Reflect on your reading of the session plan and identify the places in the session where you might have difficulty. Strategize ways of dealing with these difficulties if they arise.
- Invent examples as needed. Prepare examples that are in addition to those provided in the curriculum.
- Create examples of the finished assignment that participants will be completing during learning activities – worksheets, brainstorm lists, etc. – to show participants what an actual finished assignment might look like.

- Do the preparation described in the session plan such as identifying and assembling materials, drawing posters, etc.
- Complete any basic preparation that might not be listed in the session plan: finding a place to hold the session, making sure there is adequate seating and lighting, providing drinking water and other refreshments as needed, etc.
- Practice!
- Get to the session early to set up and be ready when participants arrive.

Age of participants

Given the young age of participants and the differences between early adolescents 12 and 13 compared to older adolescents 15 and 16 can be extensive. Younger adolescents (12 and 13) may be shyer and have more difficulty participating in the conversations. Younger adolescents may only be a few years younger but that can seem like a lot in terms of experiences and in terms of hierarchies between youth. You will need to pay attention to the age of your participants and consider how to adapt content to both age groups.

- When splitting into groups separate per age – younger participants with other younger participants, etc.
- When asking them to speak to another member, try to arrange them to speak to similar age participants.
- Expect that younger participants may have a harder time sharing and try to make it easier to them. Emphasize that we want to hear all types of views regardless of the age. All views are valid.
- Pay attention to older adolescents and prohibit any teasing or bullying within the group. Aggressive and violent behaviors within the group go against the principles of this intervention.

Practice! Practice! Practice!

“Practice” means standing in front of a colleague, friend, family or even a mirror, and running through the facilitation of a session out loud. If you really don’t have enough time to do a practice run of the entire session you should at least run through the most complicated parts of the session and the parts that you anticipate could be challenging for you.

You may feel a little silly, but practice is a VERY important part of doing the best job of facilitating a program that’s new to you. When you practice, you’ll be in good company – even famous, veteran actors and musicians practice before they go out and perform. After two or three times of facilitating the program you’ll begin to know it well and the need for practice will be much, much less.

Follow the curriculum as written

It is VERY important that facilitators conduct this program as close to the way the curriculum is written as possible. That doesn't mean you have to speak the curriculum word-for-word, exactly as written, but you DO need to deliver the core content, skills, instructions and activities that are the heart of the program.

This program has been very carefully designed to achieve results that will improve people's lives. Think of what is in this manual as medicine – a very specific combination of chemicals, a formula that has been designed to make people healthy. In this case, “making people healthy” is about stopping the harm that intimate partners – boyfriends/girlfriends, lovers and husbands/wives – are causing each other through violence including preventing infection with HIV. If facilitators start changing the “formula” of this “medicine” there probably won't be any good results. So, this manual is not a “rough guide” and the activities in it aren't “optional.” The contents of the manual are a prescription to prevent intimate partner violence and HIV.

Keep activities on schedule

It is important that you allot enough time for each learning activity. As the facilitator, the only way to make sure this happens is to do your best to stick to the amounts of time for each activity written in the session plans. A little “give-and-take” is okay, but you definitely shouldn't run so far over time that you have to significantly shorten or skip other activities.

There are a few things that can help you stay on schedule. One is to make sure you have a watch, clock or other time-keeping device. You can also ask for a participant to volunteer to be a “timekeeper.” Make sure he/she has a timekeeping device, tell her/her how much time is allotted for each activity before you start it, and ask her/him to give you a warning at the halfway mark and then again a couple of minutes before time is up.

But, there are a couple of exceptions to sticking to the schedule:

- 1) If you finish a step or section quicker than the time allotted, then move ahead to the next step. Do not spend time if you don't need to just to fill the timing.
- 2) If a very important discussion has started then you should not cut it off, you can give a few minutes over time and then compensate that time later in the activity. Another strategy is also to “park” a discussion and do it at the end, but at times you may lose a moment when participants are engaged to talk about something. You have to make a judgment call as to how important that discussion is to the goals of the curriculum. Keeping a flipchart with “parking lot” where you can “park” some ideas for discussion later is a good way to postpone a discussion to the end of the session (when those interested can remain).

Present the session introduction clearly and briefly

The purpose of the Introduction section in each session is to give participants a “big picture” sense of what they’re going to do and learn that day. With that goal in mind, be very brief and “to-the-point” when facilitating the Introduction to a session. Too often, facilitators fall into the trap of feeling like participants should have a complete understanding of the topic by hearing the Introduction – that’s what the rest of the session is for, especially the interactive learning activities! Consistent with adult learning principles, we want participants to know what the topic is about. But the Introduction is just there to give them a basic frame of reference. Don’t worry if participants don’t understand everything right away – leave that learning for the rest of the session!

Give clear activity instructions

Nothing makes a mess out of session facilitation quicker than the facilitator confusing participants about how to do a learning activity by giving bad instructions! One of the things that make this a great program is that it has a lot of interactive activities that make it fun and interesting for participants. But participants will get confused and frustrated if they don’t understand how to do the activity.

Give clear instructions for activities:

- Make sure the instructions are clear to you. During your facilitation practice, speak each step and then act out the activity by following your own directions as if you were a participant. If things come out incorrectly, you know you’ve been unclear.
- Provide a visual. Put the instructions up on a piece of flipchart paper or in a printed handout.
- Break it down. The activity instructions in the curriculum are written to be short and clear, but your group might need the steps broken down into even smaller steps.
- Be concise. Figure out how you can give each instruction in the briefest way possible. Sometimes facilitators try to explain steps too much and wind up confusing participants when they were trying to help them understand.
- Show participants examples of activity outcomes – such as completed worksheets, sample brainstorm lists, etc. – that you prepared ahead of time. This helps participants see approximately what their finished work will look like and can save a lot of explanation.
- Ask participants if they have any questions about how to complete the activity before you begin it. Recognize that sometimes the best way to understand something is to try

it and be ready to put participants' questions aside and simply reassure participants that it will be clear once they are actually doing it.

- Reassure them that you will be readily available to help them during the activity if they continue to be confused about how to do something.

Use strategies that engage participants

Research shows that participants learn best when they feel motivated. Motivation comes when participants feel engaged – that is, what they're doing is interesting, fun and important (especially to them). These program activities are designed to be interesting and interactive, but they can still fail to motivate participants unless you, the facilitator, also use your skills to keep participants engaged.

Monitor the overall level of group engagement. If you notice engagement is low, try changing the format of activities (but NOT the goals, objectives or content!). Below are some strategies you can try.

- Use round robin. In a round robin format, the facilitator goes around the room/circle giving everyone an opportunity to add to the discussion.
- Divide into small groups. Dividing participants into small groups can also create opportunities for more participants to speak/share.
- Use physical activity. Make discussions more physically active. For example, you can bring a ball to the session. Whoever holds the ball gets to speak. In order for another participant to share, the previous speaker must throw the ball to him/her.
- Pass around a talking stick. When you're monitoring the group, pay attention to whether the same few people speak frequently or for the longest amounts of time. If the same people speak all the time, other participants may disengage. Encourage others to speak by using a "talking stick" – an object that gives the right to speak to the participant who is holding it.
- Distribute talking beans. Alternatively, you can give each participant three kernels of corn or three beans (or something similar). Each time they share during group discussion, they must give you back a bean. After they have used up their beans, they can no longer share.
- Use straw polls. When there are "yes/no" questions or opinion questions, consider doing a quick straw poll to get everyone involved in answering the question. You can have participants raise their hands, stand up/sit down, stomp their feet, etc., to vote.
- Give some time to reflect first. Some participants simply aren't good at speaking "off the top of their head." Try giving participants time to write down answers before

discussing/sharing or have participants brainstorm ideas together in small groups or turn to a neighbor for a minute to talk about the question at hand.

- Keep up your stage presence. Pay attention to your “stage presence.” Do you show excitement and enthusiasm? Are you warm and friendly towards participants? These characteristics, as well as using some (appropriate) humor can open the door to participants engaging more, especially in the early program sessions when participants are just getting to know you and a tone is being established.
- Sweets. If possible, bring small pieces of candy to share or use as “rewards” for participation.

Dealing with challenging comments

Participants may at time either push back against the grain of the curriculum or may simply express inequitable beliefs that they have. The facilitator should avoid challenging those comments directly if possible because you want there to be vibrant discussion where participants honestly share their views. But you also don’t want to leave inequitable comments or reinforce them in the group.

- Ask other members/participants what they think about the same statement. You can reword the statement. This is a way to engage participants and hopefully show that there are opposing viewpoints within the participants.
- If no one feels comfortable, ask them what someone might say who believes the opposite from what was stated.
- If no one still is willing to speak, then in an objective and calm way, state the opposite case and why someone would believe that and go on with the activity. You want to make sure that you appreciate the comment (even if inequitable) as you want the group to continue to share their thoughts. If it is something clear cut, you can use statistics if available- for example if someone says domestic violence doesn’t exist you can use statistics for example saying that globally 1/3 of women have experienced GBV.
- In specific cases, for example, if a participant says something to support violence, then you should very clearly speak out that violence is never acceptable, and it is in fact against the law. The responsibility for violence is entirely on the person who uses that violence. This would apply to any discriminatory or harmful comments.
- Most importantly you should make sure not to laugh with inequitable jokes or appear to support statements which are inequitable. The participants will be looking to you all the time.

Active listening

Active listening is a basic skill for facilitating group discussions. It means helping people feel that they are being understood, as well as heard. Active listening helps people share their experiences, thoughts, and feelings more openly. It's a way of showing participants that their own ideas are valuable and important when it comes to solving their problems.

Active listening involves:

- Using body language to show interest and understanding. In most cultures, this will include nodding your head and turning your body to face the person who is speaking.
- Showing interest and understanding to reflect what is being said. It may include looking directly at the person who is speaking. In some communities, such direct eye contact may not be appropriate until the people speaking, and listening have established some trust.
- Listening not only to what is said, but to how it is said, by paying attention to the speaker's body language.
- Asking questions of the person who is speaking, in order to show that you want to understand.
- Summing up the discussions to check that what has been said was understood. Ask for feedback.
- Being nonjudgmental. Remember that information should be provided in nonauthoritarian, nonjudgmental, and neutral ways. You should never impose your feelings on the participants.

Facilitator's Manual for Girls' Collectives

Session 1: Ourselves, Our World (Part 1)

Session 1.1: Getting to know each other

SESSION OBJECTIVE: ADOLESCENT GIRLS WILL BEGIN TO FORM RELATIONSHIPS WITH THE OTHER GROUP MEMBERS THROUGH ACTIVITIES.

[Source: Adapted from CARE Rwanda Insashyikirwa Opinion Leader Curriculum. 2015]

Week 1

Time required: 30 minutes

Preparation: Ensure you are familiar with the session content before facilitating. The facilitator should ensure that all participants are comfortable and able to participate in the session. No materials are required for this session.

Instructions for exercise:

1. Introduce the process: Today we begin an incredible journey together. It is a journey of self-reflection, growth, and change for us as individuals, as girls, and as community members. I will be here to guide the process. However, it is your participation that will propel us forward. Each of us brings something unique to this space — our character, our ideas, and our experiences. Your contributions are what will enrich this process and give it meaning. Therefore, it is important that we get to know each other that we get comfortable together, as we embark upon this journey together.
2. Explain that you are now going to play a game. All participants will begin by walking around the room just moving about in a circle, saying "kitne hum kitne" (how many are we). When you clap your hands, you will call out a category, e.g., "favorite color!" Participants will group themselves according to where they belong within that category e.g., those whose favorite color is blue will stand together, green will stand together, etc. Once the groups are formed you will ask them to identify themselves, e.g., "We are the Blue group." You will then give everyone a topic to discuss within their groups for 1 minute. After 1 minute, you will call out that time is up and the participants will begin wandering around the room freely again, waiting for you to announce the next category. (See list of categories and questions below)
3. Ensure that there are no questions and begin the game.
4. After a few seconds, call out the first category. Groups may have a little trouble getting

organized in the first round, so you can help them by asking questions (e.g., “Are you a blue? I see some other blues over there”). Use the following list of categories and discussion questions for each round:

Categories:

- Birth order (1st born, 2nd born, 3rd born, etc.)
- Favorite color
- Favorite food
- Where you were born
- Year of birth (form a line beginning with the youngest)
- Favorite hobby/talent (e.g., gardening, rowing, sewing, singing, playing instrument, playing sports, cook)
- How far you have travelled from your village (to rural municipality level, to district level, and to Dhaka or to other countries)?

Discussion questions:

- What makes you laugh?
- What do you do to relax?
- If you could have dinner with anyone in the world, who would it be and why?
- If you could go back to yesterday and change one thing, what would it be and why?

Continue the game until participants are energized or until time is up (estimate 4-5 rounds). Bring participants back to their seats and thank them for participating in the activity.

Session 1.2 Getting to Know the Project

SESSION OBJECTIVE: PARTICIPANTS WILL UNDERSTAND THE PURPOSE OF TIPPING POINT GROUPS AND HOW IT WILL BE OPERATED.

[Source: Adapted from CARE Rwanda Insashyikirwa Opinion Leader Curriculum. 2015]

Week 1

Time required: 30 minutes

Preparation: Ensure you are familiar with the session content before facilitating. No materials are required for this session.

Instructions:

1. Gather participants back to the semi-circle after the introduction exercise. Explain: Today we are going to begin an important journey together. Like any journey, before we get going, we first have to know where we're going! In this session, we're going to think about why we are here and where are we heading. What do we hope to achieve? How? What are our hopes? Expectations? Concerns? The road ahead will be exciting, challenging, rewarding and inspiring. . . so let's get started!
2. Write the words Tipping Point in large letters across the middle of a flipchart paper on the flipchart stand.
3. Summarize that Tipping Point means: "the point at which a series of small changes or incidents becomes significant enough to cause a larger, more important change. . ." This means that we are all here to make changes that we believe are important in our lives and our communities. Ask participants what kinds of changes they hope to see as a result of this project. Listen to responses from a few participants.
4. Take out the "Empower girls in Our Homes and Communities" flipchart/poster. Ask for a volunteer to hold it up. Explain: The aim of the Tipping Point Project is to empower girls in our homes and communities. We believe that this will lead to greater happiness, health, and development in our lives and the lives of others. However, we know that we cannot accomplish this goal overnight. Creating positive change will be a journey of many steps that we take together.
5. Ask participants: So how do we get from here (point to where you are) to there (point to where the poster is now hanging)? Like any journey, we will travel together and go step-by-step along the path!
6. Explain that there are four major sections on our path of change (point to the corresponding signs around the room).

7. Invite participants to take a brief walk with you along the path of change. Ask participants to get up from their seats and follow you to Flipchart #1 (**Change in ourselves**). Explain that we start our journey with “Change within Ourselves.” Ask participants what this means to them. Listen to responses from 2-3 participants. Summarize that “change within ourselves” refers to the changes we make as individuals, in our own knowledge, attitudes, skills, and behaviors.
8. Lead participants to the 2nd flipchart (**Change in our relationships**). Ask participants what this means to them. Listen to responses from 2-3 participants. Summarize that as we make changes within ourselves, we can begin to make changes in our relationships with our parents, wife, children.
9. Continue in this way to the remaining two flipcharts, (**Change in our families**) and (**Change in our communities**), e.g., asking participants what the flipchart means to them and summarizing the meaning of each.
10. Return to your seats once you have walked through the whole path of change.
11. Ask the participants to reflect on their role to support the changes at individual, relationship, family and community levels.
12. Summarize for participants: As we have seen, change is a process that takes place over time.

We must start the process of change within ourselves and then can gradually work to make positive changes in our relationships and the community. We will focus on initiating this process of positive change within ourselves. Each of you is here so that you may go through this journey of reflection and learning. We will focus on the changes in our own lives, before focusing on our community. The skills you will gain from these sessions will help you to create a conducive environment for community activism to empower girls as well as assist in engaging more to prevent and respond in your community and these actions will be the next step after this session. Right now, it’s about us. So, what are we going to do?

13. Briefly discuss that we have gathered together to see what we as individuals can do to bring changes in our own thinking and live and that of our families and adolescents.

Session 1.3: Hand in Hand

SESSION OBJECTIVE: THE GROUP WILL BE ABLE TO EXPRESS WHAT THEY LIKED, WHAT THEY DID NOT AND WHAT THEY FOUND DIFFICULT TO UNDERSTAND IN THE DAY'S SESSION. THE FACILITATOR AND GROUP WILL BE ABLE TO GET FEEDBACK AND MAKE ANY CHANGES REQUIRED.

[Source: Adapted from the Medical Research Council Stepping Stones Training Manual for Sexual and Reproductive Health Communication and Relationship Skills, 2010, Session A]

Week 1

Time Required: 10 minutes

Preparation: Ensure you are familiar with the session content before facilitating. No materials are required for this session. This exercise can be used at the end of some sessions to get feedback on the session and to encourage participants to voice how they felt during the session. Others forms of getting feedback on sessions may also be tried.

Instructions:

1. Explain that we are now at the end of the day's session and that we are going to finish with a closing circle to review this session.
2. Everyone stands in a tight circle. Ask the first person to your left to put their right outstretched arm into the middle of the circle and say something they have found difficult about the session and then something that they have found good about the session. Ask her/him to use the phrases: "I didn't like it when. . .", followed by "I liked it when. . ." They should also include if they found anything difficult to understand and one thing they will share with others.
3. Ask the person two to your left to also do this, placing their right hand on top of the hand already in the middle, and also saying one thing they found difficult and one thing they found good about the session.
4. Continue round until all the participants have their right hands placed in a tower on top of one another in the circle, and everyone has said something which they found difficult, followed by something which they found good about the day and group.

Concluding comments for the facilitator:

Finish by saying that this tower of hands can represent our strength together as a group. Thank everyone for coming. Fix with them a time and place for the next session, which they can all manage. Ask them to remind one other to come on time.

Plan for action: Think about what you learned today and if you are excited or nervous about joining a Tipping Point group.

Session 2: Ourselves, Our World

(Part 2)

Session 2.1: Exploring Dreams

SESSION OBJECTIVE: THE PARTICIPANTS WILL EXPLORE THEIR DREAMS AND SEE WHAT THEY EXPECT FROM LIFE.

[Source: This session was adapted from an activity developed for Tipping Point Phase 1]

Week 2

Time required: 45 minutes

Preparation: All people have some dreams or the other. It's mostly hidden and is in our subconscious mind, but this gives encouragement to a person to get closer to their dreams and get them fulfilled in the long run. In this exercise, the leaves/flowers have been used as dreams to hold on and to nurture. This would give the adolescents power to put together the dreams on a tree so that it reminds them and encourages them to achieve their dreams. Ensure you are familiar with the session content before facilitating.

You will need poster paper, green brown paper glue scissors markers, pen, and a tree drawn on a big brown chart paper.

Recap: 10 min

Ask for two or three volunteers to express how they are feeling about the group so far.

Instructions:

Step 1: 10 minutes

- Ask the participants to sit in a circle and think what they wish to become some 10 years later.
- Ask each one to pair up with the girl next to them and share their dream with each other and write them on leaves cut out from the green paper.
- Ask each pair to come up and stick their dreams on the tree drawn by the facilitator

Step 2: 20 minutes

- Then ask 3 to 4 of the girls to share what their dream is with the entire group. Facilitate a discussion with the help of the following questions.

Questions for Discussion:

- Ask them to then think about what will be required to get to their dreams.
- Ask them who they think in their homes, neighborhood or in school could help them realize their dreams.
- Are there other enablers for them? Can anybody share a story where they were able to achieve their dreams in the past?
- What are the hurdles? How do they think they will be able to cross the hurdles? Who do they think would support them? What will be the skills needed to achieve their dreams?
- Ask them if this group can help them to achieve their dreams; if yes, how?

Concluding comments for the facilitator:

All of us have dreams and we would all like to achieve our dreams. It would be helpful to be aware of our dreams, know who and what are our enablers, and what are the hurdles we face. Plan how you will address the hurdles, who can be your supporters and then put your plan into action so that your dreams come true.

Put the drawing on the wall of the fun center to be referred throughout their activities.

Session 2.2 Building Trust

SESSION OBJECTIVE: THE PARTICIPANTS WILL REFLECT ON THE NEED AND IMPORTANCE OF TRUST IN RELATIONSHIPS AND REFLECT ON EACH OF OUR RESPONSIBILITY TO HAVE TRUSTWORTHY RELATIONSHIPS WITH OUR FAMILY AND FRIENDS.

[Source: Adapted from Promundo and CARE Rwanda's Journeys of Transformation: A Training Manual for Engaging Men as Allies in Women's Economic Empowerment, 2011]

Week 2

Time required: 70 minutes

Preparation: Ensure you are familiar with the session content before facilitating. The facilitator should prepare the pair of chits with flower/fruits pictures beforehand. Gather pictures of flowers or fruits in pairs, each folded in the form of a chit matching the number of participants (e.g., two chits will carry the picture of 1 flower or 1 fruit).

Instructions: Ask for two volunteers who will take the responsibility to summarize the days discussions and learnings in the next session. The task of the volunteers would be to think at the end of the session how they would like to summarize the discussions in the next session. Assure the girls that you will help them out in this.

Step 1: 15 minutes

- Explain to the group that in this activity they will do an exercise to help them build trust and reflect on their responsibilities to one other.
- Divide the girls into pairs.
- Keep the chits on the table. Call the participants one by one to come forward and pick a chit.
- Ask them to find their pair and partner.
- Explain that in each pair, one person will be the guide and the other will be the follower.
- Ask all of the 'followers' to close their eyes.
- Explain that in each pair, the 'guide' will lead the follower around the room. Explain the steps below, but tell the participants not to start until you have told them the following:
 - The 'follower' will keep her eyes closed.
 - The 'guide' should ask the 'follower' how she likes to be guided and supported.
 - The 'guide' should ensure that the other person is safe and feels safe (for example, no jokes, and no clashes with others).
 - The 'follower' should indicate what she needs in order to feel supported and guided, and what will help her to **trust** her 'guide.'

Step 2: 5 minutes

- Share with the group some suggestions for guided support (it may be helpful for you to demonstrate these behaviors with a volunteer).
- Walking hand in hand.
- Putting your arms around the shoulders of the follower.
- Standing behind the follower.

Step 3: 20 minutes

- After providing the instructions, ask the 'guides' to begin leading their 'followers' around the room. Allow 2-3 minutes for the guides to lead.
- After 2-3 minutes, ask everyone to stop and tell the 'followers' to open their eyes. Explain to the group that the pairs will now switch roles.
 - The 'guides' are now the 'followers.'
 - The 'followers' are now the 'guides.'
- Give the group 2-3 minutes to practice their new roles.
- After 2-3 minutes, ask everyone to stop and tell the 'followers' to open their eyes. Ask everyone to come back to the circle and start a discussion using the questions below.

Questions for Discussion:

- When you were followers:
 - How did it feel to be led by the other person?
 - Was it easy to trust the person guiding you? Why or why not?
 - What are some things that made you feel safe and have trust and confidence in your partner?
- When you were guides:
 - How did it feel to lead the other person?
 - Did you feel a sense of responsibility to the other person?
 - How did you take responsibility?
- Which position was the easiest? Hardest?
- What are some of the responsibilities that you have as companions (in your homes) to each other in your daily life?
- How is building trust in homes important? For working together with your partner to realize your goals?
- What are some of the ways that you can build trust with your partner and work together to support each other?
- Did you learn anything in this activity?

Step 4: 10 minutes

- We discussed about sharing our dreams with a trusted person. But how do we know who is a trusted person? So, in this session let us learn to identify the persons who are closest to us and how we can identify our trusted persons. Ask them to think about the names of family members whom they can easily approach and then also about their trusted relatives. Also think the names of their trusted friends; the names can also include different people in their community such as teachers, community leaders, religious teachers, people who are involved in various organizations whom they know. They can keep these names on the tips of their fingers. Ask them if they were able to identify at least 5, maybe we can increase our trusted people with our friends in this group over the time.

Step 5: 15 minutes

Use the following questions to generate a discussion on the trustworthy persons in the lives of adolescent girls.

Questions for discussion:

- Discuss who in the family you are most attached to, why?
- Discuss who in the family you can tell your secrets, why?
- Discuss who in your family supports you, can you share one instance?
- What are the benefits of identifying trustworthy people or relatives in your life?
- What are the drawbacks of sharing your feelings with an unreliable person?
- Give two names from the list of your identified trustworthy people who are closest to you.

Concluding comments for the facilitator:

Our own sense of trust and safety is very dependent upon the relationships we have with those around us. Trust is about listening to and respecting the other person. We have a responsibility to be truthful, to care for others and to build trust in our relationships. By building trust, we can work together better, towards the common goals we have for our families and ourselves.

It is very important for all of us to identify one or two trustworthy persons from within the circle of family, relatives, friends and community. In stressful situations and difficulties, one can clearly share their feelings with an identified trustworthy person who may help them to solve the problem. If people share their feelings with an unreliable person, then their problems may no longer remain confidential and they might be at risk of abuse. Even though it is very difficult to identify a trustworthy person, they can be identified by considering how they generally treat you. Trustworthy persons are always concerned with your well-being and

make you feel good about yourself. They never make you feel uncomfortable when you are with them. They listen to you, treat you with love and patience and will advise you correctly even if that is against what you want. Generally, trustworthy persons may be your mother, elder sister or brother, father or an aunt or uncle. A trustworthy person can also be someone from outside the family and/or relatives such as teachers, friends and other well-wishers who think positively and care for you. While deciding who is a trustworthy person for you, you would rely on your inner voice and instinct.

Plan for Action:

Also ask the adolescents to think about one person who can help you with your dreams and share your dreams with that person. Also discuss about their dreams with your parents.

Session 3: Our Neighbors

Session 3.1: Mirror Game: Knowing each other

SESSION OBJECTIVE: ADOLESCENTS WILL LEARN TO OVERCOME SELF-CONSCIOUSNESS. THIS ACTIVITY WILL HELP THEM HAVE SOME FUN AND DEVELOP A BOND WITH EACH OTHER. THEY WILL LEARN TO REFLECT ON THE ROLE OF FRIENDS IN THEIR LIVES.

[Source: Adapted from CARE's Power to Lead Alliance Leadership Curriculum, 2011]

Week 3

Time required: 30 minutes

Preparation: Ensure familiarity with session content before facilitating. Through this exercise the girls can develop a good bond with each other and would be able to relate to each other. Ensure that the girls are able to see the facial expression of others. Allow them to have fun during the exercise. It will generate a lot of laughter and fun moments for the girls. This session will also help them see that externally, change can be seen and sometimes it happens quickly. But no one can see what is happening in our minds unless we share it with others. Call on different participants to share what they think during questions and answers. Ensure that all girls speak in one or the other session.

Recap: 10 minutes

Ask the volunteers to summarize and report the earlier week's session where they explored their dreams. Ask anyone if they want to add anything to the reporting. Ask the girls whether they identified their trusted person. Can anyone share who it is and how did they identify her? Did they share their dream with this person? How did the person respond? Let 5 to 6 girls tell their experiences.

Instructions:

Step 1: 10 minutes

- Ask the girls to divide into pairs using the chits exercise. Ask the girls to write down their names on chits and keep them on the table. Call one of the participants to come forward and pick a chit. Pair her up with the name of the girl on the chit. Continue like this, till all girls have been divided into pairs. Make sure that once a girl has a partner, the chit with her name on it is removed. Let one of the pair be A, and the other be B.
- Ask them to stand in front of one another, facing the other. All the girls who are A would be the mirror while the B ones are standing in front of the mirror.

- Ask the girls who are B to enact something: anything, like combing their hair, brushing their teeth, washing their face, adjusting their clothes. The girls who are A will act just as B are doing as if they are copying just as the mirror does.

Step 2: 5 minutes

- After some time, ask the girls A and B to exchange roles.

Step 3: 15 minutes

Discuss the following Questions:

- How did they feel? What could the mirror do? What was there that the mirror could not see?
- The mirror sees all that is in front of it. But it does not know what is behind and inside a person. Who knows what is inside the person? Parents? Friends? Relatives? Discuss about why and how.
- Why is it important to have friends with whom you can share what you feel inside?
- Ask them who is their best friend.
- Why do they call her/him the best friend?
- Would this group become their best friends' group, why and how?

Concluding comments for the facilitator:

Remember the exercise we did on trust in relationships. With trusted members of our family and trusted friends we can share our problems, tensions, moments of joy. We can also seek their help when required. Sharing reduces our problems and enhances our joy.

Session 3.2: Our Families

SESSION OBJECTIVE: THE PARTICIPANTS DISCUSS WHO ARE A PART OF THEIR FAMILIES AND BECOME AWARE OF THE ROLE OF FAMILIES IN THEIR LIVES.

[Source: This session was adapted from an activity developed for Tipping Point Phase 1]

Week 3

Time required: 30 minutes

Preparation: Ensure familiarity with the session before facilitating. Gather the following materials for this session:

- Art paper (A4 size)
- Colored pens
- Pencils

Instructions:

Step 1: 15 minutes

- Ask the girls to draw their own family trees that show the people in their homes and how they are all related. Give them 5 minutes to do this. This may include siblings, sisters-in-law, parents, etc., including pets and animals at home.
- The facilitator draws his or her own family tree as an example.
- Based on this, list out who are the key people in their lives?
- For example:
 - Father
 - Mother
 - Brothers
 - Sisters, etc.

Step 2: 15 minutes

Questions for Discussion:

- Let some participants talk about their family tree.
- Ask what happens if someone does not come home for a long time? What happens if someone is sick? How do you feel? Who takes care of the sick person, does it affect the daily routine of the family, how?
- Do you have animals at home, do you like them? When they get sick, how do you feel?
- Discuss who in the family you are most attached to, why?
- Discuss who in the family you can tell your secrets, why?
- Discuss who in your family supports you, can you share one instance?

- Share how you learn to talk, negotiate and draw support at home which would help you live your life with confidence.

Concluding comments for the facilitator:

We live in a house with members who are a family. We all care for each other and are dependent on each other for happiness and life. We also care for our animals and their wellbeing also affects us. Our family plays an important role in our life. It makes us feel loved, cherished and also supports us from time to time.

Plan for Action:

Girls can take their family trees home and complete them for their extended families with the help of their parents.

Session 3.3: Our Neighbors

SESSION OBJECTIVE: THE PARTICIPANTS WILL BECOME AWARE OF THEIR NEIGHBORS AND PEOPLE IN THEIR COMMUNITY, UNDERSTAND DIVERSITY IN THEIR COMMUNITY, AND BEGIN TO UNDERSTAND HOW THEIR LIVES ARE AFFECTED BY THEIR NEIGHBORS' OPINIONS.

[Source: Adapted from UNICEF Rupantaran curriculum, Vol. 1]

Week 3

Time required: 40 minutes

Preparation: Ensure familiarity with the session before facilitating. The facilitator should be aware that this exercise could bring up some serious cases of discrimination in the community, such as some castes, religions and communities not allowed in some parts of the village or other forms of discrimination. In this context, the facilitator can encourage the girls to reflect on whether they think such actions or behavior are appropriate. Encourage the girls to put themselves in the shoes of the other person and reflect on how they may feel about it. Empathize with the girls if they have faced such behavior and recognize that such behavior is not appropriate. The facilitator is not advised to bring up discrimination proactively in the community until a few sessions later when the children would be better prepared for it.

Gather the following materials before the session:

- Newspapers
- Magazines
- Scissors
- Papers
- Colored Pens
- Pencils
- Erasers

Instructions:

Tell the participants that we discussed our family members and those whom we trust. But we also have many other families and people around us, in our neighborhood. In this session we will discuss who are our neighbors.

Step 1: 20 minutes

- Divide participants in 4 groups based on the locality they live in. Choose names of four major parts of the village. Ask one girl from that area to stand in one corner of the room as a marker of that neighborhood. Ask all the other girls to join the girl who lives closest to their part of the village.

- Ask the 4 groups to draw clusters of homes belonging to different people in their neighborhood. Let them also draw different types of people who live in the neighborhood. They may also wish to cut pictures from newspapers or magazines and paste them there.
- The list would include boys and girls, men and women, people with different occupations, teachers, doctor, nurse, fishermen, laborers, priest or other religious leaders, vendors, different castes, communities, religious groups, etc.

Step 2: 20 minutes

- After they have drawn/pasted the pictures on a chart, put them up on the meeting hall wall. Discuss the flipcharts developed by the girls with the help of the following questions.

Questions for Discussion:

- Who are your neighbors? What do you share with them? Do you consider their opinion important for you/your family? Why is their opinion important to you? Has there been any instance when your neighbor supported your action/your family's action? Can anyone share the instance? How did you feel?
- Has there been an instance when the neighbor has opposed your action/ or your family's action/behavior? How did it feel? What happened?
- Have you or your family ever supported or opposed your neighbors' decisions?
- Discuss how the neighbors and neighborhood affect your decisions, discuss if there has been any instance when you needed to motivate or convince your neighbor?

Concluding comments for the facilitator:

As we saw in the game we played today, differences make our life interesting. Our neighbors and people in our community also make our life interesting. How boring it would be if you were alone with your family in this world? We should try to know the different families who live in our village. We should also be aware of the roles our neighbors and community people play in our lives.

Plan for Action:

Take the neighborhood maps home. Complete the listing of neighbors with the help of your family.

Session 4: Effective Communication

Session 4.1: Listening pairs

SESSION OBJECTIVE: TO HELP PARTICIPANTS REALIZE THE IMPORTANCE OF LISTENING SKILLS TO GOOD COMMUNICATION IN ALL LIFE SITUATIONS, INCLUDING RELATIONSHIPS.

[Source: Adapted the Medical Research Council Stepping Stones Training Manual for Sexual and Reproductive Health Communication and Relationship Skills, 2010]

Week 4

Time required: 45 minutes

Preparation: In this session participants work in pairs, taking it in turns to speak. As one speaks, the other first listens carefully to what they say, then stops listening. A group session with discussion and summary about the importance of good and active listening follows. The facilitator must remember that active listening is also an important role of a leader and should give these inputs in leadership building sessions as well.

Ensure familiarity with session content before facilitating. No materials are required for this session.

Recap: 5 minutes

Ask two girls to summarize and reflect the earlier week's session. Ask anyone if they want to add anything to the reporting. Tell the girls that in the last session we learnt and shared about our community and diversity in it. Today we are beginning a new session on communication skills from this week and will continue until next week.

Instructions:

Step 1: 10 minutes

- Tell participants we will need to do a lot of listening to one another in this workshop. In this exercise we are going to look together at the skills of good listening.
- Ask participants to divide into pairs.
- One of the girls in each pair starts by describing to the other about an event in his life. The listener says nothing but concentrates hard on hearing what is being said. After a couple of minutes, you will ask the listeners to stop listening. At this stage, the speaker should continue to describe their experience, but the listener should stop listening completely. The person could yawn, look elsewhere, turn around, whistle, do whatever

they like: the important thing is that they should no longer listen, although the speaker should continue to tell the story.

- After a couple of minutes again, you will call “Halt.”

Step 2: 10 minutes

- At this stage, the speaker and listener should change roles. The two stages of the exercise should then be repeated, with the former listener now becoming the speaker and the former speaker now becoming the listener.
- Allow for 2-3 minutes where the listener concentrates hard on listening. Then ask the listeners to stop listening. At this stage, the speaker should continue to describe their experience, but the listener should stop listening completely.
- After a couple of minutes again, you will call “Halt.”
- Finally, call the group together and ask them to share examples of when bad communication has occurred in their lives.

Step 3: 15 minutes

Questions for discussion:

- How did you feel first as speakers, telling your story to a willing listener? And then telling it to a bad listener? Then ask participants to describe and compare how they felt as good and bad listeners.
- Has this ever happened to you? Someone not listening to you. How did you feel?
- What are some of the attributes of good listening which you experienced and some of the attributes of bad listening?
- Is it enough to only listen well or only tell your story well for effective communication? What else would be required?

Concluding comments for the facilitator:

When you listen well, you are also telling the other person that you are interested in her story. Good or active listening is about being in the present, not in the future or the past. Active listening creates a relationship of trust and the other person feels encouraged to continue. Not listening breaks this bond and effective communication is stopped.

Plan for Action:

Practice active listening in your conversation with your family and friends. Tell us how you felt in our next week's meeting.

Session 4.2: Transferring Messages

SESSION OBJECTIVE: THE GIRLS WILL LEARN THE IMPORTANCE OF SKILLS SUCH AS ACTIVE OBSERVER AND COMMUNICATING WITH CLARITY FOR EFFECTIVE COMMUNICATION.

[Source: This session was adapted from an activity developed for Tipping Point Phase 1]

Week 4

Time required: 20 minutes

Preparation: Ensure familiarity with session content before facilitating. No materials are required for this session.

Instructions:

Step 1: 20 minutes

- Ask for 7 participants as volunteers. Take one person in the corner and ask to act the morning ritual of brushing and washing face and applying cream on the face.
- Ask all 7 participants to stand in a line. The first one shows the act to the second and then the second one asks the third to face him/her and repeat the action seen. The same activity continues till the 7th one observes the 6th and shows it to the rest of the participants.

Questions for discussion:

- Was the correct action conveyed starting from the first participant to the last?
- If not, what was the reason?
- How do you feel if your friend does not actively observe and understand to the message that you have conveyed?
- How did you feel when you realized that the wrong message was conveyed to you?
- What did you learn from this game?

Concluding comments for the facilitator:

Effective communication is clear and direct, and to be an effective communicator you need to be able also listen well and observe what others are trying to communicate.

Plan for action:

Try to practice clear communication and active listening this week.

Session 4.3: Power of Two-way communication

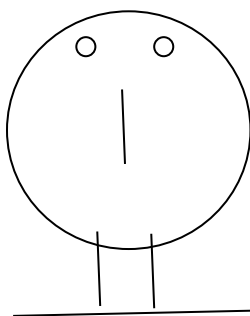
SESSION OBJECTIVE: THE PARTICIPANTS WILL REALIZE THE IMPORTANCE OF A TWO-WAY DIALOGUE FOR GOOD COMMUNICATION IN ALL LIFE SITUATIONS, INCLUDING RELATIONSHIPS.

[Source: This session was adapted from an activity developed for Tipping Point Phase 1]

Week 4

Time required: 45 minutes

Preparation: Ensure familiarity with the session content before facilitating. Prepare a chart paper with a diagram ready for the instructor, but do not show it to the participants until one volunteer has already left the room.



Instructions:

Step 1: 15 minutes

- Ask for three volunteers.
- Send one volunteer outside so that she cannot see what is happening in the group. One volunteer sees the drawing with the rest of the participants. She gives instruction to the second volunteer who has not seen the picture/figure. They are not allowed to talk to each other nor see each other, both will have their back to each other. The participants can see what instructions are given and how it is followed without exchange of words. Ask the volunteer how she felt, why?

Step 2: 15 minutes

- After the drawing is complete, show the actual picture to the one who was drawing. Then call the volunteer who is waiting outside, and the first volunteer explains the picture to the 3rd volunteer.

The instructions should include: draw a circle, in the circle make two small dots. Ask the 1st volunteer, where are you putting the dots? Make sure that the volunteer puts the dots in the

place of the eyes on a face. Now continue the instructions asking her: draw a line of two inches in the middle of the circle, in the place of a nose on a face. Next ask to draw two straight lines just as the nose but this time both should be parallel under the circle, as if it is the neck of the face.

Under the two parallel lines draw a straight line some 5 inches long (make sure that after each instruction the facilitator asks the volunteer if she understood it and asks to repeat her understanding).

Step 3: 15 minutes

Questions for Discussion:

- Discuss what the difference was in the two situations.
- Have you ever faced a one-way communication? When? How does it feel?
- What is the problem with a one-way communication?
- Also discuss how the communication could be even better.

Concluding comments by the facilitator:

In the earlier session we learnt the need to listen actively. Listening or one-way communication happens when one person shares information or tells someone to do something. In a one-way communication the communicator assumes that they know what is required to complete the message. Many times we experience one-way communication as in schools, from parents, from the newspaper, radio or a television. Information, facts and instructions are shared through such communication which is important. But when we have questions to ask, we need a dialogue that allows the other person to ask for what her requirement of information is. A dialogue is a two-way communication and there is scope to understand what the other person thinks or what the other person's requirement is. It is effective and also puts both of them on an equal footing. A dialogue should be coupled with active listening on the part of all participants to be effective.

Plan for Action:

Ask the participants to practice dialogue skills or two-way communication at home and in school. Tell everyone their experiences in the next session.

Session 5: Loving Me, Loving You

Session 5.1: What makes me happy?

SESSION OBJECTIVE: ADOLESCENT GIRLS WILL LEARN TO THINK ABOUT WHAT THINGS IN LIFE MAKE THEM HAPPY AND ARE REALLY IMPORTANT TO THEM. THE SESSION WILL HELP PARTICIPANTS TO BUILD THEIR SELF-ESTEEM.

[Source: Adapted from the Medical Research Council Stepping Stones Training Manual for Sexual and Reproductive Health Communication and Relationship Skills, 2010, Session A]

Week 5

Time Required: 60 minutes

Preparation: Ensure familiarity with the session content before facilitating. No materials are required for this session.

Recap: 10 minutes

After the volunteers have summarized the earlier week's session, ask the participants what their observations about good listeners and good communicators were, including use of body language. What was their experience with active listening and a dialogue or two-way communication? How did they feel? Was there any difference in the way you conducted your communication? Did you also continue with active listening? How did those who had a conversation with you feel? Ask 5-6 girls to respond.

Instructions:

Step 1: 20 minutes

- Divide the participants into two groups. One group will make an inner circle facing outwards and the other group will make an outer circle facing inwards. Make sure the groups are facing each other and in pairs. The facilitator or co-facilitator will have to pitch in to complete the pairs if the numbers are odd. The pairs should be sufficiently away from the other pairs to ensure talking to each other without disturbing others.
- Ask them to work in pairs. Each one will first think individually for 3 to 4 minutes about five things that they like about themselves. Mention that these can be their personality, their achievements, appearance, anything that comes to mind, but try to avoid suggesting things as it is important for participants to come up with the ideas on their own and to think of themselves positively. Then ask them to take 4 to 5 minutes and share these with their paired partners.

- When everyone is done, ask 4-5 participants to volunteer and share what they shared. Ask the others if they shared similar things. Ask if someone shared something different. What was it? Give them some more time to reflect and share what they like about themselves. When one thing is said, ask girls who have the same in their list to raise hands.
- Engage the participants in a discussion to emphasize how important it is to love themselves and like things about themselves. Everyone has things they like about themselves and this makes us feel good about ourselves. Feeling good about ourselves is important for others to value us too, and for us to feel confident. It is important to be confident about these things and not always look to others for approval. Some questions that can be used are:
 - Why do you like these things about yourself?
 - Why do you think liking yourself is important?
 - What if others don't like these things about you? Would you then stop liking them yourself?
 - Who can decide what you like about yourself?
 - Do you think every person has at least some qualities which you like?

Step 2: 20 minutes

- Then ask the inner circle to move one place in clockwise direction, so they have new pairs. This time give them 3 to 4 minutes to think individually about five things that make them feel good or happy. Mention that these can be people, relationships, values, ways they are treated or things. Again, do not make suggestions.
- Then ask each pair to take 4 to 5 minutes to share with each other their five things.
- When everyone has shared, ask 4-5 participants to volunteer and share what their five things were. Ask the others if they shared similar things. Ask if someone has thought of something different? Give them a few minutes to share their thinking.
- Discuss how we often accept situations where we are unhappy. Instead, it is vital for us to think about what makes us happy. Tell the participants that we will explore ways and develop skills for communicating that can help us change situations in which we are unhappy to happier ones. The facilitator can use questions such as the following to facilitate the discussion:
 - Why is it important to be happy?
 - Do we accept situations where we are unhappy? What are these situations?
 - Do we tell our trusted persons when we are unhappy? Why or why not?
 - Can we change unhappy situations to happy situations? How?

Step 3: 20 minutes

- Then ask the inner circle to move again one place in clockwise direction, so they have new pairs. This time give them 3 to 4 minutes to think individually about five things that are important to them. Mention that these can be people, relationships, ideals, ways they are treated or things. Again, do not make suggestions.
- Then ask each pair to take 4 to 5 minutes to share with each other their five things.
- When everyone has shared, ask 4-5 participants to volunteer and share what their five things were. Ask the others if they shared similar things. Ask if someone has thought of something different. Give them a few minutes to share their thinking. Go back to ask the girls if they wish to share anything they appreciate about themselves, ask one or two for the examples.
- Engage the participants in a discussion to emphasize that it is good to reflect on what is important to them in their life. This will help them to make appropriate choices and decisions in life. You may use one or more of questions such as:
 - Why are these things important to you?
 - Who decides what is important to you?
 - How did you feel while thinking of these five things? Had you ever thought about this before?
 - How do you think this will help you?

Concluding comments for the facilitator:

The path to happiness, a confident self and having good relationships with people around us has to start with loving yourself and understanding that we are all special people. For this it is important to recognize what makes us happy, what we like about ourselves and what is important for us in life. People around you will value you only when you value yourself first. When we know these things about ourselves then it is easy to determine the route we should follow to make our lives happier.

Plan for action:

Reflect on whether you had thought about things which you like, make you happy and are important to you in this light. Do you think knowing this will help you in any way? Tell us next week whether this session has changed anything in your life.

Session 5.2 Sona's story

SESSION OBJECTIVE: THE GIRLS WILL LEARN TO APPRECIATE DIFFERENCES BETWEEN COMMUNITY PEOPLE, LEARN TO RESPECT DIFFERENCES AND LEARN NOT TO RIDICULE DIFFERENCES.

[Source: Adapted from Story translated from National Book Trust, India 'Sona ki Kahani' by Tara Tiwari]

Week 5

Time required: 45 minutes

Preparation: Ensure familiarity with the session content before facilitating. Print the Story of Sona, the Camel, which is required for this session.

Instructions: The facilitator will tell the story of Sona, the Camel which will be followed by a discussion. The facilitator can also ask one or more girls to read the story in parts.

Story:

Once a camel named Sona was crossing the desert when he was very thirsty. His mother asked him to be patient. She told him that she can see some trees at a distance and hence she is sure that there will be water nearby. As soon as they reached near the trees, they got water and started quenching their thirst.

A crow sitting on a nearby tree was watching them with surprise. The crow said to the Camel duo "how much water do you both drink? You will empty our pond." The mother Camel told the crow that as they do not get water in the deserts, whenever they get water, they drink a lot to store it in themselves so that when there is no water, they can still survive on it for many days. She told him that they were drinking water after 5 days. The crow was very impressed with this information and kept telling everyone that he saw very unique animals today. Sona was very happy to hear this and asked his mother: Are we very special animals? She said 'Of course, yes!' After some time, she fell asleep and Sona started wandering around.

By this time the news of a special animal has reached across the jungle. Young and old, all animals wanted to see the special animals. They all hid themselves behind the bushes and rocks so that they could see the special animals. Just then a rabbit came hopping in front of Sona and said in a laughing tone, 'you look so odd, you do not have anything special. You are very ugly, hump on the back, such long legs and such long neck.' Just then the other animals also came out of their hiding place and started commenting on different parts of Sona's body. Only the deer was thinking something. Sona felt very bad and he ran to his mother. She was awake and was looking for Sona. With sobs, Sona told all that had happened. His mother told him that they laughed because they do not know about us. They

don't know, how important and useful our hump and long legs are for us. Had they known they would also want the same back and long legs! His mother told him 'Our hump accumulates fat and when we go without food for long days, that fat keeps us alive. We can run long distances due to the long legs. If our feet were not flat, then our feet would get buried in the sand and we could not run. And because our legs are long, we need long neck also else we would not be able to pick anything from the ground.' Hearing all this Sona was satisfied and felt good about himself.

The next day he went to roam in the jungle with his head held high! In no time, the rabbit, goat and pig started following him. They once again started making fun of him. Just then Sona saw a tree full of very good fruits. Sona started eating fruits from the tree as his neck was long and he could reach the tree easily. Other animals could not even think of reaching those fruits. One proud goat thought that she would be able to reach the fruits, but in the trial, she fell in the river and started crying for help. Only Sona could get in the water using his long legs and then carry her on his hump out of the water. All animals now understood the unique built of Sona's body and wanted to be his friend.

Questions for discussion:

- Ask the participants if they liked the story.
- What did they like about the story?
- Are there people around them who are different? (The facilitator can give a few examples and ask the girls to think of others in the community who are considered 'different.' For example, disabled or differently abled persons, persons who belong to another faith or another community, transgender person, etc.)
- What are the differences? Do we respect the differences or make fun of it? (Encourage girls to give examples and illustrate their point). Do you know any adolescent girl who is disabled or differently abled?

Concluding comments for the facilitator:

We have similarities and differences with each other. There are various people in the community who are sometimes like us and sometimes different. They take up various activities and make our village life prosper. Just as Sona helped the goat come out of water, persons around us help us from time to time. But we, the community people, often do not treat some persons well, especially those who are different from us. You just gave some of the examples. Just put yourself in the shoes of those persons, e.g. Sona, and think how he felt when everyone made fun of him and no one came to speak with him or make friends with him. We should reflect on our behavior. Do we sometimes behave like the animals in Sona's story? Think about what you would do if you saw people ridiculing or making fun of any one person.

A garden with different types of flower in it looks beautiful. Similarly, a society in which people with ethnic, lingual, religious, and cultural diversity live together is a happy, peaceful and prosperous one. When people with different languages, sexual orientation, religions, cultures and ethnicities live in a society then it is called social diversity. To be born in such a diverse society is a matter of pride for us. This diversity is our social and cultural heritage. Diversity also makes us close to each other. We should be able to set our differences aside and live respectfully and amicably with each other.

Plan for action:

Recall a person you know in your life who is ridiculed or made fun of or treated poorly by others. Plan how you would support such a person.

Session 6: My Rights

SESSION OBJECTIVE: THE ADOLESCENTS WILL ENHANCE THEIR UNDERSTANDING OF THE RIGHTS OF HUMAN BEINGS AND RIGHTS OF THE CHILD AND IDENTIFY SOME HUMAN RIGHTS AND BASIC RIGHTS OF THE CHILD.

[Source: This session was written by Tipping Point staff members]

Week 6

Time Required: 90 minutes.

Preparation: Ensure familiarity for the session content before facilitating. Gather a flipchart, pens, and copies of the handout (document on the Universal Declaration of Human Rights).

Recap: 10 minutes

Ask the volunteers to summarize the previous session. Did you reflect on the three things we discussed in the last session: what makes you happy, what do you like about yourself and what is important to you? What are your observations? Do knowing these things about yourself make any difference to your life?

Instructions:

1. Divide the adolescents into small groups and ask them the follow: Imagine that you are on a remote and uninhabited island and you have on this island all that you need to stay alive (food, clothing, etc.). There are no laws on this island, for no one before you inhabited it. Try within your groups to write a list of basic rights that apply to all the inhabitants of the island. What are the things that must be present in order to live comfortably?
2. After the groups complete their work, ask each group to present and display their work before the large entire group.
3. After their presentation the facilitator uses resource sheet of Human rights of children to compare if there are any rights missed in their list to share those as well.

Concluding comments for the facilitator:

Ask what adolescents can do to ensure that they are able to access their rights and also adhere to duties. Make sure participants understand the following

Key messages:

- Everyone deserves to live with dignity and enjoy life.
- There are responsibilities and duties that all must share to ensure enjoying our rights as children and adolescents.
- We are responsible for demanding our rights and seeking to exercise them, and it is one of the responsibilities and duties of others (our parents, society, state) to provide us with what we need to enjoy our rights.
- It is our duty to respect the rights of others just as we ask others to respect our rights.

Plan for Action:

Consider how we can access our rights and respect the rights of others.

Resource Sheet on Human Rights of Children

[Source: Adapted from the United Nations Declaration of the Rights of the Child, 1959]

Rights do not stand alone. They are built upon the foundation of equity, equality and universality. Human Rights are inalienable, universal, indivisible and interdependent.

Rights to survival/life:

- Care of child in family, society
- Care of health, seek health care in sickness
- Need for necessary skills to lead life
- Right to shelter, to a home to live in
- Right to be able to lead a public life
- Access and right to eat nutritious food

Rights to development:

- Right to information
- Right to basic education
- Right to follow a religion and thinking accordingly
- Form a personality (social and mental)
- Right to identity, nationality and name
- Right to develop physical and sound health
- Rights to hear (not clear)

Rights to protection and security:

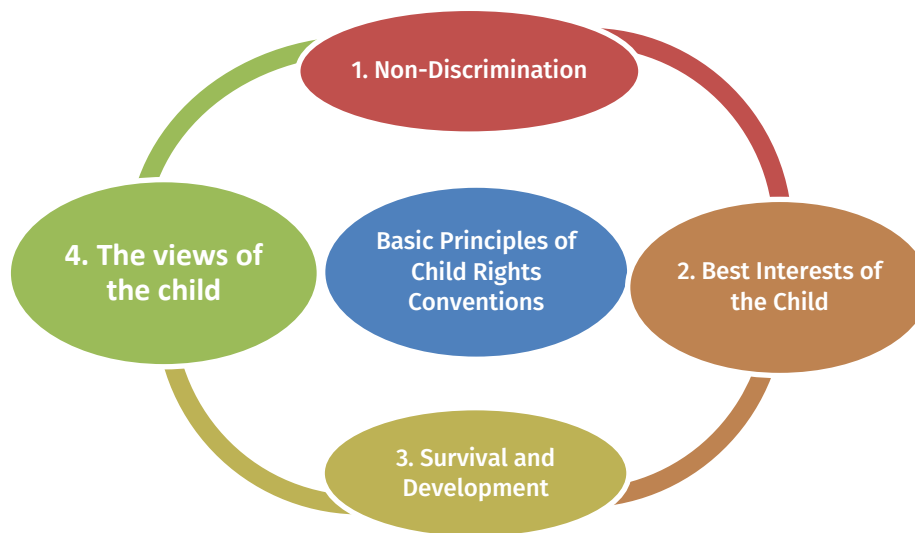
- No difference and discrimination
- Right to have a name and nationality
- Rights for protection for a disabled child
- Rights for a tribal child
- Rights to have a family
- Protection from trafficking
- Rights to privacy
- Protection from violence and ignorance
 - Liabilities of children those who have no family
 - Right to be adopted as a child and have parents
 - Right to a life free from child labor
 - Right to be free from drugs/alcohol
 - Right to be safe from sexual harassment

- Right to know and be safe from child kidnaping
- Right to rehabilitation

Rights to participation:

- Child opinion
- Rights to express opinion
- Rights to form alliance
- Supply require information
- Supply Child Rights Convention related information

Principles of Child Rights:



All Child Rights can be classified under the following four categories:

Four boxes of child rights:

- Right to Participation
- Right to Development
- Right to Life
- Right to Protection

Session 7: Sex and Gender

SESSION OBJECTIVE: PARTICIPANTS WILL UNDERSTAND THE DIFFERENCE BETWEEN SEX AND GENDER AND HOW GENDER ROLES ARE ASSIGNED BY SOCIETY.

[Source: Adapted from the International Labour Office GET Ahead for Women in Enterprise training package and resource kit, 2004 and CARE Gender, Equity and Diversity Training Manual, 2005]

Week 7

Time required: 90 minutes

Preparation: Ensure familiarity with session content before facilitating. Gather the following materials:

- Chart papers put up on two walls or boards
- Paper
- Marker

Recap: 10 minutes

After the recap, ask the girls with whom did they share their understanding of child rights? Mother, father, trusted person? What did they say? Did they have any questions? Could you clarify to them, or did it raise questions in your mind? Ask 5-6 girls to tell their experience. Clarify any doubts or confusion that the girls express.

Instructions:

Step 1: 20 mins

- Today we are going to play a fun game. We will talk about how we look, act, think and behave as men and women in society. How do we know how to be a man or a woman? Let us see if we can get to some answers.
- Put up two chart papers on the board or wall such that all can see them clearly.
- The facilitator asks the participants to call out the first words that come to mind when you say “man.” List them out on one side of the flip chart paper.
- Repeat the process for “woman” on the other side of the flip chart paper.
- In our community how do we know a man from a woman? Ask about the work done by men and women. What is the difference? Write down on the list we started with, separately for men and women. You may get responses like cooking for women and ploughing the land for man.
- Ask about the emotions and character of an ideal man and an ideal woman and you may get responses like angry, less concerned, physically and mentally strong, does not worry much for man and loving, emotionally sensitive, cries easily and worries a lot for the woman. Sometimes you can get a mixed picture.

- Ensure the group places physical characteristics like breasts, pregnancy, vagina, penis, beards, etc.

Step 2: 40 minutes

Continue the discussion using the following questions and exercise

- Which features belong to one sex only? Why? How about breasts? Beard and moustache? Giving birth to a child? Menstruation? Breast feeding?
- Mark these with a green circle. Allow the men to point out what to circle green. Explain that we are born with them or have them as part of our 'biology.'
- Which are the skills or qualities we acquire in our lifetime? How about cooking, being gentle, earning money?
- Mark social roles with a red circle. Complete marking all traits as either biological (green circle) or social (red circle).
- Are girls born with the skill to cook? Then why do women know how to cook better than men?
- Ask questions like 'So, can a man cook? be gentle? menstruate?' If men are capable of cooking, why don't more men do the cooking for their households?
- Explain that we 'learn' these roles socially.

Complete marking all traits with either biological or social.

- Which roles do both women and men carry out? Can these roles also be carried out by the opposite sex? Why or why not?
- Which roles can both women and men carry out? Why or why not?

Discuss how these lists illustrate the difference between sex and gender. Sex refers to biological traits. Gender refers to the economic, social and cultural attributes and opportunities associated with being male or female at a particular point in time.

- How do ideals influence our own decisions for ourselves?
 - And how we raise our children?
 - And in relation to our hopes and dreams?
- What happens to women and men who do not follow these expectations?
- Are these ideals fair?
- How do we learn these ideals?
- How do ideals change?
- Have you also known about people who do not fit into society's ideas of men and women, how do you know that they are different?

The facilitator discusses that sometimes there are persons who do not fit into society's ideas of a man or woman. They may have mixed features from both sexes, e.g., a person may have breasts as well as a beard. She may wear a saree and have a man's voice. They are referred to as

transgender persons. Transgender people are also those persons who may be given the gender identity of a girl or boy since birth but do not feel comfortable with it. A boy may feel she would be more comfortable as a girl and the other way around. They are as human as any man or woman and need to be equally accepted in society.

Concluding comments for the facilitator:

Conclude that both women and men can carry out multiple roles, but social norms and values in each society determine what roles are appropriate for women and men respectively. Explain the difference between sex (biological roles) and gender (social roles). The concept of gender is used to enforce these divisions in society.

The concept of gender not only enforces gender roles, e.g., what men and women actually do, but also gender values, norms and stereotypes, which are the ideas of people on what women and men should be like and what they are capable of doing. Give some examples of common gender values, norms and stereotypes, such as, in many societies, girls should be obedient and cute and are allowed to cry; boys are expected to be brave and not cry. Women are better house-keepers and men are better leaders. Girls are emotional and soft-hearted and not suitable for public life while men are expected to be logical and hard-headed, capable of taking tough decisions and suited for public life. All of these are social expectations which have little to do with the biological differences between men and women. This limits the opportunities and aspirations for girls and women, and generally undervalues women and girls in society.

Plan for action:

Ask the girls to notice what are biological roles and social roles they and others around them play in their day to day lives. Have they ever thought they wanted to do an activity which is restricted for them? E.g., climb a tree, ride a bicycle, learn to play an outdoor game like football, go out for a walk with friends. Would they like to try out such an activity? Ask them to plan for one activity which is generally restricted for girls. The facilitator should reiterate the safety concerns which should be borne in mind. The girls should not try any risky activities such as climbing into a well or driving a vehicle. Outdoor activities should be taken up in a group. Girls should not cause families to worry about them.

Resource sheet for facilitator

Biological characteristics have often been made the basis for social roles. That is why often sex and gender are understood to be one and the same by those who do not understand how gender is a socially constructed concept. The facilitator can use some of these examples to clarify how biology has been made the basis for social characteristics.

- A woman menstruates, gives birth to a child and breast-feeds. Biologically, only a female can do this. This is defined by sex. On the other hand, social characteristics like 'maternal feelings', 'being a good parent', 'knowing what a child needs', 'being better at child rearing', 'being better at knowing what a child needs' are not essentially biological characteristics but can be cultivated by both the father and mother. However, historically mothers have taken up almost the entire work of child rearing because the social roles were unfairly based on biological roles. This eventually ends up in triple burden of work for women: reproductive or childbearing (biological), child rearing (social) and domestic chores (social); all being considered 'women's work.'
- Similarly, other social characteristics associated with women are: being emotional, being submissive, being afraid, tolerant, like to be dominated, are cowardly, are weak, are not able to protect themselves, etc. and are justified as characteristics which are 'natural' to women, which means women are biologically born that way. Explain that there is nothing biological in this and men can become each of these things.
- A man can grow a moustache. This is his biological characteristic. But linking the moustache and beard to being manly or masculine is using biology to justify a social concept - e.g., being masculine. Who decides the measure of being masculine or feminine? These are socially constructed concepts that give rise to proverbs like 'If I am not able to accomplish this, then I will shave off my moustache!' Does the social meaning given to shaving off a man's moustache, really have any basis in the biology of a man? No, it does not.

What is sex?	What is gender?
Three sexes are recognized, which are male, female and intersex.	Traditionally only man and woman, two genders were recognized. Now we know that we cannot fit all persons into boxes of men and women categories. There are transgenders who are not comfortable with their prescribed gender and there are also queer persons who reject the gender system totally.
Based on biological characteristics such as external genital organs and internal genital organs.	Based on social and cultural expectations of men and women; roles and responsibilities defined for each sex.
Expressions of biological sex remain the same across the world and across time and generations.	Gender is a social construct and varies across different countries, within the same country and also across generations.
Nature does not create any hierarchy among the sexes or any superior or inferior sex.	Gender is inherently hierarchical. Not only are men valued more than women, but a web of hierarchies is built into the caste-class-gender system which divides the society.

In most societies, communities and villages there is a difference between gender roles: what men and women actually do, and gender values, norms and stereotypes: ideas of how women and men should be like and what they are capable of doing. Give some examples of common gender values, norms and stereotypes, such as: in many societies, girls should be obedient and cute and are allowed to cry; boys are expected to be brave and not cry. Women are better house-keepers and men are better leaders. All of these are social expectations which have little to do with the biological differences between men and women.

Also to note is that sometimes there are persons who do not fit into society's ideas of a man or woman. They have mixed features from both sexes, e.g., a person may have breasts as well as a beard. She may wear a saree and have a man's voice. They are often referred to as transgender persons. They are as human as any man or woman. If you observe amongst yourselves, we are all made of diverse features which do not fit neatly into boxes of male and female. A boy may have eyes which are considered 'feminine' and a girl may have hands which are considered 'masculine.' As we learn to question whether social expectations of 'gender' have any links to biological 'sex', we also learn to question whether there is a need to fit everyone neatly into two 'sexes.'

Session 8: Organizing Ourselves

Session 8.1: Just a Minute (jam)

SESSION OBJECTIVE: PARTICIPANTS WILL DEVELOP SKILLS OF SPEECH, OVERCOME INHIBITION, DEVELOP SKILLS TO USE WORDS, SENTENCES IN A SEQUENCE, DEVELOP IMAGINATION AND THINKING CAPACITY FOR A PARTICULAR TOPIC, AND CAN SEE/HEAR/OBSERVE OTHER GIRLS ARTICULATING AND ORGANIZING THEIR THOUGHTS.

[Source: This session was adapted from an activity developed for Tipping Point Phase 1]

Week 8

Time required: 60 minutes

Preparation:

Ensure familiarity with the session content before facilitating. Gather the following materials: Pictures of the following: chair, tree, table cycle, boat, mother, father, a girl playing cricket, football, badminton, and girls together, a girl riding cycle, a girl sitting in an office.

Make slips of these pictures/names written on the slip and fold them, mix them well in a box.

Recap: 10 minutes

Welcome the girls to the session. Ask for 2 volunteers to summarize the last session- ensure they cover the difference between sex and gender. After the recap, ask the participants whether they attempted any activity which is generally restricted for girls. Which was it? What was their experience? In each recap ask different girls to respond so that every girl has spoken between 3-4 recap sessions

Instructions:

- Ask the girls to volunteer to come forward one after another; they need to pick a chit from the box. Whatever picture comes in her pick, she would have to speak on that for one minute. She would get 3 minutes to think of the topic though.
- Another way could be that let all girls pick one chit and then together prepare for their own for 5 minutes. Then ask for volunteers to come forward and speak about the chit they got. They would first show what they got and then would speak on it. It is good that all girls get a chance to speak. . . it's possible that a few feel shy to speak, ask them if they want to exchange their slips with a friend.

Concluding comments for the facilitator:

Encourage the participants for sharing and speaking their mind, say that it is good to practice and that what they say is valuable.

Plan for action:

- Think deeply about one specific topic, gather information on the topic.
- Will develop the skills to observe others articulate and learn from each other.

Session 8.2: Daily Clocks

SESSION OBJECTIVE: PARTICIPANTS WILL NOTICE THE AMOUNT OF TIME SPENT WORKING FOR WOMEN AND MEN.

[Source: This session was adapted from an activity developed for Tipping Point Phase 1]

Week 8

Time required: 60 minutes

Preparation: The participants will document the work done in a day by men and women. Ensure that participants pay adequate attention to all the tasks and do not neglect some tasks considered too small (e.g. feeding a child) or forgotten (e.g. nursing a sick or elderly person) or in some way shameful (e.g. cleaning the toilets). Keenly listen and observe what are the things each group lists out, and what are the differences in jobs and time spent in work.

Ensure familiarity with session content before facilitating. Gather the following materials:

- Art paper A4 size
- Colored pens
- Pencils

Instructions:

Step 1: 10 minutes

- Divide the girls into four groups.
- Ask the girls to identify key people in their lives based on the exercise about 'Our Family'. Assign key members of households to each group as shown below.
- Each group will develop a clock to show what the daily life looks like for girls, mothers, fathers, brothers, etc.
- Record all the tasks done by their key member throughout the day. For a change, this time they will make a clock for 24 hours in order to show how each hour of the day is spent.
- Group 1 and 2 will make a clock for girls.
- Group 3 and 4 will make a clock for boys.

Step 2: 20 minutes

- Each group will start with when the people (for whom they are making the clock) get up in the morning, then what do they do, what are the tasks done through the day by them. If they rest during the day, mark that portion with red.

Step 3: 15 minutes

Ask them to present their clocks.

Questions for discussion:

- Is there any difference in the clocks made by the different groups?
- When does the day start for each group?
- What is the time each one gets to rest? Who gets more time to rest?
- Do they get time for entertainment? Is there any difference in the time each one gets for entertainment?
- What is the reason behind the differences in all the clocks presented?
- What would happen if women and girls decided to take a day off?
- It appears that their work is so crucial that they cannot take even a day off. Then how much do they get paid for this essential work?
- Is there a need to make changes to these clocks by removing the differences? Why?
- What are some of these changes? How easy or difficult would it be to make changes? What roles can adolescents play in order to bring about such change?

Concluding comments for the facilitator:

Men and women are both capable of all kinds of work, but because of gender roles women often do a lot more household work than men.

Plan for action:

Observe the division of work in your household. Reflect on how the division of work can become more balanced. We will continue to work on this with the community.

Session 9: While I Am Growing Up

SESSION OBJECTIVE: ADOLESCENT GIRLS WILL BECOME AWARE OF THE MENTAL, EMOTIONAL AND SOCIAL CHANGES DURING ADOLESCENCE.

[Source: Adapted from UNICEF Rupantar curriculum]

Week 9

Time required: 90 minutes

Preparation: Ensure that this is a safe space for the girls. The space should be closed and private. Assure the girls that what is spoken here will be confidential and the discussion will be restricted to this audience alone. Make a special effort to make the group comfortable since this is an exercise which will be drawing the adolescents out of their comfort zone and talk about their growing up issues that are difficult to talk about. Start with an icebreaker. Explain the exercise to them and assure the girls that they can stay silent if they are uncomfortable. But remind them that it can also be rewarding to make the most of this space that will allow them to discuss issues of their growing up, changes taking place in them and clarify their doubts. The facilitator should keenly observe the session and be there to address any discomfort. After the session, save the body maps for use in the session: 'Good Touch, Bad Touch.'

Ensure familiarity with the session content before facilitating. Gather the following materials for this session

- Flipcharts
- Markers
- Masking tape
- List of adolescent-friendly health services available in the area

Recap: 10 minutes

After one or two volunteers summarize the last session, ask what their observations were about the division of work in the family? Did they notice work which was not listed earlier? Which work, and who does it? Did they reflect on how sharing of work can be more balanced? Let them share their ideas.

Instructions:

Step 1: 20 minutes

- Give 2 to 3 flip charts or chart papers to the group and tell them to stick them together end to end so that a person can lie on it.
- Ask one person to volunteer to lie on it.

- Ask other group members to draw an outline of the body of the person lying on the flipcharts. If the groups find it difficult to draw the outline, then actively facilitate the activity.
- Ask the girls to think about the changes that have come in their bodies since the age of 12 years. Ask them to mark out places on the body where they have noticed changes. Make sure that the secondary sexual characters such as hair in the arm pits, hair in the pubic region, breasts, changes in genital organs are drawn. Girls may or may not draw menstruation.
- Put up the body map on the wall or board and summarize the changes that are shown.
- Ask the girls what do they know about changes in the boys during adolescence? List down the changes.

Tell the group that changes in the body of boys and girls is common during adolescence. Some girls may have very few changes or the changes may appear late. There is no need to be anxious about this. Mention menstruation if it has not been drawn. Tell the group that changes also occur in our thoughts, feelings and interactions with others. We will discuss it in the next exercise.

- Discuss physical changes occurring while growing up with the help of the following information. Introduce emotional and social changes during adolescence after the next group work when the girls have had the opportunity to discuss their own experiences of growing up.

Physical changes: In girls, the process of physical maturity starts during 10-12 years of age, whereas in boys this process starts from 12 to 14 years of age. The table below shows the changes that take place in the bodies of girls and boys.

The facilitator should emphasize that though the above changes are common, they often proceed at a very different pace in each one of us. There is no 'right time' for a particular change. Therefore, you should allow your body and mind to take its own course.

Changes can appear as late as 16 years of age and as early as 9 years. Changes vary between persons so there is no need to be anxious about less or more changes in your body. Once we know that these changes are normal, it is easier to become comfortable with them. These changes continue in girls and in boys until 20 years, though physical maturation is generally at least a couple of years earlier in girls. Remember, though these are signs of growing up, different parts of you grow at a different pace. It takes time for your body and mind, your sense of judgment and your control over your feelings to fully mature and that is why you are still not an adult till the age of 18 years.

Changes in adolescents		
Physical changes		Common changes in adolescent girls and boys (psychosocial and emotional changes)
Girls	Boys	
No perceptible change in voice	The voice is deeper. In this process there is a slight voice difference	Emotional instability and emotional change
Skin glows, pimples are common	Skin glows, pimples are common	Sexual interest and desire, desire to know more on these subjects
The bones around the waist increases.	Broadening of shoulders	Friendship is valued more, desire to make friends with a boy or a girl
Accumulation of fats on the waist, the thighs and the buttocks which starts shaping up the body	Increase and stiffening of the neck, chest and leg muscle	Giving special attention to the bodily changes, feel special about your feelings and seek attention of others to like you or love you
Hair grows around the pubic areas like under armpits and between the legs	Hair grows around the pubic areas like under armpits and between the legs	To find out more freedom to make decisions
Shape of vagina slowly begins to enlarge, and vaginal fluid discharge is seen	Increase in the size of sexual organs like penis and scrotum Getting ridiculous	Feeling lonely at some time and have confusions on thoughts
Feelings of extreme satisfaction at the time of sleeping	Semen formation and ejaculation, nightfall	Think about the future
Menstruation starts	Beard and moustache	
Breasts development		

[Source: Adapted from School Health and Education Program, Adolescent's sexual and reproductive health curriculum. Published by: National Health Education, Information and Communication Center (NHEICC), Health For Life/USAID]

Step 2: 40 minutes

- Tell the adolescent girls that they will form four groups. Each one needs to tell their group the changes in their body, thoughts and feelings and changes in the way society started to look at them since they turned 12 years old or since they began to 'grow up.' Explain that growing up can mean many things. It can mean the beginning of menstruation, growth in height, growth in the body weight, growth in breasts, family members thinking she is now grown up, etc.
- Divide the participants into four groups. Ask each group to select one or two volunteers to report the discussion. Give them 20 minutes to discuss.
- Ask the following questions to initiate the discussion:

Questions for discussion:

- Can each one of you, if your menstruation has started, tell the others when your menstruation started for the first time and how did you feel?
- Who explained to you how to manage your menstruation? Does your family follow any menstrual taboos or rules about what you can and cannot do during menstruation?
- Were any restrictions imposed on the girls overall? How did you feel about that?
- Did the attitude of your family and neighbors change towards you when you started menstruating?
- How did you feel when your breasts began to grow? Height grew?
- What other changes did you notice?
- Do you feel comfortable about the changes? Or do you get upset or angry? Discuss how some girls hunch their backs to hide the growing breasts and so height is not noticeable.
- Is your discomfort due to the changes in your body and mind or due to what other people say?
- What do you do to adjust to the changes?

Step 3: 40 minutes

- The girls come together again. Ask the volunteers to summarize the discussions in their group. After each presentation, ask the group whether they want to add anything.
- Give time for any questions, clarification and discussion.
- Then the facilitator will discuss and clarify the following, either as these points come up in the discussions or by asking some new questions as follows:

Intellectual and emotional changes:² The capacity of adolescents to learn and understand new subjects and matter increases substantially. Reasoning skills, logical and moral thinking, making rational judgments and abstract thinking improves. They feel a strong need to 'belong' and to know 'who they are.' Because of the rapid physical and other changes happening, adolescents may also experience mood swings, difficulty in controlling their anger and a somewhat unstable emotional status. Love, care and a positive, secure environment can take care of these concerns. Most adolescents who find adequate support in family, friends and school will be able to go through this transition safely.

Sexual attraction: Adolescence is also a period when adolescent may feel curious about their own bodies and the bodies of others, may feel sexually attracted to others, may feel the need to experiment sexually, and may take unwarranted risks. This is normal in adolescence and girls or boys must not be made to feel ashamed or guilty about it. Rather parents can support the adolescents to

² Content for the information is drawn from: World Health Organization, 2018 http://www.who.int/maternal_child_adolescent/topics/adolescence/development/en/

remain away from risky behavior and also accept them even when their behavior may not match the morals of parents. For example, some young boys and girls may fall in love, elope, have sexual relationships or some girls may also become pregnant. These situations should be handled with maturity, empathy and the best interests of the adolescents at heart.

Tell students that adolescents friendly services are available to your health care facility. Explain which facility it is, what is the time it is open, what services it provides and encourage the girls to ask if there are any questions.

Also, ask the participants, "Are boys always attracted to girls or girls always attract only boys?" Then discuss to clarify the following:

- It is important to talk about same-sex attractions which some teenagers will experience. Tell them about various sexual attractions: heterosexuality, homosexuality, bisexuality and asexuality which are all normal expressions of sexuality. So they have no added anxieties about whether they are normal and any ridiculing by peers is avoided or does not affect them as much.
- Being attracted towards the same sex is commonly referred as homosexuality. Some experience this only at the pubertal stage while some will experience it throughout their life. In such a case, we should learn to appreciate each other's feelings.
- If I am a homosexual, I should be able to tell this openly in the community and the society should respect my feelings. I should not have the environment to be removed from society or have the fear of physical and emotional injury.

Self-perception: Adolescents' perception of themselves as independent beings, more responsible and who need to be considered as grown-ups also increases in this period. Their capacity for decision making, organizing, impulse control and planning for the future also increases. In these matters however, the biological appearance of growth and their self-perception of being an adult is not in tandem with full emotional maturity, a developed sense of judgment, all-round decision making and self-control. Physical appearance of growth and curiosity, attraction and experimentation come earlier than psycho-social and emotional maturity. Hence, they cannot yet be considered adults or given adult responsibilities.

The facilitator should emphasize that, if you have any questions about the changes related with puberty, or if you are anxious, then you should talk with a trusted adult like your parent, teacher, health volunteer or female community health volunteer or a health worker. We all have crossed these stages with similar changes in puberty, we have all faced it and it's absolutely normal. So do not let it be blown out of proportion. Changes are bound to take place, because you are growing up from a child towards a young adult.

Social changes: Social changes during adolescence depend a lot on the socio-cultural environment in which adolescents grow. In our context, socially, a girl is often made aware of her growing body such as growth in height and weight, growth in breasts and menstruation. Girls become self-conscious of these changes and may hunch their back, for example, to hide this growth. Other social changes linked to bodily growth could be, girls feeling a sense of shame about their body, given more responsibilities at home, given child-care responsibilities, withdrawn from school, prevented by family or themselves from playing outdoor games, moving about freely, prevented from speaking or interacting with boys, discussion about the need to marry her, etc.

If both adolescents and their parents are made aware and comfortable about the physical, emotional and social changes in adolescents, then girls will not be self-conscious about it and parents too will not worry about a girl looking 'too grown up.' One cause of worry for the parents is that, in the community, bodily growth in a girl is equated to the girl being grown enough to be married. But this is not true. Though there are changes in a girl's body which take her towards becoming a mature adult, this process is not complete till she is 20 years old. A number of these changes are happening inside her body such as maturation of her overall internal body, her hormone system and internal reproductive organs which cannot be seen. Besides, other essential maturation of her emotional and psycho-social growth come only after the physical growth. Mere appearance of physical growth cannot make girls and boys into adults. Therefore, adolescent girls are neither physically nor emotionally and socially mature enough to be married.

Concluding comments for the facilitator:

Adolescence is the time between 10-19 years of age. Physical, emotional and social changes in adolescence take place in both boys and girls but in somewhat different ways. In girls, the process of physical maturity starts during 10-12 years of age whereas in boys this process starts from 12 to 14 years of age. But there are differences in the amount of change and the speed of change from person to person. Changes can appear as late as 16 years of age and are complete only when the adolescents are 20 years old. Changes vary between persons so there is no need to be anxious about less or more changes in your body. Once we know that these changes are normal, it is easier to become comfortable with them. Social changes for adolescents can also change as per cultures and cultural expectations. Though changes in adolescence are common, factors such as love, care and support can help adolescents to accommodate to these changes. On the other hand, factors such as lack of nutrition and care and an abusive environment can make this phase very difficult for adolescents.

Plan for Action:

This week the girls can try the following:

- Share their thoughts and feelings about growing up, both positive and negative thoughts with a trusted person. Then note how you feel after sharing.

- Write down any queries you have on this subject and bring it to the class next day to deposit in the safe box.
- Observe how you and your brother are treated at home.

Session 10: The Reproductive Body

SESSION OBJECTIVE: PARTICIPANTS WILL LEARN ABOUT THEIR REPRODUCTIVE BODY PARTS AND DISCUSS THEM IN A SAFE, POSITIVE WAY.

[Adapted from CORO for Literacy, Horizons/Population Council, and Promundo's Sakhi Saheli: Promoting Gender Equity and Empowering Young Women Training Manual, 2008, Activity 2.1]

Week 10

Time required: 100 minutes

Preparation: Ensure familiarity with the session content and reference material before facilitating. Gather the following materials:

- Chart papers to draw body maps
- A small bag or envelope with paper chits with local names of the male and female internal and external sexual organs and their description (make as many bags as number of groups)
- Figures of the male and female reproductive system (make as many copies as number of groups)

The majority of adolescents do not know much about their bodies and are often hesitant to ask anyone about their reproductive body. Therefore, they are not aware about the basic functioning of the reproductive system and hygiene related to it. This also creates grounds for various myths and misconceptions. For this activity, ensure that the young women have a private and safe environment in which they can discuss about their bodies. Prior to the session, make chits or cards with names of different parts of external and internal reproductive organs of females in the local language if available. Examples are labia, clitoris, vaginal opening (are external parts) and ovary, fallopian tube, uterus, cervix, penis, testes, scrotum, etc. (are internal parts). If local names are not found, then give English names. Place the chits of paper in three envelopes/bags. Also make copies of sketches of the male and female reproductive/genital organs that do not have any labels on them. This exercise can be done in groups of 2 or 3 if there are adequate facilitators. Otherwise conduct for the whole group together. Ensure that all girls are able to participate. Call on girls to participate but do not push if someone appears reluctant to talk. They will still be watching, listening and learning.

The facilitator should read the reference material provided at the end of the session so that she is comfortable enough to answer any queries. Note the questions she could not answer and promise the girls that she will find out the answers for the next session.

Recap: 10 minutes

Ask the volunteers to recap the previous week's session. Have they noted anything about changes while growing up or your feelings which were not discussed in the last session? Encourage the girls to share these and also to ask questions that they may have.

Instructions:

Step 1: 30 minutes

- Divide the girls into 2 or 3 groups.
- Bring out the body maps made earlier for the session 'While I am growing up.' If the body maps are not in good condition, then make fresh ones. Each time it is required, ask different volunteers to sleep on the paper and make the outline of the body.
- Tell the girls that in the session previous to the last one, we say what changes in our body while we are growing up. There are also changes happening inside our body, but we cannot see them. Today we are going to learn about those reproductive body parts which are inside, and also those that are outside, but we are not familiar with them.
- Ask the girls if they know any reproductive body parts which they may have learnt in school. Ask them to recall names and draw them on the body. Tell them to feel free to draw what they remember or know because this is not an exam.
- Ask the girls to tell what is the functioning of each body part they have drawn. The facilitator can ask a few questions as below to stimulate the discussion.
- Ask others if what is drawn appears right or they would want to change something. Other girls can show alternative images on another paper or add to the parts that are not drawn yet.

Questions for discussion:

- Where do you think the baby grows?
- Where does the menstrual blood come from?
- Where does the urine come from?
- Where does the baby come out from?

Step 2: 30 minutes

- Now let us see how our reproductive system actually is through these pictures and how much of it did we get right.
- Ask volunteers to take the two pictures of internal and external female reproductive organs and place them correctly on the body. Ask others to make changes.
- Bring out the chits with different names of reproductive body parts and ask the girls to read the description on the chits. One girl reads one body part.
- Guide the girls to label each part.

- Then ask the girls what they think is the usefulness of each part. Facilitate a broad discussion such as the uterus holds the baby and menstruation begins in the uterus, the ovaries have eggs which are used to make the baby, menstruation comes out of the vagina, the labia protects the delicate opening of the vagina and urethra, etc.
- If the girls have already learnt the basics in school, then the facilitator can take them further in their understanding of the body.
- Encourage the girls to ask questions and provide answers to them.

Step 3: 10 minutes

- Ask the girls if they wish to know about the male reproductive body. If yes, why and if not why not. Discuss that we should be aware of the male body. It is good to know about the functions of male body for everyone just as it is important to know about your own body.
- Do the same exercise of placing the chits with names of organs on the male reproductive body. Give them 10 minutes and bring them back to discussion.

Step 4: 40 minutes

- Ask the following questions to initiate a discussion:

Questions for discussion:

- What were the most difficult genital organs to identify? Why?
- Do you think it is important for women to know the name and function of the internal and external female genital organs? Why or why not?
- Do you think it is important for women to know about the names and functions of the male reproductive system? Why or why not?
- Do most women know about these things? Why or why not? What about men?
- How should a woman take care of her genital organs? And a man?
- Is there any difference between a healthy body and a beautiful body? What and why?
- Is it important for women to take care of their bodies? Why and how?
- Is there any relation between physical and mental health? What and why?
- What can be done to provide young women information about these topics?
- At what age should girls and boys learn about their reproductive body and its functions? Why? Who should discuss these issues with them? Why?

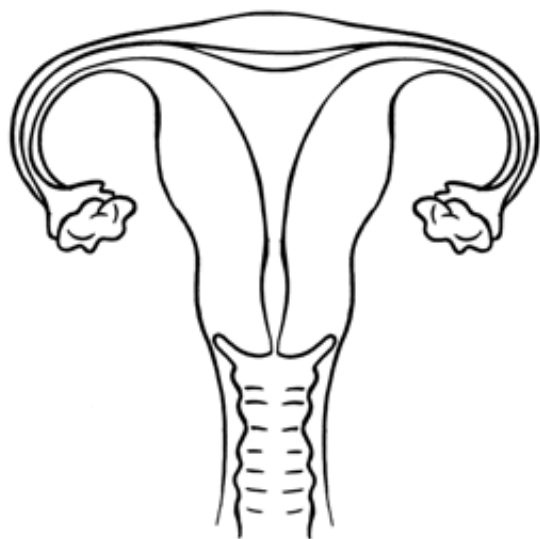
Concluding comments for the facilitator:

Explain to the group how getting to know about your body enables you to take care of it better. The body is not a source of shame, and we should be comfortable with our own bodies. It is healthy to be curious to know how your body is and how it functions.

Plan for Action:

Think and list down questions you have about your reproductive body to ask in the next session.

Pictures for the Exercise



Reference Material for the Facilitator

[Adapted from CORO for Literacy, Horizons/Population Council, and Promundo's Sakhi Saheli: Promoting Gender Equity and Empowering Young Women Training Manual, 2008]

The facilitator must read this material and clarify their own doubts before the session.

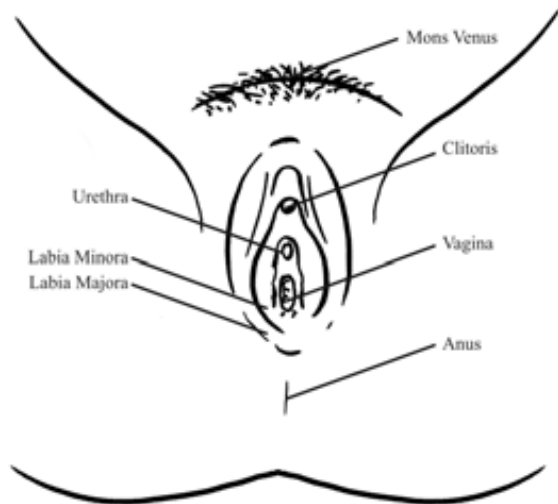
FEMALE REPRODUCTIVE AND SEXUAL ORGANS

Most species have two sexes: male and female. Each sex has its own reproductive system that are different in shape and structure, but both are specifically designed to produce, nourish and transport either the egg or the sperm. In the human reproductive process, two kinds of sex cells or gametes are involved. The male gamete, or sperm, and the female gamete, the egg or ovum, meet in the woman's reproductive system to create a new individual. Both the male and female reproductive systems are essential for reproduction.

Female Reproductive System

The female reproductive system is located entirely in the pelvis and has external and internal organs. It enables a woman to produce eggs (ova), have sexual intercourse, provide for fertilization of the egg, protect and nourish the fertilized egg until it is fully developed and give birth.

EXTERNAL SEXUAL ORGANS



Mons Veneris or Mons Venus: The rounded protuberance located on the pelvic bone called the pubis. In an adult woman, it is covered with hair which protects the region.

Labia majora (outer lips): A pair of skin flaps called the labia (which means lips) surround the vaginal opening. Covered with sparse hair, it is the most external part of the vulva. They commence at the Mons Veneris and run to the perineum.

Labia minora (inner lips): A pair of skin folds located within the labia majora, with no hair. They can

be seen when the labia majora are parted with the fingers. They are very sensitive and increase in size during excitation.

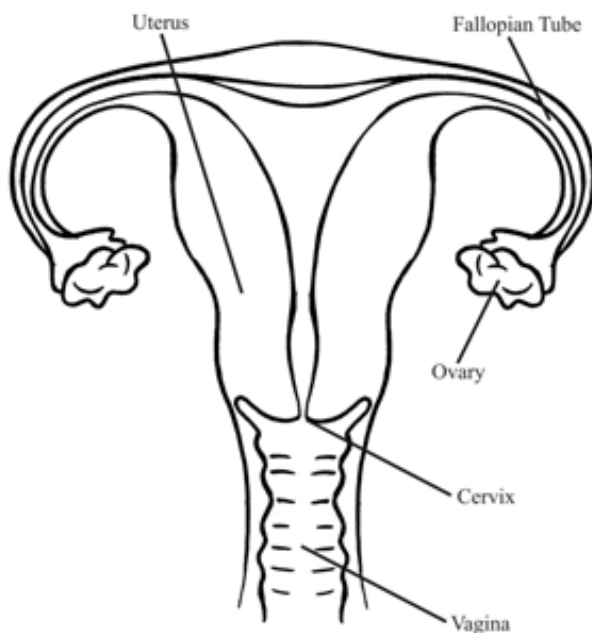
Clitoris: A small rounded sensory organ, it is located towards the front of the vulva where the folds of the labia join. This small organ is made up of the same type of tissues as the head of the male's penis and is extremely sensitive to stimulus and important for the sexual pleasure of a woman.

Opening of the urethra: Between the labia are openings to the urethra, the canal that carries urine from the bladder to outside the body.

Opening of the vagina: Located between the labia is the elongated opening where discharge, menstrual blood and the baby come out.

Both the urethral opening and vaginal opening form the area known as the vestibule. Altogether, the external genital organs of the female are called the vulva.

INTERNAL SEXUAL ORGANS



Vagina: The muscular, hollow tube that extends from the vaginal opening or at the vulva and runs to the cervix. Inside, it is made of tissue similar to the inside part of the mouth, with various folds that allow it to stretch during sexual intercourse or to allow passage at childbirth. Some women feel pleasure during penetration of the penis in the vagina, others less; for most women, stimulation of the clitoris provides greater pleasure than stimulation of the vagina. The vagina's muscular walls are lined with mucous membranes, which keep it protected and moist. The vagina serves three purposes: (1) it is where the penis is inserted during sexual intercourse, (2) it is the pathway that a baby travels

out of a woman's body during childbirth, and (3) it provides the route for the menstrual blood to leave the body from the uterus.

Cervix (means neck): The lower part of the uterus that extends into the vagina. The cervix has strong, thick walls. It has a very small opening (no wider than a straw) where the menstrual fluids pass and where the spermatozoa enter. In a normal delivery, this opening increases or dilates to allow the passage of the infant.

Uterus: This is a small, upside down pear-shaped organ where the fetus develops during pregnancy. When a woman is not pregnant, her uterus is the size of a fist (about 3 inches long and 2 inches wide).

Body of the uterus: The main part of the uterus, which increases in size during pregnancy and returns to normal size after the birth, consists of two external layers, a membrane called the peritoneum and a muscular tissue called the myometrium. The mucus membrane that lines the uterus is called the endometrium, which loosens and sloughs off during menstruation and is renewed monthly.

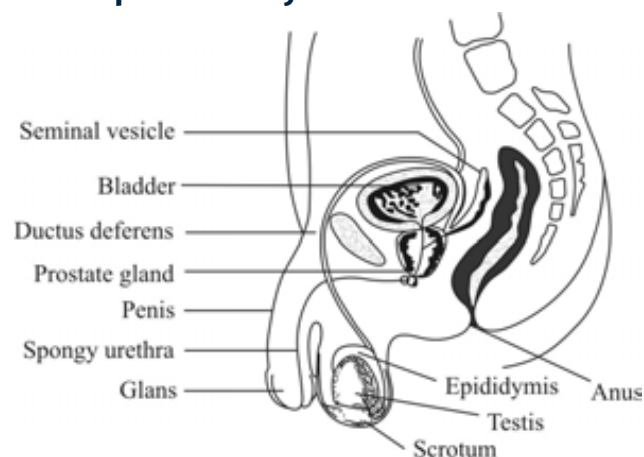
Fallopian tubes: On the upper corners of the uterus, there are two tubes that connect the uterus to the ovaries. Where they join the ovary, they open out like a flower. Through the tubes, the ovum or egg cells pass to the uterus.

Ovaries: These are two oval shaped organs, the size of a large grape, located on the upper right and left of the uterus, attached to it by a nerve ligament and by layers of skin. From birth, the ovaries contain about 500,000 ova. There, the ova are stored and develop and are released into the fallopian tubes in the process called ovulation. They also produce the female hormones.

MALE REPRODUCTIVE SYSTEM

(Even though this session is about the female reproductive organs, the facilitator should read this too in case there are some queries related to this.)

Male Reproductive System



The male reproductive organs or genitals are situated both inside and outside the pelvis.

EXTERNAL SEXUAL ORGANS

Penis: A member with a urinary and reproductive function. It is a very sensitive organ. Its size varies from man to man. Most of the time the penis remains soft and flaccid, but when the tissue of the corpus spongiosum fills up with blood during sexual excitation, it increases in volume and becomes hard, a process which is called an erection. In the sexual act, when highly stimulated, it releases a liquid called sperm or semen which contains spermatozoa, and this is known as ejaculation. The penis is made up of two parts: the shaft and the glans. The shaft is the main part of the penis and the glans is the tip or the head of the penis. The skin is very soft and sensitive. At the end of the glans is a small slit or opening, which is where semen and urine exit the body through the urethra.

Prepuce or foreskin: All boys are born with a foreskin, a fold of skin at the end of the penis covering the glans. When the penis becomes erect, the prepuce is pulled back, leaving the glans (or the 'head' of the penis) uncovered. When this does not occur, the condition is called phimosis, which can cause pain during sexual intercourse and hamper personal hygiene. Phimosis is easily corrected through surgical intervention using a local anesthetic. In some cultures or countries, or in some families, the foreskin of boys is removed in a procedure called circumcision.

Scrotum: A type of pouch behind the penis which has various layers, the external one being a fine skin covered with hair with a darker coloring than the rest of the body. Its appearance varies according to the state of contraction or relaxation of the musculature. In cold, for example, it becomes more contracted and wrinkled and in heat it becomes smoother and elongated. The scrotum contains the testicles.

INTERNAL SEXUAL ORGANS

Testes or Testicles: When a young man reaches sexual maturity, the two testicles or testes produce and store millions of tiny sperm cells. The testicles are oval-shaped and grow to be about 2 inches (5 cm) in length and 1 inch (3 cm) in diameter. The testicles are also part of the endocrine system because they produce hormones, including testosterone that is responsible for male secondary characteristics, such as skin tone, facial hair, tone of voice and muscles. They have the form of two eggs and to feel them one only has to palpate the scrotum pouch.

Epididymis: A canal connected to the testicles. The spermatozoa are produced in the testicles and are stored in the epididymis until they mature and are expelled at the moment of ejaculation.

Deferent ducts (Vas Deferens): Two very fine ducts of the testes which carry the spermatozoa to the prostate gland.

Prostate gland: This produces some of the parts of semen. It surrounds the ejaculatory ducts at the base of the urethra.

Seminal vesicles: These are two sack-like structures attached to the vas deferens on the side of the bladder. The seminal vesicles and prostate gland produce a whitish fluid called seminal fluid, which mixes with sperm to form semen when a male is sexually stimulated.

Urethra: A canal used both for urination and for ejaculation. It is about 8 inches (20 cm) long and is divided into three parts: the prostatic urethra, which passes through the prostate gland; the membranous urethra, which passes through the pelvic diaphragm; and the third part which traverses the corpus spongiosum of the penis.

Ejaculatory duct: Formed by the junction of the deferent duct and the seminal vesicle. It is short and straight and almost the whole trajectory is located at the side of the prostate, terminating at the urethra. In the ejaculatory duct, fluids from the seminal vesicle and the deferent duct mix together and flow into the prostatic urethra.

Session 11: The Menstruation Cycle and Adolescent Health

Session 11.1: The Menstruation Cycle

SESSION OBJECTIVE: THE ADOLESCENT GIRL WILL LEARN ABOUT THE BODILY CHANGES AND PROCESSES WHICH RESULT IN THE MENSTRUAL CYCLE.

[Source: Adapted from Horizons/Population Council, and Promundo's Sakhi Saheli: Promoting Gender Equity and Empowering Young Women Training Manual, 2008, Activity 2.2]

Week 11

Time required: 40 minutes

Preparation: Ensure familiarity with session content before facilitating. The facilitator must ensure that the participants are comfortable discussing the topic. Do not be strict with the time provided here for questions and discussions. Allow more time if required. If they have questions that they feel shy to ask, ask them to write down in chits and put them in a bowl. Address the questions at the end of the session or in the next session. To explain the menstrual cycle using the apron, the facilitator should use the figure and the table given for guidance.

Gather the following materials:

- Resource material to explain menstruation
- Apron explaining the stages of the menstrual cycle

Recap: 10 minutes

Welcome the group. Ask two volunteers to summarize the session. Do they have any reflections, feedback on last week's session? Ask the girls if they had any discussion about school level facilities to manage menstruation. Give time for respondents to answer. Have they thought of what they would like to be improved at the school level? Have they thought about whom they can approach for this? Encourage the girls to think about their strategy and approach you for any help required.

Instructions:

Step 1: 30 minutes

In the last session we learnt about what we need to know about menstruation and menstrual hygiene so that we can live a normal life during menstruation. In this session we will learn the actual working of our body which results in the menstrual cycle. If you have any queries or questions about the last session, please feel free to talk about it or drop your questions in the bowl. Encourage the girls to ask

any questions they have. Also pick out any questions parked from the last session or put anonymously in the bowl to answer. The facilitator can keep the questions linked to how the menstrual cycle works till after the Apron exercise and then answer those queries.

Step 2: 20 minutes

- Tell the participants that the breasts, reproductive organs and genital parts are the body parts of the girl and have been there since she was born. But they are not functional at that time. When she grows up, during the adolescence, these body parts start maturing. Remind the girls that we learnt about the changes during adolescence in the 'While I am growing up' session. Ask the girls to recount some of the changes in the body of a growing girl.
- Use the Apron: Ask one girl to wear it. If the girls are feeling uncomfortable the facilitator can wear it herself. Ask the girls if they remember the different parts shown in the picture on the apron. Remind them that we have learnt them before in the 'My Body' session.
- Flip through the stages of menstruation and explain using the reference material.

Questions for discussion:

- What are the common problems women experience during menstruation? (for example, access to clean cloth or sanitary napkins, privacy to change and clean, pain, discomfort, etc.)
- Are there any days in the menstruation cycle when a woman is more likely to conceive? Why do you think so? Is it important for young women to have this information?
- Does the consistency of the white discharge change during the menstrual cycle? Why is it important to know about this?
- When do you think young women should see a health provider for menstrual problems?
- Do you think it is important for women to maintain personal hygiene? Why and how?
- From where should young women access information on these issues? Who do you think should provide this information to them? What do you see as the role of the parents in information sharing? Why?
- Do you have access to health services, to someone from the health department who you can talk to, or who can provide information on menstruation?

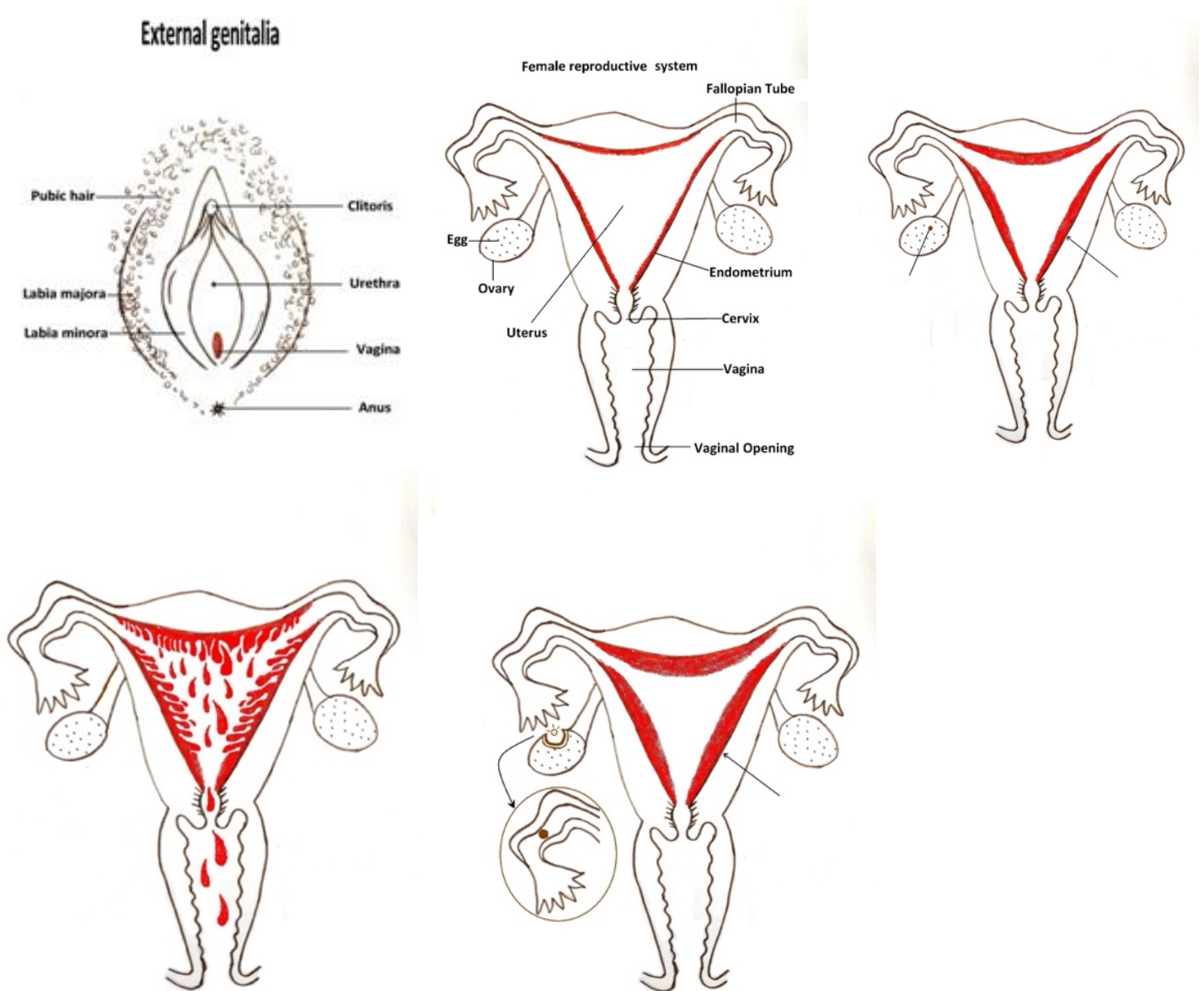
Concluding comments for the facilitator:

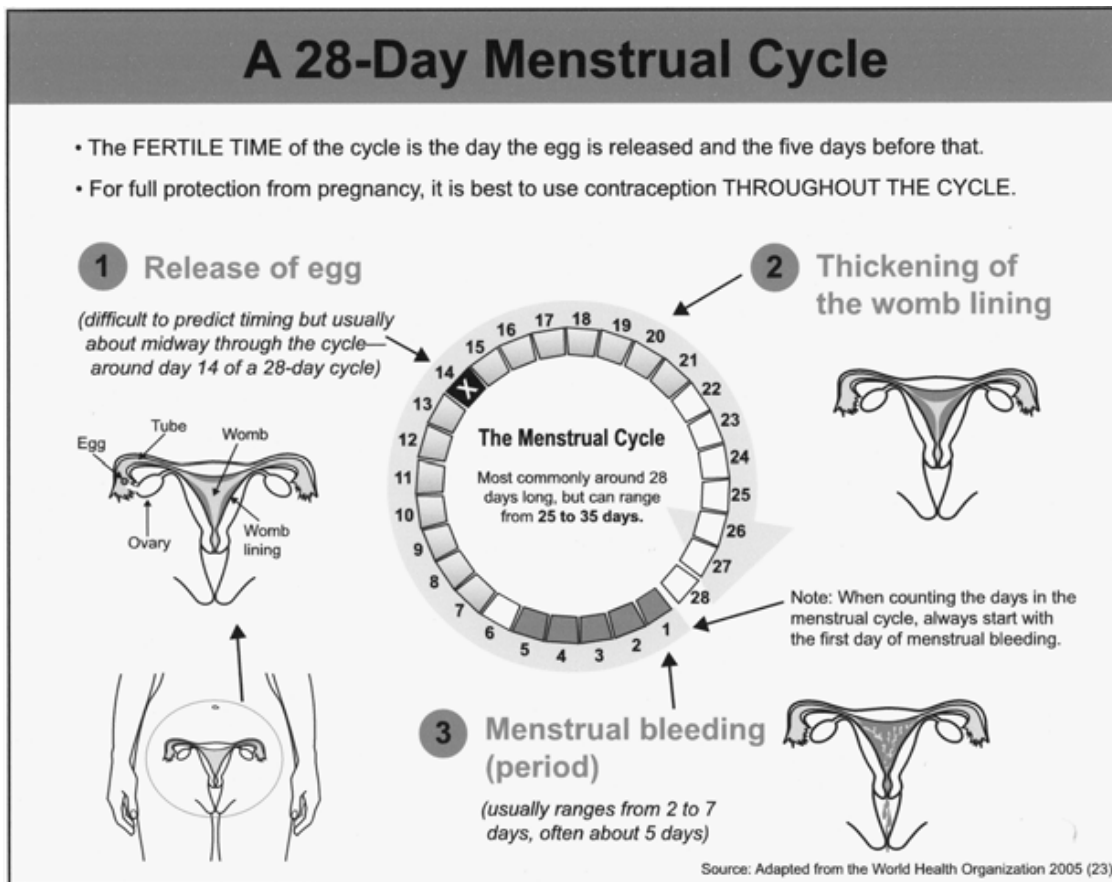
The menstrual cycle is a normal part of the functioning of a female body since the onset of the first menstrual cycle. There are many variations found in the cycle, e.g., some girls may have as short a cycle as 21 days and others may have a cycle of 31-32 days. Both are normal. Some have slight discomfort in the lower abdomen while some have considerable pain. Some have a menstrual flow as short as 2 days while some may have up to 7 days. Many adolescent girls may bleed for 7 days when they are just beginning their menstrual cycle because the body is still adjusting to this. All these aspects are normal, unless the pain or the bleeding is so severe that she needs painkillers, it exhausts

the girl, the bleeding is for more than 7 days or she must change her menstrual cloth about 5 to 6 times. In such cases, the girl should talk to her mother or another trusted family member and go to the doctor to find out if she needs treatment. We will continue to discuss more about menstruation, the myths and misconceptions related to it and the social impact of menstruation on the girls' lives in the next two sessions.

Reference notes for the facilitators

[Source: Drawings created by Rashmi Kapoor and CORO for Literacy, Horizons/Population Council, and Promundo's Sakhi Saheli: Promoting Gender Equity and Empowering Young Women Training Manual, 2008]





Days of the Cycle	Type of Discharge	The Egg's Journey
Days 1-5 of the cycle	Menstrual bleeding	The unfertilized egg leaves the body with blood and uterine lining.
Days 6-7 of the cycle	Dry, no vaginal discharge	Ovary receives a signal to prepare an egg.
Days 8-9 of the cycle	Thick white discharge	Uterine lining being prepared to receive the egg. Ovary preparing egg for release. (If unprotected sexual intercourse happens at this time, the sperm may travel and wait for the egg in the tube, and may result in pregnancy)
Days 10-16 of the cycle	White discharge becomes sticky and thin in consistency	Egg is released and travels to the tube. At this time, if there is unprotected sexual intercourse and the egg meets a sperm, it may result in pregnancy. Then the next menstrual cycle will happen only after childbirth.
Day 17 onwards till the start of the next menstrual cycle	White discharge becomes thick again	If a couple have unprotected sexual intercourse at this time, there is very little likelihood of pregnancy.

Session 11.2: Adolescent Health

SESSION OBJECTIVE: BY THE END OF THE SESSION, ADOLESCENTS WILL BE ABLE TO TELL WHAT MAKES FOR A GOOD ADOLESCENT HEALTH.

[Source: Adapted from an activity developed for Tipping Point Phase 1]

Week 11

Time required: 20 minutes

Preparation: Ensure familiarity with the session content, as well as local health services available to adolescents. No materials required for the session.

Instructions: 15 minutes

Step 1: Ask them if they have heard about what practices ensure good health for adolescent girls. Tell them you must have read these along with the chapter on menstruation in your textbook in the national curriculum:

Possible responses:

- Happy and safe environment
- Good Nutrition
- TT injection
- Iron Folic Acid (IFA tablets)

Step 2: Divide girls in 3 groups: Remind them that they discussed about safe/unsafe places and our family and neighbors who contribute to make the environment happy and safe for us. In the previous session, they also discussed about how to manage menstruation to be healthy. In this group work they will discuss what makes their body healthy and free from disease utilizing the services available and being careful about their food habits.

Give them one topic from the list below.

- Tetanus Injection
- Iron Folic Acid
- Nutrition

Ask them to discuss what should be done to make sure you use these services and how they benefit them.

Step 3: Ask each group to present. After one group presents, ask the other groups to add to the responses, if they have any more examples to add.

After each presentation, discuss about the topics with the given information:

Tetanus Injection:

The government provides Tetanus Injection to all girls in order to make sure that their bodies have

resistance to tetanus if they get hurt or cut themselves. The immunity from tetanus can save girls and women from having tetanus during childbirth and during any injury. The tetanus injection is given to girls in schools as routine basis from the age of 15.

The government also has de-worming programs for a tablet to be taken by the adolescent once in six months' time.

Iron Folic Acid:

Iron Folic Acid (IFA) works to absorb all nutrition from food. Hence this is to be given to adolescents. Adolescent girls menstruate and hence have blood loss each month. To supplement iron and to have better hemoglobin levels, the girls are given IFA.

Explain that as we squeeze a lemon and get all the juice properly from it, the IFA squeezes the nutrition from the food (absorbs food better) and improves hemoglobin. IFA is given to the person who has low hemoglobin. It can be taken by children, adults both men and women if need be, and is often given to pregnant and lactating women.

Nutrition:

As adolescents are growing, it is necessary that she has a healthy food intake. Discuss that they should include all colors in their food, white, red/orange, yellow and green. The green leafy vegetables help absorb iron from food and give better nutrition.

Concluding comments for the facilitator:

Discuss that there are norms that girls eat with their mothers in the end and when they eat sometimes the most nutritious food is not available. Ask them to discuss these with the girls who don't come to the fun center.

Plan for action:

1. Observe and chart your menstrual cycle on a calendar. What is the length of your cycle. Do you see any changes in your body such as heaviness in the breast or discharge from the vagina during the different stages of the menstrual cycle?
2. Do you have any pain and discomfort? Share your observations in the next session. Do you have adequate facilities at home such as adequate water, bathroom, privacy to manage personal hygiene? A place to dry the cloth in the sun? If not, discuss with your parents how facilities at home can be improved.
3. Does your family follow any social taboos? Discuss what we learnt in the last two sessions with your mother and convince her to stop following such taboos. Discuss with your friends their experiences in doing this.
4. The girls may wish to take homework of making a food/nutrition chart, sticking pictures for what should be eaten to have a healthy diet/life.

Session 12: Menstruation - Pad Making

SESSION OBJECTIVE: THE GIRLS WILL LEARN HOW TO PREPARE HOMEMADE SANITARY PADS AND CONTINUE THEIR DISCUSSION ON MENSTRUATION SOCIAL NORMS.

[Source: Adapted from UNICEF Rupantaran curriculum and Aditi Gupta's Girl Scout Gold Award project, 2019 (shared with Aditi Gupta's permission)]

Week 12

Time required: 100 minutes

Preparation: Review the session content before facilitating. Create a sample pad to demonstrate to the participants what a finished product looks like. Gather the following materials, enough for each girl to make her own pad: fleece, 100% cotton fabric (it is important to get the right material for this, make sure to pre-wash fabric so cotton does not shrink after first wash), sample home-made cotton sanitary pad

Recap: 10 minutes

Welcome the girls and women to the session. Select volunteers and ask them to recollect what they learned in the last session. Did they think about any financial goals they have?

After that, say: let us refresh our memory of the time we talked about menstruation. Normally, in every 28 days, blood flows out from a woman's vagina. Every month when the eggs start maturing, the inner wall of the uterus becomes thick like a sponge for the eggs to fertilize. If the eggs do not fertilize then they naturally mix with the blood on the inner wall of uterus and come out during menstruation. After that, the inner part of the inner uterus wall also falls out and the blood comes out from vagina. This is when menstruation or the monthly cycle begins.

Menstruation usually starts at the age of 9 to 16 years and stops at the age of 45 to 55 years. During menstruation, blood flows out of the vagina for three to seven days. Different women may have different timings and even in the same woman, this cycle may vary.

Instructions:

Say to the participants: Reusable pads are pads made of absorbent fabric. You can use them like disposable pads, but they can be easily washed and used again. The benefits of the pads are that they save money, they are friendly to the environment, they reduce the risk of infection, they don't have chemicals, and they are easily transported in waterproof bags.

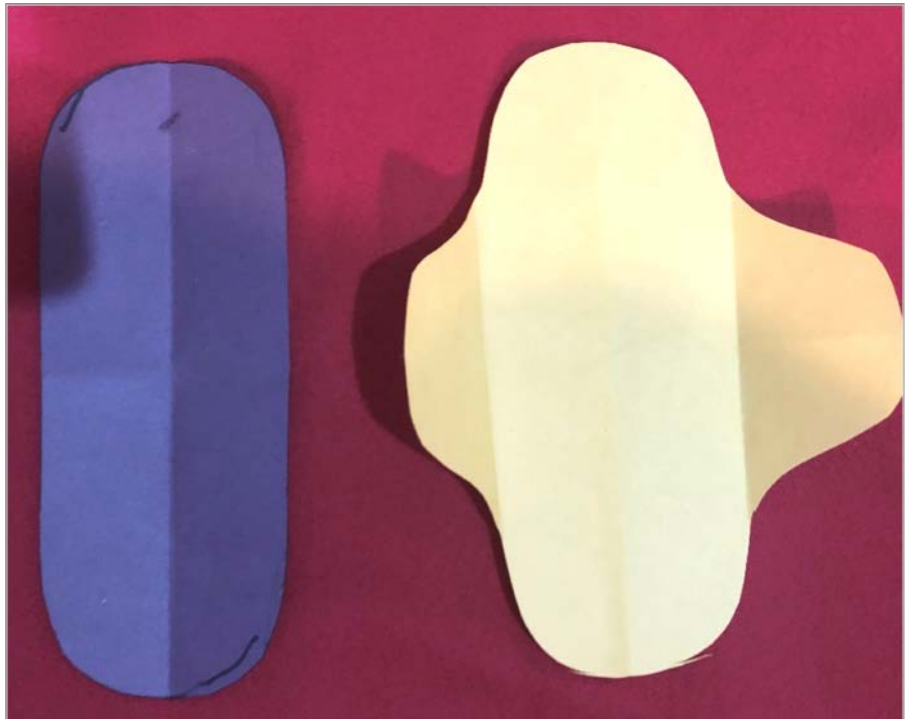
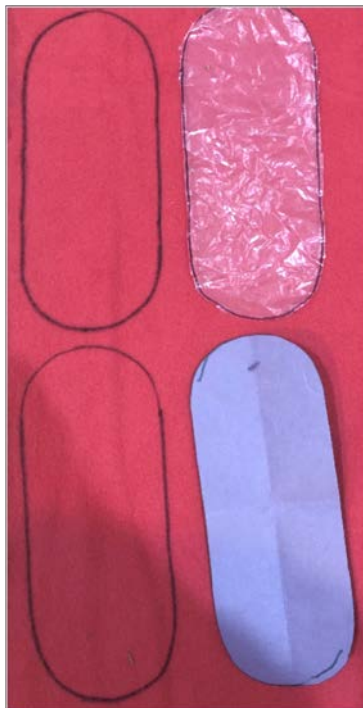
- Have you discussed menstruation amongst with your mother? What do they know about it?
- What sanitary products do your daughters use during menstruation?

Demonstrate the following tasks to the participants. Here is the link to the Youtube Video that demonstrates: https://youtu.be/e48HWw_nRXE

The presentation is linked in the description of the video. Please note that the video can only be shared via the link above and cannot be searched publicly.

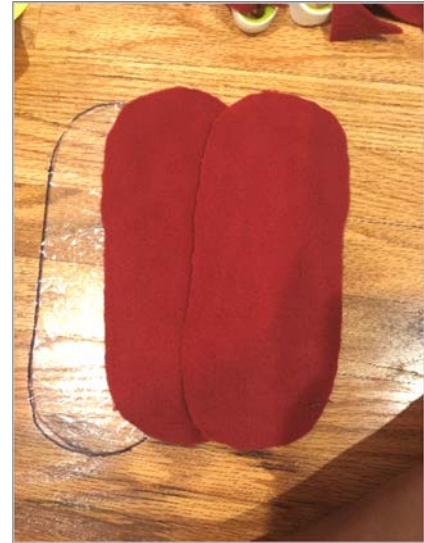
Step 1: Create Templates, Trace & Cut:

- Trace a template for the outer casing (with wings) and a second template for the inner fleece and for the plastic lining.
- Make sure the inner fleece template is smaller than the outer casing ○ When the casing is flipped inside out, it will become slightly smaller.
- The plastic lining is to make the pad leak proof.
- When cutting winged/outside layers, cut a wide border around so that it is easier to sew on the marked lines.



Step 2: Sewing Inner Fleece Layer

- Sew 2-3 layers of the fleece cut-outs together.
- Do not worry about imperfections in sewing and do not sew too close to the border; you may need to trim to fit inside the cotton casing.
- Make sure the plastic lining is the same size as the fleece layers; it will be placed under the fleece casing as the bottom most layer.



Step 3: Sew Outer Piece & Flip Inside Out

- Layer 2 identical pieces of the outer layers. They will form wings when sewn together.
- Sew the two layers together but leave the bottom of the pad open and flip the layers inside out. It may be helpful to use a pencil to make sure the corners of the wings fully form.



Step 4: Insert Inner Layers & Form Wings

- Insert the fleece and plastic layers inside the casing. You may have to trim inner layers to fit inside the outer casing.
- Hand Sew the bottom layer close to finish the pad.
- Sew straight lines on the outside of the pad to ensure the inner layers do not shift and to create the wings.



Step 5: Sew Fasteners onto Wings

- On the finished pads, overlap the wings and use a pen/needle to mark where the buttons will be sewn.
- Securely sew the two sides of the button (one on each wing) by hand.



Concluding comments for the facilitator:

You've finished making reusable pads! Remember pads should be changed 4-6 hours and have 3 layers for more absorbency. When you wash your pads, make sure to put them in the sun to dry and to not use them when wet to avoid bacteria and infections.

Plan for action:

Do you know other girls who might like to make pads like we've done today? Try telling them how to make what you've made, and talk to them about what you've learned about menstruation

Session 13: Good Touch, Bad Touch

SESSION OBJECTIVE: ADOLESCENT GIRLS WILL BECOME AWARE OF THE DIFFERENCE BETWEEN A GOOD TOUCH AND AN UNWANTED TOUCH. THEY WILL LEARN TO RECOGNIZE ABUSIVE BEHAVIOR AND SUGGESTIONS OF WHAT THEY SHOULD DO IF THEY ENCOUNTER IT.

[Source: Film in this session created by ChildLine India, 2013]

Week 13

Time required: 120 minutes

Preparation: Facilitator must be aware of available services to survivors of trauma if participants require extra support. Ensure familiarity with the session content before facilitating. Also, allow the movie to load before the session begins. Gather the following materials:

- Film by ChildLine named 'Komal' (link below)
- Tablet
- Referral list of resources such as women counsellors, women's groups, crisis support centers or helplines to refer for further support in case any participants require it

The group will see the movie 'Komal' followed by a discussion. The movie is about a little girl, Komal, who is sexually abused by a neighbor. Be aware and alert that the film may remind some girls of bad experiences of unwanted touching. If this happens, be ready to stop for a few minutes to comfort the girl. At the end of the session, spare some time to talk with her alone (if you are a woman) or ask a woman co-facilitator to assess the situation. Address the matter based on the assessment. It is essential that there is a woman facilitator or co-facilitator for this session. The facilitator must ensure that they have names, phone numbers and addresses of resources such as women counsellors, women's groups, crisis support centers or helplines to refer for further support in case any participants require it. The referral sheet should include services which they can confide in if they encounter inappropriate touching, or sexual or other manner of harassment which makes the girls feel uncomfortable or unsafe.

The facilitator needs to encourage the participants to identify a trusted and responsible adult person whom they can confide in if they encounter inappropriate touching, or sexual or other manner of harassment which makes the girls feel uncomfortable or unsafe. The facilitator must be ready with some sample examples to provide to encourage sharing in step 4. These examples can be either facilitator's own or made-up examples which are commonly found in the community. Also take special efforts to remind the group that this is a safe space. Things which are spoken here need to stay strictly confidential and should not be disclosed or used outside the classroom.

Recap: 5 minutes

Welcome the group. Ask for two volunteers to summarize the last session. Ask if they have noticed the changes in their bodies that we discussed last session? Tell the girls that these changes happen at different times for each person, and it is good to understand them to maintain good health.

Instructions:

Summary of the movie: Komal is a happy-go-lucky seven-year-old girl who loves her parents and playing with her friends. Mr. Bakshi, her new neighbor and father's friend often plays with her and takes care of her. But an act of his leaves Komal scared and ashamed till her teachers and parents notice her changed behavior. On learning that Komal has been sexually abused, they take her to a counsellor and ensure that Mr. Bakshi is punished for the crime.

Step 1: 20 minutes

Show everyone the film 'Komal' (20 minutes)

Bangla version: <https://www.youtube.com/watch?v=5s4dn8F2nCU>

Hindi Version: <https://www.youtube.com/watch?v=CwzoUnj0Cxc>

English Version: <https://www.youtube.com/watch?v=VkY0xqtW6W8>

Step 2: 30 minutes

If the atmosphere is emotionally charged or any girls are affected, take a break. When the atmosphere is sufficiently light, conduct a discussion based on the following questions.

Questions for discussion:

- What did you take away from the story in the film?
- What is good touch? What is bad touch? How will you know?
- Why was Komal hesitant to talk to her mother about her experience of abuse?
- Why are parents reluctant to take action in such cases?
- Why is it important to tell a trusted person?
- Do you know anyone who faced something like this?
- Who did she or he confide in? What action did she or he take?
- Who do you trust the most in your life? Please tell from adult members of your family. Would you tell that person if something like this happened to you? Reflect on this.

Step 3: 15 minutes

Bring out the body maps drawn in the last session. Tell the girls that we will mark for ourselves which parts of the body are private, as shown in the film. On the maps, mark the area which is private or out-of-limits to anyone except you. Draw a body map of the backside of the body. Mark the private

areas on this side of the body as well.

Remember, unwanted touch is a very bad experience. So, we should be prepared to assertively say 'no' to any touch which we do not like. Let us practice saying no! Ask girls to loudly say 'no' in their local language. They can use other phrases like, 'go away', 'don't touch me', 'stay away from me.' Allow them to posture so they are not cowering and defensive but assertive. Help them to get comfortable with raising their voice, being assertive and confident.

Step 4: 40 minutes

- Ask the girls to tell a trusted adult if there are any places or interactions in the community that they avoid because it makes them feel unsafe.
- Encourage the girls to also recount and tell a trusted adult if they feel unsafe with any particular person.
- Discuss measures which the girls can take to increase their sense of safety and attempt avoid unsafe interactions. Let the girls come out with measures to which the facilitator adds on:
 - Tell them that if something like this happens to you, it is not at all your fault. The person who is doing such a thing should be stopped and hence you will need to seek help.
 - If you encounter an unpleasant touch or feel unsafe about any place or person, always tell your trusted adult person about it. Unwanted touch is not a matter of shame for you but for the person who does the touching.
 - Emphatically tell the person who touches you inappropriately to stop doing that. Tell them that you do not like it.
 - Try to take your friend, sister or brother with you when you visit places which you find unsafe such as a marketplace, or when you visit lonely places, dark places or when you travel by bus. Sharing your fears with your trusted person will help you find support for this.
 - Always believe other girls (as well as boys) when they tell their stories of being made uncomfortable, or inappropriately touched by someone. Believing in their story gives them the confidence to report it to their trusted and responsible person.
 - Discuss such experiences among your friends so they too become aware of such places or persons which make you uncomfortable. Never ridicule anyone for sharing such experiences. Always take these sharings seriously. We will also discuss in future sessions how we can take collective action to make our world a safer place.
- In case someone needs to talk, a woman facilitator or counsellor should be available for this session. Announce to the group that she will be here after the session in case anyone wants to talk with her. The girls can also give her an individual letter or note about any incident or any feelings she wants to talk about later, or also any incident anonymously for what to do which can be discussed in the next meeting. Again, check if the atmosphere is emotionally

charged or if children, especially the younger ones are affected. If so, take a break and play a game with them.

Concluding comments by the facilitator:

Always remember that bad touch or sexual abuse is not your fault. You should never be ashamed of it. In case you face such an incident, please tell your trusted person about it, whether it is your mother, sister, teacher, friend or anyone else, but preferably an adult and seek help. Child sexual abuse is a reality and we can't turn a blind eye to it. It is a crime committed mostly by people we know and meet. Child sexual abuse can happen to both boys and girls and it is important for us to know what a good touch for us is, and what is an unwanted one. If someone touches us inappropriately, it is OK to immediately tell him or her to stop. It is difficult for individual girls and women to prevent unwanted touching or catcalls or sexual harassment in public. Therefore, the onus should be on society to prevent these experiences of girls. Direct the girls to a list of referral services and say that these are some services available to girls in case they experience violence or know someone who has (hand out the lists to the girls). Tell the girls they can hide this list or throw it away after reading it if they are fearful of the reactions of anyone in their household.

Note to the facilitator:

After the session, be sure to speak to any girls waiting for you. Also check if anyone has left a note or letter. Follow up with any person who has disclosed abuse to you, depending on how urgent or serious the matter is. If she has written that she is currently facing abuse, then it is important to speak to her and her parents so that the abuser is removed from her life and action is taken against him or her. If anyone has revealed an old case of abuse, you will still need to support the person to address any guilt or mental health consequences. The facilitator should mention services or places girls can go – helplines, crisis support centers, etc. Those should be posted on the wall or potentially handed out, with the comment that they should hide this if they are fearful of reaction. This should be mentioned as some girls may prefer not to speak about this.

Session 14: Why Can't I Go Out?

SESSION OBJECTIVES: THE ADOLESCENT GIRLS BECOME AWARE OF RULES AND RESTRICTIONS PLACED ON WOMEN AND GIRLS AT HOME AS ONE LINK IN THE SUBORDINATION OF WOMEN AND GIRLS.

[Source: This session was written by Amita Pitre for CARE USA]

Week 14

Time Required: 45 minutes

Preparation: We have already talked about how much more work women and girls do in the home. Here we will talk about formal, or clearly stated rules, or informal, implied, rules and restrictions which women and girls have to abide by. Explain to the group to focus on these. Ensure familiarity with the session content before facilitating. Gather questions for discussion in group work.

Recap: 10 minutes

After a recap, ask the girls for any thoughts about the movie watched last session. Are there any questions? Tell the girls that local services are available that can help people who have been sexually abused.

Instructions:

Step 1: 10 minutes

- Divide the girls into groups of 6.
- Tell them that they will be given one topic to know about any rules or restrictions that women and girls have within their home.
- The facilitator will explain that rules means a norm or convention that women and girls have to follow but it may not be spelled out. For example, in many homes, women eat last in the family or have to eat leftovers. Similarly, girls may have restrictions on when and where they can go. Comparison can be made with men and boys.
- Give one restriction to each group:
 - Work related restrictions
 - Mobility related restrictions
 - Play related restrictions
 - Time related restrictions
 - Food related restrictions
 - Menstruation related

Ask each group to present and ask the other group to add if they feel something is left out. After all six groups have presented, ask them if there are any restrictions that do not fit into these 6 domains,

such as listening to their opinion etc.

Step 2: 20 minutes

Begin the group discussion. Give them half an hour to discuss and prepare their flipcharts.

Questions for Discussion:

- Do you have any rules about what games you can play, where you can play and when?
- Does your brother face the same restriction?
- Do you face any restrictions about going out in the evening or night? What is the reason for that?
 - Why is it always girls honor that matters? Why not with boys?
- Does your brother have similar restrictions?
- Do you and your mother face any restrictions during the menstrual period? What are these?
- Is there any work in the house that is assigned to you? What happens if you cannot do your work?
- Does your brother have any assigned work? What happens if he cannot do his work?
- Is there any norm about who eats first and last?
- Who in the home decides which restrictions to have? Who enforces the restrictions?
- What happens when restrictions are disobeyed? Can you tell some examples?

Step 3: 15 minutes

Ask two volunteers from each group to present their findings in 5 to 7 minutes. Discuss the findings in the larger group.

Questions for discussion:

- Why do you think these restrictions exist? Are they only on women and girls or on everyone?
- How do you feel when you are restricted, and your brother is not?
- What is the impact of such restrictions?
- Do you think such restrictions are fair? (Not all restrictions may be unfair. Discuss the context around the restrictions.)
- What can be done to change unfair restrictions on women and girls?

Discuss that some norms about coming home early and not going out in the evenings are related to safety. Why are girls considered more at risk? If there were more women out at night, would it feel unsafe for women?

If there is a reason for some restrictions, is this discussed adequately and explained to girls? Or are they simply told what to do and what not? Does that add to the ill-feelings around restrictions?

Concluding comments for the facilitator:

Many families have restrictive norms for women and girls. Sometimes the norms are so well accepted by all of us that we do not think of them as restrictions at all. But sometimes we do feel bad when we are stopped from doing what we want to. Generally, boys do not face as many restrictions as girls do. The impact often is that girls have a lower self-esteem, lack confidence and begin to accept themselves as lesser human being. If they are not allowed to play outdoor games their physical development may also be hampered. Inequality at home is also linked to inequality outside the home, such as fear for a girl's safety. Through this program we are going to challenge such inequalities. For that you all must be united on these issues and we must also convince your parents and the community.

Plan for action:

Think of one restrictive norm in your family which you think you can convince your father, mother and brother and family members to change and try to do so. Reflect on whether your mother, would like to reduce restrictions for girls in the home. If yes or no, why?

Session 15: Father's Rule - Gender and Patriarchy

SESSION OBJECTIVE: THE PARTICIPANTS WILL LEARN ABOUT PATRIARCHY AND HOW IT INFLUENCES COMMON PRACTICES IN SOCIETIES SUCH THAT WOMEN HOLD A SUBORDINATE STATUS IN MOST SOCIETIES. THE GIRLS WILL EXAMINE SOCIAL, CULTURAL AND RELIGIOUS PRACTICES AND HOW THEY IMPACT THE CONSTRUCTION OF GENDER.

[Source: Adapted from CARE Gender, Equity, and Diversity Training Materials, 2005, Module 4, Activities 14,15 and 16]

Week 15

Time required: 90 minutes

Preparation: Ensure familiarity with session content before facilitating. Prepare the following materials for the session:

- Cards with statements from session instructions on them
- Prints of a popular folk song, proverbs and stories
- Flipchart
- Newspaper
- Pencils

The facilitator should also get familiarized with some popular folk songs, television serials, advertisements which participants are likely to recall and connect with. The nuances of how patriarchy is being upheld by these can then be made clear.

The current exercise will discuss about the cultural, religious, family based and popular culture-related practices in society. It is of the utmost importance that sensitivity to the religion and culture of participants is maintained. The discussion should be non-threatening for all participants. In each group work encourage the participants to analyze their group work to understand how gender inequities are created and maintained in our society.

Recap: 10 minutes

After the recap ask the girls about any restriction they have decided to challenge. Any place they would like to go? Do they have a plan for it? Did they think about whether their mother supports their stand or opposes it? Why?

Instructions:

Step 1: 10 minutes

Divide the participants into three groups. Introduce the session to all the participants before beginning the group work. Tell the girls that today we will discuss about various cultural, religious, family based and popular culture-related practices in society. Let us collectively analyze how these deal with power relationships between men and women.

Step 2: 20 minutes

- Write down the following statements in three set of cards and give one set to each group
 - Sons take care of their parents in their old age.
 - A child gets the father's surname.
 - A woman leaves her parent's house after marriage.
 - A woman is a woman's worst enemy.
 - A woman's place is in the house.
 - Boys don't cry.
 - Only men can be priests.
 - It is a man's duty to earn a living.
- Now show the questions on the chart paper pre-written and ask the participants to discuss the statements among themselves with the help of these questions.

Questions for discussion:

- What do these statements mean to us in our every-day life? How do they affect our life?
- Who benefits from these rules and norms? Who stands may be harmed by these rules and norms?
- Which different institutions or systems do these statements talk about?
 - Institution or system of family
 - Institution or system of marriage
 - Institution or system of religion
 - Government system because it will give the marriage and birth certificates
- How are these institutions and systems involved in putting women and girls in a worse position than men and boys?
- Have you heard about patriarchy? Do you know what it is?

Step 3: 15 minutes

Ask the groups to present their discussion points (give 5 minutes each, total 15 minutes)

- What messages do these statements give about the male and female roles?
- Which of these are positive for women and men? Which are negative? Why?

- Do any of them specifically portray a preference for boys and/or a more restricted or lesser role for women? Why?
- How do they affect the overall status of women and men in society?

Concluding comments for the facilitator:

- We all live in a patriarchal society. Patriarchy means the rule of the father. It is a social system that allows for a male-dominated society, where men benefit from a higher status and greater power in most aspects of life. They are the ones who carry on the family name, inherit property and take decisions. Patriarchy creates a hierarchy, including a gender hierarchy, and gives a position or status to all persons based on their importance in a patriarchal society. E.g., a man who dominates his wife at home is subdued in front of his boss. The daughter-in-law who is the lowest in hierarchy in her matrimonial home may be relatively more valued or powerful in her natal home. Patriarchy prescribes roles to men and women. These roles prescribed to men and women are ideals of a patriarchal society, and not created by their 'biology' or by 'nature.' Patriarchy defines how gender is used to perpetuate and maintain social systems and as a result patriarchy is reinforced. Institutions of family, marriage and religion reinforce and uphold patriarchy.
- Often, traditional and modern media portray negative and derogatory images of women and dominant images of men. We usually accept these images of women as part of normal life and laugh at sexist jokes as evidence of our sense of humor. Women and men who challenge these stereotypes are often ridiculed. We don't reflect on the power of the popular media to reinforce women's subordinate position and create stereotypical images in society. Media, thus, is also an institution which upholds patriarchy. On the other hand, the media does offer a space for portrayal of women's reality. The media, especially visual media that reach our homes can play a powerful role to reinforce or to transform societies. They have the power to change the attitudes and behaviors of future generations.

Plan for action:

Pay attention to cultural, religious, family based and popular culture-related practices this week that show patriarchy.

Session 16: Patriarchy and Masculinity

SESSION OBJECTIVE: TO EXAMINE THE SOCIAL, CULTURAL AND RELIGIOUS PRACTICES AND THEIR IMPACT ON GENDER CONSTRUCTIONS.

[Source: Adapted from the training on Masculinities facilitated by Bharat from Vishakha, India for the Tipping Point Nepal team in December 2017]

Week 16

Time required: 40 minutes

Preparation: Ensure familiarity with session content before facilitating. Find examples of patriarchy in culture. Gather flipcharts and markers.

Recap: After the recap ask the girls about any examples of patriarchy they noticed. Is there anything we can do to challenge it?

Instructions:

Step 1: 20 minutes

Ask the three groups from the last session to go back again and work together on the following:

- Ask the group to reflect on some cultural and religious practices in their communities and families that are different for men and women.
- Make two columns on a flipchart sheet: one for women and another for men.
- Ask the girls to help you prepare a list of common practices prescribed by religion and culture for men and women. Some of these practices favor men and some favor women.
- Ask the group to also think about the media and films that depict women and men in different ways, identify some songs or dialogues that are famous.

Examples may include:

Women	Men
Wear a burkha/purdah in public places and in the presence of men. Men do not.	Play an important role in all religious ceremonies as heads of their families. Women do not.
Wear 'sindoor', bindi, bangles, toe-rings as symbols of marriage. Men do not.	Perform 'last rites' in times of death of parents and other family members. Women cannot.
Forced to shave their head, stop eating non-vegetarian food and wear white on becoming widows and not allowed to remarry. Men do not practice this.	Men can practice polygamy. Women cannot.
Women look after in-laws in their home.	Men are expected to look after their parents in the old age.

- Prepare a similar list of cultural practices that favor women.
- Present both the lists in front of all participants.
- Present your views on the lists

Step 2: 20 minutes

- Who is imposing these practices?
- Why is the practice being imposed? (Example: for 'protection' of women, etc.)
- Who is benefiting from these practices?
- Who is being harmed by these practices?
- Why do people who 'lose' from these practices continue to perform them?
- Has there been any change over the years? What? What has brought about those changes?
- What influence do these practices have on the lives of men and women?
- Do you think some of these practices need to change?

Concluding comments for the facilitator:

Refer to the discussions in the earlier sessions to conclude this session:

Often culture and religion determine how men and women are positioned in society. It defines the relation between the two and allows for the dominant position of men and subordinate position of women in society. A woman's identity is derived from the relationship she shares with a man: first her father, then her husband, and later her son. However, we need to question and challenge these practices and norms that deprive men and women of their basic rights and freedoms. At the same time, it is important to recognize the positive aspects of culture and religion which subvert patriarchy. These can be effective in enhancing the status of women in society and refute the commonly held beliefs that women are destined to be subordinate to men.

Patriarchy is defined as the control of the labor, reproductive power and sexuality of women for the benefit of men. Although patriarchy is a structure that operates through various institutions of society, the loose use of the term has led it to mean men oppressing/exploiting women. Patriarchy is a social system that maintains and perpetuates a male-dominated society, where men benefit from a higher status and greater power in most aspects of life. They are the ones who carry on the family name, inherit property and take decisions. Patriarchy prescribes roles to men and women. These roles prescribed to men and women define 'gender' and are ideals of a patriarchal society. They are not created by their 'biology'.

Patriarchy is a system which both men and women in society uphold. It is important to dismantle this system because it reinforces unequal power relationships between women and men. Keeping girls out of schools, child marriages, reduced work participation of women and violence against women are some consequences of these unequal relationships. Understanding how patriarchy works is a first step to dismantling it.

Plan for action:

Note down 4 to 5 observations of yours from your personal life, television, newspapers and government which shows you the presence of patriarchy. Give an example of how you gained an advantage due to patriarchy. Reflect on being able to give up such privileges to bring about gender equality. Can you think of what would be required to dismantle patriarchy? Or to realize gender equality?

Session 17: How Can We Make a More Equal World?

Session 17.1: A More Equal World

SESSION OBJECTIVE: ADOLESCENT GIRLS WILL LEARN ABOUT GENDER INEQUALITY IN THEIR COMMUNITY AND REFLECT ON WAYS AND MEANS TOWARDS A MORE EQUAL WORLD.

[Source: Adapted from Save the Children Nepal CHOICES: Empowering Boys and Girls to Change Gender Norms, 2009. Activity 1 and 2]

Week 17

Time required: 50 minutes

Preparation: Ensure familiarity with the session content prior to facilitating. Gather the following materials:

- Chits with group names 'Blue' and 'Green'
- Chart Paper
- Marker pens

Recap: 10 minutes

After asking for one or two volunteers to summarize last session, discuss with the adolescents if they were able to notice examples of patriarchy this week.

Instructions:

Step 1: 10 minutes

Divide the participants into two groups: one called Blue and one called Green. For this, ask the participants who are wearing clothes of any shade of blue to come to one side of the room. The participants with any shade of green to go to the other side of the room. Randomly, assign the participants who have neither color in their dress to the groups such that both group have approximately equal members.

Ask participants the following questions:

- What differences do you see in the two groups we have created?
- Does one group seem special or better?
- Allow about 5 minutes for discussion.

Step 2: 10 mins for activity

Now, tell that the participants in the blue group are superior in intelligence, beauty and personality and are deserving of more respect and an easier life than the participants in the green group. In

addition, tell them the participants in the green group will be asked to do many tasks to make life better for the participants in the blue group. Participants in the green group may not be able to attend school for as long because they need to be home doing work for the participants in the blue group.

Discussion: 10 minutes

Ask the participants in the green group these questions:

- How do you feel about being told you are less deserving of respect based on the color of your clothes?
- How do you feel about being assigned to a more difficult life?
- Do you feel it is fair to assign respect and life quality based on the color of your clothes?

Next, ask the boys and girls assigned to the blue group to answer these questions:

- How do you feel about being told you are more deserving of respect based on the color of your clothes?
- How do you feel about being assigned to an easier life?
- Do you feel it is fair to assign respect and life quality based on the color of your clothes?
- How would you feel when you saw green group participants being treated differently than you?

Next, repeat the activity by switching roles, assigning participants in the green group more respect and privilege. Repeat the questions above so that participants in both groups can experience and express how inequality feels.

Step 3: Now ask all participants:

Suppose you had a choice. Which would you choose:

- Choose to keep two groups where the participants in the blue group have a better and easier life and participants in the green group don't enjoy the same respect and life as those participants in the blue group.
- Choose to create one group where everyone has the same respect and participants work together to have a good and fair life.

Discuss with the adolescents how in many Bangladeshi communities, the 'blue' group consists of all boys and the 'green' group consists of all girls. Boys tend to enjoy more respect and an easier life than girls.

For the next few weeks, we are going to talk about choices. We will explore ways we can unite the 'green' group (girls) and the 'blue' group (boys) in ways that lead to happy, better lives for all.

We are going to talk about choices. Everyday both boys and girls have opportunities to keep the 'blue' and 'green' groups separate or work to bring them together for happier lives. Tell the group that we can make choices and take actions to unite the two groups.

Concluding comments for the facilitator:

Respect is earned, one kind action at a time. All children have choices. The choices you make today can change your life and the lives of others.

Plan for action:

This week discuss with your friends and family how life in your community is different for boys and girls and how they feel about these differences.

Session 17.2: Invisible Walls

SESSION OBJECTIVE: ADOLESCENT GIRLS WILL BE INTRODUCED TO THE PRESENCE OF DISCRIMINATORY SOCIAL NORMS WHICH APPEAR LIKE 'INVISIBLE WALLS' TO US. ONE SENSE THE PRESENCE OF THESE WALLS BUT FINDS IT DIFFICULT TO DISCUSS AND BREAK THEM DOWN. NORMS OR DEMOLISH THESE INVISIBLE WALLS.

[Source: Adapted from UNICEF Rupantaran 4.2, Activity 3]

Week 17

Time required: 40 minutes

Preparation: Ensure familiarity with the session content prior to facilitating. Gather the following materials:

- Meta-Cards
- Marker
- Masking Tape

Recap: 10 minutes

Were you able to reflect on how you can practice equity and be fair in your life? Could you actually help or support anyone less privileged than you? What was your experience?

Instructions:

Say to the participants: Today we are going to discuss some invisible walls. In our personal, familial, communal life we all have been constructing and using the wall or fence that we cannot see. We don't even try to remove it. We will discuss more about it in our next exercise and also discuss how we can remove such invisible walls that exist in our lives and community.

Step 1: 15 minutes

- Divide the participants into five groups in the same way as done in the 'Gender and Patriarchy' session. Let these be groups A, B, C, D and E.
- Each group should be assigned one of the following case studies to read and reflect upon.
- Inform the groups that they will have to present their discussions through a short drama or any other creative ways such as song or drawings.

Step 2: 25 minutes**Case Study for Group A**

One of the adolescent boys was playing with his friends. They were enjoying the game. When he was playing, he could see that his sister was bringing a big bundle of fodder. He could see it was difficult for his sister to carry such a big load of fodder. He felt sad. He wanted to stop playing and help his sister. But he was scared that his friends might tease him. Thus, he didn't go to help her. This is how that boy could feel an invisible wall between what he felt was right and what others felt was wrong. Even though he didn't want to continue playing, he continued playing. His sister continued carrying the fodder even if it was very difficult for her.



Case Study for Group B:

A man was taking rest at home on Saturday. His parents came and told him how proud they were of him because of his good performance at work. At that point of time, his wife was doing the dishes. His wife used to work all the time from morning to night doing household chores. But nobody ever praised her. The man knew that his wife also needed to rest. He often thought of helping her. But he was scared what other family members would say about him. He could see the invisible wall between his thinking and his family members' thinking. If he manages to cross this invisible wall to help his wife, he knows that his family and friends will scold him and tease him. That's why he continues taking rest. His wife continues doing household chores.

**Case Study for Group C:**

Before Sameer goes to school, his parents always ask him if he has eaten and whether he liked the food or not. But they make his sister wash the dishes even if she is getting late for school. Sameer could not help but notice that instead of sending his sister to school, his mother makes her wash dishes and doesn't even ask if she has eaten or not. But he doesn't say anything and goes to school. He can feel an invisible wall and knows that sons can also do household chores, but he gets scared of his parents.

He feels guilty of not being able to change the situation. He feels an invisible wall has hindered him to change the situation.



Case Study for Group D:

One day, Sarita and Ashok go on a school picnic with their schoolteachers and friends. Everyone has fun and sits down to eat together. But they cannot see Sanjay and Radha anywhere. They ask their teachers if they have seen them. The teachers show them that they are sitting separately and eating their lunch. They can feel the way teachers gestured while telling them about their friends. They feel bad about it. They know that the students who study together should not be discriminated in such a way. They find an invisible wall in front of them. Seema wants to talk about this system with everyone. She wants to tell everyone that everyone should eat and sit together as we are all human beings. But she is scared to do so as she is doubtful about how others will feel about her. An invisible wall pushes her not to advocate about this issue with her friends.

Questions for discussion:

- Have you ever encountered such experiences?
- How many of you have felt the same way?
- What makes you feel so?
- Do you think such an invisible wall exists?
- What can we do to change this feeling of invisible walls?
- What kind of difficulties did you face in your efforts to remove discrimination?

Concluding comments for the facilitator:

Although it cannot be seen, the invisible wall exists and can be felt deeply. We can feel that these walls affect our personal and social life. These are the walls that maintain the inequality between people from different classes, castes, genders, people with disabilities and hinder them to access opportunities. These invisible walls allow for discriminatory behavior. The best way is to take action and break the invisible wall in your own conduct. These invisible walls are deep rooted in our society. It is difficult to remove these walls but not impossible. We can remove these walls through our positive efforts.

Plan for action:

Reflect on invisible walls you face in your own life. What would be required to bring down this invisible wall?

Session 18: Learning to be a Leader

Session 18.1: Teamwork

SESSION OBJECTIVE: THE PARTICIPANTS WILL LEARN THE IMPORTANCE OF COORDINATION AND COMMUNICATION WITHIN A GROUP IN ORDER TO REACH A COMMON GOAL.

[Source: This session was adapted from an activity developed for Tipping Point Phase 1, Session 12.2]

Week 18

Time: 45 minutes

Preparation: Ensure familiarity with session content before facilitating. Gather the following materials:

- One bottle
- One pen
- Threads

Recap: 10 minutes

What reflections did you do on the invisible walls you face? Did you think of what would be required to bring down that wall?

Instructions:

Step 1: 10 minutes

- The game is played with 4 players at a time. Count the number of girls in the class to decide how many groups there will be. For example, if there are 20 girls, there will be 5 groups, and if there are 24 girls then there will be six groups. If the numbers are odd round up to the next multiple of 4 to decide how many groups to be made. For example, if there are 23 girls, round up to 24 and make six groups.
- If there will be 5 groups, ask the girls to count up to the number 5 to make the groups and if there are to be 6 groups ask the girls to count up to 6. All '1' will be in one group, '2' in group 2 and so on. In case a group is falling short of numbers, one or two of those who have played in other groups can join them to complete the team so that all get to play at least once.
- On a table keep a bottle that is sturdy with no cap/ cork.
- Tie a pen with four threads.

Step 2: 35 minutes

- Give each end of the thread to one participant.
- Make them stand in four corners with the end of the threads in their hands.

- Ask them to put the pen in the bottle.
- The facilitator will note the time being taken to insert the pen in the bottle. The other groups watch.
- Give 5 minutes to each group. If they are not able to get the pen in the bottle in 5 minutes, move to the other group.

Questions for Discussion:

- How did they feel while doing this exercise?
- What is the lesson they take from this exercise?
- Was there anyone who was instructing?
- Were the instructions clear, or were they able to meet the objective easily?
- How does this exercise help them to see their group co-ordination?
- What are the similarities?
- What was the difference amongst the groups when they had their chance?
- Were the other groups supporting the group that was trying to put the pen in the bottle?
- Discuss that in a group there are different members with different skills, capabilities, interests. It is necessary to see the others needs while working together

Concluding comments for the facilitator:

In a group, different members have different capabilities and interests. It is necessary that we understand the needs of others when working together. It is very important for all of us to know that coordination with others helps in achieving the goal. We should support and communicate with each other in order to achieve the goal.

Plan for action:

This week try to find opportunities to coordinate and communicate with someone to achieve the goal.

Session 18.2: Selecting a Leader

SESSION OBJECTIVE: THE PARTICIPANTS WILL PLAY A GAME TO LEARN ABOUT LEADERSHIP AND TRUST.

[Source: This session was adapted from an activity developed for Tipping Point Phase 1, Session 12.3]

Week 18

Time Required: 60 minutes

Preparation: Ensure familiarity with session content before facilitating. Gather the following materials:

- One coin
- Flipchart
- Pens/markers

Instructions:

Step 1: 15 minutes

- Draw a big circle on a flip chart.
- Draw a line some 10 steps away from the circle.
- Keep the flipchart with the circle on the floor. It would be good if there is a wall behind the chart paper
- Divide the large group in three small groups.
- Tell each group to stand in three rows.

Step 2: 20 minutes

- Ask the groups to stand behind the line.
- Give a coin to the first person of the first group.
- Each member of the group will get a chance to throw the coin in the circle.
- With each coin that lands in the circle, the facilitator will give her 1 point against the group number.
- After all the team members have taken their chance, see how many of the coins landed in the circle and total the numbers below on another chart.
- Repeat the exercise with both the other groups and total their scores as well.

Step 3: 15 minutes

- After the first round is over, ask the groups to consult with each other and nominate 3 persons who will get a chance to throw the coin in the circle in the second round. Only this time they will get a score of 5 with each time the coin lands in the circle.
- After 3 members of each team tries out, add the scores at the end of second round for each group.

Step 4: 10 minutes

- In the third round, ask the participants to select only one member to throw the coin in the circle. This time, each coin that lands in the circle earns 10 points.
- After all the three members have done so give them the scores and count the total scores and declare the winner group.

Questions for discussion:

- Did they like the exercise?
- What do they have to say about the exercise?
- What helped them to aim correctly?
- What made them select 3 members of the group for the second round?
- What made them select the one member in the last round?
- Did having a wall behind to help?
- What are some of the other qualities of a leader? Remind the group about the 'Building Trust' game.

Concluding comments for the facilitator:

Leadership is not taken it's given by the team members. The groups selected leaders according to the skills needed for a task. It is possible that in the group of girls, one set of girls have certain skills for some activities while others are skilled in other tasks. The group has confidence on the team members' skills and decides to make them leaders for the concerned activity. This helps the entire team to do better and achieve their goals. It is also important for the team to trust their leader. A team and its leader cannot function without trust.

Plan for action:

Practice the leadership of the kind that we discussed in today's session as well as the kind we discussed in the session on building trust. Make a note of what problems did you face?

Session 19: Concept and Sources of Masculinity

SESSION OBJECTIVE: ADOLESCENT GIRLS WILL UNDERSTAND THE CONCEPT OF MASCULINITY AND THE IMPACT OF MASCULINITIES.

[Source: Adapted from the training on Masculinities facilitated by Bharat from Vishakha, India for the Tipping Point Nepal team in December 2017]

Week 19

Time required: 45 minutes

Preparation: Ensure familiarity with the session content before facilitating. No materials are required for this session. This session reminds the participants of the concept of masculinity and how it influences the interaction of men in society and what is its impact. Some Hindi movie pictures are to be circulated in this session. The qualities of men emerging from these images are written against the pictures to help the facilitator. The qualities should not be projected, only the image and translation of what is said should be projected.

This third step will be a role play to be done in groups with the help of small stories. During the role play the group can use other participants of the group to enact minor roles in addition to the main players. Ask the girls to depict as realistic a scene as possible.

Recap: 10 minutes

Welcome the group. After the summary ask the girls if they had any questions about leadership. Do they have any examples of a good leader?

Instructions:

We have earlier discussed the concept of gender and patriarchy. Who can briefly tell what is gender? Allow a couple of minutes for 1 or 2 persons to answer. So, patriarchy is this rigid system which has rules for everybody, rules which allow the system to function in a way which supports privileged men. Intersex and Eunuch persons whom are not given a space in society simply because their bodies do not allow this clear division between men and women which has become the base of the patriarchal system. We should not subvert the harassment of people in the name of such rules made to benefit a few. An important way to dismantle the system is to understand how it works and what is its impact on our lives.

Step 1: 45 minutes

- Divide the girls into 4 groups
- Give each one a short story to read. Ask them to select two persons from among them to enact a role play based on the story. Ask the volunteers to understand the situation and then enact what could have happened further in this story. The other group members can enact small roles as required. Give the teams 15 minutes to prepare themselves.
- The stories are as follows:
 1. Hamid and Nazma are neighbors, and they have grown up playing with other remaining neighbors' children. They were in love with each other till they reached campus level. They both decided to get married and told about the same to their home and were engaged. Six months ago, Hamid gave a mobile phone to Nazma. They started talking together and exchanging message on phone. Slowly, Hamid came to know that Nazma has started to talk and exchange message with other friends too. Nazma's friendship was both with boys and girls. Hamid did not like this. Now Hamid thought of talking about this and stopping this sequence. Please enact the conversation that may have happened between the two.
 2. Faizan loves his sister Farida very much. Faizan is 17 years old and Farida is 16 years old. Farida goes to school in another village on bicycle. There are only two girls from her village. She goes to school only with them. Sometimes, Farida sees two boys of another village following her on bicycle. She tells this to Faizan and wants suggestions. Today Farida told Faizan about the same. . . and wanted to talk more about it, but Faizan got up and went straight to meet the two boys. Please enact the conversation that may have happened between Faizan and the two boys.
 3. Sameer is the son of the local landlord. He has a cricket team of all the boys in the tole. Every evening he plays in the cricket field near the temple. Today he came to know that in the morning when they are not playing, boys from the refugee camp play cricket in the same cricket field. He does not like this. Show the role play of Sameer and his friends with the boys from the refugee camp.
 4. Kartik is 14 years old. His father had got bonuses yesterday only and he had given Shiva to deposit that money at bank. The money was lost somewhere by Shiva. He was very much worried and was very afraid as well. He tells this to his mother. His father has just come from his work, and his mother told about the same to his father. Show the role play of communication between Shiva, his father and the rest of the family members.

Each team comes and enacts a role play. After the role play, others can ask questions if they do not understand the story of the role play. The rest of the discussion will take place towards the end of the four role-plays.

Step 2: 30 minutes

Questions for discussion:

- In all these situations, what measures were taken to solve the problem? Which process has been applied to control the situation? Discuss it.

- In all these situations, did you notice the role played by men and women? What is the difference? What kind of behavior was happening according to the known social roles in society?
- In all these situations where did you find that power was used? And how was the situation being controlled? Was there any aggression? Was a serious situation created in any of the stories?
- What do you think is the role of masculinities in these stories?
- Does this behavior benefit them? How do women and men suffer any harm due to this behavior?
- How would you want men to handle these situations differently if given an opportunity?
- How do you think girls or women could behave or handle these situations when men act this way?
- What are the effects of these on girls and women?

Concluding comments for the facilitator:

Masculinities are the qualities of men which are encouraged in the gender socialization system followed by society. Within this system men are allowed to be in a more powerful and superior position as compared to women. Among men too some men are socialized to be more privileged and entitled as compared to other men from marginalized or underprivileged communities. Men are also supposed to be protectors of their family, especially women. In these stories a man dominates the girl he is engaged to, a brother dominates his sister, a better off boy dominates the less advantaged boys from the refugee committee, and a father dominates both his son and his wife. Anger and recourse to violence to resolve the issue and establish a hierarchy appear to be the norm. Masculinity is a game of power. It seeks to establish the rule of the powerful. While it denies freedom to women, girls and other disadvantaged men from making their own choices, it does not benefit the men either. In each of these stories, use of aggression erodes trustful relationships and replaces them with mistrust. This can often give rise of cycles of anger, aggression and conflict or violence. Sometimes things can go wrong and the conflict can lead to murder, followed by court cases. It is not uncommon to read in newspapers about a husband killing his wife or a brother killing a man whom he suspects to be in love with his sister.

Plan for Action:

Reflect on a recent conflict between men that you observed. Did you think 'masculinity' may have played a role? Can you think of how that conflict could have been resolved peacefully and without dominating anyone?

Session 20: Visioning Empowerment

SESSION OBJECTIVE: ADOLESCENT GIRLS WILL ENVISION THEIR FUTURE WITHIN AND OUTSIDE OF MARRIAGE.

[Source: Adapted from CARE Gender, Equity and Diversity Training Manual, 2005; Original source: Strategic Impact Inquiry and Program Shift Design Exercises, CARE Bangladesh]

Week 20

Time required: 60 minutes

Preparation: Ensure familiarity with the session content before facilitating. Gather the following materials:

- Markers
- Flipchart paper
- Newspaper
- Scissors
- Glue
- Tape

Recap: 10 minutes

Ask for volunteers to summarize the last session. Do the participants have any questions? What did they learn?

Instructions:

Step 1: 50 minutes

In this training we discussed our dreams in the beginning, then our goals, and in the last session we spoke about how we can get empowered. In this session we will try to envision our future. For this session please think freely about your own life.

Ask the participants to split into four groups. Then ask them to close their eyes and imagine that they have gone to sleep and when they awake, 15 years have passed, and we have achieved the social change we were looking for. What does empowerment look like for girls in this new world? Think about all the aspects of your life such as:

- Education: is it complete and are you happy with it?
- Goals: have you achieved them?
- Health
- Control over your life
- Your mobility
- Income, job or business

- Your relationships with your family members
- Your interaction with your community members
- Your friends
- Decision making in your family

Ask participants to keep in mind all that empowerment entails: change across agency, structures and relations. What is the change you can see there?

Each group develops a poster with pictures and words to communicate their vision of empowerment and change. Once completed, groups come together and share their visions.

Questions for discussion:

- Looking across these visions, what are commonalities and differences?
- What are the key relationships that have influence on girls' empowerment?
- How have these relationships influenced girls' empowerment?
- What are key changes that are required to reach this vision of empowerment?

Concluding comments for the facilitator:

This exercise offers a guide to what is our vision for a changed world. Unless we have a vision for the future we will not be motivated to strive towards that vision. We will also not know what changes are required and what steps we need to take to achieve it. Next, we will explore strategies toward reaching our vision.

Plan for Action:

Reflect on your goals and your vision. Think about all the changes that will be required in agency, structure and relations to realize your goals and vision.

Below are posters created by other participants in a similar session of building a vision for the future.



Session 21: Gender and Work

Session 21.1: Does Gender Matter at Work?

SESSION OBJECTIVE: THE GIRLS WILL REFLECT ON WHAT THEY WOULD DO FOR LIVELIHOODS IF THEY WERE MEN AND WHAT THEY WOULD DO AS WOMEN.

[Source: Adapted from the International Labour Office GET Ahead for Women in Enterprise training package and resource kit, 2004]

Week 21

Time required: 50 minutes

Preparation: This is both a fun exercise for the participants as well as encouraging them to think about the gendered aspects of livelihoods and income generating activities.

Ensure familiarity with the session content before facilitating. No materials are required for this session.

Recap: 10 minutes

Welcome the girls to the class. Let's start with a recap of what we did last week. Invite the volunteers to recap the last session.

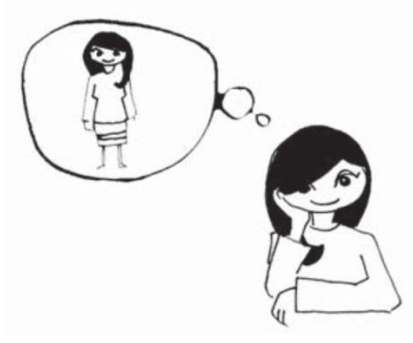
Instructions:

Step 1: 40 minutes

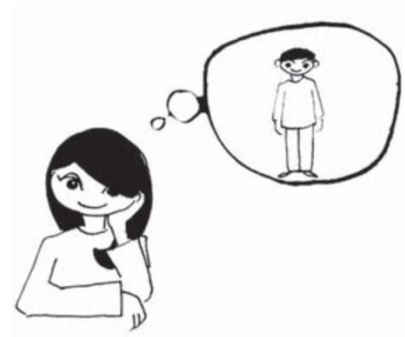
- Ask the girls to introduce themselves briefly, e.g., within 2 minutes. Tell them to introduce themselves in the following manner:
 - Name: The participant should mention an adjective for herself which she thinks describes her. The adjective can be either rhyming with her name or starting from the same letter as her name, e.g., Happy Hamida, Funny Farida, Amazing Atisha, etc.
 - What she would like to become in the future: This can be the same as her dream or goal or could have changed. The participant should explain what she does, such as if she studies in school, or doesn't attend school and helps her family with household chores or works for a living.
 - Main responsibility: The participant explains her main responsibilities such as whether she goes to school, whether she works part time or full time and what chores she does at home.
 - Role reversal: Then each participant will imagine herself as a boy and answer the following question(s).
 - What name you would like to adopt if you were a man?
 - Using what adjective would you describe yourself?

- What would he like to become in future?
- What are currently his main responsibilities?
- The facilitator should note the key points emerging on the board or flipchart.

As a woman, I could/would...



As a man, I could/would...



Questions for discussion:

- Did they enjoy this exercise?
- Have they done any activity like this before?
- Did everyone have the same ideas about what they can and cannot do as women and as men?
Why?

Concluding comments for the facilitator:

There are similarities and differences in the participants' opinions on the roles and ideas about men and women and what they can and cannot do. That is why we will look at entrepreneurship through the gender lens in the coming sessions.

Session 21.2: Movie Screening 'Gender Bender'

SESSION OBJECTIVE: THROUGH THIS FILM ADOLESCENT GIRLS WILL LEARN THAT GIRLS AND WOMEN ARE CAPABLE OF TAKING UP ANY KIND OF WORK WHICH MEN CAN DO, WHEN THEY RECEIVE CAPACITY BUILDING AND SUITABLE OPPORTUNITY.

[Source: Film in this session created by UNFPA India, 2014 <http://in.one.un.org/page/videos/gender-bender/>]

Week 21

Time required: 30 minutes

Preparation: Ensure familiarity with the movie and content before facilitating. Ensure that everyone understands Hindi. If not, then effort must be taken to stop the film intermittently and explain. Prepare the online movie clip before the session begins.

Instructions: Tell the participants that they are going to see a movie where women and girls have taken up unconventional work and they are earning their livelihood through it. They are also gaining a lot of respect. Show the movie. Invite the participants for a discussion after the movie.

(This movie is about the different unconventional professions that women and girls have taken training for and are pursuing such as train engine driver, water-pump repairer, truck driver, house-boat driver, barber, priesthood, auto-rickshaw driver etc. They relate their experiences, difficulties, challenges and how they got these opportunities. They also prove the men who think that girls should be restricted to traditional occupations are wrong.)

Questions for discussion:

- What did you like in the film?
- What do you think is the main message of this film?
- Do you agree that girls should take up any of these occupations?
- What would be required if we wanted to take up a man's job? (what is considered a man's job)
- In what way do you think their lives changed after they began their new work?

Concluding comments for the facilitator:

There is no work which women and girls cannot do. They are as capable as men to take up even heavy work or work traditionally considered to be men's domain. But they need an opportunity to do the work and they need institutions which will build their capacities. These are available to men and hence you see more men in these occupations. The world is changing slowly but surely, and girls can get more such opportunities if they strive for it. First and foremost, girls need to believe in their own capabilities.

Plan for action:

Is there any form of work or profession which you would have loved to do but till now thought was out of bounds for you? Note this down and think whether there is a way to learn that work.

Session 22: Top 10 Traits of Business Women

SESSION OBJECTIVE: THE GIRLS WILL LEARN TO IDENTIFY BUSINESS GOALS AND PRODUCE OUTPUTS USING QUALITY, QUANTITY AND TIME AS CRITERIA. THEY WILL ALSO IDENTIFY AND EXPERIENCE THE TOP 10 TRAITS FOR SUCCESS IN BUSINESS.

[Source: Adapted from the International Labour Office GET Ahead for Women in Enterprise training package and resource kit, 2004, Exercise 5]

Week 22

Time required: 90 minutes

Preparation: Ensure familiarity with the session content before facilitating. Make an example of the kite prior to this session. Gather the following materials for the participants prior to facilitating:

- Two types of thread (nylon thread used for kite, regular cotton thread)
- Hard straw for support, coconut straw
- Glue
- Colored papers
- Scissors

Recap: 10 minutes

Welcome the girls to the class. Let's start with a recap of what we did last week. Invite the volunteers to recap the last session. Could they observe women entrepreneurs in their community? What are the enterprises women are commonly involved in? Could you speak to one of them? Please share what you learned. Do you look at their work different now than before?

- Here the example taken is of making a kite. The facilitators should make it clear that girls can take up any occupation they may like. Kite making is simply an easy example to understand all the traits of being a good businesswoman.
- The two co-facilitators should act as subcontractors and buyers and sit behind a table.
 - The facilitator must be attentive to the fact that experiential learning means **NOT** to give out all information in advance. Let the participants discover on their own where the opportunities and problems lie. For example, nylon thread is kept by the training team and will only be given to those individuals who seek information and ask for better materials. Participants might not easily grasp that 'hidden' information and material (search for better threads, other aids) is part of the exercise. During the exercise, the co-facilitators represents subcontractors, who are not concerned with the safety of the women home-

workers. In this way, the participants can experience what are their strong and weak points when going to the subcontractors and asking for safer or better tools and materials. In this way, they practice successful business traits such as information-seeking and persistence.

Step 1: 25 minutes

- Divide the girls into groups of 4 and ask them to produce kites. Tell them that they represent women homeworkers.
- The co-facilitators will play the role of subcontractors, who will provide raw materials and buy the kites if they like them.
- Instruct the participants on how to make the kites. For easy reference, these are also put on a flipchart. For any other assistance during the exercise, tell participants to go to the subcontractors.
- Give the following instructions and display one kite sample and other important information.

PRODUCT: KITE

Materials

- Thread used for kite
- Hard straw for support, coconut straw
- Glue
- Colored papers
- Scissors

Product specifications:

- Attractive
- Neat
- Fit the sample
- Strong

Production Cost: 169 Bangladeshi Taka (or US\$ 2 in local currency, whichever is higher)

Selling Price: 253 Bangladeshi Taka (or US\$ 3 in local currency, whichever is higher)

- Tell them that the subcontractors will buy the kites if they correspond to the sample. Poor quality will be rejected; good quality will be accepted according to the set standard.
- The winners will be the team which produces the number and quality of kites according to their planned commitment and can successfully sell their products to the buyers.

Step 2: 10 minutes

- Before starting production, ask each group to make a commitment to the “subcontractors” on how many kites they will produce. Inform the participants that no change to the planned

commitment is possible at a later stage, as that is the norm in a sub-contracting business. The number of kites committed by each group be recorded by the facilitator.




Step 3: 45 minutes

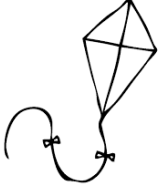


- Hand out the basic set of materials to each group of participants and give the starting signal for the production, when all participants are ready. Explain to the participants that they can contact the subcontractor and ask for information.
- The participants can bring their products to the designated buyers for a quality check and the sale of their product. Make sure that the reasons for rejecting any of the products are made known to the participants (e.g. poor quality). Kites which are falling apart are not to be accepted at all.

Questions for discussion:

- Are you satisfied with the performance of your group?
- Why were some groups able to meet their commitments, while others were not?
- If given the opportunity to do a second round, what would you do differently?

Walk the participants through the table below which illustrates what information seeking, opportunity seeking etc. could have enhanced the output for each team.

TRAITS	Situation	Symbol
Information seeking	<ul style="list-style-type: none"> • about nylon thread • about selection criteria for buying by the subcontractors 	
Opportunity seeking	<ul style="list-style-type: none"> • buying a needle or a nylon thread after having heard about their existence on the market • going outside the training hall where the lighting conditions may be better, etc. 	
Persistence	<ul style="list-style-type: none"> • in convincing the buyer • in improving the production and sales during the 2nd round (optional) 	

Demand for quality and efficiency	<ul style="list-style-type: none"> the total number of kites committed has been sold because the instructions on quality have been followed all kites have been accepted as first quality 	
Goal setting	<ul style="list-style-type: none"> commitments 	
Systematic planning	<ul style="list-style-type: none"> arranging the materials on the working surface copying the sample production time was clocked 	

Concluding comments for the facilitator:

The Top 10 Traits of entrepreneurs which emerge are:

- Opportunity Seeking
- Persistence
- Commitment to Work Contract
- Demand for Quality and Efficiency
- Risk Taking
- Goal Setting
- Systematic Planning and Monitoring
- Information Seeking
- Persuasion and networking
- Self-confidence

Certain kinds of entrepreneurial qualities are important for the success of a business. It is important to practice these traits for the success of your enterprise as well as any project you may take up in life.

Plan for action:

Remember to put these traits into practice in the next challenging task that you take up.

Session 23: Equity and Debt Financing

Session 23.1: Savings and Savings Options

SESSION OBJECTIVE: THE PARTICIPANTS WILL LEARN TO IDENTIFY SAVINGS MECHANISMS AND LEARN ABOUT THEIR ADVANTAGES AND DISADVANTAGES. THEY WILL ALSO LEARN TO MATCH THEIR SAVINGS GOALS WITH SPECIFIC SAVINGS PRODUCTS.

[Source: Adapted from International Labour Organization Financial Education Trainor's Manual 2008, Module 4]

Week 23

Time required: 85 minutes

Preparation: To prepare for this session, the facilitator needs to find out sayings and proverbs about saving in Nepali and other dialects.

Gather the following materials before the session

- Flip chart
- Board
- Markers
- Color cards

Recap: 10 minutes

Welcome the girls to the class. Let's start with a recap of what we did last week. Invite the volunteers to recap the last session. Did they enjoy making the kites? Do they have any questions? Could you use the learnings in any task? How was the experience?

Instructions for the exercise:

In the last session, as we heard, child marriages are not good wither for girls or boys. And one way to avoid them is to educate ourselves and become financially independent, especially for girls. From this session onwards, we are going to make ourselves financially literate. What does financial literacy mean? It means how to understand and deal with 'money matters.' One reason why all financial decision making is often in the hands of men is because women do not get the opportunity to learn money management. As we learnt in the 'Sex and Gender' and 'Patriarchy' session women are given training to cook and clean and men are given training to manage money. This adds to the inequality between them. So, let us make a start.

Step 1: Review concept of savings using common traditional sayings (10 minutes)

Write the following saying "boond boond se sagar barta. . ." the ocean fills up with droplets of water.

- Ask the girls what do you understand by this saying?
- Ask the girls to come up with local proverbs and sayings that talk about the principles of savings.

Step 2: Identify savings mechanisms available in the community (15 minutes)

Ask the participants to write down their answers for the following questions on a flip chart:

- What are the ways in which people save in your community?
- Where do young women and men keep their savings? Why?
- Who, women or men, are more committed to savings? Why?
- Ask the girls to volunteer to read aloud their answers. Ask the participants to raise their hands if they have written the same replies. If anyone has a different answer, ask her to share it with everyone.

Step 3: Discuss advantages and disadvantages of different savings methods (20 minutes)

Divide the participants into 4 groups and assign them the following tasks:

- Group 1: discusses advantages and disadvantages of savings with a bank or microfinance bank.
- Group 2: discusses advantages and disadvantages of savings with a savings and credit cooperative.
- Group 3: discusses advantages and disadvantages of savings with a savings group.
- Group 4: discusses advantages and disadvantages of savings at home or in kind.

Savings services	Advantages	Disadvantages	Risk rating
Savings with a microfinance bank or a bank			
Savings with a savings and credit cooperative			
Savings with savings group			
Savings at home (in cash)			
Savings in kind (gold, jewelry, livestock, land)			

Ask the 4 groups to present their observations to the participants.

Step 4: Determine which savings mechanism is the safest (10 minutes)

- Ask the participants to consider the types of savings services discussed in the above step and identify the type of savings mechanism which is safer than the others. Why?
- Return to the table above and point out the last blank column. Ask participants to consider each service and give it 1, 2 or 3 depending on how safe they think it is. "1" is safest and least risky and "3" is least safe and most risky. Encourage discussion if there is any disagreement.

Step 5: Identify the features that influence choice of savings services (10 minutes)

Ask the girls: What are the important characteristics of savings services to consider when selecting a service?

- Write down the responses on the board.

Step 6: Identify savings products (10 minutes)

- Ask if anybody or their family have put their savings in a bank, microfinance banks or savings and credit cooperatives. If yes, ask them which options they have used. Do they know what are the different options available for savings?

Questions for discussion:

- What are savings?
- Is it important to save money? Why?
- What are the different types of savings products available?
- Which is the best savings product to meet your short-term goal? Why?
- Which is the best savings product to meet your long-term goals? Why?
- In your family, who saves more: men or women?
- In your family, who has the right to withdraw the savings: men or women? Why?

Concluding comments for the facilitator:

There are a variety of savings products such as savings with banks, microfinance institutions, savings and credit cooperatives, savings groups, savings at home and savings in kind. There are both advantages and disadvantages of each of these products. It is important to remember that different kinds of savings products match different savings goals.

Some of the characteristics to consider when choosing a savings product are:

- Access
- Convenience and ease of use
- Opening deposit requirements
- Safety
- Interest earned on savings

Plan for action:

Tell your parents what you learnt about savings today. Discuss the possibility of opening a savings account at a microfinance bank or savings and credit cooperative with your parents.

Session 23.2: Loans and Savings

SESSION OBJECTIVE: THE PARTICIPANTS WILL IDENTIFY THE PRINCIPAL REASONS FOR BORROWING MONEY. THEY WILL LEARN THE PROS AND CONS OF EQUITY AND DEBT AND LEARN TO DISTINGUISH BETWEEN GOOD AND BAD LOANS.

[Source: Adapted from International Labour Organization Financial Education Trainor's Manual 2008, Module 6]

Week 23

Time required: 65 minutes

Preparation: Gather the following materials before the session

- Flip chart
- Board
- Markers

Instructions:

Step 1: Discuss why young people borrow money (20 minutes)

Ask the participants to write down their answers to the following question on a chit of paper:

- Why do young people borrow?
- Ask the girls to read out their answers. List it on the board. Discuss with the participants and categorize their replies within these three broad categories:
 - To invest (in business: purchasing materials, equipment, land, etc.)
 - To respond to an unexpected event or emergency (sickness, theft or loss, invitation to a wedding or to other traditional and social ceremonies)
 - To meet basic family needs (food, clothes), to purchase an item for which they presently do not have enough money
- Ask the girls to discuss the following questions among themselves:
 - Are all loans income-generating? Why? Explain with examples.
 - Select a few volunteers and ask them to present their answers to these questions.

Step 2: Discuss what financial resources young people can access to start or expand their business activities (15 minutes)

- Ask the girls to list the financial resources that young people can utilize when they want to expand their business.
- Discuss the answers and work with the participants to categorize their responses into equity and debt. Discuss with the girls some examples of equity.
 - Equity means what you own: savings, income from business, income from selling assets.

- Debt means loan from microfinance development banks or savings and credit cooperatives, loan from friends and relatives, loan from moneylenders.

Step 3: Identify and debate pros and cons of equity and debt financing (30 minutes)

- Ask the participants to raise their hands if they think that equity financing is a better option for young people. Based on this, divide the girls into two groups:
 - Group 1: discusses advantages of using your own money and disadvantages of taking a loan.
 - Group 2: discusses advantages of taking a loan and disadvantages of using your own money
- Organize a debate between the two groups on the topic 'Equity financing is a better option for young people.' Summarize the debate by saying that both equity and debt have advantages and disadvantages.

Questions for discussion:

- Are all loans good? Why?
- What are bad loans?
- Are there risks attached to loans?
- What are other forms of raising money if you don't have savings?

Discuss with the participants that there are two ways of financing any need we may have– equity and debt.

Regarding equity, there are both good and bad loans. Good loans can help you start or expand a business; it can help you respond to an emergency in your family; it can help you improve your living conditions sooner rather than later. But taking a loan always carries a risk – the risk of not being able to repay. If it ends up costing you money or forcing you to go deeper into debt or non-repayment (loan default), it is a bad loan. We should keep the following factors in mind before borrowing money:

- The amount of your loan repayment, including principal, interest and fees
- The sources of income and or savings you have to make those repayments
- That the asset you are buying with the loan will outlive the loan, and continue earning income for you
- That the price you can charge for your goods financed with the loan money is high enough to both repay the loan and make a profit

Selling assets is another common way in which people finance their need. It can be a good or a bad strategy, depending on the type of asset being sold. For example, selling jewelry will not affect the future income of the family. Selling land or livestock, however, can seriously affect the family's livelihood and should be done only after carefully weighing the pros and cons.

Concluding comments for the facilitator:

Equity or loans for productive investment earn income for the borrower. Loans for crises and family needs do not bring in new revenue and must be paid back from other sources of revenue. If you have enough savings, you should not borrow money for consumption needs and other emergencies.

Plan for action:

Find out whether the government has any schemes for loans to small and medium sized businesses or for women's entrepreneurship. Plan a visit to the local bank with the help of the facilitator and find out what schemes do they have to give loans e.g., for women entrepreneurs. What are the terms on which they give loans?

Session 24: Risk Management and Insurance

SESSION OBJECTIVE: THE PARTICIPANTS WILL UNDERSTAND THE CONCEPTS OF RISKS, RISK MANAGEMENT, INSURANCE AND HOW TO MAKE AN INSURANCE CLAIM.

[Source: Adapted from International Labour Organization Nepal Financial Education for Youth Trainor's Manual 2011, Session 6]

Week 24

Time required: 40minutes

Material Required: Ensure familiarity with the session content before facilitating. Gather the following materials:

- Flipchart
- Board
- Markers
- Color cards

Recap: 5 minutes

Welcome the girls to the class. Let's start with a recap of what we did last week. Invite the volunteers to recap the last session. Did you discuss equity and debt financing with anyone after last week's session? Which do you think you would be more comfortable using?

Instructions:

Step 1: Understand risks and risk management (10 minutes)

Identify 2 participants who can volunteer to enact 2 short situations (without speaking):

- One person is driving her motorbike and has an accident.
- One person is stung by a mosquito while sleeping and gets ill with dengue fever a few days later.

Ask the volunteers to come to the center and enact the short situation. After they finish, ask the participants:

- What happened to this person?
- What is risk?
- Note down their answers on a board and discuss.

Explain to the girls that a risk is the possibility that an event will cause damage or loss.

Step 2: Understanding common risks in our lives (10 minutes)

Ask the participants to write down their answers to the following questions on color cards:

- What types of risk do you know?
- What types of risks do young women have more experience with? Why? Discuss their answers and post the color cards on the board. Ask the participants to sort the identified risks into the following categories.
 1. Personal risk:
Illness, permanent disability (loss or damage of part of one's body), accident, death of a family members.
 2. Property or liability risk:
Theft, fire, cattle death, natural calamities.

Step 4: Introduce the concept of insurance (15 minutes)

- Read out the story of Sana to the girls.

Sana has a successful small chicken raising business. She deposits her weekly savings at the Microfinance Development Bank. Last year Sana diversified her activities and bought a cow to sell milk and yoghurt. Her savings were not enough to cover the costs of the cow, so she borrowed Rs 30,000 from the Microfinance Development Bank. When she first bought the cow, it was very healthy and was producing a large quantity of milk. Sana was very satisfied with her new activity. Last week, her cow suddenly became ill and died a few days later. Sana wondered how she would be able to repay her loan. Then she remembered that when she took the loan at the Microfinance Development Bank, the loan officer advised her to buy a livestock insurance for her cow. She did not know what insurance was at that time, but the loan officer explained to her that she had to pay a small amount called **premium** and in the unfortunate event that the cow would die, her debt will be written off and she will get a **financial compensation**. Now that her cow died, Sana called her loan officer to tell him. 3 hours later, the loan officer visited Sana and saw the dead animal. He helped Sana to fill a form and submitted the **claim request** to his head office. 5 days later, Sana heard from her Microfinance Development Bank that her debt was written off and she received Rs. 24,000 (80% of total amount). Even though Sana is very sad and worried about her business, she feels less stressed now. She knows that the death of her cow will have a limited impact on her livelihoods and family.

Ask the participants:

- What is the story about?
- What happened to Sana?
- What is the impact of the risks on Sana's families?
- Have you heard about insurance? What do you understand by the term insurance?

Note their answers on the board. Prepare a flipchart with key words from the following information and post it on the board for the girls to see and continue adding to terms as they are introduced. For example:

- Insurance
- Premium

- Risk cover
- Payment pooling
- Monetary compensation
- Insurance policy

Insurance

Insurance is a protection in the form of **monetary compensation** for a loss that is linked to an unpredictable event or risk.

Typically, an insurance company collects payment from customers for their insurance coverage. This is called a '**Premium**.' These payments are put together or '**pooled**', to create a fund that can pay benefits to the unlucky customers who suffer a loss. The possibility of each one of us facing a loss like the death of Sana's cow is small. Hence the premium amount is also small. But for a person like Sana who faces the death or adverse event, the loss can be huge. But the premium amounts, though small for individuals, are large enough to compensate for the loss, like Sana was compensated.

Some people do not like to pay even a small amount as a 'Premium.' That is because they do not understand its benefit. They think of it as one more expense. They also think of it as a 'loss' because most do not get anything in return. Instead of an expense or loss, one should think of a premium as a protection or assurance against potential loss of something that is valuable to us, e.g. Sana's cow. By paying a premium we are all helping Sana to cover her loss and we will be similarly helped to **cover** our loss if the time comes. The fact that your loss will be compensated also gives you peace of mind and freedom to take calculated risks at work.

Insurance is usually provided by a commercial company that works across the whole country, maybe even in neighboring countries too. An insurance company will attract thousands of customers who pay into the pooled fund. Insurance can be sold directly by insurance companies or by microfinance development banks, savings and credit cooperatives that act as agents of the insurance companies or sometimes insurers.

It's possible that sometimes the people had bad experience with Insurance. They may have missed paying premiums and lost money. There could be some agents who have misled them. Hence, it is necessary for the girls to find out all about the company and processes and have things in writing before they proceed for insurance.

Concluding comments for the facilitator:

There are numerous risks and they can have a terrible impact on our lives, families, property, business, and livelihoods, if it is not managed. Protection measures help us to minimize the financial losses that could result from a risk. It helps us to have security and a certain peace of mind. There are various protection measures that help us to better manage risks in our daily lives.

Insurance is a protection in the form of monetary compensation for a loss that is linked to an unpredictable event or risk. Some insurance companies do not provide adequate compensation after an event. So, before getting any insurance, please gather information about different companies to make the best decision.

Plan for action:

Think about all the assets you have which can be at risk. E.g. cattle, etc. Find out from your parents whether they are insured. Find out if you have medical or any other form of insurance.

Session 25: Budget and Budgeting

SESSION OBJECTIVE: THE PARTICIPANTS WILL LEARN HOW TO FORMULATE A BUDGET FOR THEMSELVES AND THEIR FAMILIES, AND HOW TO STICK TO THE BUDGET.

[Source: Adapted from International Labour Organization Nepal Financial Education for Youth Trainor's Manual 2011, Session 7]

Week 25

Time required: 60 minutes

Preparation: Gather the following materials before the session:

- Flipchart
- Board
- Markers

Recap: 10 minutes

Ask the volunteers to summarize the last week's session. Is there any feedback or reflections? Did they find out what instruments of insurance does their family use, if at all.

Instructions:

Step 1: Discuss the concept of budget (10 minutes)

Ask the participants to write down the answer to the question:

- What do you understand by the term 'budget'?
- Discuss their answers and then present a flipchart with the following information:

Every individual has some income. Some income is regular, and some income is received occasionally. Such income is spent on various items of expenditures. Some expenses have to be incurred regularly; other expenses are not regular. Expenditures on needs have to be made by all means while expenditures on wants can vary. Ask the participants if they understand the difference between 'needs' and 'wants.' 'Needs' such as food, water, clothing, school fees, books for school going children are essential to survival or that particular stage in life, on the other hand 'wants' are 'desires' which we can do without, for example, new clothes, a new mobile phone, painting and renovating the home, toys, ornaments which can wait until you have some savings.

A **budget** is a statement of income and expenditures prepared for a certain period. It describes sources of income on one side and expenditure items on the other side.

Step 2: Understand how to make a budget (50 minutes)

Post a flipchart with 2 categories: sources of income and sources of expenditures.

The flipchart should be similar to the following one:

Sources of income
<p>Regular sources</p> <ul style="list-style-type: none"> • Salary • Income from business (milk, vegetables, fruit selling...) • House rent <p>Irregular sources</p> <ul style="list-style-type: none"> • Sale of assets (cattle, gold...) • Seasonal employment • Bonus, overtime • Remittances
Sources of expenditures
<p>Regular expenditures</p> <ul style="list-style-type: none"> • Food • Education • Clothing • Transport • Telephone, electricity • Small medical expenses <p>Irregular expenditures</p> <ul style="list-style-type: none"> • Medical expenses after accident or illness • Social events • Tuition/education fees

Ask the participants the following questions and note down their answers:

- What can be the sources of young women and men's income?
- Which one is regular or irregular?
- Who have more sources of income, young women or young men? Why?
- What can be the sources of young women and men's expenditures?
- Which one is regular or irregular?
- Develop a budget for one week using the answers provided by the girls. For this, first estimate the weekly amount for each source of income and expenditures.

- Post the blank flipchart below and ask the group to think of Seema's story and imagine the life of Seema. What could be her weekly sources of income and what could be her expenses. Ask one volunteers to chart her imagined income and expenditures on the flipchart in the given form. The facilitator and others help the volunteer to fill the chart.

Budget form

Budget title	Amount (one week)
Income:	
1.	
2.	
3.	
4.	
5.	
Total income	
Expenditures:	
1.	
2.	
3.	
4.	
5.	
Total expenditures:	
Total income – total expenditures =	Total surplus/deficit:

- Explain to the participants that the last line on the form represents the difference between income and expenses.

When the number is positive, this means there is surplus, in other words, money is left over. When the number is negative, this means there is deficit, in other words, there is not enough money.

- Ask participants to deduct the total expenditure amount from the total income for the budgets prepared by them and write down the amount (either positive or negative) under surplus/deficit.
- Now ask the girls to develop a personal budget for themselves for a period of one month. Two or three girls can present their budget at the plenary. If the girls have no income and expense of their own, ask them to imagine the family's sources of income and expenditure and make a budget for the family.

Questions for discussion:

- What do you think of the personal or family budgets discussed?
- Is it a surplus budget or a deficit budget? Why is it so?
- How can a surplus occur?
- How can a deficit occur?
- If you have a deficit in your budget how would you balance it?
- If you have a surplus in your budget, how would you use it?
- Why is it important to keep a record of your income and expenses?
- How did you feel when you made a budget? Was it easy or difficult? Why?
- Did your income change over the 4-week-period? If so, why?
- Did your expenses change over the 4-week-period? If so, why?
- How does it affect your budget?
- Who included savings in his or her budget?

Concluding comments for the facilitator:

Keeping a record of your income and expenses helps you to know where your money goes. If you have extra, or a surplus, you can save it for your goals. If your budget tells you that you won't have enough money to pay for your expenses, or a deficit, you know you have to cut back on some of them. A good budget helps you to pay for what you need and save up for your goals.

A surplus in a budget means that there is money left over after paying for all expenses. A deficit in a budget means that there is not enough income to pay for all the expenses.

If you borrow to balance your budget, you may face problems in future. There are only two ways to balance your budget, either you have to increase your income, or you have to cut down expenditure. Income may vary from week to week because of irregular income such as seasonal wage earning, overtime, selling at a fair, selling of cattle, remittances, etc.

Expenditures may also vary from week to week because of irregular or unforeseen expenses such as wedding and other social events, illness, accident, natural hazards, etc.

Deciding on how much money to save is an important part of keeping a budget. We must be able to save on a regular basis to meet any short term or long-term financial goals that we have. Savings is also very important in order to be able to cover emergencies

Plan for action:

Show your family budget to your parents. If you did not make a family budget in the class, then make it and then share it. Did you get the incomes and expenditures right? Make the changes they suggest and discuss with them whether you have a surplus or a deficit. Plan with them if you need to cut down on the expenses or think of how to save the surplus.

Session 26: Financial Negotiations

SESSION OBJECTIVE: THE PARTICIPANTS WILL UNDERSTAND FINANCIAL NEGOTIATIONS AND LEARN THE EFFECTIVE METHODS TO CONDUCT THEM.

[Source: Adapted from International Labour Organization Nepal Financial Education for Youth Trainor's Manual 2011, Session 8]

Week 26

Time required: 50 minutes

Preparation: Ensure familiarity with session content before facilitating. Gather the following materials:

- Flipchart
- Board
- Markers

Recap: 10 minutes

Welcome the girls to the class. Let's start with a recap of what we did last week. Invite the volunteers to recap the last session. Could you make a family budget and discuss it with your parents? What was their reaction? What additions or changes did they make? Could you discuss the surplus and deficit? How did you find the experience?

Instructions:

Step 1: Discuss the meaning of financial negotiation (20 minutes)

- Explain to the girls that financial negotiation means communication between two or more people about financial related matters.
- Ask participants to share their real-life experience about financial negotiation that they do or see every day. Discuss the subject of the financial negotiation and who is involved. What are the results of their negotiation? Encourage participants to describe their experience.

Divide the girls into three groups and assign the following situations to them. Ask them to volunteer two participants to play out the role play.

Role play 1

Financial negotiation between a bank manager and her client. The negotiation is successful because the client has collected information about bank policies, loan conditions, etc., prior to the meeting.

Roles play 2

Financial negotiation between an employer and his employee. The employee is requesting for equal wage for equal work, men are paid more, and women are paid less for the same work in the field. The negotiation does not succeed, and the girl/ woman leaves without getting the job

Role play 3

Financial negotiation between a shop owner and a client. The client wants to purchase a radio. While looking at different radio, a radio falls on the floor and breaks. The owner of shop forces the client to buy the broken radio. Finally, client has to purchase the radio.

Ask them to discuss and present their scenario on the following indicators-

- subject of their financial negotiation and the parties involved
- results of the negotiation.
 1. Scenario for Group 1: Win-win situation: Both parties benefit, and therefore they are prepared for an agreement.
 2. Scenario for Group 2: Lose-lose situation: Both parties fail to get desired result.
 3. Scenario for Group 3: Win-lose and lose-win situation: One party gains, and the other loses. The losing party is not interested in reaching an agreement.

Step 2: Practice and understand financial negotiation using role plays (30 minutes)

Ask the volunteers to conduct the role plays. The others should observe closely:

Questions for discussion:

- How did each performer feel during the role play?
- What did you observe? What went well? Why?
- Have you ever been in one of the situations before when you negotiated for a price?
- What needs to be improved? Why?
- What have you learned from these role plays?
- How do young women feel when they are doing financial negotiation with men based on our culture and gender stereotypes?
- Who (women or men) do you think are better financial negotiators? Why? Can both women and men learn the skill of financial negotiation?
- What are the steps or process of financial negotiation?
- What preparation needs to be made in advance?

Concluding comments for the facilitator:

The Dos and Don'ts to be followed during the negotiations:

Dos	Don'ts
<ul style="list-style-type: none"> - Listen to the other person - Recognize point of view of the other part - Show respect to the other party - Be flexible - State your case clearly 	<ul style="list-style-type: none"> - Be angry - Be rude or insulting - Disagree immediately - Lock yourself in one position

The process of financial negotiations involves:

- Collecting information,
- Evaluating options,
- Understanding feelings of other party,
- Getting the support of another person/expert to make the situation favorable on your side,
- Ascertaining beforehand your expectation,
- Identifying what you can offer to the other party,
- Be respectful, remain composed and maintain decorum,
- Maintaining self-dignity and confidence,
- Be prepared for what you would do if negotiation does not go the way you want.

Plan for action:

Reflect on when you have had to use financial negotiation skills. Do you think these skills would be useful even while negotiating for other things? Which situation could you use them?

Session 27: Financial Goal Setting

SESSION OBJECTIVE: THE PARTICIPANTS WILL BEGIN TO THINK ABOUT INTENTIONAL MONEY MANAGEMENT, GOAL SETTING, AND SAVING.

[Adapted from International Labour Organization Nepal Financial Education for Youth Trainor's Manual 2011, Session 2]

Week 27

Time required: 100 minutes

Preparation: Ensure familiarity with the session content before facilitating. Gather the following materials before the session

- Flip charts
- Board
- Markers
- Color cards

Recap: 10 minutes

Welcome the group. Ask the volunteers to summarize the previous session. What did they learn from it? Have they ever used financial negotiation skills? Allow 2-3 girls to share their experience.

Instructions:

Step 1: Introduce money management (10 minutes)

- Ask the girls what do they understand by the term money management? Note down the answers on a white board or flip chart. The answers could be:
 - Deciding what to buy
 - Figuring out how to have enough money for the things you want
 - Saving
 - Budgeting

Step 2: Knowing the reasons for saving (15 minutes)

- Let us play the game of musical chairs but with a twist. Let everyone sit in a circle. The facilitator will play the music and the girls should not be facing her. When the music is playing, the girls should pass a ball to each other. As soon as the music stops, the girl who has the ball in her hand has to give one reason on why we should save money. After she mentions the reason, continue with the next round. Note down the reasons on a flipchart.

Step 3: Set priority for saving (20 minutes)

- Discuss the reasons shared by the girls and identify the major categories.

Reasons for saving (Categories)

- Individual needs: clothing, food, entertainment, etc.
- Emergencies: medicine, fire, floods and landslides, etc.
- Future opportunities: education, training, investment in business, or assets like buying property, motorcycle, etc.
- Ask the participants to review their reasons for saving and identify the category to which they belong.

Individual needs	Emergencies	Future opportunities

Step 4: Identify financial goals (45 minutes)

- Read out Asha's story. Ask the girls to note down Asha's goals.

Twenty-year-old Asha lives in a village of Rupandehi district. She will get married in three months' time and will go with her husband to live in Kathmandu. She wants to give some present to her mother before she leaves. Though she is sad to leave her family, the enchanting moments of buzzing urban life of Kathmandu are attracting her. She needs to prepare herself to the life of the city. She knew a bit of carpentry as it was done as it was her family's source of earning. She would like to improve her carpentry skills so that she can start a furniture business after she marries. Once she earns money from her business, she and her husband will be able to rent a house in the city. Asha's family members hope that she becomes a mother soon, but she has her dreams of city life.

Discuss with the girls:

- What are Asha's goals?
- Which of her goals can be met in a short time?
- Which goal takes a long time to achieve?
- How about you? What are your goals for a happy future? (The girls can think of the goals they had outlined before or think of new ones if those goals are not relevant to them now)
- Ask participant to develop their own goals. They can write them or draw pictures, if they cannot write well.
- Ask the girls to share their goals with all the participants.

Questions for discussion:

- What is the importance of setting financial goals?
- What can you do to make sure you have the financial resources to make your dreams or savings goals come true?
- What will you do to reach our goals?

Concluding comments for the facilitator:

In order to achieve your goals for the future, you need to practice financial planning. This means that you need to:

- Figure out the amount of money you earn and spend on basic family needs,
- Determine the costs of your goals,
- Make decisions about how much to save, how to pay off debt and how much to invest in your business,
- Decide on the timing for doing these things.

Plan for action:

If you do any part time income generation activities or if you have saved any money, draw up a financial plan for the same. What finances would be required for your goals. Draw up how you would use the money for your goals? In case you have no savings, then make a plan about how much you would need to earn and save to reach your goals.

Session 28: Revisiting Dreams

SESSION OBJECTIVE: THE PARTICIPANTS WILL EXPLORE THEIR DREAMS AND SEE WHAT THEY EXPECT FROM LIFE.

[Source: This session was adapted from an activity developed for Tipping Point Phase 1]

Week 28

Time required: 55 minutes

Preparation: This session is a follow up of the earlier tool that was used to encourage girls to dream and share their dreams. We will repeat the exercise here to see if their dreams are changing with the new knowledge, skills and attitude they have imbibed after attending the fun center sessions. Ensure familiarity with the session content before facilitating. Gather the following materials: poster paper, green brown paper glue scissors markers, pen, a tree drawn on a big brown chart paper

Recap: 10 minutes

After a summary, ask the girls if they used negotiation skills from the previous session. How did it go?

Instructions:

Step 1: 10 minutes

- Ask the participants to sit in a circle and once again think what they wish to become some 10 years later, ask them to reflect on whether their dreams have changed or stayed the same from the last time this exercise was done.
- Ask each one to pair up with the girl next to them and share their dream with each other and write them on leaves cut out from the green paper.
- Ask each pair to come up and stick their dreams on the tree drawn by the facilitator.

Step 2: 20 minutes

Then ask 3 to 4 of the girls to share what their dream is with the entire group. Facilitate a discussion with the help of the following questions.

Questions for discussion:

- Ask them if their dreams have changed or stayed the same since they last did this exercise
- Ask them if the sessions and activities in the fun center has been useful for them to get closer to their dreams? How?
- Ask them who in their homes, neighborhood or in school have supported them realize their dream or get closer to their dream.
- Are there other enablers for them? Can anybody share a story where they were able to achieve their dreams in the past?

- What are the hurdles? How do they think they will be able to cross the hurdles? Who do they think would support them? What will be the skills needed to achieve their dream?
- If the dreams have stayed the same, what support do they need from whom to achieve their dream?

Concluding comments for the facilitator:

All of us have dreams and we would all like to achieve our dreams. It is very much possible that we did not consciously think of a dream or think about our future. But it is helpful to be aware of our dreams, know who and what are our enablers, and what are the hurdles we face. Plan how you will address the hurdles, who can be your supporters and then put your plan into action so that your dreams come true.

Plan for action:

Put the new drawing on the wall of the fun center to be referred throughout their activities.

Ask the adolescents to think about one person who can help you with your dreams and share your dreams with that person and your parents.

Session 29: Risks and Benefits of Child Marriage

SESSION OBJECTIVE: THE PARTICIPANTS WILL BE ABLE TO LIST DOWN BOTH THE REASONS AND THE CONSEQUENCES OF CHILD MARRIAGE.

[Source: Adapted from UNICEF Rupantaran Parents Module, Page 32]

Week 29

Time required: 50 minutes

Preparation: Ensure familiarity with the session prior to facilitating. Gather a flipchart and markers

Recap: 10 minutes

Welcome the girls to the session. Request the volunteers to summarize the previous session. Have you noticed your dreams for your life changing or growing?

Instructions:

Step 1: 20 minutes

Risks and Benefits exercise

Divide the participants in four groups:

- Ask group 1 to discuss what are the risks of marriage before 18.
- Ask group 2 to discuss the risks of marriage after 18.
- Ask group 3 to discuss the benefits of marriage before 18.
- Ask group 4 to discuss benefits of marriage after 18.

Benefits of marriage before 18	Benefits of marriage after 18
Risks of marriage before 18	Risks of marriage after 18

Give them 15 minutes to discuss the risks and benefits of their respected groups.

Put up a flip chart and divide it into four sections. Write Benefits on one side and risks on the other. Ask the groups to present what they discussed about benefits. Write their arguments on one side. Ask the other group if they wish to add any points to the benefits of Child Marriage. Now ask the other group to share what they discussed about risks of Child Marriage. Put down their points on the chart

and add the arguments that the other group adds. It is better to have both together so that they can think opposite immediately.

Draw themes of what they have written down as benefits and risks, for example:

Economic benefits: Less dowry, cost of treatment, a girl can economically contribute if educated and earning.

Physical Health: better health, no harm related to early pregnancies.

Emotional well-being: will be prepared mentally, feels good.

Happiness: will be able to do what she likes happiness contributes to good health, less disease, and less expenditure

Quality of life: both mature can be good companion, respect each other and enjoy the quality life

Aspirations fulfillment for girls: contributes to good health, better economy, and happiness

Managerial and leadership capacities developed: later, marriage and opportunities to learn can help later in life managing self and things around her.

Girls contribution to family and society: ultimately, her delayed marriage would contribute to the wellbeing of the family and society.

Make sure that the following questions are discussed while facilitating the discussion on risks and benefits:

- Are child marriages a reality in your community? Do you know people in your community who had child marriages?
- How does it affect the couple? Why?
- Do some consequences have a cascade effect and impact other domains of life?
- How can we limit the consequences of child marriages while also trying to prevent them at the same time?

Concluding comments for the facilitator:

In our country a marriage between a girl less than 18 years and a boy less than 21 years is a child marriage. Such marriage can also be understood as a 'forced' marriage since the person who is under the legal limit of age is not capable of consenting to marriage. The decision is generally taken by the parents or elderly relatives. Bangladesh has one of the highest incidences of child marriages in the world. 59% of girls in Bangladesh will be married before they are 18 (Girls not Brides). Yet, this means at least half the girls under the age of 18 years are already married.³

Due to child marriage a couple might face different problems such as concerns in their sexual and

³ <https://www.girlsnotbrides.org/where-does-it-happen/atlas/#/bangladesh>

reproductive health, burden of work from young age, missed school or be forced to leave school, different kinds of gender based violence, need to engage in sexual activity before reaching mature age, unwanted pregnancies and motherhood when they are not ready for it, chances of high number of children, become victim of domestic violence, depression, lack of self-esteem, uncertain livelihood, increased responsibilities and might need to face different social pressure. Thus, child marriage shouldn't be practiced.

As we discussed child marriages can have a lasting impact on the life of both the girl and the boy. It is time we and our community took action to convince our people that we must stop child marriages.

Plan for action:

Discuss the causes and consequences of child marriages with your family. Plan to support any girl who is trying to resist child marriage. Make a plan to increase awareness of child marriages in the community.

Session 30: What Is Love?

SESSION OBJECTIVE: ADOLESCENT GIRLS WILL EXPLORE WHAT WE MEAN BY “LOVE” AND THE DIFFERENCE BETWEEN LOVE AND FRIENDSHIP.

[Source: Adapted from the Medical Research Council Stepping Stones Training Manual for Sexual and Reproductive Health Communication and Relationship Skills, 2010, Session C and GIZ Adolescents Sexual and Reproductive Health Concerns booklet]

Week 30

Time required: 30 minutes

Preparation: This exercise is designed to encourage participants to focus on their own perspectives regarding love in different relationships. Encourage them to first reflect on their own view-point and only on their partner's point-of-view when asked to. It is likely that issues such as trust, sharing, responsibility, sex, money are all mentioned. The facilitator can also ask one or two questions about controlling behavior in the name of love, especially if it does not come out spontaneously, such as 'Brother not allowing sister to go out alone', 'Boy friend not liking girl friend to talk to other boys', 'Being jealous as a marker of love' etc.

Ensure familiarity with the session content before facilitating. No materials are required for this session.

Recap: 5 minutes

Welcome the group. Ask them what they thought of the child marriage session. Did they think about this before?

Instructions:

Step 1: 10 minutes

- Ask participants what the word 'love' means to them. If there is more than one word for 'love' in the language of the workshop, write each word on the board or on a flipchart. Then define these different words. For this ask them questions like:
 - What word would you use to describe the love between a brother and sister? Or two sisters?
 - What word would you use to describe the love between a Mother and Son or Father and Daughter?
 - What word would you use if the love is between a husband and wife? Or a girlfriend and boyfriend?
 - Find out more about what people take the word 'love' to refer to. Is a common word used for love in each of these relationships? Or a different one for each?
 - Ask the group to agree on how they use the word. Is everyone agreed upon a word or an expression which applies just to love someone has for a partner (e.g., their husband or wife

or boyfriend/girlfriend), or is it also used for love between sisters and brothers or school friends? If other words or expressions are used to describe those relationships, ask everyone to agree on those also.

Step 2: 15 minutes

- Once everyone has agreed upon one or two words or expressions meaning 'love', explain that we're going to begin by talking about love between friends or family members, that is love which does not involve sex.
- Ask everyone to divide into pairs, preferably with someone they have not worked with before.
- Ask each pair to take it in turns to describe three things you do to show love to a brother or sister or close friend and then three things they do to show they love you. Give them five to seven minutes to complete the exercise.

Step 3: 15 minutes

- Call everyone back to the full circle. Ask participants to share their thoughts, first on things they do to show love to this person and then things they expect from him or her. Ask at least 4 to 5 participants to tell their discussions and others to respond. If there is general agreement, move on. If not, encourage participants to discuss the different views further in the whole group.

Questions for discussion

- Do you believe that the things you have chosen to express love would be agreed by the person you were thinking of?
- In what ways might their views differ?
- What can you or the other person do if your views on expressing love differ?

Step 4: 15 minutes

- Explain that next we're going to begin by talking about love between people who have a relationship together. Ask each pair to imagine that they are married or about to be married or in a relationship. Ask one of the pair to be a male partner and another to be a female partner. Then they take it in turns to describe to each other three things they would do to show to their partner (e.g., a husband or wife or girlfriend/boyfriend) that they love him or her; and then three things they expect a partner who loves them to do to show love to them. Give them seven to eight minutes to discuss.

Note to facilitator: It is a good way to help surface the thoughts they have about people in relationship or lesbian or gay relationships. The facilitator should be sensitive and effective to help discuss these things in a safe and dignified way.

Step 5: 15 minutes

- Then call everyone back again to the full circle. Ask them again to share their thoughts, first on things they would do to show to a partner love and then things they would expect from a partner who loves them. Again, if there is not common agreement, encourage participants to discuss the different views further in the big group.

Questions for discussion

- What are the things partners do to each other to express their love?
- What are the things partners do to each other that do not show love?
- What do they do that are hurtful?
- Are any of the things mentioned as ways of showing love also hurtful?
- What do you think is the difference between friendship and love?
- What would happen if one of you both in a pair thought that the other is friends with you and you thought you are in love?
- Does this ever happen? How would you deal with that? What do you think is the best way to deal with such an issue?
- Does love = sex or does love = marriage? Do they automatically go together?
- If I love a person, will that person automatically start loving me? What if the other person does not love you back? How do you handle that?
- If you love someone and then get married to him, does the nature of love change? How?
 - Does the nature of love change for a man when he marries the person he is in love with? Does it change for a woman after marriage?
- How should each person in a relationship show love and respect to each other?
- Finally, if there are some clear differences in the things we do to show love to partners compared with those which show love to sisters and brothers or friends, point these out to participants. Ask them to define these differences more clearly. Encourage them to try to explain why these differences exist.

Concluding comments for the facilitator:

There is a famous proverb which says, 'If you love someone, set them free'. What does this mean? It means that whatever may be the form of love- whether brother-sister, two sisters, girlfriend-boyfriend or husband-wife, it is important that the other party is able to participate with their free will. In any kind of relationship there must be respect and dignity. If one of the partners uses coercion, threats, or exerts control over the other partner, even in the name of love, then the relationship becomes suffocating and the love in it dies. This is especially true for those who are shortly going to be married or are in a relationship or newly married. Girls in these situations must be alert that they are not being bullied in the name of love.

Plan for Action:

Observe the various relationships around you. Note where you see 'love with a free will' and where you see 'forced or coercive love'. Note one relationship of each type to narrate in the next session and tell the group why you felt the relationship was such

Session 31: Boundaries and Healthy Relationships

SESSION OBJECTIVE: ADOLESCENT GIRLS WILL LEARN WHAT CONSTITUTE PERSONAL BOUNDARIES AND WHAT MAKES RELATIONSHIPS HEALTHY. THEY WILL ALSO LEARN THE IMPORTANCE OF BOTH.

[Source: Adapted from Canadian Center for Child Protection What's the Deal? Grade 7/8 Activity Book, 2016, Session 2]

Week 31

Time required: 100 minutes

Preparation: Ensure familiarity with session content before facilitating. Gather a flipchart and markers.

Recap: 10 minutes

Welcome the group. How did you find the 'What is Love?' session? Would you like to give some reflections? What did you like? What did you not like? Did you note relationships which had 'free willed love' and 'coercive love'? Please tell us your observations.

Instructions:

Step 1: 20 minutes

Ask the participants to divide into four groups. Ask them to select two volunteers who will present the discussion. The facilitator should ensure that different people get the opportunity to make presentations in different sessions. Ask each group to discuss the following questions and write their responses to it. Ask them to write down all the points that are stated in the group discussion. Clarify that the two lists need not be exclusive of each other- they can also have common points. Give the participants 15 minutes for the group work.

- What do you think makes a healthy friendship?
 - 1.
 - 2.
 - 3.
 4. and so on

- What do you think makes a healthy romantic relationship between a girlfriend and boyfriend?
 - 1.
 - 2.
 - 3.
 4. and so on

Step 2: 20 minutes

Ask the selected volunteers to present the statements that came out of their discussion. The facilitator will note each of the statements as key words, leaving out any repetitions. Some common elements of a healthy friendship and healthy relationship are given below. The facilitator can bring in elements from these for the discussion if they are not mentioned already. Discuss that most elements of both lists are common, and these are:

Healthy Friendships and Healthy Relationships: Respecting Boundaries

- Accepting each other for who you are
- Honesty
- Being comfortable being yourselves around each other
- Being trustworthy
- Kindness
- Being there for each other
- Respecting each other
- Making each other laugh when one of you is sad
- Being able to tell each other anything
- Treating information shared with respect and trust
- Looking out for each other/protecting one another/ caring for each other
- Supporting each other when one needs help or advice
- Letting the other make their own decisions without interference

If elements of healthy boundaries in the context of mobile phones, WhatsApp, Facebook and internet comes up, note these down. Mention that they are very important and that we will discuss these in more detail in the next step.

Step 3: 35 minutes

In case none of the elements of a healthy relationship and healthy friendship which pertain to the use of the mobile phones and internet come out in the above discussion, the facilitator needs to pose the question:

What do you think is important about healthy friendships and healthy relationship in the context of the mobile phones, pictures, internet and such media?

The facilitator invites the girls to do a small group work. Ask the participants to go back into their own groups. Give each group a small story to read and questions to discuss based on the story. Give them 15 minutes to discuss. Two volunteers will present at the end of the group work.

Stories:

1. Sana and Hasan are in the same class. Sana likes Hasan very much. One day he insisted on taking a picture of her. Now she worries all the time about what he would do with the picture.

2. Shamim tried to make friends with Dina, but Dina was not interested. She feared that she may have to leave school if anyone saw her talking to a boy. Shamim was upset with this. He decided to teach her a lesson. He sent all his friends a message that he and Shamim like each other.
3. Mithee and Saiful are going to be married next year. Though not allowed by their families, they meet secretly whenever possible. Saiful always brings her sweets of her liking. He wants to become a good friend of Mithee and know her likes and dislikes; her dreams and what she wants to do in the future. He never tries to bully her or dominate her or force her to do anything. Mithee also trusts Saiful. Saiful has told her about his friends, his school and their new home. Mithee has told him clearly that she will continue her studies even after getting married. She is happy that she can speak with him like a friend.
4. Chandani is married. Chandani is 17 years old, and her husband is 30 years old. Her husband does not want her to leave the house without him knowing exactly where she will go. He expects her to have his food ready and keep the house the way he tells her. He often comes home late and gets angry if she asks him where he was or why he worked late. When she asks about this, he says he is the master of the house and he does not have to answer to her.

Questions for Discussion

1. Which relationships did you think were healthy and which were not? What are the reasons?
2. Were healthy boundaries maintained in the above situations?
3. If not, then in what way were boundaries violated?
4. What were or could be the consequences for the girls?
5. What behavior do you think should not be a part of healthy friendship or healthy relationship?
6. What advice would you give to the girls who were harassed?
7. Ask the girls if there was any incident that they knew where healthy boundaries were violated through pictures, mobile phones or on-line. Give time for one or two narrations.

Write down the key points of advice told by the girls. Some elements which would come out and which need to be discussed are as follows. The facilitator should add the messages that may be missed out.

The following should not be a part of a healthy friendship and a healthy relationship:

- Reading your friend or romantic partner's phone messages, pictures, recordings without their consent.
- Secretly taking and storing pictures of the other person without their knowledge.
- Sending or sharing the other person's pictures or personal information with anyone without their consent.
- Recording personal phone conversations in general because they may be misused, but especially without the other person's consent.
- Sharing mean comments made about a person on phone or online.

- 'Liking' or 'sharing' mean comments made about a person on phone or online.
- Sharing nude or objectionable pictures of your friend on your phone, WhatsApp or Facebook or other internet platforms.
- Sending or posting embarrassing or inappropriate pictures of, or comments about, each other on phone or on-line.

Tell the adolescent girls that if they face harassment in any form including on phone, they need to inform a trusted adult and seek help.

Step 4: 15 minutes

After the above discussions ask the group whether they think that all friendships are the same? If not, then what are the different levels of friendships that we have? The facilitator writes down as participants answer.

Not all friendships are the same

There are different levels of friendship:

- Acquaintance: Someone you know, who you say "Hi" to when you see them and exchange friendly small talk.
- Friend: Someone you chat with at school, hang out with during extracurricular activities, and/or who may live in your neighborhood, etc.
- Close friend: Someone you hang out with at school and/or outside of school.
- Best friend: Someone you've known for a long time, who you can completely be yourself with and who you trust to confide in.

The facilitator reminds the group that a best friend is closer to you than a close friend, a close friend is closer than a friend and a friend is closer than a mere acquaintance. Even so, healthy boundaries need to be maintained in all relationships. There is no excuse for breach of boundaries in any relationship.

Concluding comments for the facilitator: 5 minutes

Personal boundaries help us understand and provide a degree of measurement for what is **OK**, **not OK**, **safe** and **unsafe** when it comes to the relationships we have with people. Setting healthy personal boundaries is essential in a good relationship.

Remember: Healthy Online Boundaries

- It's always important to be aware of personal boundaries when you're
- communicating with others on the mobile phone, WhatsApp or online such as Facebook.
- Sometimes people can do things online that they wouldn't do face to face, forgetting that boundaries are still important online.

Plan for action:

Reflect on your personal conduct in friendships and in your relationship. Does your friend or partner ever breach the boundaries? Do you ever breach the boundaries? How would you bring this to your friend's or partner's notice? How would you like to change your own conduct if at all?

Session 32: How Do We Secure Healthy Boundaries in Relationships?

SESSION OBJECTIVE: ADOLESCENT GIRLS WILL LEARN TO RECOGNIZE BREACH OF HEALTH BOUNDARIES AND WHAT CAN BE DONE ABOUT IT.

[Source: Adapted from Canadian Center for Child Protection What's the Deal? Grade 7/8 Activity Book, 2016, Session 8 and CORO for Literacy, Horizons/Population Council, and Promundo's Sakhi Saheli: Promoting Gender Equity and Empowering Young Women Training Manual, 2008, Activity 3.2, What is Violence?]

Week 32

Time required: 95 minutes

Preparation: The answers on the sheet pertaining to the quiz competition are meant for the facilitators. They will not be known to the participants until they answer themselves and there is a discussion.

This session talks about complaining to responsible adults and taking their help in case boundaries are breached or there is sexual harassment. The facilitator needs to do some groundwork to know how typically adults have responded to such complaints because complaints could result in further restrictions on girls. In that case, a suitable strategy would have to be devised by the project.

The quiz questions should be used to begin a discussion and not merely to go from one question to the next. Sexual harassment is a crime. Prepare yourself on the laws and recourse to it before the session. Share the information at appropriate junctures in the session.

Ensure familiarity with the session content before facilitating. No additional materials are required for this session.

Recap: 10 minutes

How did you find the 'Healthy Boundaries' session? Would you like to give some reflections? What are the common ways in which your friend or you have breached boundaries? Can you share your observations? Do you think maintaining boundaries is important for healthy relationships?

Instructions:

We are going to revisit our session on 'Healthy Boundaries and Health Relationships' with a quiz competition. Let us make two teams. All of you will call out two numbers- 1 and 2. All those calling out 1 will be in Team A and those who call out 2 will be in team B. I will ask questions alternatively to each team. In your team the same person cannot answer twice. You have to select beforehand who will

answer this question. For the second part of the question- 'What should you do if this happened to you or around you?', you can briefly discuss in the team but the same person who answered the first part will answer the second part. After each team answers ask the other team if they agree or have a different opinion. Ask them to give their point of view and discuss.

Step 1: 20 minutes

Ask the teams (alternatively team A and team B) if the following is ok or not ok? Should this be a part of a healthy friendship and a healthy relationship? What should you do if this happened to you or around you?

Statement	OK/ Not OK (Only meant for facilitator and to be declared after the discussion for each point)	What should you do if this happened to you or around you?
Reading your friend or romantic partner's phone messages, pictures, recordings without their consent	Not Ok	Ask them to stop the behavior.
Secretly taking and storing pictures of the other person without their knowledge	Not Ok	Ask them to delete the pictures.
Deleting sexual pictures that you receive on the phone asking you to share them further.	Ok	Yes, doing this is right. If you know the person whose pictures they are, confide in them and ask them to tell a responsible and trusted adult. Assure them that you will stand by them.
Threatening to share information your friend shared privately to get her/him to do something you want.	Not Ok	Do not practice such behavior. Report this form of bullying if it is happening to a trusted adult or a trusted teacher.
Forwarding a sexual picture of someone.	Not Ok	Delete the picture. Tell a responsible adult e.g. a trusted teacher about this.
Not spreading information that a friend doesn't want other people to know about.	Ok	Keeping such information confidential is important.
Texting a person constantly, even if s/he doesn't respond	Not Ok	The person who is harassed in this manner, may delete the contact information of the sender or block his account. If she/ he feels harassed they can make a complaint to a trusted adult.
Sending or 'sharing' the other person's pictures or personal information with anyone without their consent.	Not Ok	Ask them to STOP the behavior.
Sending your very personal pictures or information to someone you don't know very well	Not Ok	REFRAIN from doing this in future. It can be misused.

Recording personal phone conversations in general, but especially without the other person's consent	Not Ok	Ask the person to STOP doing it.
Sharing mean comments made about a person on phone or online	Not Ok	STOP immediately if you are a part of that group. Tell others that this is not a good practice.
Refusing to share nude or objectionable pictures on your phone, whatsapp, facebook or other internet platforms	Ok	This is appropriate behavior. Ask other to stop as well. If you know the person whose pictures they are, confide in them and ask them to tell a responsible and trusted adult. Assure them that you will stand by them.
Sending or posting to a group embarrassing or inappropriate comments or pictures about others on phone or on-line	Not Ok	Stop immediately. Ask the group to delete the comments or pictures and not send it further.
Sticking by your friend and being supportive when she or he is going through a rough time	Ok	Always support your friends when they want to report objectionable behavior.

Step 2: 20 minutes

Continue playing the quiz with a second set of questions.

If you are in a romantic relationship or going to marry or married, you should...

(Do not display the answers. Play the quiz as before. Engage participants in a discussion. If there is a difference of opinion, let the differing participants tell their point-of-view. Answers are provided here for the facilitator's convenience)

Statement	TRUE	FALSE
1. Be close in age	√	
2. Enjoy spending time with each other	√	
3. Spend all your time together		√
4. Look out for each other OR Care for each other	√	
5. Be good friends	√	
6. Share personal stories and trust each other	√	
7. Say mean things, but then say you're just kidding (e.g. teasing, swearing, calling the other person fat, stupid, or ugly)		√
8. Care about and respect each other's limits	√	
9. Do whatever the other person wants (even sexual requests)		√
10. Try to change things about the person that you don't like		√
11. Only wear the clothes that your partner likes		√

Concluding comments for the facilitator:

Information that you share online or on whatsapp groups or over the phone – even when shared with close friends, you can easily lose control of what happens to content that has been shared in these media.

Sharing sexual pictures and/or videos online of anyone is a crime. Find out what are the laws regarding this in your context.

Remember the 'good touch, bad touch' session. Can you tell me what we learnt there? Allow two minutes for participants to respond. There too we learnt about boundaries- physical boundaries- where it is ok to be touched by people you know and where it is not ok to be touched. Similarly, the ones above are relationship boundaries which tell us what behavior is ok in a healthy friendship and what behavior is not. Both physical and relationship boundaries are important at all times. Consent is important in both places. Tell the adolescent girls that if they face harassment in any form including on phone, they need to inform a trusted adult and seek help.

Plan for action:

Be alert to misuse of information especially on the phone. Observe the common ways in which this happens. Make a point to not participate in circulating damaging information or pictures on the phone.

Session 33: What Is Sexual Harassment and Sexual Violence?

SESSION OBJECTIVE: ADOLESCENT GIRLS WILL LEARN TO IDENTIFY WHAT CONSTITUTES SEXUAL HARASSMENT AND SEXUAL VIOLENCE AND WHAT CAN BE DONE ABOUT IT.

[Source: This is a new session built with material borrowed from various sources. Case studies are new or borrowed from and CORO for Literacy, Horizons/Population Council, and Promundo's Sakhi Saheli: Promoting Gender Equity and Empowering Young Women Training Manual, 2008, but have been substantially modified]

Week 33

Time required: 120 minutes

Preparation: Please make sure that a women's rights activist facilitates this session, or someone who is trained to do this. This session can bring up serious issues of sexual harassment, child sexual abuse and sexual assault. For this, the facilitator needs to be prepared with a list of resources to ask for help. Find out if there is a government center or women's group who provide services for women and children facing violence. Make a contact with them and let them know that you may refer children if required. Find out what kind of violence they are equipped to address and what services they provide. It is also important to remind the participants that we are in a safe space. Therefore, any information volunteered by participants needs to be strictly confidential. Prepare the film "consent and tea" before the session begins <https://www.youtube.com/watch?v=pZwvrXVavnQ>. Since the film is in English, the facilitator may wish to pause it frequently to explain what is said. Also, print the six case examples in this session on separate pieces of paper.

Recap: 10 minutes

How did you find the 'Healthy Boundaries' quiz competition? Would you like to give some reflections? What did you like? What did you not like? What are the common ways in which boundaries are breached on the phone and internet? Did you take any action in this regard?

Instructions:

Step 1: The concept of Consent (30 minutes)

1. Today, we are going to talk about Consent. **What do we understand by the term 'Consent'?** Allow the participants 3 to 4 minutes to think about what comes to their mind. Ask a few respondents to tell.

2. Ask them to think of **synonyms or phrases which explain the term 'Consent'**. Answers may be such as: to give permission, to say yes or no, to withhold permission, to indicate readiness or the lack of readiness for the activity etc.
3. **When do you think it is important to ask for consent?** Or to wait till you get permission? A number of answers may come such as: when you want to use others person's things, when you want to borrow money, when you want to stay in their house, when you may need to borrow their clothes, utensils etc. So consent involves two stages: One is asking for permission and the other is 'getting a yes or go ahead' for what you have asked for. One is "may I borrow your books?" and two is: Yes, you may borrow my books."
4. Discuss that consent is important in all areas of life in order to build trusting relationships. E.g. It is important to ask for permission to borrow a book, use other person's things and their resources just like you already mentioned. We generally follow this well and those who do not follow are criticized. On the other hand, we often do not discuss **how to ask for consent, when our personal boundaries are concerned**.
5. Probe, in what other situations do you need to ask for consent?
6. Remember our sessions on **'Good touch and bad touch'** and **'Healthy Boundaries'**. How would you think of Consent in the situations which we talked about there?
7. As we have seen before, secure personal boundaries is important for our sense of overall security and well-being; our sense of confidence, sense of feeling safe and our self-esteem. **How can this sense of security be maintained?**
8. Only when anyone who wants to enter our personal boundaries first asks our consent to do so. The most intimate acts which involve our personal boundaries and therefore our sense of security and well-being are sexual activities. **Therefore, consent is very important before any sexual activity takes place.** Which are the sexual activities do you think, where consent is important?
 - a. Allow participants to state such activities. There is bound to be a lot of hesitation, giggling and avoidance. Encourage the adolescents to talk and then complement it by stating the range of sexual activities.
 - b. Some answers which may come are touching, kissing, touching the breasts, coming very close, rubbing their body against yours, sexual intercourse.
 - c. Encourage them to include activities such as staring, talking about making love, sending messages or pictures related to love or sexual activity. These are ok if there is permission or consent for it; if it is not breaching someone else's personal boundaries and sense of self and it is not against the law.

d. Therefore, consent is important for any sexual activity.

9. So who should ask consent from whom?

- a. A boy should ask consent from a girl? How about a girl asking from a boy? It is important that both partners consent to the activity.
- b. Consent should be active, enthusiastic and unequivocal. Lack of resistance cannot be considered consent. If you are afraid of someone and cannot resist that does not mean that consent exists, it means there is no consent.

10. Why is consent important? How do you feel when someone breaches your personal boundaries without consent? Have you ever experienced it?

- a. Remind the girls about unwanted touching in crowded places, pinching the bottom or brushing against the breast which are common experiences for girls.
- b. When we give permission for any sexual activity, we feel empowered and the activity becomes joyful. Our sense of control over our situation remains intact. On the other hand, when there is no consent to sexual activity, or there is breach of our personal boundaries, then we feel humiliated.

Step 2: Film on the concept of Consent (20 minutes)

Show the film 'Consent and Tea' <https://www.youtube.com/watch?v=pZwvrxVavnQ>

This film uses the example of making and offering a cup of tea, to explain the concept of consent for sexual activity. Just as you would not force someone who does not want to drink tea, so also sexual consent should be completely free and voluntary. This film also covers the following concepts:

- 'No' does not mean 'Yes', where sexual activity is concerned
- Consent can be withdrawn at any point by one of the partners
- An unconscious person cannot consent. There should be no sexual activity with an unconscious person, etc.

Discuss what the adolescents understand after watching the film. Underline the important take-aways.

Step 3: 40 minutes

Ask the group to divide into six groups. Give each of them a short scenario to discuss. Give them 15 minutes to discuss the it. At the end of 15 minutes, ask one person from each group to present their discussion. Give them questions to help them think about the story. Give them 5-7 minutes each to answer the given questions. At the end of each group presentation, the facilitator can engage them in a discussion based on the points given at the end of the case stories.

Case scenarios:

1. Soha and her friends walk to the school every day. When they cross the main market road, all of them stop chatting, put their heads down and try to escape past as soon as possible. There is always a group of rowdy youth sitting at a tea-stall. They make cat calls, whistles and comments at the girls. Some of the youth have followed the girls in the past and also tried to touch them. The girls are extremely scared to cross that road. But Soha never complains about this at home because she knows she will be asked 'what were you doing dawdling there?' or she may be asked to stay at home and stop going to school. One day Soha and her friends decided to bring this issue up with parents of some girls who were supportive.
2. Joy likes a girl Khushi in his neighborhood and she too smiles at him. Once they got a chance to hang around in a lonely place. Both of them started to kiss each other. Joy persuaded Khushi to take off her clothes. Khushi took off her Kurta but was reluctant to go any further. Joy continued to cajole her. She asked Joy to stop because this was making her very uncomfortable. Instead of stopping, Joy appeared to be angry and upset with her. He called her a tease and demanded to know why she was leading him on, if she wanted to stop halfway? Khushi did not want to anger Joy. She liked Joy but this was bewildering her. Suddenly Joy got up and made as though to leave the place. Khushi was afraid he may abandon her alone here. She was very worried and asked Joy not to be angry. Joy continued to convince her that they have come this far, and they can still go further, and he repeatedly insisted that Khushi have sex with him. He told her that she is looking beautiful and he cares for her. He pushed her to have sex with him, alternately cajoling and threatening her. Finally, Khushi's resistance wore thin and she gave in to having sex with Joy. Now she wanted to go back.
3. Sonamoni is 16 years old and she is getting married to Raja next week and she is extremely worried and terrified. Her friend who was married before her told her the story of her first night in her husband's home. She was totally unprepared about what to expect as also is Sonamoni. Just then Sonamoni's mother comes to talk with her. She reassures Sonamoni that after a meeting in the village they have decided to postpone her farewell to after two years. They have also decided that no girl's farewell will take place before she is eighteen years old. In the meantime, Sonamoni can also get to know her future husband.
4. Meethi goes to a tuition teacher's house thrice a week for extra coaching. He sometimes touches her shoulder, pats her back or touches her when not necessary. Sometimes he stands very close to look at her notebook. She feels very uncomfortable. Today she is even more worried because he has called her home even though there is no tuition class today. She decides to take two of her friends with her.

5. Guddu was part of a gang, who used to coerce younger boys to have sex. One day Guddu said to a young boy, Sonu, that if he agreed to have sex with him then he would protect him from older boys. Sonu is terrified but he gathers his courage and speaks to his father about it. His father contacts the police and Guddu is arrested. There have been other complaints about the gang.
6. Satish has been seeing Manisha for a few months. They have known each other for a long time and their families are friendly. They recently began to see each other more intensely and last week Satish said how he felt and asked Manisha if he could kiss her. They kissed some and hugged and then he walked her home. This week they saw each other again. Satish said he knew they kissed last week but that Manisha didn't need to do it again if it made her uncomfortable. Manisha said she felt comfortable to hold each other and kiss again but didn't want to go any further than that. Satish agreed with her and said he only wanted to do what both of them were interested and happy to do

Questions for discussion in group, to ask about each story:

1. Is this a realistic situation which could happen in our community?
2. What is the impact on the particular person in the story?
3. What is the long term impact if this situation continues unchecked?
4. How did each person in the story or their supporters address the situation? Do you agree with their actions?
5. How could we help this person?

Discuss and bring up the following points in the plenary after each group presents.

1. **Sexual harassment or eve-teasing (Soha's story):** This is a very common cause for girls dropping out of school and getting married early. It has short- and long-term impact on girls such as loss of self confidence, loss of self esteem, self-blame, guilt, interrupted schooling, early marriages etc. Such behavior continues because there is a social acceptance to such behavior by men and no one tries to stop them. Often the girl is blamed, and she may be pulled out of school. That is one reason why girls may not complain about it. Remember, sexual harassment is a form of sexual violence. It is not true that girls enjoy such harassment. Girls are not responsible for it. Such behavior can be stopped if men are made aware of their privilege, the impact on girls and that this behavior is a form of violence. The community also needs to take a stand against such behavior.
2. **Coerced sex (Khushi's story):** This is a good opportunity to talk about consent. Khushi had given consent to kissing and not to undress or have sex. It is also possible that Joy himself is confused. He may feel that she had consented and now is behaving strangely. This is further reinforced by masculine and societal beliefs that 'Women's no to sex means yes'. Remember

each partner needs to give consent to every step of lovemaking. No person should engage in sex without getting consent from the other person. Especially boys and men should remember this because they are brought up as entitled persons and cannot take no for an answer. In this story Joy pressured Khushi, which is the opposite of consent. Consent should be freely, actively and enthusiastically given. Also remember that consent can be withdrawn at any point of lovemaking. Just because the girl consented at the beginning does not mean they consented to everything else. There is no blanket consent that any person gives for any and all sexual acts. Each person, girl or boy, has the right to decide which sexual acts she or he wants to be a part of and when she or he wants to stop. Otherwise it is sexual harassment and sexual violence. Girls may face a difficult situation because they are often blamed for 'taking the first step', 'leading on the man' or 'being a bad girl because she consented for a kiss'. These are stereotypes based on gender and masculinities. This can prevent complaints about such behavior and persons like Joy can enjoy impunity. They may also harass multiple girls. Community needs to believe in and support girls, when they decide to make a complaint.

3. **Sexual Violence within marriage (Sonamoni's story):** Sonamoni is terrified because she does not know her husband and she has heard about forced consummation of marriages which is quite common. Any form of sex without consent is sexual violence, though it may or may not be recognized as a crime in law. The impact can range from injuries and pain, to early, unplanned and multiple pregnancies, impact of multiple child births on the health of the mother, sexually transmitted illnesses, inability to enjoy sex and inability to build meaningful relationships between husband and wife. Sonamoni's mother took the right step to postpone her farewell. With more awareness in the community there will be less acceptance to sexual violence and child marriages in the community. Both parents and the community have to take action for this.
4. **Sexual Harassment (Meethi's story):** Inappropriate and unwanted touching which makes a person uncomfortable is sexual harassment. Most girls face this form of harassment in crowded places or when no one is likely to identify the perpetrator, but also in situations like the one described here. Girls may face sexual harassment from a teacher, a neighbor, a guest in the house or any man. Sexual Harassment can also lead to a more serious sexual assault as is possible in this case. Sexual Harassment can impact women by preventing them from attending school, visiting public places, going for tuition or other activities. They also reduce girls' self-confidence and self-esteem. If a girl is sexually assaulted or raped, she may face a lot of emotional trauma, physical injuries, unwanted pregnancy, sexually transmitted infections and loss of confidence and self-esteem.

5. **Consensual intimate Sexual Violence against boys and men:** There is a misconception that sexual violence affects only girls. But this is not true. Sexual abuse of boys can take place where boys come in contact with older and more powerful boys or men in the community, as also in orphanages, in children's homes, at their own homes, neighborhood or even at school. The sense of shame attached to the act and the sense of injured masculinity often prevent boys from reporting such crimes. Remember, the societal belief that "boys don't cry." Sexual abuse in boys or girls impact their physical, emotional, mental and social security, their studies, their self confidence and self esteem, and may result in self-blame and guilt and also long term trauma to the person. Creating an environment where boys (and girls) can talk about it, creating more awareness in the community and better law enforcement can help to prevent such crimes. Encourage children and young people to talk about it and speak out in support of those who break the silence.
6. **Satish's and Manisha's story:** This is an example of consensual relationships where it is clear that both parties want to participate in the activity and both parties respect each other's boundaries. When Manisha says she doesn't want to go further than a certain line, Satish respects that. Satish also realizes that just because Manisha consented to kissing last week, it does not mean she still consents to do that.

Step 3: Questions for discussion in plenary (20 minutes)

- What do you think is common in all these stories?
- Why do you think sexual harassment and sexual violence happens?
- How can we collectively change this situation?

Concluding comments for the facilitator:

What is common in all these stories is the lack of consent to sexual activity. Any form of sexual act, gesture or overture without consent or which is unwelcome is sexual violence. Sexual Violence is an umbrella term which constitutes a continuum from any form of inappropriate touching of a sexual nature, showing obscene pictures, sending messages and images of a sexual nature without consent, speaking sexually charged language when it is unwelcome, eve-teasing (all generally termed as sexual harassment), to molestation and rape. Boys, girls, children and adults of all genders can be victims of sexual violence, but the nature of violence varies. Most girls face sexual harassment in their everyday lives and this seriously curtails their opportunities in life. Remember, those sexually harassed are not responsible for the sexual harassment. Girls should not harbor any guilt about the harassment or sexual violence they faced. Social acceptance of male privilege and abuse of power are the root causes of sexual violence. Such violence can be prevented first by accepting that it exists and second by taking immediate action as discussed. All members of society are responsible to prevent and report sexual violence while maintaining the control and dignity of the survivors. We should keep in mind

that healthy relationships are ones without violence. Married partners or those in a sexual relationship should seek consensual and mutually pleasurable sexual activity. Sexual violence will undermine a relationship and remove possibility for a pleasurable relationship.

Plan for action:

Observe forms of sexual harassment in your community. Bring the issue to the girls' groups. Reflect on what you can do about it. **Plan your activism around it. It is a sensitive issue so necessary to see how and what can be done to have safety for the person who is suffering harassment.** Pledge your support to anyone who wants to make a complaint of sexual violence or speak up against sexual violence in any form.

Session 34: Pathways to Earning Money

Session 34.1: Wage-Employment or Self-Employment?

SESSION OBJECTIVE: THE PARTICIPANTS WILL LEARN ABOUT THE ADVANTAGES AND DISADVANTAGES OF SELF AND WAGE EMPLOYMENT. THEY WILL ALSO BE ABLE TO IDENTIFY THEIR OWN TALENTS AND PREFERENCES FOR INCOME GENERATION.

[Source: Adapted from International Labour Organization Nepal Financial Education for Youth Trainor's Manual 2011, Session 9]

Week 34

Time required: 90 minutes

Preparation: Find two guest speakers to be engaged, one each in self employment and wage employment. The facilitator should identify and invite two adults from the community to participate in this exercise as guest speakers. The guest speakers should represent two different career choices:

- Women (preferably) or men owning or managing a small business.
- Women (preferably) or men engaged in wage employment.

The guest speakers should present their career choice and work experience to the participants in brief.

Ensure familiarity with the session content before facilitating. Gather the following materials:

- Flip chart
- Board
- Markers
- Note cards with tape, or sticky notes to place on flip chart
- Hard copies of the Wage-employment or self-employment checklist (at the end of this session)

Recap: 10 minutes

Welcome the girls to the class. Let's start with a recap of what we did last week. Invite the volunteers to recap the last session. Ask the participants about the common forms of sexual harassment they experience or observe in the community. Did they get the opportunity to stand up against or support someone who faced sexual harassment. Ask 2-3 girls to share their observations and experiences regarding this matter. Keep the questions open ended and encourage the girls to report something of interest to the group which does not exactly fit into the asked question.

Instructions:

Step 1: Explore options for the future (35 minutes)

Introduce the guest speakers and invite them to share their experiences with the participants. Ask the guest speakers to prepare their presentation answering the following questions:

1. What is your way of making a living?
2. How did you get started in this work?
3. What experience do you need to have to do this type of work?
4. What type of training and education is required?
5. How much money do you need to start this type of work? Where can you obtain the financing?
6. What were the challenges you faced?
7. How did you overcome it?
8. What are the working conditions?
9. What are the main challenges to this type of work?
10. What are the main benefits to this type of work?

After each presentation, encourage the participants to ask questions to the guest speakers. Thank the guest speakers for their participation.

Step 2: Understand wage-employment and self-employment (20 minutes)

- Ask the girls: What do you understand by wage- and self-employment?
- Note down their answers on the board and discuss.
- Explain to the girls that:
 - A person who works for herself is self-employed.
 - A self-employed person operates his or her own business as a means of earning income and makes decisions related to his or her business (working hours, investment, products and services).
 - A person who works for someone else is an employee and is engaged in wage-employment.
 - An employee has a regular schedule, usually set by the employer, and receives fixed wages on a regular basis. Some employers also provide benefits such as health insurance.
- Divide the girls into pairs and ask them to list down 3 jobs that could be self-employment and 3 jobs that could be wage-employment and are done by their community members.
- Ask the pairs to present their answers in front of everyone and note down the answers on a flipchart.

Step 3: Discuss advantages and disadvantages of wage- and self-employment (25 minutes)

Organize the participants into 2 groups. Assign each group a work option:

- Wage-employment or self-employment. Explain that their task is to discuss all the advantages and the disadvantages of their assigned option. Ask them to write down 5 advantages and 5 disadvantages on a set of note cards (one idea per card).

- Post the following flipchart on the board:

Self-employment		Wage-employment	
Advantages	Disadvantages	Advantages	Disadvantages

- Ask the girls to post their note cards on the flip chart. Review the note cards and summarize the main points for each work option. Examples of answers that may come can be found in the reference notes for the facilitator at the end of this session.

Step 4: Explore individual talents and preferences (5 minutes)

- Hand copies of the Wage-employment or self-employment checklist (at the end of this session) to the participants.
- Read out the statements on the checklist. Ask the girls to put a check mark (✓) next to each statement that they agree with and that they feel describes them the best.
- Using the Wage employment and self-employment checklist key (Reference Sheet). Help the girls figure out which option suits them best based on their responses.

Questions for discussion:

- What are the differences between self-employment and wage-employment?
- Which option: self-employed or paid work do the majority of young men and women in your community usually do? Why?
- What are the advantages and disadvantages of self-employment and wage-employment?

Concluding comments for the facilitator:

There are different ways to make a living – self-employment and wage-employment. Both these types of employment have advantages and disadvantages.

Plan for action:

Think about which way you would prefer to make a living, in wage-employment or self-employment? What are the reasons for your choice?

Reference notes for the facilitators:

[Source: Adapted from International Labour Organization Nepal Financial Education for Youth Trainor's Manual 2011, Session 9]

- Wage-employment and self-employment checklist
- Wage-employment and self-employment checklist key
- Advantages and Disadvantages of Self and Wage Employment

Reference 1: Wage-employment and self-employment checklist

Wage-employment and self-employment checklist

- ☐ I am self-disciplined.
- ☐ I am confident that I can succeed on my own terms.
- ☐ I want to be my own boss.
- ☐ I want to make my own decisions about how I work.
- ☐ I want to have flexibility in my work.
- ☐ I want to receive a wage on a regular basis.
- ☐ I want opportunities for promotion.
- ☐ I like social contact with co-workers
- ☐ I want to learn new skills from my boss or manager

Reference 2: Wage-employment and self-employment checklist key

Checklist key

- ☐ I am self-disciplined. (self-employment)
- ☐ I am confident that I can succeed on my own terms. (self-employment)
- ☐ I want to be my own boss. (self-employment)
- ☐ I want to make my own decisions about how I work. (self-employment)
- ☐ I want to have flexibility in my work. (self-employment)
- ☐ I want to receive a wage on a regular basis. (wage-employment)
- ☐ I want opportunities for promotion. (wage-employment)
- ☐ I like social contact with co-workers (wage-employment)
- ☐ I want to learn new skills from my boss or manager (wage-employment)

Reference 3

Self-Employment		Wage employment	
Advantages	Disadvantages	Advantages	Disadvantages
You can set your own hours	You have to work many hours each day to make any money	You receive wages on a regular basis	You cannot set your own schedule
Don't need educational degrees or certificates	Business income varies, but business expenses are more constant (e.g., utilities, supplies, marketing)	You can have opportunities for promotion	Your work hours may not be convenient for you
You are your own boss and can make your own decisions	You usually need capital to get started	Social contact with co-workers	You have no control over work conditions
You do work you like	Responsibility for business success is stressful	Less stressful, you can leave your work behind at the end of the day	You have limited opportunities to make decisions

Session 34.2: Skills and Work Choices for Young Women

SESSION OBJECTIVE: THE PARTICIPANTS WILL LEARN HOW TO SELECT A TYPE OF JOB OR BUSINESS ACCORDING TO THEIR PERSONAL QUALITIES AND SKILLS, THE INCOME POTENTIAL AND THE AVAILABILITY IN THE JOB MARKET.

[Source: Adapted from International Labour Organization Nepal Financial Education for Youth Trainor's Manual 2011, Session 10]

Week 34

Time required: 40 minutes

Preparation: Ensure familiarity with the session content before facilitating. Gather the following materials:

- Flipchart (one sheet of it with copied information from the reference sheet on the income earning potential)
- Board
- Markers
- Color cards or sticky notes to place on the flipchart
- Printed images of objects and tools associated with occupations (obtained from the reference materials for the facilitator at the end of the session)

Instructions:

Step 1: Match personal qualities and skills with work options (25 minutes)

- Ask the girls to share examples of personal qualities and skills that young women and men have.
- Write down their responses on a flipchart. Examples of personal qualities could include hardworking, ambitious, and honest. Examples of skills could include working with hands (pottery, welding, carpentry, working with computer). (See reference materials for the facilitator at the end of this session.)
- Refer to reference materials to provide pictures of objects and tools associated with occupations to the girls and place it on the floor. The pictures should be of jobs available in the community.
- Ask each participant to select a job picture and write on the color cards 2 personal qualities and 2 skills that the occupation requires. Invite the participants to post the job pictures together with the 2 personal qualities and skills on the board.

Step 2: Compare income earning potential (15 minutes)

- Post the flip chart with copied information from the reference sheet on the income earning potential. Initiate a voting process among the girls and ask them to come forward and put a check mark against the jobs they want to vote for. When the voting is done, identify the 3 jobs with the highest vote count.

- Write these as 3 column headings for the vertical columns on a blank chart for use in the next step.

Questions for discussion:

- What action can you take to enhance your personal qualities and skills to fill the gaps and match the work you want to do?
- How do you know the salary or the income for each of these jobs? Is it based on real examples or stereotypes?
- Why do you think some have a higher earning potential than others?
- Generally, which jobs do women do? Why?
- Which of these 3 jobs have you seen someone doing in your community? How many people do you think are needed for each job?
- In your view, which jobs have the most potential? Why?
- What about the jobs nobody is doing in the community yet? Is there any need for someone to do this job?

Concluding comments for the facilitator:

All occupations require specific skills and personal qualities. Personal qualities are those qualities that relate to the traits, character and behavior of a person, which s/he uses to deal with others. Skills are the capabilities of a person to perform a particular work.

To find the right one for you, you need to know what skills the occupation requires, and what qualities and skills you have. It is essential that your personal qualities and skill match the work you want to do.

There may be potential for jobs in your community. If you see that there is a need for more people in a type of job, this could be a good opportunity for you. If nobody is working in a certain type of job, perhaps you can think of being the first. If you have the skills, you may be able to create a new job nobody has thought of before.

Plan for action:

Begin to observe the occupations (self-employment as well as wage-employment) around you keeping in mind your choices, skills and personal qualities. Reflect on your suitability for each of the occupations and how you can take the support of others in the community. Which of the self-employment ideas pertain to a service or product essential in your community but not currently available?

Reference notes for the facilitators:

[Source: Adapted from International Labour Organization Nepal Financial Education for Youth Trainor's Manual 2011, Session 10]







1. Personal Qualities and Skills
2. Pictures of objects and tools associated with occupations
3. Income earning potential


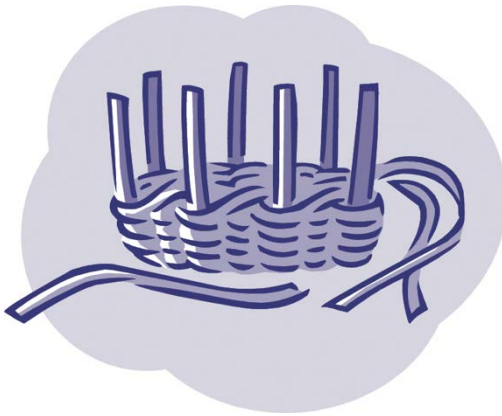


Reference 1: Personal qualities and skills

Personal qualities	Interests and skills
Able to concentrate	Working with hands (pottery, welding, carpentry)
Adventurous	Working with computers
Ambitious	Electrical (wiring, repair)
Analytical	Physically strong
Calm	Good at Sports
Cheerful	Drawing and painting
Competitive	Video, film
Hardworking	Graphic design
Friendly	Fixing things (assemble/ disassemble)
Honest	Good with numbers
Funny/witty	Cooking, baking, food processing
Motivated	Speaking to groups (public speaking)
Organized	Good writing skills
Imaginative	Caring for children
Persuasive	Teaching others
Punctual	Organizing, coordinating
Quiet	Selling to others, convincing people
Reliable	Working outdoors
Self-confident	Handling money
Shy	Transportation (buses, cars, boats)
Resourceful	Managing information.

Reference 2: Images of varied occupations

	
<p>Electrician</p>	<p>Carpenter</p>
	
<p>Plumber</p>	<p>Accountant</p>
	
<p>House painter</p>	<p>Mason</p>

	
<p>Secretary</p>	<p>Teacher</p>
	
<p>Nurse</p>	<p>Janitor/Maid</p>
	
<p>Parent</p>	<p>Groceries vendor</p>

	
<p>Textile worker</p>	<p>Weaver</p>
	
<p>Elderly person caretaker</p>	<p>Farmer/Field worker</p>

Reference 3: Income earning potential

INCOME EARNING POTENTIAL	
Type of Jobs	Income Earning Potential
Electrician	
Carpenter	
Plumber	
Accountant	
House painter	
Mason	
Doctor	
Police officer	
Postal worker	
Driver	
Bicycle mechanic	
Car mechanic	
Welder	
Banker	
Pharmacist	
Cook	
Tailor	
Hairdresser	
Secretary	
Teacher	
Nurse	
Janitor/Maid	
Childcare	
Market vendor	
Textile worker	
Farmer/Field worker	
Weaver	
Elderly person caretaker	

Session 35: Starting a Business

Session 35.1: Business Idea Generation

SESSION OBJECTIVE: THE PARTICIPANTS WILL LEARN TO GENERATE CREATIVE AND INNOVATIVE BUSINESS IDEAS SUITABLE TO THEIR CONTEXT.

[Source: Adapted from CARE Nepal Training of Trainers on Entrepreneurship Development, held for Tipping Point staff]

Week 35

Time required: 25 minutes

Preparation: A local entrepreneur who has helped a number of upcoming small businesses or a CARE staffer from the Livelihoods team or other such external facilitator may be invited to do this session. This session needs considerable understanding of what kind of work could be generated through self-employment and small businesses in the local context. Ensure familiarity of the session before facilitating. Gather the following materials:

- White Board or flip chart
- Board Marker

Recap: 10 minutes

Welcome the girls to the session. Ask the volunteers to summarize and report the earlier week's session. Ask anyone if they want to add anything to the reporting. Did they observe the occupations and businesses around them? Do they have any new observations to add to their learnings? Have they noticed any gaps which need to be filled? Did you identify any occupations you may like to take up? Ask them to share their observations.

Instructions:

Step 1: 15 minutes

- Explain how business idea generation takes place using local and relevant examples.
- Ask the girls to explore the opportunities of feasible businesses that could operate locally.

Questions for discussion:

- What is a business opportunity? How can we assess it?
- What is business idea generation? What are the steps involved in the process?
- How and when do we apply our business ideas?

Concluding Comments for the facilitator:

These are great ideas you have shared. In the next session, we will learn about what to think about before selecting a business.

Session 35.2: Business Selection

SESSION OBJECTIVE: THE PARTICIPANTS WILL LEARN ABOUT BUSINESS SELECTION. THEY WILL ALSO LEARN TO SELECT A SPECIFIC BUSINESS TAILORED TO AN INDIVIDUAL'S ENTREPRENEURIAL NEEDS. THE GIRLS WILL ALSO KNOW THE FACTORS TO BE CONSIDERED FOR STARTING A BUSINESS.

[Source: Adapted from CARE Nepal Training of Trainers on Entrepreneurship Development, held for Tipping Point staff]

Week 35

Time required: 20 minutes

Preparation: Ensure familiarity with the session content before facilitating. Gather the following materials:

- White Board
- Board Marker
- Flipchart
- Pen, stick, sheet of paper

Instructions:

Step 1: 15 minutes

- Hold a pen, stick and sheet of paper and ask the girls - Why do we use this item?
- Note down all the responses on the board and underline the creative ideas.
- For using one small item, we can think of many more creative ideas.
- Ask the girls to use this creativity and cite names of enterprises. Each participant will get a maximum of 30 seconds for this. Note the names of all business cited by participants on a flipchart.

Step 2: 5 minutes

- Ask the girls to select any 5 potential enterprises that could be applicable in their household & location from the flipchart.
- Let the participants note down the one with the most potential for them.

Questions for discussion:

- Why do we need to brainstorm for creative ideas when we think of which business to start?
- Which of these 5 potential businesses is most suitable for you? Why?

Concluding comments for the facilitator:

Doing a business requires both identifying a service or product gap which needs to be filled as well as thinking creatively about doing this. It can also be about thinking creatively of a better or faster or more efficient way of providing a service or product. Brainstorming about ideas to do this, selecting the right ideas and putting into practice what you have learnt in the earlier sessions is the key.

Plan for action:

Choose one from the five potential business ideas and plan on paper what preparations would be required to put it into practice, as a learning exercise.

Session 36: Circles of Sexuality

SESSION OBJECTIVES: IN THIS SESSION ADOLESCENT GIRLS WILL LEARN WHAT WE MEAN BY SEXUALITY AND EXPLORE THE VARIED ASPECTS OF SEXUALITY.

[Source: Adapted from Advocates for Youth Circles of Human Sexuality, 1995, as adapted by CARE Inner Spaces Outer Faces Initiative, 2005]

Week 36

Time required: 55 minutes

Preparation: Ensure familiarity with the session content before facilitating.

- Idea cards
- Marker pens
- Prepared paper circles with different dimensions of sexuality and definitions on each

Step 1: 10 minutes

The facilitator starts by presenting a scenario related to child marriage:

A and B are arranged to be married. Both are 15 years old.

The facilitator then asks participants a series of questions:

- A asks B to meet. Do they meet?
- Why do they meet? What do they do?
- A asks B to meet a second time.
- Why would they meet a second time? What do they do?
- What would happen if the parents found out?

Between each question, the facilitator leaves space for participants to share their thoughts and speculate about the situation. This is a lead-in into the conversation on sexuality, aimed to lighten the mood and make the conversations more fun, as well as help people feel more at ease with the topic.

Step 2: 10 minutes

The facilitator then introduces the session topic of sexuality to participants. To start, the facilitator asks pairs to brainstorm and write on cards all the words that they can think of associated with sexuality. The facilitator can give them a hint, to think of the range of things that may take place between A and B. Ask them to write any and everything that comes to their mind linked with sexuality.

Step 3: 25 minutes

When the group has run out of ideas, the facilitator presents the Circles of Sexuality poster, which represents a definition of sexuality. The circles include:

Sensuality: Awareness and feeling with one's own body and other people's bodies, especially the body of a sexual partner. Sensuality enables us to feel good about how our bodies look and feel and what they can do. Sensuality also allows us to enjoy the pleasure our bodies can give us and others. Any of our body parts may feel sensual.

Intimacy: The ability and need to be emotionally close to another human being and accept closeness in return. While sensuality is the need to be physically close to another human, intimacy is the need to be emotionally close.

Sexual identity: A person's understanding of who he or she is sexually, including the sense of being male or female, culturally defined gender roles, and sexual orientation. Sexual orientation refers to whether a person's primary attraction is to people of the opposite sex (heterosexuality), the same sex (homosexuality), to both sexes (bisexuality) or is not attracted to any person (asexuality).

Sexual health and reproduction: The behaviors and attitudes that make sexual relationships healthy and enjoyable, one's capacity to reproduce and stay healthy and safe. This includes factual information about reproductive sexual anatomy, reproduction, contraception, sexual expression, sexual intercourse and different sex acts, and what is essential for sexual health and healthy reproduction.

Sexual power over others: Using sex or sexuality to influence, manipulate or control other people, such as seduction, flirtation, harassment, sexual abuse or rape.

Everything related to human sexuality can fit in one or more of these circles. Explain the definition of each circle, and ask for examples of sexuality concepts, thoughts or behaviors that would fit in each circle. Based on these circles, the facilitator asks participants to post key words from their cards around the matching 'circle'. It would be good to remind participants that a word may fit in more than one circle; the circles are not mutually exclusive.

Notes for the facilitator: Following are the word associations likely to be shared by the groups.

Word associations with sexuality:

(Excerpted from the training in Bangladesh but the words which come up may vary between different groups)

Eye contact, Physical contact, Kissing, Hugging, Male female, Love, Desire, Attraction, Touching breast, Whispering, Cohabitation for sex, Dressing up/'shringar', Physical touch all over the body, Sexual acts, Attraction to the opposite sex. Reproduction, Rape, Forced sex, Sexual harassment, Same sex behavior, Homosexual, Birth control, AIDS, Breast feeding, Subject of shame, Mating, Fingering, Masturbation, Menstruation, Ejaculation, Marriage, STD, RTI, Pornography, Genital organs, Eve teasing, Marital and non-marital rape, Family Planning, Menstrual Regulation/Abortion, Impotency, Virtual sex, LGBT, Polygamy, Physical attraction to others – animals, Emotional

attraction, Sexual intercourse (heterosexual, homosexual, bisexual, lesbian), Sexual behavior, Reproductive health and rights, Sex is biological, Practices influenced by social and cultural factors, Gender roles linked to sexuality, Hidden subject, Adult topic, Personal issues, Issue of women, Linked to gender, Controlled by men, Choice, Completeness.

The following perceptions about sexuality may be voiced by participants. The facilitator can use these spaces to clarify some concepts:

1. Sexuality is generally equated with sexual intercourse. But this is not true. As we have seen the concept of sexuality is much broader than sexual intercourse.
2. Control of men may come out as a significant aspect particularly
 - a. That men do not take into account willingness of women.
 - b. That there is a general conception that women do not have sexual desiresDiscuss that ideas about gender create a power hierarchy even in matters related to sexuality. Encourage participants to reflect on the need for consent which we discussed earlier and consent in married relationships as well.
3. Some myths may come out (such as man- active partner, woman- passive partner) which can be discussed. These myths are generated due to social expectations created by ideas of gender or how men and women should behave when they have sex. Encourage participants to reflect whether there is any objective basis to it.
4. Explain that Sexuality is not confined to the sexual organs. The entire body as well as the mind and emotions are the subject of sexuality.
 - a. Explain with the help of examples. E.g., skin, hair or any body part other than the parts which are explicitly considered sexual parts (e.g. lips, breast, genital organs) can be sources of erotic pleasure. People know it from their own experiences
 - b. Similarly, if anyone touches any body part (other than the ones explicitly considered sexual parts) with sexual suggestions and without consent, then you may feel sexually violated
 - c. The above shows that your entire body experiences sexuality and not necessarily certain body parts
5. Explain that Sexuality also includes one's sexual orientation. The facilitator will use this opportunity to introduce this idea and it can be developed in further sessions
 - a. Ask the group what do they understand by sexual orientation?
 - b. Sexual orientation is about sexual attraction and the desire to be intimate with another person.
 - c. What is the sex of this other person? Is it the other sex or is it the same sex? Why do you think so? Allow the participants to think about this.
 - d. Ask those who think that sexual attraction happens only with the opposite sex to first raise their hands. They can then lower their hands. Then ask those who think attraction can happen also for a person who shares the same sex to raise their hand. It is possible

- that only a few persons will participate in this exercise and the majority may remain silent. That is ok. Do not push participants to participate.
- e. Ask some participants who say that sexual attraction happens only with the opposite sex to give their views. If there is anyone who thinks attraction can happen also for a person who shares the same sex, then ask them to give their viewpoint.
 - f. Explain that both can happen. Sexual orientation is the sexual attraction one feels and the desire to be intimate with a person who is either from the opposite sex or the same sex. And both behaviors and attraction are normal and natural. Some persons may feel sexual attraction to the same sex as well as both sexes. Such people are referred to as 'bisexual'. Sexual orientations for same sex relationships are not acceptable and legal in Bangladesh but they are acceptable and legal in many other countries. Tell them to continue to reflect on this and come back with their questions in the next session.

Concluding remarks for the facilitator:

All human beings are sexual creatures and sexuality is the way a person feels, expresses and interacts with others as sexual creatures. Even if a person is not interested in 'sex' they do have a 'sexuality'.

Plan for action:

Reflect on happy and unhappy relationships we discussed in the earlier part of the session. How do you identify relationships as happy and unhappy when you see them in your every-day life? Observe the ways in which you express your sexuality. Observe how you perceive your entire body sexually, observe your feelings, thoughts, beliefs, attractions, emotions and sexual orientation. Do you think that you understand better the concept of sexuality? Continue to reflect on what we learnt about sexual orientation. Come back with your questions in the next session.

Session 37: Reproduction

Session 37.1: Conception

SESSION OBJECTIVE: THE PARTICIPANTS WILL LEARN HOW CONCEPTION TAKES PLACE. THIS SESSION WILL ALSO HELP THEM TO REFLECT ON WHEN THEY MAY WANT TO HAVE CHILDREN.

[Source: Adapted from the Medical Research Council Stepping Stones Training Manual for Sexual and Reproductive Health Communication and Relationship Skills, 2010, Session D]

Week 37

Time required: 70 minutes

Preparation: The facilitator must be familiar with the material about the male and female reproductive system, how conception occurs, how sex of the baby is determined naturally and myths and misconceptions about the same from the quiz and the answers. Ensure that all girls participate and understand the issues. Ask questions and feedback from various members of the group to ensure that the more vocal girls do not dominate the conversation.

Ensure that the girls feel comfortable with the discussion. If you sense that the girls are uncomfortable take a break after every step and play an icebreaker or sing a song.

During the discussions, the facilitator should mention that although some people get pregnant the first time, they have sex without contraception, it's normal for women to take some months to get pregnant. It's often longer for women over 30 years. The older the woman is, the longer it usually takes her to get pregnant.

Gather the following materials prior to the session

- Pictures of the male and female reproductive organs and its functions
- Apron showing the menstrual cycle

Recap: 10 minutes

Welcome the girls to the class. Let's start with a recap of what we did last week. Invite the volunteers to recap the last session. In the last session we spoke about our sexuality and sexual relationships. Do you have any observations, questions or clarifications? While adolescence is often the period when young people first become aware of their sexuality, some adolescent girls also get married during this age group. Therefore, it is important to know how our reproductive bodies function, how a baby is conceived and things around these that we must be aware of.

Instructions:

Step 1: 25 minutes

- Remind the girls about the structure and functioning of the female and male reproductive system that they have learnt in earlier sessions.
- For this, show them the pictures of the male and female reproductive systems and let them recall broadly the parts and their functioning
- Ask the girls if they know how a baby is conceived? Let one or two girls volunteer to explain.
- To stimulate the discussion, the facilitator can also ask the following questions to different girls:
 - Do you think if a girl kisses a boy then she can get pregnant?
 - Do you think if a girl holds hands and hugs a boy then she can get pregnant? Why? or Why not?
 - Can touching each other's external genital organs such as girl touching penis and scrotum in men and boy touching vulva and the lips of the genitalia (labia majora and labia minora) in females or either girl or boy touching genitals of an intersex person or transgender person, result in a pregnancy?
 - Can masturbation or pleasuring your own self in a sexual manner in a girl result in pregnancy? What if a boy helps her to masturbate?
 - Can a girl helping a boy to masturbate result in a pregnancy?
 - Can a girl who is married and still living with her parents get pregnant?
 - How do your cattle and livestock get pregnant?
- Using the pictures of the male and female reproductive system and the Apron, the facilitator should fill in the gaps in the information provided by the girls and explain how conception occurs. Ensure that all girls have understood and not merely the ones who may be more vocal.
- Explain that the sperm from the boy or man has to physically meet the egg from the girl or woman inside her body to enable conception. Also explain that components (or chromosomes depending on how much the girls already know or have learnt in school) of both men and women, i.e. the components carried by the sperms and those carried by the egg are required to physically come together for the egg to be fertilized. Only when the fertilized egg gets embedded in the fleshy lining of the uterus, can conception or pregnancy occur. Explain this with the help of the pictures.

Step 2: 45 minutes

- Read out the statements given below and ask the participants to respond to these. If they are certain that the statement is true, they should raise both their hands; if they think it might be true, they should put up one hand and if they think it is false they should not raise their hands.
- After the girls respond to each statement, initiate a discussion on it and draw upon the comments listed under the statements:

Statements:

- A woman can only get pregnant if she has sex often.
This is **false**. Pregnancy can occur even with sex on a single occasion. Conversely, if couples wanting pregnancy have sex too often, they may reduce the likelihood of conception as the sperm become too few. Even so, having sex too often is not a method to prevent conception.
- If pregnancy is wanted, you should have sex during menstruation.
This is **false**.
- The best time to get pregnant is to have sex one week after the end of menstruation (12 -14 days after the first day of menstruation)
This is **true**. This is the most likely time for a woman to release an egg. She only does this once a month. Some women may release an egg earlier or later, but this is the most common time. The egg only lives for about two days after it is released so make sure you have sex at the right time if you want to get pregnant!
- A woman can't get pregnant until she is 16.
This is **false**. A woman can get pregnant as soon as she has had her first menstruation.
- When a woman is pregnant, she stops menstruating and as her breasts feel heavy or painful.
This is **true**. Discuss the other signs of pregnancy with the participants. These include nausea or vomiting (especially in the morning), going off food, breasts getting larger and after about three months, the stomach getting larger
- Women can't get pregnant if they are over 40.
This is **false**. A woman can get pregnant at any time between her first and last menstruation (which is usually towards age 50) but older women may find it much harder to conceive.
- A woman who is breast feeding cannot get pregnant.
This is **sometimes true** and **sometimes false**. If a woman is providing her child only with breast milk, up to six months since birth, then it is unlikely that she will get pregnant when breast feeding. But even here there is a small possibility that the woman may get pregnant. Once a child is given porridge or other milk or water as well as breast milk, a woman is at risk of pregnancy even if she hasn't started menstruating again.
- It is possible to get pregnant when a man comes on the vulva (outside of the vagina).
This is **true**. Usually a woman can only get pregnant when the penis is inside the vagina when the man ejaculates, but it is possible for sperm on the vulva to swim into the vagina and up into the womb and for conception to occur.
- If a man has sex with a menstruating woman, he will become impotent.
This is **false**. But it may be a useful thing for a woman to tell a man if she is menstruating and does not want to have sex.

Questions for discussion:

- Do they have any friends who are married? Do they have any children? What are their experiences?
- Are they able to provide for their children? What are the hardships they face?
- Have the girls reflected on when is a good time for someone like them to have a child?
- What are the advantages for them if they have a child now (or even earlier)? What are the disadvantages?
- What do they want for their children?

Concluding comments for the facilitator:

It is important to think about what is good for the child as well as what is good for you when you have a child. Parents want to provide their children with the best upbringing that they can and this may not be possible when you are a child yourself. Teenage pregnancies are also risky for the mother and child.

Plan for action:

Think about what questions and queries you have about the process of conception and pregnancy to ask in the next session. Discuss these questions amongst peers, to help be comfortable asking the questions and answering the questions of friends.

Session 37.2: How a Baby Comes: Beads Game

SESSION OBJECTIVE: THE PARTICIPANTS WILL LEARN ABOUT HOW THE SEX OF A FOETUS IS DETERMINED. THIS WILL HELP THEM TO UNDERSTAND AND REDUCE THE STIGMA TOWARDS WOMEN WHO GIVE BIRTH TO A GIRL CHILD. THIS SESSION WILL ALSO LEAD TO DISCUSSIONS ON THE REPERCUSSIONS OF PREFERENCE FOR SONS.

[Source: This session was adapted from an activity developed for Tipping Point Phase 1 and the CARE Social Analysis and Action Global Implementation Manual, 2018]

Week 37

Time required: 40 minutes

Preparation:

Ensure familiarity with the session content before facilitating. Gather the following materials:

- Resource material that includes a picture of a male and a female person and a baby drawn on a chart paper
- Red and black beads

This game is only to share the facts on how a girl child, or a boy child is conceived. The facilitator has to ensure that under no circumstance, the word 'blame' is used for the male or female children.

Instructions:

Step 1: Understanding the role of sex chromosomes in the sex of the baby (20 minutes)

- Find out how far the girls have studied about the chromosomal level structure of the body and its role in conception. It is possible that the older adolescents have learnt this. They can also help the younger ones to understand. It is ok if everyone does not understand to the same level of detail but get a broad picture.
- Explain to the girls that the basic structure and functioning of our body is coded into 46 chromosomes which generally most people have, but the numbers can vary sometimes. People may have one or two more sometimes or maybe one less. These chromosomes decide on a variety of structural and functional characteristics in our body such as how much will our height be, what will be the color of our skin or eyes, what will be the color of our hair, what will be the shape of our eyes, etc.
- Of these chromosomes 22 pairs (i.e. 44) are the same in everybody's body, i.e. the bodies of males, females and intersex persons and transgenders or hijras. Sometimes there may be some variations.
- The 23rd pair is responsible to decide the sex of the child and these are called sex chromosomes. There are two types of sex chromosomes- one is called an 'X' chromosome and one is called a 'Y' chromosome based on how they look under the microscope. They are so small that you cannot see them with naked eyes. The sex chromosomes decide the sex of the baby.

- Some people have two 'X' chromosomes (22 XX) and these people are generally called females. Those who have one X and one Y chromosome are generally called males (22XY). There are also persons who may have different combinations such 22XXY, 22X0, and such persons may appear to be males or females or a combination of both sexual characteristics who are termed as intersex.
- What combination of sex chromosomes the baby will have, decides the sex of the baby? Let us see how this happens.

Step 2: Understanding how the sex of a particular baby is decided (20 minutes)

- Tell the girls that they are all playing the role of pregnant women. Give each one of them one red colored bead. Tell them that this red bead stands for a chromosome named 'X' which all women have.
- Now give them another bead but they should not be able to see its color so ask them to keep their palms closed. This time, some girls should get red beads while the others get black beads.
- Now tell the participants that the ones who will have both the colors will have a male baby and the ones who will have both beads of the same color (2 red ones) will have a female baby. Ask them to open their palms one by one and see who got a boy and who got a girl?

Questions for discussion:

- How did you feel with the baby you got?
- What role did you have in the sex of the baby?
- What happens if a woman gives birth to only girl children?
- What are the repercussions of this treatment towards her and her baby?
- How does the society reinforce the preference for sons?

Concluding comments for the facilitator:

A man has two sex chromosomes – X and Y whereas the woman has only one type of sex chromosome – X and X. So, the woman can only contribute what she has, i.e. X chromosome towards the sex of the baby. The sex of the baby depends on which chromosome the man contributes. The man also does not know which one is making the baby. When the X chromosome of the man makes a baby, the baby turns out to be female (XX) and when the Y chromosome of the man makes a baby, the baby turns out to be male (XY).

The woman has a pressure during the pregnancy that if she delivers a girl child, she will not be treated well, and she also fears that the child will not get love and affection.

Some people are so desperate for a male child, that they force the woman to go for sonography and get the girl child aborted. This is unfair because it signifies discrimination against women and girls. This also leads to a fewer number of girl children in the country. This practice has also forces women to go for multiple pregnancies, and sometimes multiple abortions, affecting their health adversely. Girl children are neglected and hence their overall development is hindered. A girl child may have lower nutritional levels, may face neglect in health care and education and this often leads to low

confidence levels and low self esteem in girls. When one understands the science behind how sex is determined, we realize that sex of the child is in nobody's hands. Irrespective of the sex, all children should be valued equally.

Plan for action:

Observe how women who have girl children and the girl children themselves are treated in society. Reflect on how this can be changed. Discuss if you can use this example to educate people about getting a boy child or a girl child specially when a woman is subjected to discrimination.

Session 38: Unplanned Pregnancies

SESSION OBJECTIVE: THE PARTICIPANTS WILL EXPLORE THE CAUSES AND CONSEQUENCES OF UNPLANNED PREGNANCIES AND THE OPTIONS AVAILABLE TO THE PEOPLE WHO FIND THEMSELVES IN THIS SITUATION. THEY WILL ALSO LEARN ABOUT APPROPRIATE FORMS OF PREVENTION AND SUPPORT.

[Source: Adapted from the Medical Research Council Stepping Stones Training Manual for Sexual and Reproductive Health Communication and Relationship Skills, 2010, Session D; and UNFPA: <https://www.unfpa.org/sexual-reproductive-health>]

Week 38

Time required: 95 minutes

Preparation: Ensure familiarity with the session content before facilitating. Gather the following materials:

- Flipcharts, with one page dedicated to the definition of sexual and reproductive health from UNFPA: “Good sexual and reproductive health is a state of complete physical, mental and social well-being in all matters relating to the reproductive system. It implies that people are able to have a satisfying and safe sex life, the capability to reproduce, and the freedom to decide if, when, and how often to do so.”
- Markers

Recap: 10 minutes

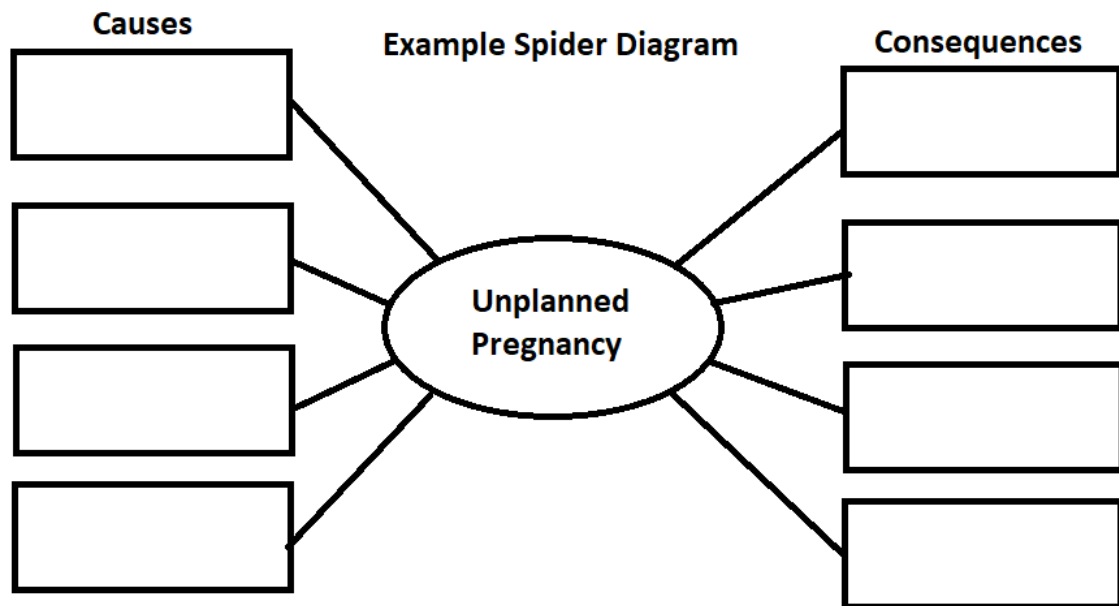
Welcome the girls to the class. Let's start with a recap of what we did last week. Invite the volunteers to recap the last session. What do they remember about conception? Did they enjoy playing the beads game? Who has two types of chromosomes? Which ones? Did you explain how the sex of the baby is decided to anybody else who does not know about it? Tell us your experience. Did you think of how society will stop blaming women for bearing female children? Tell us your ideas.

Instructions:

Step 1: Spider diagram 40 minutes

- Divide participants up into groups of 4-5 girls each. Give each group a flipchart and color pens. Explain to them that we are going to discuss the causes and consequences of unplanned pregnancy by using a spider diagram.
- Ask the groups to write 'unplanned pregnancy' in the center of the paper - this is the spider's body. Then, ask them to think of as many causes of unplanned pregnancy as they can think of and write each one as a 'spider's leg' on the top half of the paper.
- Now ask the groups to take a different color pen and to think of all the consequences of unplanned pregnancy and write them on the bottom half of the paper as the bottom half of the spider.

- After the small groups have drawn the spider, ask them to display the spider diagrams.
- Ask each group to make a short presentation of 5 minutes on the main points in their diagram.



Step 2: Role Play (45 minutes)

- Ask the participants to go back into their groups and pick up some of the themes in the spider diagrams and create a short role play about a person who becomes pregnant when she and her partner did not plan it.
- Ask the groups to present their role plays in the plenary.
- Choose the role play that seems to present the issues most clearly. Ask the small group to replay the scene and explain to the main group that when they see a point where the person who becomes pregnant, or her friends and family, could have done something differently, they should shout 'stop!'. Then they should take over that character and show how they might have behaved differently. After this alternative course of action has been demonstrated, ask the original characters to come back and continue the role play from the point where it was originally stopped and invite the others to think of other interventions.
- After several people have tried out solutions, initiate a discussion on the theme.
- Share some of the options given below with the girls on what can be done when someone has an unplanned pregnancy.
- The options are:
 - Pregnancy confirmation - It is essential that people find out for sure as soon as possible after they suspect pregnancy. Super-sensitive urine tests are very reliable at the time of the first missed menstruation (usually two weeks after conception). They should be available in clinics but if you want to buy them, they are cheap (around 70 taka) and very easy to use at home. Find out if the health workers in your village keep the urine pregnancy test kit.

- Menstrual Regulation when the girl misses her period. This is available from medical services for women who have missed their periods up to 10 weeks' time (Chowdhury and Moni 2004). This is the period when women who are at risk of pregnancy may regulate their menstrual periods so that their menstruation resumes again. Important points to communicate in a discussion about menstrual regulation include: Any girl or woman can ask for menstrual regulation for up to 10 weeks of pregnancy. During this time, the procedure is safe and quick, and a girl or woman can have one without anyone telling her parents or her husband/boyfriend if she doesn't want them to know. Menstrual Regulation is available free of cost at government clinics and hospitals. It is also available in private facilities at a cost. If a woman misses her period and she does not want to be a mother, it is important to consult a health care facility which provides Menstrual Regulation immediately so she can avail of this service. Menstrual Regulation is not available if the missed period is because of a pregnancy which is beyond 10 weeks. It should also be noted that this method should not be used often as a measure of preventing a pregnancy. For prevention of pregnancy, one should use contraception and menstrual regulation should be used only in an emergency.
- Continuing with the pregnancy and raising the child or continuing with the pregnancy and giving the child to someone else to bring up. Often a relative may be willing to raise the child. It is also possible to arrange for a stranger to do this. Many childless couples want to adopt a child who was born to someone else to bring up as their own. A social worker will have information about adoption or fostering facilities.
- Some people may try to end an unwanted pregnancy by going to herbalists or backstreet providers. This is very dangerous and has caused the deaths of many women. It is really important that women use safe medical services for menstrual regulation when required. Health workers must direct women in need to the nearest center providing Menstrual Regulation services.
- Share options for what could have been done to prevent the pregnancy in the first place. Options could be:
 - Use of contraception
 - Condom by man
 - Contraception by woman. What are the different contraceptives used by women? Let the girls come up with some answers. Then tell them we will study this in more detail in the next session.

Questions for discussion:

- How similar are the diagrams?
- What are the differences?
- What are the options for a person who has an unplanned pregnancy?
- For each of these options, what advice would you give a person to ensure that she is healthy?

Concluding comments for the facilitator:

It is important to use contraception to avoid an unwanted pregnancy. Although common, the causes for unplanned pregnancies vary. For young women, the causes may include inaccurate knowledge of conception and contraception, religious opposition to contraception, use of unreliable non-medical methods or improper use of reliable methods, health services not friendly for adolescents and young women, fear of the clinic nurses, lack of parental guidance, fear of contraceptive side-effects (especially sterility), lack of power in the relationship e.g. inability to say no to sex due to fear of losing the partner, societal expectations of a person not being sexually active and result of rape.

For older women, they may include lack of knowledge of contraception; opposition to contraceptive use, use of unreliable contraceptive or improper contraceptive use, lack of power in relationships, rape, fear of contraceptive side-effects and unfriendly clinics.

Although unplanned, the consequences of such pregnancies may be either negative or positive. The negative ones for women include being forced to leave school early leading to difficulty getting a job later on, extreme financial difficulty forcing women into having sex for cash, unsafe menstrual regulation practices which can be life threatening, teenagers being forced to leave home, rejection by partner, and greater strain on the family. For children the consequences can be poor care for the children and abandoned children.

On a positive note, some women have support from their partner or relatives and some women feel their unplanned pregnancies are very much wanted.

Even with an unplanned pregnancy, there are many options available to the woman to choose from. In case she does not want a pregnancy, it is important that she decides immediately after a period is missed and approaches early for a menstrual regulation at registered centers. Women must know the program on Menstrual Regulation to be able to make a sound decision. It is important to avail of safe and legal services for Menstrual Regulation. Once she is beyond 10 weeks of pregnancy, she still needs to decide if she wants to bring up the child or give the baby up for adoption.

Plan for action:

Reflect on some of the more common causes of unwanted pregnancies in Bangladesh such as early and child marriages, inadequate information about contraception, inadequate access to health services and religious and patriarchal barriers to access contraception. Make a plan for how you may be able to address some of these issues in your life. Support any girl or woman in the community who has unplanned or unwanted pregnancy and discuss with her the reasons for the same. Do the girls know how many young brides are there in the community? Can there be a way to reach them? Is it possible to plan an action with adolescent brides in the community? What will be the barriers, Talk and advocate in the community to address the above issues to reduce unwanted pregnancies.

Session 39: Sexual and Reproductive Rights

Session 39.1: Contraception

SESSION OBJECTIVE: ADOLESCENT GIRLS WILL LEARN THE VARIOUS FORMS OF CONTRACEPTIVES, THEIR USAGE AND THE ADVANTAGES AND DISADVANTAGES OF EACH FORM OF CONTRACEPTION AND THE CRITERIA FOR CHOOSING A SUITABLE CONTRACEPTIVE METHOD. THEY WILL ALSO DISCUSS MALE INVOLVEMENT IN USE OF CONTRACEPTIVE METHODS.

[Source: Adapted from CORO for Literacy, Horizons/Population Council, and Promundo's Sakhi Saheli: Promoting Gender Equity and Empowering Young Women Training Manual, 2008, Activity 2.6]

Week 39

Time required: 95 minutes

Preparation: It is a good idea to invite the local doctor or nurse who is familiar with contraceptive methods to come and clarify questions of the adolescents. If this works out, then share the resource sheets and the plan for the session with them so they are familiar with the training session. This will also ensure that the same messages are relayed even if media vary.

If possible, ask the doctor or nurse to bring samples of each of the methods to the session. Alternatively, the facilitators can bring in samples of the contraceptives, preferably from the government health clinic. In the discussion about each of the methods, discuss both technical advantages and disadvantages, as well as cultural and personal beliefs about each method.

Ensure familiarity with the session content before facilitating. Gather the following materials:

- Samples of contraceptives and/or drawings of methods
- paper;
- pencil and
- pens
- Flipcharts
- Resource sheets about the different methods of contraception

Recap: 10 minutes

Welcome the girls to the class. Invite the volunteers to recap the last session. Were you able to reflect on some of the common causes of unplanned pregnancies in our context? Did you make any plans of how you may be able to address some of these in your life? Invite 2 or 3 girls to narrate their ideas. Were you able to discuss the issue as a collective? What were your observations and what did you decide?

Instructions:

Step 1: 20 minutes

Divide the participants into 8 teams. Distribute the samples of methods and handouts/ reference sheet with specific information about each method to each of the teams

Group 1: Contraceptive Pills

Group 2: Condoms Group 3: Intra Uterine Device (IUD)

Group 4: Injectables Group 5 Rhythm methods

Group 6: Surgical Tubal Ligation and Vasectomy

Group 7: Emergency Contraceptive Pills

Group 8: Implants

Ask each group to go through the information in detail and try to answer the following questions about the methods they have received:

- How does this method prevent pregnancy?
- What are the myths and facts about this method?
- What are its advantages?
- What are its disadvantages?
- What is the group's opinion about this method?

Give the groups 20 minutes to do this. Ask them to write their key points on a flipchart.

Step 2: 45 minutes

Each group should then present their method for 5 minutes. At the end of each presentation, other participants will get 2 minutes to clarify their doubts.

Step 3: 30 minutes

Engage participants in a discussion using the questions below.

Questions for Discussion

- How much do you think is contraception used in our community? Why?
- Who has to think about contraception, the man or the woman? Why?
- Who has to talk about it, the man or the woman? Why?
- How do you imagine this conversation would go?
- What are the most recommended contraceptive methods for adolescents?
- Can adolescents get access to contraception? Where and how? Is it acceptable?
- What problems do you see for adolescents to access contraception? Does it differ if you are married or not married? How?
- How should the couple choose the contraceptive method they are to use?
- What are the main precautions that should be used with the condom?
- What is the only method that prevents pregnancy and protects against sexually transmissible infections and AIDS?
- If you forget to use a condom, or if the condom breaks, what can you do?

Depending on the young women's need for additional information, discuss further each of the contraceptive methods and clear up any remaining doubts.

Concluding comments for the facilitator:

- In South Asia female sterilization is the most used form of contraception. Discuss whether they know which form is commonly used in their community and what is the reason for it?
- Be sure to discuss the aspects related to female fertility and male fertility. This subject is important because it is known that women, particularly young women, often lack information about fertility. Men are potentially always fertile, while women have a specific ovulation cycle.
- Discuss the difficulties that the participants identify in the use of some of these contraceptive methods and explore how they might negotiate contraceptive use with a partner. In addition, it is also necessary to discuss with the young women issues of access to services and to contraceptives. Explore the difficulties of access that they are faced with; if they know about health services and if there are obstacles and difficulties in using them.
- Discuss if a woman does not want pregnancy but her husband wants it, then what should the woman do in this case? If you were her what would you advise her?
- Finally, emphasize that contraception is a responsibility that should be shared. If neither of the partners want sexual intercourse to result in pregnancy, it is essential that both take precautions so that this does not happen.

Contraceptive Pills:

Condoms:

Implants:

Injectables:

Copper T

Natural method

Permanent methods: Tubal ligation and Vasectomy

Emergency Contraceptive Pills (ECP)

Emergency Contraceptive Pills (ECP) are hormonal contraceptive pills that help women prevent unwanted pregnancy from unprotected sexual intercourse if used within 72 hours. The pill should be taken within 72 hours after unprotected sexual intercourse or in the case of condom breakage. In the two-pill method, the second dose should be taken 12 hours after the consumption of the first pill.

Important Note: This method should not be seen as an alternative to contraception and should not be used routinely to avoid pregnancy but only in emergency situations. ECP are not abortion pills and cannot dislodge an implanted fetus from the uterus.

Resource Sheet: Contraception type

[Source: Petta. C.A. and Faundes, A. Métodos Anticoncepcionais. São Paulo: 1998. Editora Contexto. Precautions benefit, Function Type Contraceptive method]

Periodic	Mechanical	Barrier	Chemical	Hormonal	Surgical
These are practices that depend basically on the behavior of the man or woman and on observation of the body.	A small plastic and copper device with a nylon thread at the tip which is placed inside the uterus.	Methods that form a barrier, preventing the contact of spermatozoa with the ovum.	Substances which, when placed in the vagina, kill or immobilize the spermatozoa.	Pills or injections made with synthetic hormones.	This is not exactly a contraceptive method, but a surgery that is performed on the man or woman with the purpose of preventing conception permanently. Female sterilization is better known as tubal ligation; male sterilization is known as vasectomy.
Rhythm Method, Cervical Mucus, Temperature, Coitus Interruptus (Withdrawal).	IUD (Intrauterine Device).	Diaphragm, Male and Female Condoms.	Cream, Jellies, Ova and Foam.	Pill, Injections.	Vasectomy, Tubal Ligation.
To stop fecundation through sexual abstinence in the presumed fertile period. Should only be used in combination with condom/ diaphragm.	Impedes access of the spermatozoa to the ovum. Requires medical checkup every 6 months.	Impedes contact of the spermatozoa with the ovum.	Spermicide, which kills or immobilizes the spermatozoa, should be used in combination with the condom/ diaphragm.	Prevent ovulation. Used with medical guidance.	Vasectomy: interrupts the flow of spermatozoa in ejaculation. Tubal Ligation: prevents contact of the ovum with the spermatozoa.
Permits greater awareness of the body itself.	An efficient and comfortable method for most women.	The condom, male and female, protects against the risks of STIs/HIV/ AIDS. Condoms require no medical prescription or exams and are generally easy to acquire. Male	Efficient when used with the condom or diaphragm.	When correctly used, birth control pills are one of the most effective contraceptive methods.	Efficiency is very high.

		condom use enables the man to participate actively in contraception.			
Does not protect against STIs/ HIV and AIDS.	Increases the flow and duration of menstruation. Not recommended for women who have not had children. Does not protect against STIs/ HIV and AIDS.	The diaphragm does not protect against STIs/ HIV.	The isolated use of the spermicide has a high incidence of failure and also does not prevent STIs/HIV.	Requires discipline to take the pill every day at the same time. Women who smoke, have high blood pressure or varicose veins should not use this method. If used alone, do not protect against STIs/HIV.	A definitive method with little chance of being reversed. Do not protect against STIs/HIV.

Session 39.2 Understanding Sexual and Reproductive Rights

SESSION OBJECTIVE: ADOLESCENT GIRLS WILL LEARN WHAT IS MEANT BY SEXUAL AND REPRODUCTIVE RIGHTS, THEIR IMPORTANCE IN THE LIVES OF WOMEN AND MEN AND HOW TO MAKE USE OF THESE RIGHTS.

[Source: Adapted from CORO for Literacy, Horizons/Population Council, and Promundo's Sakhi Saheli: Promoting Gender Equity and Empowering Young Women Training Manual, 2008, Activity 2.7, and Dr. Carmel Shalev, Expert Member, CEDAW (Convention on the Elimination of All Forms of Discrimination Against Women), March 18, 1998; sourced from Sakhi-Saheli]

Week 39

Time required: 40 minutes

Preparation: In this session/activity, discuss about the rights in simple language. Write down the rights that we talk about during this session on paper and paste it on the wall so that they provide ready reference for the next session.

Make and keep with your paper slips with the different rights written on them before starting the activity/session. (See Resource Sheet on Human Rights at the end of this session.)

Generally, when we talk about rights, we tend to discuss about basic human rights and overlook women's rights, especially sexual and reproductive rights.

Through this session try to make participants realize that it is important to discuss and be aware of these rights. Ensure familiarity with the session content and the resource sheet at the end of the exercise before facilitating. Gather the following materials:

- Flipcharts
- Markers
- Pen
- List of rights (at the end of the exercise)
- Pencils
- Chits with one sexual and reproductive right written on each paper.

Instructions:

Step 1: 10 minutes

- Ask the participants to recall the session on Child Rights. What rights did we learn in that session? Wait for a couple of minutes until participants respond. Then write the child rights which emerge from the responses on the flipchart.
- Ask the girls why child rights are important to us. Note down key words from the responses.
- Tell the respondents that just as child rights are important for children to be able to achieve their full potential and lead a secure life without discrimination, similarly sexual and reproductive rights are required for the sexual and reproductive health and well-being of a

person and to lead a secure life without discrimination in the domain of sexuality and reproduction.

Step 2: 10 minutes

- Display the definition of sexual and reproductive health on the board or flipchart and go through it phrase by phrase, to clarify any doubts which the participants may have.
- Then ask the participants to list out what could be sexual and reproductive rights which would be required both for sexual and reproductive health and for people to live a secure life free from discrimination regarding their sexuality and reproduction. Remind the participants about the discussions on problems with child marriages, unplanned pregnancies etc. Do a listing of rights on the flipchart as the participants tell.
- The facilitator can start by quoting one right, so the participants understand the concept, e.g. 'Right to access safe and effective contraception'. Ask the participants to enumerate others.
- Ask the participants to narrate what happens when this right is violated. What are the consequences?

Step 3: 20 minutes

- Bring out the chits with one sexual and reproductive right written on it. Tell the participants that we were able to cover some of the sexual and reproductive rights in the listing here. In order to cover them all, let us pick up one chit at a time.
- Ask the participants to read the chit out aloud and explain what that right means. The participant is also asked what the consequences would be if this right is not fulfilled.
- Simultaneously write all the sexual and reproductive health rights on the board.
- It may also be useful to consider the theme of privacy and autonomy (independent control over own reproduction and sexual health), and the right of an adolescent to use health services and seek contraceptives or treatment for sexually transmitted infections without being afraid that his/her parents will be notified.
- Also include the right to exercise sexual privacy based on mutual consent without interference. Your sexual orientation, i.e. to be intimate and sexually active with consent, with the person of your choice, and according to the sex of the person you desire is part of sexual privacy. Underline that consent is important here. Also state that often laws in some countries do not allow for this, but laws in other countries allow a person to exercise their sexual orientation without discrimination or criminalization. We must be aware of the law in our country and behave accordingly. At the same time, we must be aware that persons with same-sex sexual orientations had to struggle to other countries to get the law changed so their sexual preferences are accepted.

Questions which may possibly be asked by participants

- Rights are there for everyone, but then who is aware of these? Who will tell us?
We now know because you have told us. But how to exercise these rights?
- Do we get rights according to our religion?
If someone is taking away our right then what should we do? Who will help us?

Concluding comments by the facilitator:

Rights to reproductive and sexual health include the right to life, liberty and security of the person; the right to health care and information; and the right to non-discrimination in the allocation of resources to health services and in their availability and accessibility. Of central importance are the rights to autonomy and privacy in making sexual and reproductive decisions, as well as the rights to informed consent and confidentiality in relation to health services.

Plan for action:

What did you learn from this activity/session? Have you ever experienced or witnessed your or anyone else's reproductive and sexual rights being disregarded? Keep notes of your observations. Will this session be useful in bringing any positive change in your personal life? How?

Resource Sheet: Human Rights

Adapted from CORO for Literacy, Horizons/Population Council, and Promundo's Sakhi Saheli: Promoting Gender Equity and Empowering Young Women Training Manual, 2008, Activity 2.7, and Dr. Carmel Shalev, Expert Member, CEDAW (Convention on the Elimination of All Forms of Discrimination Against Women), March 18, 1998; sourced from Sakhi-Saheli

Rights	Very acceptable	Less acceptable	Not acceptable
1. Right to make decisions about one's sexual life and be free from torture, violence and exploitation.			
2. Right to have pleasure in sex and sexual relations irrespective of sexual orientation (heterosexual, bisexual or homosexual).			
3. Right to be free from all forms of discrimination regardless of sex, gender, sexual orientation, age, societal status, race, religion, or any type of emotional or physical disability			
4. Right to sexual privacy unless it is harming someone else's rights			
5. Right to decide freely and responsibly number, spacing and timing of children			
6. Right to information about family planning methods			
7. Right to access to safe, effective, affordable and acceptable contraceptive methods to control fertility at your will			
8. Right to appropriate health services to enable women to go safely through pregnancy and childbirth			
9. Right to marry or not and to establish responsible sexual relations			
10. Right to comprehensive sexuality education			
11. Right to sexual health care for prevention and treatment of all sexual concerns, problems and disorders			

Session 40: STI, RTI, HIV, and AIDS

SESSION OBJECTIVE: TO ENABLE PARTICIPANTS TO UNDERSTAND WHAT SEXUALLY TRANSMITTED INFECTIONS, HIV AND AIDS ARE AND HOW TO PREVENT SUCH INFECTIONS.

[Source: Adapted from CORO for Literacy, Horizons/Population Council, and Promundo's Sakhi Saheli: Promoting Gender Equity and Empowering Young Women Training Manual, 2008 and the Medical Research Council Stepping Stones Training Manual for Sexual and Reproductive Health Communication and Relationship Skills, 2010]

Week 40

Time required: 120 minutes

Preparation: Ensure familiarity with the entire session and the reference sheet before facilitating.

This session has references to men having sex with men. The facilitator must ensure that girls understand what this means. Men may have sex with men because they are gay or homosexual which means they are attracted to other men; or because they are bisexual which means men are attracted to both men and women. Women too can be either heterosexual, e.g., attracted to men; homosexual i.e. attracted to other women or bisexual i.e. attracted to both men and women. Heterosexuality, homosexuality or bisexuality are sexual orientations of persons. Throughout all the sessions the facilitator needs to ensure that adolescents are familiar that though the society normalizes only heterosexual sex, our society consists of people who are both heterosexual and homosexual and both are part of the sexuality diversity of humankind. The facilitator can explain this as and when the opportunity arises during discussions and with the use of examples when the opportunity arises.

Gather paper and pens.

Recap: 10 minutes

Welcome the participants, ask participants to recall what they learned last session. After 2-3 volunteers,

Instructions:

In a plenary, ask the participants if they know about any symptoms related to sexual transmitted infection or Reproductive tract infections.

List down their responses in two separate columns

Women and girls		Men and boys	
White discharge	Itching	Ulcers on genital parts	Fever
Foul smelling discharge	Burning urination	Swelling or swollen nodes in groin	Itching
Warts on the genital parts	Pain in lower abdomen/ lower tummy	Pus and discharge	Burning urination
Ulcers on genital parts			

Step 2: Now ask:

- How do these differ for men and women? Do they know any names for these diseases? They can suggest commonly used names or medical names.
- How do we get STIs?
- How do we get RTIs?
- How can we stop ourselves from getting STIs or RTIs?
- What can we do to get ourselves treated for STI or RTI?

Discuss and make sure the groups cover the following ideas:

STIs

Ways of seeing STIs/ RTIs: having a sore on the penis, vagina or opening of vagina (or any part of the body nearby), pus coming from penis, seeing brown insects slowly moving in pubic hair and small white eggs on hairs (pubic lice), painful ulcers (herpes), end of penis being red, small cauliflower-like growths on or near the genitals (men and women), swellings (swollen glands) at the top of the legs (men and women), heavy and smelling discharge on a woman's panties.

Ways of feeling STIs/RTIs: itchiness inside vagina or itchy pubic hair (men and women), painful ulcers (men and women), burning pain when passing urine and feeling like you have to go all the time (men and women), pain in the womb and lower part of the abdomen, sometimes also with fever, pain when having sex, and painful or swollen testicles.

Unfortunately, STIs/ RTIs often have no obvious signs, which is why they are so easy to catch and pass to others. HIV is a sexually transmitted disease we will talk more about HIV along with STIs/ RTIs.

Names: the participants will definitely know some names, these may be medical, such as syphilis or gonorrhea.

Please raise in discussion:

- Not all the signs of STIs / RTIs are found only when you have an STI/ RTI. For example, it burns when you pass urine when you have any type of urine infection
- Women can get signs and symptoms like STI/ RTI even if they have a vaginal infection which is not sexually transmitted. E.g. Itching in their vagina and a thick discharge which looks like sour milk can be because of thrush (fungal infection), which is not sexually transmitted.

IMPORTANT: If you have any of these problems you should go to a clinic or hospital for treatment and doctor or nurse will tell you if your problem is caused by an STI/ RTI.

Discuss: How do you get STIs?

There is only one way of getting STIs: that is having sex without a condom with someone who has a STI! The group needs to know that the following are reasons to get an STI:

- Unprotected sexual activity, i.e. having sex without a condom,
- Having multiple sexual partners and not using condoms
- Even with a single partner if both do not get treatment at the same time, they can continue to infect each other unless they use a condom at all times

How to avoid getting an STI? What do you do if you have an STI?

The only way to be sure you do not catch STIs is to practice safer sex. To use a condom when having sex. It is very important that we get treatment as soon as we think we may have a STI or if a sexual partner tells us that he or she has a STI. It is not possible to treat yourself. Some people believe that it is good to go to a traditional healer to clean the blood when they have a STI. If people are going to get treatment from a traditional healer, it is important to go to the hospital or clinic and take all the treatment from there first. In order to be properly treated we must make sure that our sexual partners are treated too. Otherwise we will catch the STI from them again.

How do you get an RTI?

Reproductive Tract infections are infections that can be caused due to not maintaining proper hygiene, either not using clean clothes or clothes during menstruation, and also through sex.

Step 3: Ask the participants if they have heard about HIV or AIDS?

List their responses:

Now ask the participants if they know what is immunity? Further ask them if they know how immunization works. Draw a diagram showing how immunization works:

Explain: There are two types of blood cells in the body, Red and White, while the red ones give energy and nutrition to the body, the white blood cells are the warriors of the body and they protect us from diseases. When we are immunized our body is introduced to the virus or disease in such a small quantity that the warriors can very easily fight with them. The process in which the white blood cells fight is to recognize the virus, inform all cells about the characteristics of the virus and increase their capacity to fight it. This way the body knows about the virus and has developed capacity to fight the actual diseases. Different immunization is for different ailments like, polio drops work on the nervous system, BCG prevents tuberculosis that effects our lungs. The white blood cells gain energy to fight the actual diseases. But for the HIV virus, it effects the white blood cells and as they have a tendency to inform all the cells, all cells get the infection and the protection mechanism of the body is affected.

Discuss how HIV can be transferred to another person based on the name: Human Immuno Virus:
Discuss that it is only borne and transmitted by humans as per its name.

Step 4: Divide the participants in two groups and ask them to list what are the body fluids that come out of the body which can do transmission to the other human being.

Write down their responses on a flip chart after their oral presentation.

Discuss the questions below, refer to the resource sheets for the discussion.

- How do you know if anyone has HIV and AIDS? What are the ways it is seen and how does it feel?
- How is HIV and AIDS transmitted from one person to another?
- Share the ESES theory about transmission based on the resource sheet.
- How can we stop ourselves from getting HIV and AIDS?
- What can we do to get ourselves treated for HIV and AIDS?

Concluding comments for the facilitator to share: Ask if anyone has any questions or clarifications before the session ends. Close the session asking what can save: discuss about the famous slogan in Bangladesh:

"Bachte hole jante hobe" (Knowledge saves).

Plan for action:

What can you do to make everyone in the community aware about STIs and HIV. Who do you think is easier to reach out to? What can you do collectively or individually to educate people about STI and HIV?

Think about what you can do to be non-judgmental when you hear about someone who has HIV. Talk to your peers about what stigma the person must be facing. Reflect about what you as a collective can do to make the communities aware about HIV.

Resource sheet for facilitators:

Signs and symptoms of HIV and AIDS

Ask the participants if they know how immunization works. Invite participants to explain. Ask them if they know how many types of blood cells the body has, prompt for red blood cells and white blood cells. Ask what does each one of them do. Ask what happens if you get hurt, that portion of your body becomes warmer than the rest of the body. Ask why? Discuss how white blood cells gather to repair the injury and hence that part of the body becomes warm. Also ask how does the vaccination work? Ask why a person who has polio once, does not have polio again.

HIV is the name of a virus, the Human Immunodeficiency Virus. This is what people catch and transmit to others. People with HIV in their body go on to become sick with AIDS unless they have treatment. They do not “catch” AIDS. AIDS only develops after HIV has stayed in the body for a long time (usually years). AIDS develops when the HIV virus weakens the immune system of the body. The immune system is the body's defense against infection. The weakened immune system then cannot defend the body properly against infections. The body's defenses are no longer able to fight the disease and the person becomes sick. Not everyone who had HIV develops AIDS. Antiretroviral therapy prevents a person from getting AIDS, but also a small number of people who are infected with HIV have it for many years without developing AIDS.

How can you tell if a person has HIV or AIDS?

You can't tell if a person has HIV just by looking at them, there can be people who are fat and healthy who have HIV. The only way to be sure if a person has HIV is to do a blood test. If the test is 'positive', a person has HIV. If it is 'negative' it means a person probably doesn't have HIV, but you have to repeat the test after 3 months to confirm that you do not have HIV.

When a person's immune system is weakened by HIV, they become more vulnerable to a range of illnesses. These are called 'opportunistic infections.' TB is a particularly common one. Signs of TB are weight loss, lack of energy, loss of appetite and sweating greatly at night. If TB is in the lungs, a person may cough and even may cough up blood. There can also be other opportunistic infections.

Why is HIV and AIDS so feared?

HIV and AIDS are feared because till now there is no satisfactory treatment for the virus and disease which is also affordable. Also, because it weakens the immune system and you can get many other illnesses. Therefore, prevention is the best strategy.

How is HIV spread from one person to another? How can we protect ourselves?

How can HIV be transmitted:

Discuss about ESES (exit, survive, enter, sufficient) theory. These are the four conditions that must be met for HIV to be transmitted. The virus needs to exit the body and survive in a fluid and enter another person's body in sufficient quantity for HIV to be transmitted.

Ask the participants to work in two groups to say what fluids the human body emits: Make a list.

Now discuss the following:

See which fluids exit the body and how, then see if the virus in the fluid can survive before infecting anyone, there is a time period and condition, in which the virus can survive after exiting from the body, and then explore what are the conditions that makes the fluid with virus enter the body? Also check if it is in sufficient quantity to infect the other person. For example, people say that kissing may infect with HIV, the virus load in saliva is negligible, so it would need a bucket of saliva to infect the person involved in kissing, if there are no cuts in the mouth and blood is exchanged.

Transmission of HIV	Protection from HIV
Through unprotected sex, i.e. you don't use a condom when you have sex	Always ask your partner to use a condom when you have sex unless you are planning a pregnancy with your partner
Having unprotected sex with multiple partners increases your risk of getting HIV	Have only one trusted sexual partner at a time. Always have protected sex.
Through unprotected sex between men	Men should also use condoms when they have sex with other men
Through blood transfusion which is not tested for HIV	This needs to be ensured by respective governments. Safe blood banks need to be available for blood transfusion.
Through sharing infected needles without sterilising them first	Do not use or share needles without first sterilizing them. Best way is to use a fresh disposable needle each time you need to inject something.
Transmitted from mother to child in the womb or during childbirth	Certain drugs made available to all HIV infected mothers has drastically brought down the mother-to-child infection.

We only know whether we ourselves are infected with HIV if we have a test, and if it is negative, we need to test often and practice safe sex to be sure we remain uninfected. That is why we need to take responsibility to protect ourselves and others from the virus: it is not just the responsibility of those who know they are HIV-positive to make sure they do not spread it.

Myths and misconceptions about STIs: Do you think the following are true or false? Why?

- You can get STIs from sitting on a toilet seat
- You can get rid of an STI if you have sex with a virgin girl
- Herbal healers are better at treating STIs

At times, it may not be possible to convince someone that their ideas about STIs are wrong. It is better to point out that the person has still caught the STI by having sex. They still have a STI and must get treatment from a clinic or hospital, even if they also go to a traditional healer. You should also mention that such a person would not have got it if he had not been having unsafe sex.

Do you know any other myths and misconceptions about STI and HIV? How would you counter them?

Reference Sheet: STI, RTI, HIV, and AIDS

HIV and AIDS

HIV stands for the Human Immunodeficiency Virus. This is what people catch and transmit to others. People with HIV in their body go on to become sick with AIDS unless they have treatment. They do not “catch” AIDS. AIDS only develops after HIV has stayed in the body for a long time (usually years). AIDS stands for acquired immune deficiency syndrome. The immune system is the body’s defense against infection. Immune deficiency means that the immune system is weakened and so cannot defend properly. The body’s defenses are no longer able to fight the disease and the person becomes sick. Not everyone who had HIV develops AIDS. Antiretroviral therapy prevents a person from getting AIDS, but also a small number of people who are infected with HIV have it for many years without developing AIDS.

Which illnesses that are signs of AIDS?

When a person’s immune system is weakened by HIV, they become more vulnerable to a range of illnesses. These are called ‘opportunistic infections.’ TB is a particularly common one, nowadays 3 out of every 4 people with TB have are HIV positive. Signs of TB are weight loss, lack of energy, loss of appetite and sweating greatly at night. If TB is in the lungs, a person may cough and even coughing up blood, but TB can be in many different parts of the body and not everyone with TB has a cough. Other common opportunistic infections are infections around the brain (meningitis, particularly caused by a bacterium called a cryptococcus) which cause a severe headache; pneumonia, which is an infection of the lung and usually the signs are of a high fever and general illness; severe diarrhea; thrush in the mouth and throat is very common and makes swallowing very painful. There are a range of other illnesses including cancers that people with HIV who are not on treatment may develop. Opportunistic infections are all treatable, but they all cause a great deal of suffering and death if they are not treated. That is why it is important for people to know about the signs of these so that they can get health care early if they are suffering from these symptoms.

How can you tell if a person has HIV or AIDS?

You can’t tell if a person has HIV just by looking at them, there are plenty of people who are fat and healthy who have HIV. The only way to be sure if a person has HIV is to do a blood test. The ones we normally use test for anti-bodies to HIV – these are generated by the body in response to the HIV virus. It’s not a direct test for the virus. If the test is ‘positive’, a person has HIV. If it is ‘negative’ it means a person probably doesn’t have HIV, but unfortunately a person who has been infected with HIV only shows positive on a test between 6 weeks and 3 months after the infection occurred because it takes time to make the anti-bodies. The time when a test is ‘negative’ but a person is really infected is called the ‘window period’. If we want to be sure we do not have HIV we have to have a test three months after the last time when we could have been exposed to HIV by unsafe sex or another type of

exposure. Babies who are born to HIV positive mothers will often test positive for HIV for two years after their birth even if they have not been infected. It is necessary to do a special test for the virus called a PCR to test babies in the first two years of life if they have HIV positive mothers. A PCR test is directly for the virus and it can be done on anyone, but it is expensive and so it is not normally used. We only know whether we ourselves are infected with HIV if we have a test, and if it is negative, we need to test often and practice safe sex to be sure we remain uninfected. That is why we need to take responsibility to protect ourselves and others from the virus: it is not just the responsibility of those who know they HIV-positive to make sure they do not spread it.

What is CD4 and viral load?

CD4 is the name of a cell in your body that is important for the immune system to work well and is destroyed by HIV. There is a blood test called a CD4 count which is done on a person who has HIV to measure of the health of the body's immune system. A normal CD4 count is over 1000, but the count drops as the immune system is attacked by HIV. When it is below 500 a person is at risk of opportunistic infections and when it is below 200, these are particular common, and a person is said to have AIDS. Anti-retroviral treatment restores the immune system and as it does so, the CD4 rises. Viral load is a measure of how much HIV a person has in their body. A person with a higher viral load is more infectious. Anti-retroviral therapy causes the viral load to drop to very low levels, but this is not the same as a cure.

What about HIV vaccines, immune boosters and AIDS cures?

At present there is no AIDS vaccine, although there is research underway to try and develop one. It is likely to still be many years before this is successful and a vaccine is available. There is also no AIDS or HIV cure. Many people have claimed over the years to be able to cure AIDS. All their claims have proved to be false. Many drugs, vitamins and traditional medicines are sold as 'immune boosters' and none of them have been shown to be effective when tested scientifically. The only drugs which are true 'immune boosters' for people with HIV are anti-retroviral drugs. There is a myth that having sex with a virgin can cure a person of HIV, it is not true. There is no HIV cure.

How does a person become infected with HIV?

HIV only survives in body fluids such as semen, vaginal fluids, blood and saliva so we can only catch it if we have contact with body fluids as discussed when we talked about ESES theory of transmission. Most HIV infections in the world are caused by sex either between a man and woman, or sex between two men. Partners can use a male or female condom to protect against sexual transmission. Infections are all caused by HIV positive mothers transmitting the virus to their babies either during childbirth or through breastfeeding. It's important that pregnant women test for HIV and those who are HIV positive take anti-retroviral drugs to protect their unborn babies. Babies born to positive mothers can

be protected from the risk of breast feeding by formula feeding, but if it's hard to prepare formula with boiled water and clean bottles well babies can also be safely breast fed provided the child is given absolutely nothing except breast milk. That means no water, no formula, no porridge and no traditional remedies. If it's not possible to give a child just breast milk, it is important to use formula all the time. A person can get HIV from any contact with HIV infected blood, and it is important to remember this is a risk if helping someone who has been stabbed or injured and is bleeding. It is also a risk if there is a taxi or car accident.

Other body fluids such as vomit, feces, sweat and urine are quite harmless, so you cannot get HIV from cleaning up or bathing a person who has HIV and their bedding so long as there is not bleeding as well. Mosquitos, bed bugs and fleas cannot transmit HIV.

Can you have discordant couples?

Not everyone who is exposed to HIV catches it. This is because our immune systems differ in their strength and also the amount of HIV virus present in different fluids varies. It is possible for couples to be 'discordant' – that means one has HIV and the other does not – even if they have unsafe sex. Obviously, every time they have unsafe sex there is a risk of HIV transmission. Because of this, it is important for both members of a couple to test for HIV. The same is true for transmission from mothers to children as without treatment only one in three babies become infected if their mother is HIV positive.

What about circumcision and HIV?

Men who have been circumcised are less likely to catch HIV than other men. That doesn't mean that they are completely protected from HIV and so they still need to test to see if they are HIV positive, and if they are as likely to infect their sexual partners as other men. If they are negative, they still need to use condoms because circumcision only makes them less vulnerable, it doesn't provide complete protection and doesn't protect them from other STIs.

What about post-exposure prophylaxis, rape and HIV?

A person can get HIV from rape. Fortunately, after rape a person can be given anti-retroviral therapy to take for 4 weeks. If they take this, it is very likely that they will be protected from getting HIV. These medicines are called post-exposure prophylaxis (or PEP) and they only work if they are taken within 72 hours (4 days) of the rape. For this reason, it is very important to go to a hospital as soon as possible after rape. There a rape survivor will be offered a test for HIV and given these medicines if she is HIV negative. If a person goes within 4 days of the rape and tests HIV positive it means that they had been infected with HIV before the rape. Post-exposure prophylaxis is also effective if there is any other exposure to HIV, so if a person is splashed with blood in a taxi crash or cut by a razor used by someone who has HIV, they should also go to a health facility and ask to be given PEP.

What about ART and HIV?

For many years HIV was seen as a death sentence, but anti-retroviral therapy (ART) has changed everything. These are medicines that a person who has HIV can be given which restore their immune system. They are available free of charge from public hospitals. This is not a cure, as the HIV is not removed from the body, and it is necessary for the medication to be taken every day exactly as directed as otherwise the virus can develop resistance to the medication and so they are no longer effective. If a person with HIV takes anti-retroviral therapy as directed by their doctor, he or she can lead a full and healthy life. In order to benefit from anti-retroviral therapy a person must know their HIV status (whether they have the virus) and that is why testing is very important. Anti-retrovirals can benefit people who have very advanced AIDS, but many of these people do start them too late. It is much better to be tested and start treatment before a person gets sick and in that way a person with HIV may never develop opportunistic infections.

Session 41: How Do I Manage My Stress?

Session 41.1: Mental Tension

SESSION OBJECTIVE: THE PARTICIPANTS WILL UNDERSTAND THE FACTORS THAT INFLUENCE WOMEN'S MENTAL HEALTH AND HOW THEY CAN COPE AND DEAL WITH THEIR TENSION AND STRESS.

[Source: Adapted from CORO for Literacy, Horizons/Population Council, and Promundo's Sakhi Saheli: Promoting Gender Equity and Empowering Young Women Training Manual, 2008, Activity 1.7]

Week 41

Time required: 85 minutes

Preparation: The facilitator should emphasize that achieving good health requires us to maintain a balance between physical and mental health.

Ensure familiarity with the session content before facilitating. Gather the following materials:

- Marker
- Board
- Chart Paper

Recap: 10 minutes

Welcome the girls to the class. Let's start with a recap of what we did last week. Invite the volunteers to recap the last session.

Instructions:

Step 1: 10 minutes

- Ask the participants to mention ways in which mental tension is manifested among women (examples may include headaches, crying, depression, sadness, anger).
- Write down their responses on the board.

Step 2: 25 minutes

- Divide the participants into two groups and ask each group to discuss the reasons why women have mental tension and stress.
- Ask the groups to also discuss how mental tension affects the woman and her family.
- Ask them to list these points on a chart paper.
- Ask them to present their group discussions in front of everyone.

Step 3: 40 minutes

- Ask the girls to re-assemble in their groups.
- Ask one group to develop a story in which a woman who is suffering from mental stress expresses herself or acts in a manner that may harm her or her family. The other group should prepare a story in which a woman handles her stress in a responsible manner and copes with it well.
- Ask the groups to present their stories.

Questions for discussion:

- Are these stories realistic? Do you know of anyone in your community who is affected by mental stress and tension?
- What are the reasons/situations that cause stress in women's lives?
- What are the reasons/situations that cause stress in men's lives?
- Do the different reasons/situations that cause stress in the lives of men and women differ? How?
- What are consequences of stress on the woman and her family?
- How do women usually react when they are stressed? Why?
- How do men usually react when they are stressed? Why?
- What do women do to relieve their stress?
- What about men? Are there any differences among men and women in their coping strategies?
- Do women access any services for coping with mental tension?
- What kind of assistance should be offered/ provided to women to deal with mental tension?
- What is the role of family in relieving stress?
- Is there any relation between stress and substance abuse? How and why?
- Is it justified to hurt someone when you are stressed?

Concluding comments for the facilitator:

For good health, we need to maintain a balance between our physical and mental health. All of us suffer from tension and stress but we need to find positive coping mechanisms to deal with it.

Plan for action:

What would be a way for you to find out who is in distress? What can you do as a collective to make sure there are options for people to identify and address the stress in their life? Use your creativity to make your village a friendly place for distressed persons, what will be the small steps you will take?

Session 41.2: What Do I Do When I Am Angry

SESSION OBJECTIVE: THE PARTICIPANTS WILL LEARN TO IDENTIFY WHEN THEY ARE ANGRY AND HOW TO EXPRESS THEIR ANGER IN A CONSTRUCTIVE AND NON-DESTRUCTIVE WAY.

[Source: Adapted from CORO for Literacy, Horizons/Population Council, MAMTA, and Promundo's Yaari Dosti: Young Men Redefine Masculinity Training Manual, 2006, Activity 3.6]

Week 41

Time required: 45 minutes

Preparation: Ensure familiarity with the session content before facilitating. Gather the following materials before the session:

- Flip chart
- A-4 paper
- Felt-tip pens
- Tape

The facilitator can use this activity at in other sessions too, to remind the participants to use words wisely and not to offend in situations of conflict.

Instructions:

Step 1: 20 minutes

- Ask the girls to write down their answers to the following questions on a paper:
 - Think of a recent situation when you were angry. What happened? Describe the incident in brief.
 - What were you thinking and feeling at that time? Try to list the feelings that you felt in your body when you were angry.
 - How did you demonstrate this anger? How did you behave?
- After the girls have written their answers, divide them into groups of 4-5 participants. Ask them to present their answers within their groups.

Step 2: 25 minutes

- Now, hand out a flip chart to the groups and ask them to make a list of the negative and positive ways of reacting when they are angry.
- Ask the groups to present their flipchart and observations.

Questions for discussion:

- Is it difficult to express anger without using violence? Why? Who do you think finds it more difficult to express anger without violence – men or women?

- Often, we know how to avoid a conflict or a fight without using violence, but we don't do so. Why?
- Is it possible to express anger positively without indulging in violence?

Focus on how women and men react to conflicts or stress differently.

Observe, if participants have displaced their anger on to a less powerful person, such as scolded or beaten a younger sibling or been rude to their mother who appears like a shock-absorber, listening to all members of the family. If yes, this can be used to illustrate that this is an example of misuse of power. Also note if passive aggression (not talking to anyone, banging things instead of addressing someone you are upset with) or self-harm is a way of reacting told by the girls. How do these mechanisms feel? Discuss whether this is an appropriate way of constructively channeling your anger or stress.

Concluding comments for the facilitator:

Many adolescents confuse anger and violence, thinking that they are the same things. It should be stressed that anger is an emotion, a natural and normal emotion that every human being feels at some point in life. Violence is a way of expressing anger, that is to say, it is a form of behavior that can express anger. But there are many other ways of expressing anger—better and more positive ways—than violence. If we learn to express our anger when we feel it, it can be better than allowing it to bottle up inside us, as many times when we allow our anger to build up, we tend to explode. Some ways of expressing anger positively are:

- **To take a breath of fresh air** is simply to get out of the situation of conflict and anger, to get away from the person toward whom one is feeling angry. One can count to 10, breathe deeply, walk around a bit or do some other kind of physical activity, trying to cool down and keep calm. Generally, it is important for the person who is angry to explain to the other that he is going to take a breath of fresh air because he is feeling angry, something like: “I’m really fed up with you and I need to take a breath of fresh air. I need to do something like go for a walk so as not to feel violent or start shouting. When I’ve cooled down and I’m calmer, we can talk things over.”
- **Use words without offending** is to learn to express two things: (1) To say to the other person why you are so upset, and (2) to say what you want from the other person, without offending or insulting. For example:
 - I am angry with you because: _____
 - I would like you to: _____

Plan for action:

Try to practice these behaviors for positively expressing anger at home when you feel upset. Also, write on a paper the times when you had mental tension, were stressed out or emotionally disturbed or angry. How did you feel? What did you do to cope with it? Would you cope differently now?

Session 42: Intimate Relationships

SESSION OBJECTIVE: TO REFLECT ON THE POWER DYNAMICS BETWEEN WOMEN AND MEN IN THEIR INTIMATE RELATIONSHIPS AND HOW GENDER INFLUENCES THEIR EXPECTATIONS, INTERPRETATION AND EXPRESSION OF LOVE.

[Source: Adapted from CORO for Literacy, Horizons/Population Council, and Promundo's Sakhi Saheli: Promoting Gender Equity and Empowering Young Women Training Manual, 2008, Activity 3.1]

Week 42

Time required: 90 minutes

Preparation: In this section a variety of situations have been presented where the participants are asked to determine what is violence and what is not violence. By first understanding intimate relationships as conceived and perceived in a patriarchal society, participants will then better understand the links between gender and violence.

Ensure familiarity with the session before facilitating. Gather the following materials:

- Flipchart
- Markers
- Pen
- Paper

Recap: 10 minutes

After the volunteers summarize the previous session, ask them whether they noted the times they have been disturbed or angry? What did they do previously and how do they plan to cope or address the issue now?

Today we are going to talk about intimate relationships, that is relationships between married partners or lovers or soon to be married young people. These relationships are also very important for our mental health.

Instructions:

- Divide the participants into five groups.
- Ask each group to make a story on one of the following situations:
 - A young couple meet with each other in a secluded place.
 - A young couple go out to roam about with each other by lying to their parents.
 - A young couple have gone out to watch a film
 - A young couple meet each other in a garden
 - A young couple are having a fight with each other

- Give each group 20 minutes to make up a story for the situation provided to them. Ask the participants to use their observations of such scenes and imagination to think up what all could have happened in those situations
- Ask each group to narrate their story one by one, and then have a discussion on the points given below.

Questions for discussion:

- Which story did you identify with the most and why?
- What similarities and differences are there in these stories?
- In these various stories, in which relationships or situations did you find positive attributes and in which ones, negative attributes? Why?
- What does a girl or young woman expect from her romantic relationship? What does a boy or young man expect out of the same? Are the expectations similar or different? Why?
- Do women have different roles to play in intimate relationships? What and why?
- Some people think that only men should take the initiative in romantic relationships and women should be passive and willing to do whatever the man asks her to do. Do you agree with this? Why and Why not?
- An intimate relationship between a woman and a man is that of equality and respect. What do you think about this? What is represented in these stories? In a romantic/intimate relationship, how should a woman behave with a man and how should a man behave with the woman?
- What do you think is the main reason why a woman and man in an intimate relationship fight with each other? How does each partner express his/her disagreement with the other? How do they resolve it? Do women and men have different ways of doing so?
- Can the people portrayed in these stories be from different religious and economic backgrounds, different sexual orientations (two women in love with each other or two men in love with each other)? Do these differences and identities have an effect on relationships? How do you think society perceives such relationships?
- Will this discussion today have any influence in bringing about any change in the relationships in your life? Please explain why or why not? If yes, how?

Questions to be expected from participants

- When there is a fight in an intimate relationship, why does the woman have to always back down?
- In love/intimate relationships, why do boys always expect to have a physical relationship with girls?
- Is it necessary for girls to wear make-up to attract boys?
- Should girls take a decision in intimate relationships?

Concluding comments for the facilitator:

In romantic/intimate relationships, often the roles and behavior of men and women are pre-determined. This is because these roles are linked to the preconceived notions of differences on the basis of gender. Generally, in intimate relationships, men are expected to be active and women passive and so women don't get to express their desires. Gender socialized roles, therefore, do not provide adequate space for spontaneous expressions of love. If these relationships are distanced from gender stereotyped roles and a hetero-normative worldview, and instead based on mutual understanding, respect, and equality, then both partners will be happy.

Plan for action:

Reflect on how you would want your future romantic relationship to be. Effective communication, as we have seen in the early sessions, is the key to succeed in what you want to achieve. Make a plan of how you will communicate your expectations with your prospective partner.

Also discussing about emotions with friends in the group in a confidential manner and safe space helps girls to be comfortable and confident while communicating and negotiating with their spouse. Plan to create safe spaces for discussions about the same within your friends in the girls' groups. It generally makes for good bonding and fosters fun time as well.

Session 43: What Is Gender-Based Violence?

SESSION OBJECTIVE: TO IDENTIFY DIFFERENT TYPES OF VIOLENCE AND DISCUSS THE PARTICULAR TYPES OF VIOLENCE THAT MOST COMMONLY OCCUR IN FAMILIES AND INTIMATE RELATIONSHIPS.

[Source: Adapted from CORO for Literacy, Horizons/Population Council, and Promundo's Sakhi Saheli: Promoting Gender Equity and Empowering Young Women Training Manual, 2008, Session 3]

Week 43

Time required: 90 minutes

Preparation: This session is about violence in relationships. Ensure familiarity with the session contents and the reference notes for facilitators at the end of this session before facilitating. Before presenting the activities on violence, it might be useful for the facilitator to look for data in his/ her community or country concerning different forms of violence, including legal definitions and social supports that exist. While answering participants' questions it might also be useful to present some of this information to them.

The facilitator can also make use of the legislation on domestic violence and sexual abuse in the country. A simple Resource Sheet can be enclosed in this section that can help guide the facilitator's questions and discussions.

Before the exercise, it may be useful to review the stories/examples that will be handed out for discussion to ensure that they match the ground realities.

Also, during any discussion about violence, there may be some participants who may feel uncomfortable as they may have experienced violence in their lives. The facilitator should be sensitive to their needs and should try and refer them for any help or support.

The facilitator can also take breaks in between to lighten the atmosphere if it becomes emotionally charged. Comfort participants as required.

The facilitator should not try and give his/her opinion or answer the question 'is it violence or not' but rather allow the participants to reflect and share their opinions. It may be that the group may not be able to arrive at a consensus on any of the cases and in such a situation the facilitator should not force the participants to reach a consensus decision.

If anyone feels uncomfortable talking about any issue, let them have the right to pass.

If someone in the group is in a violent relationship and asks for support, the facilitator should discuss the issue with other senior staff at the organization and consider referring the young woman to appropriate services. For this, a resource directory of services for women and children facing violence

must be ready with the facilitator from the beginning of the project. It is important to take the consent of the concerned woman or girl before approaching anyone to help her.

Gather the following materials:

- Large sheets of paper
- Pens or pencils
- Case sheet
- Tape
- Copies of stories

Recap: 10 minutes

After the volunteers have summarized the previous session, ask them what thinking they have done about the romantic relationships they hope to have in future. How can they communicate their expectations of a healthy and loving relationship to their partner? Give time for 2 to 3 adolescents to share their views.

Today we are going to discuss what constitutes violence

Instructions:

Step 1: 20 minutes

- To start off the activity, ask the participants to share with the group what comes to their mind when one says the word 'VIOLENCE' and engage all the participants in a discussion on their thoughts and views about violence. On a large sheet of paper or on a chalkboard, highlight common ideas and key concepts from the various participants.

Step 2: 80 minutes

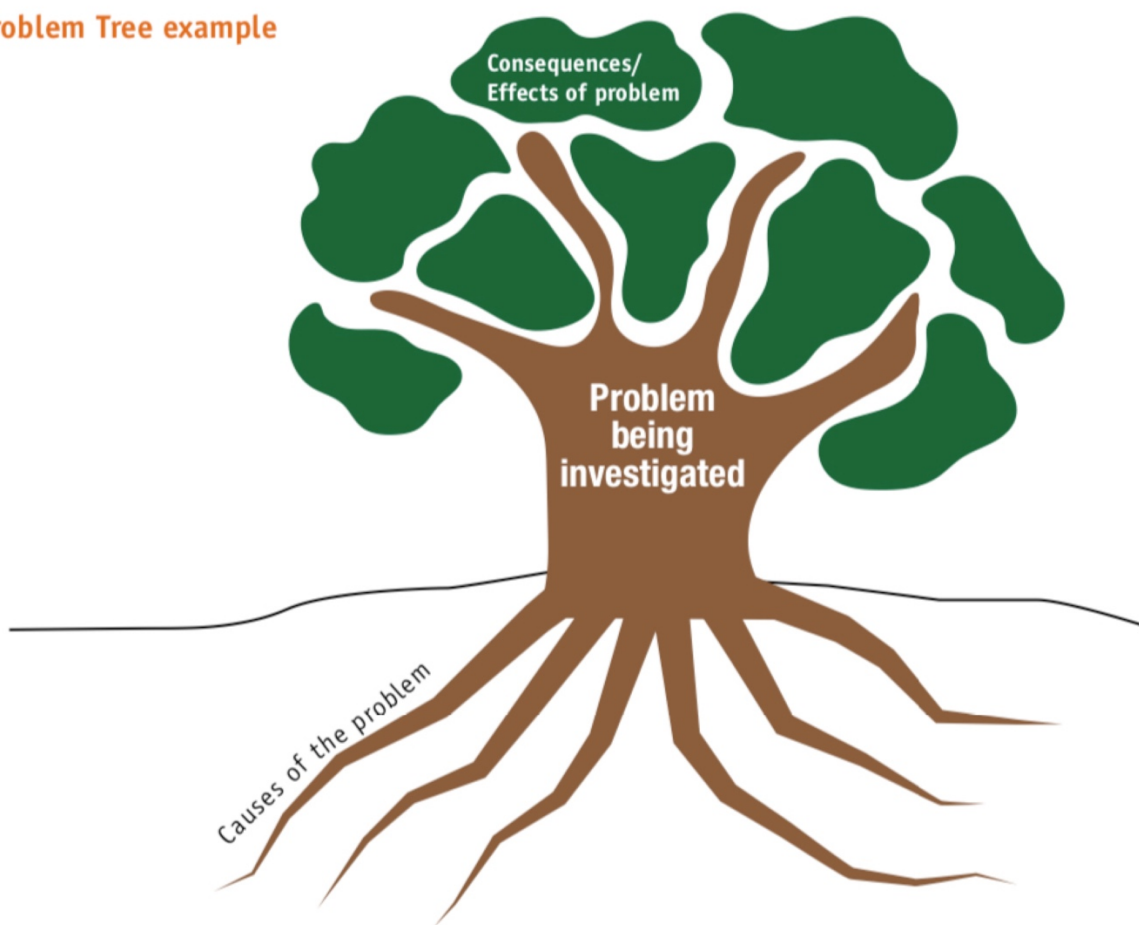
- Then, take three large sheets of paper and write on one sheet 'It is Violence', on the other write 'It is not Violence' and on the third one writes 'I don't know.' Paste these three sheets of paper on three different walls of the room.
- Explain to the participants that you will then read out a series of situations/cases and you want them to think about whether the situation described 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, i.e., 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 5–7 minutes to discuss each case and then the group will be asked to defend their viewpoint. The facilitator will then tell which is the right answer.
- 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 sheets of paper.
- The facilitator can decide to either read out all the cases presented here or select the cases most appropriate to be read out to the group. Alternatively, a participant can also be asked to read out the case one by one allowing enough time for discussion after each case. The facilitator may even try and use a different methodology to engage participants in reflecting

on the issues of gender- based violence and then open up the discussion using the following questions.

Step 3: 20 minutes

- Draw a 'gender-based violence (GBV)' tree to help participants understand the process of such violence in a more visual way. The tree is drawn with roots, a trunk, and branches. Then, on the roots you write the various causes of GBV, on the trunk you write the types of GBV, and on the branches you write the consequences/after-effects of GBV. For this activity, which discusses types of GBV and consequences, you would only be filling in the trunk and branches of the tree, saving the roots for other activities.

Problem Tree example



[Source: CARE Social Analysis and Action Global Implementation Manual, 2018]

Questions for discussion:

Some of the answers are given at the end of the session in Reference Notes.

- Are these situations realistic?
- What is gender-based violence?
- What do you think is sexual violence?
- Are there types of violence that are related to a person's gender? What is the most common type of violence practiced against women? Against men?
- Are only men violent, or are women also violent? What is the most common type of violence that women use against others?
- What are the most common types of violence that occur in intimate relationships?
- Does a person, man or woman, ever 'deserve' to be hit or suffer some type of violence?
- Is all violence a crime? Do you know types of violence which are not crimes?
- What are the consequences of violence?
- What can we do to prevent gender-based violence and sexual violence?

Case Sheet

Story 1

Rashid was in love with a girl in college, but they belonged to different communities and could not marry. Now Rashid is married to Sabiha. Rashid only has minimum interaction with Sabiha. He does not care much for her. Sabiha gets taunted by her mother-in-law and sister-in-law because she has not been able to kindle love in Rashid. Rashid does not eat what Sabiha has cooked so she has stopped going to the kitchen. Now the only role for Sabiha in the house is to clean the house, clean utensils and be useful for any tasks required. Sometimes she sits alone in her room and cries. Of late she does not even want to get up in the morning. **Is this violence?**

Story 2

Rajesh and Meena are married for two years and they have an enjoyable sex life. Sometimes, Rajesh comes home late and by that time Meena is fast asleep. Rajesh often wakes her up and ask for sex. Many times, even if Meena is not willing, Rajesh has sex with her. **Is it violence?**

Story 3

Akhter loves Minara very much. He cares a lot for her. But he keeps bad company. His friends are alcoholic. Every, once in a while they take him to an alcohol shop to enjoy life. All of them drink until their pockets are empty. They feel that drinking is a 'manly' trait and men need to drink once in a while. His friends tell him that women are lazy and need to be kept in their place. On those days when Akhter comes home, he is drunk and full of himself. He picks up a quarrel with Minara and beats her up. Minara cries all night. The next day he is very apologetic. But Minara can't stop him from meeting his friends or drinking. **Is there violence in this story? Where and why?**

Story 4

Pinki is a Hijra and she lives with the Hijra community. Her parents raised her as a boy, but her inner voice told her that she is actually a girl and wanted to live like a girl. She and her parents were ridiculed by the community. Pinki left home when she was 16 years old to save her parents from further harassment and ridicule by the community. She had to leave school and was forced to join

the Hijra community because she had no alternative. She and her Hijra sisters have no other source of income but to beg and dance at weddings. They also live in constant fear of sexual violence from some anti-social elements. **Is there any violence in this story, where and why?**

Story 5

Mangesh used to tease girls in the local trains/ boat/ bus. Whenever girls smiled or laughed, he tried to touch their bodies. Even then, some girls used to laugh and smile over his acts and Mangesh thought that girls liked these things. If he teases any girl and she smiles, then **is it violence?**

Discuss what participants and anyone can do when they witness violence. Share some examples from other best practices such as 'ring the bell' campaign. Can girls do something of this kind or find out if their parents will support them to take some actions. For example: In a community when somebody hears/ observes violence happening between intimate partners, the person just goes and knocks at the door asking for something, anything, like a mobile charger, sugar or any household thing. The purpose of knocking is not to seek anything but to stop the spur of violence. This interrupts the violence. And the perpetrator gets aware that his actions are being noticed.

Concluding comments for the facilitator:

Intimate relationships are meant to be safe spaces and spaces for mutual love between partners. In reality, there is a lot of violence within intimate relationships. The root cause of violence is gender inequality created by patriarchy and gendered socialization in relationships. Gender inequality often manifests as gender hierarchy, which means that different persons enjoy more power than the other based on a hierarchy which includes gender, age, and social relationships. For example, within a family often the older men are the most powerful (father, father-in-law), followed by older women (mother, mother-in-law), followed by young men and women in the hierarchy. The young daughter-in-law is often the least powerful, even less powerful than younger unmarried girls and boys in the same family. You may find that the older males may perpetrate violence on their wives, younger men may perpetrate on their wives, older women may perpetrate violence on their daughters-in-law and younger women perpetrate violence on their children. This is in accordance with gender-power hierarchies in the home. Similarly, outside the home too men enjoy more power than women and may perpetrate violence against in the name of love or seeking love.

That is why violence which is based on a gender hierarchy, which renders some persons more powerful than others, is called gender-based violence. Some of this behavior has become so acceptable in society that some of us may not see it as violence at all. Rigid understanding of gender also causes violence against transgenders because of the inability of society to understand diversity. Invisibility of such violence is among our chief challenges to addressing such violence. Our discussion today will help us to recognize gender-based violence and understand its root causes.

Plan for action:

Observe relationships around you. Do you see violence within relationships? Note it. Do you see such violence being normalized in every-day lives? How can you support someone facing such violence?

Reference notes for the facilitators:

- A. Answers to the question for discussion**
- B. Answers to questions which may come from participants**
- C. Reference Sheet on laws about intimate partner violence**

A. Answers to the questions asked in discussion

- Are these situations realistic?
 - Yes, they are realistic. We see such violence in our every-day life.
- What is gender-based violence?
 - This is explained in the conclusion paragraph.
- What do you think is sexual violence?
 - Any sexual activity with a person without their consent is sexual violence. This can include rape, incest, marital rape, sexual assault, sexual harassment, eve-teasing, unwanted touching with a sexual intent, sending unwanted text messages, pictures over mobile or internet, flashing your genitals to another person who has not consented for it, stalking, talking in sexual overtures, sexual talk or sexual gestures which are unwanted.
- Are there types of violence that are related to a person's gender? What is the most common type of violence practiced against women? Against men?
 - Domestic violence, sexual violence, acid attacks, threats of sexual violence are common forms of gender-based violence against women. Among these domestic violence and intimate partner violence are the most common. One in three women faces this form of violence. On the other hand, the most common form of violence faced by men is from men. This mostly constitutes attacks and fights with other men.
- Are only men violent, or are women also violent? What is the most common type of violence that women use against others?
 - Yes, women are violent too many times and mostly that violence can also be explained within gender-power relations in a patriarchal structure. The most common forms are mother-in-law beating or mentally torturing the daughter-in-law. Another common form of violence woman perpetrate is beating their children which can also be explained by the power differentials between mother and children.
- What are the most common types of violence that occur in intimate relationships?
 - Domestic violence, rape or marital rape, mental harassment, social isolation and economic deprivation are the common types of violence occurring in intimate relationships
- Does a person, man or woman, ever 'deserve' to be hit or suffer some type of violence?
 - No person, whether woman or man ever deserves to be hit or suffer violence.
- Is all violence a crime? Do you know types of violence which are not crimes?

- For example, marital rape is a form of violence but is not considered a crime in many South Asian countries such as India and Bangladesh
- What are the consequences of violence?
 - Consequences of violence can be on physical, mental and social health of a person as well as depriving them of an optimum quality of life, such as follows
 - Physical- Death, injury, disability.
 - Emotional trauma, depression, suicidal thoughts, losing interest in life, loses confidence in herself, self-blame.
 - Social isolation- not being allowed to meet friends and family, feels lonely, cannot get any help to stop violence, may be kept away from her children.
 - Economic deprivation- is not allowed to work, not allowed to access money, not provided any monetary support, feels helpless to go anywhere, buy anything, seek help or travel. Basically, begins to feel trapped.
 - Poor quality of life- may lose her job, loses her friends, loses contact with family, feels a lack of control over her life, cannot do anything as per her wishes and thus has very poor quality of life.
- What can we do to prevent gender-based violence and sexual violence?
 - Short- and medium-term steps:
 - Declare all forms of gender-based violence as a crime
 - Provide services to address all forms of gender-based violence
 - Conduct campaigns for awareness of such violence; the laws and policies to combat such violence and that violence is not acceptable in society
 - Education of women and marginalized section of society thus enabling their potential to get jobs as well as exert their opinion and influence to bring about gender equality
 - Enforce girls' and women's right to property, inheritance, equal wages, etc., to make women economically independent and not dependent on men for their sustenance
 - Long-term steps:
 - Gender hierarchy and a patriarchal society which creates gender hierarchy are at the root of gender-based violence. Systematic steps need to be taken which will dismantle this hierarchy and bring about a truly equal society where gender becomes irrelevant

B. Questions which may come from Participants: Brief explanation for this too is given at the end of the session

- Why is it that most violence is perpetrated against women?
 - This is applicable only to gender-based violence. Women come lower than men in the gender hierarchy and have less power in patriarchal societies. For the same reason violence by men is acceptable in patriarchal societies. Hence most violence in the domestic or intimate sphere is directed against women. Much of the sexual violence is also directed against women.
- Do men also experience violence that is sometimes perpetrated by women? How can we address this?
 - Much of the gender-based violence is perpetrated by men on women. Violence perpetrated by mothers on children, students by teachers, women against male domestic helpers are the most common examples of violence perpetrated by women on young boys who are male. However, there are some places where privileged women are more powerful than men, such as higher-class women vis-à-vis man from a marginalized section of society. There are some examples of abuse of such power, e.g. in abetting a crime or in instigating a crime against a man. But such instances are rare as compared to abused faced by women which is routine, systematic and normalized in society.
- Women who oppose violence are often ridiculed and insulted. Why is this?
 - Gender based violence is highly acceptable in society and is often normalized, though it is a violation of women's rights and personal space. Due to this, some women who speak against this violence may be ridiculed for going against the accepted norm of society. It is our collective responsibility to support such women. Once the number of men and women speaking against violence increases, they will not be ridiculed.
- When a woman opposes or challenges violence it often leads to a problem in her house. How do we address this?
 - When power equations anywhere are challenged it creates a disturbance in the way things were. This can be often seen as a 'problem'. For example, if a woman refuses to cook challenging the excessive burden of work on her, then nobody gets to eat, which may be seen as a 'problem'. Instead if we look at it as a necessary step which will come when current power equations are challenged, then we will stop looking at it as a problem. We need to support such women with the help of existing resources because the reaction to challenging violence often is increased violence faced by the woman. Women at this time may need a safe space to live, transport to reach her maternal home, money, emotional support and moral support so her efforts are valued.

- Why is it that women perpetrate violence against women?
 - This is a common refrain made against women. In reality women are as much agents or actors in a patriarchal society as are men. Women believe in the same concepts of male superiority and acceptance of male violence as do men. When women perpetrate violence against other women (e.g. mother-in-law against daughter-in-law), they are behaving as they have been taught since childhood- to uphold the patriarchal family where men are supreme. Since power in a patriarchal society rests with men (e.g. fathers, husbands, sons) women feel a need to be in favor of such power bearers. Many times they are simply executing the wishes of the powerful.
- When teachers beat their students, is that also violence? or how about parents beating their children?
 - Yes, this too constitutes violence as the more powerful persons (adults including adult women) are acting against the powerless (children). This is unfair and unjust, and it is abuse of power.

C. Reference Sheet on laws about intimate partner violence

Source: This reference sheet was taken directly from Plan USA “5 Years after Bangladesh’s Domestic Violence Prevention and Protection Act 2010: Is it Helping Survivors” 2015

<https://www.planusa.org/docs/phr-domestic-violence-2016.pdf>

The Constitution of the People’s Republic of Bangladesh guarantees the fundamental rights of all, which include the right to be free of all discriminatory practices and the protection of law, which inherently includes all types of violence. The Constitution reiterates equality before law and equal protection of law (Article 27), while allowing the state to take affirmative action for the protection of women and children (Article 28(4)). No one shall be deprived of life or personal liberty except in accordance with the law (Article 32) and all have the immutable right to protection under the law (Article 31): To enjoy the protection of the law and to be treated in accordance with law, and only in accordance with law, is the inalienable right of every citizen, wherever he may be . . . and in particular no action detrimental to the life, liberty, body, reputation or property of any person shall be taken except in accordance with law.

Other protections have been afforded by the executive, legislative and judicial branches of the government of Bangladesh (GOB). For example, the National Women’s Development Policy 2011 clearly outlines the aim of dealing with violence committed against women within the family and society. The National Children Policy pledges that initiatives shall be undertaken to ensure a safe family environment and that children shall be given due protection from all forms of violence. The government has outlined a National Action Plan to Prevent Violence Against Women and Children, 2013–2025. However, although Bangladesh has successfully attained many of the Millennium Development Goals, it continues to be a country where 47 percent of adolescent girls have experienced physical and/or sexual violence and where one in every five girls between the ages of 15 to 19 is sexually abused by her husband or partner. The BBS survey on VAW of 2015 reports that 34.2% of girls aged 10–14 years and 39.7% of girls aged 15–19 years have been raped at least once.

Given the appalling figures, the issue of violence against women and children as an acute problem has been acknowledged in many different ways. For example, the Legal Aid Services Act of 2000 provides for legal assistance for women who are survivors of such violence. In addition to various legislative and policy interventions to address violence against women and children, concrete initiatives have been undertaken. The Ministry of Women and Children Affairs (MoWCA) has started the Multi-Sectoral Programme on Violence Against Women, which includes the establishment of the National Trauma Counseling Center (NTCC) to provide psychological counseling. Eight OneStop Crisis Centers (OCCs) were established in 2001 in Dhaka, Sylhet, Chittagong, Rajshahi, Rangpur, Faridpur, Khulna and Barisal to provide medical facilities, police assistance, legal support, psycho-social counseling and shelter services to women and child survivors of violence.

Session 44: Honor, Sexuality and Violence in Our Society

SESSION OBJECTIVE: TO CREATE AN INSIGHT ABOUT THE CONCEPT OF HONOR AND SEXUALITY IN OUR SOCIETY, THE IMPACT ON YOUNG PEOPLE AND MOVING BEYOND NARROW DEFINITIONS OF HONOR.

[Source: Adapted from Kvinnoforum/ Foundation of Women's Forum Honor Related Violence manual, 2005, Chapter 7]

Week 44

Time required: 115 minutes

Preparation: This session will talk about issues which may be embarrassing or sensitive to many participants. Many real-life stories may be recounted. Ask the participants to remember that this is a safe space. The specifics of what will be discussed here e.g. names of persons, events that happened, characters in the stories told need to be strictly confidential. They should not be revealed outside this room. But the learnings from the discussion can be discussed outside the room.

The discussion may also bring up cases of honor killing or elopement in the families of those present. The atmosphere may become emotionally charged if this happens. Take a break and play a small game or icebreaker to lighten the atmosphere. Allow individual participants to take a break and then join the discussions after a break. Comfort any girl who may be particularly distressed.

Ensure familiarity with the session content before facilitating. Gather the following materials:

- Whiteboard or flipchart
- Markers

Recap: 10 minutes

Ask for volunteers to summarize the previous session. Emphasize that violence is never acceptable in healthy relationships and remind the participants that you will be available after the session if anyone wishes to talk about a violent experience.

Instructions:

Step 1: 30 minutes

Divide the participants into groups of four or five, depending on how big the group is. Each group should have at least 4 to 5 participants. Ask them to discuss the following questions and write the main points on a flipchart. Discuss for both girls and boys even if the group is only of girls. Give the group 10 minutes to discuss. Two volunteers from each group will make a presentation for 3 to 4 minutes for each group. The facilitator will write down the main points coming out of the discussion. The discussion will include clarification of various concepts that emerge. Tell them that we will part these concepts here for use in the next discussion.

Questions for discussion:

- What does honor mean for a young girl/woman, as you understand it?
- What does honor mean for a young boy/man, as you understand it?
- How would you explain the difference/similarities?
- How has the concept of honor related to female sexuality developed in your community/society?

Step 2: 20 minutes

Ask the participants to go back to their groups. Now ask them to tell stories about morals and sexuality of the time when their parents were young. Ask them to recount from what they have heard and seen or been told about. Ask them to answer questions like;

- “What happened to a girl that had sex with a boy or boys before marriage? Were there any rumors about her?”
- “What happened to a girl if she got pregnant before marriage, were there any sanctions?”
- “In case of sanctions, what were the sanctions?”
- “Was there any way out of such situations for the girl?”
- Ask the participants if the same morals and sexual codes still prevail. “What has changed in the interim?”
- “Ask the participants if the same codes prevail for men? A few generations back and now?”
- “Is there any connection of these codes on morality and sexuality with child marriage?”

Ask the participants to take notes of the stories in the group. Give the groups 15 minutes to tell stories.

Step 3: 45 minutes

After the group exercise is ready, ask the participants to report about the following. Give each group:

- The situations they discussed
- What was the transgression or crossing of boundaries?
- What sanctions or way out were found in the stories?

Write it down on the flipchart. During discussion various local words for ‘honor’, ‘virginity’, ‘shame’, ‘dishonor’ are likely to be used. The facilitator should write these on a separate flipchart to draw attention to them during discussion or to clarify concepts in the group.

If it has not figured clearly in the discussion, ask:

- What is the cultural construct around virginity?
- What is the construct around ‘Honor’?
- How are they connected?
- How do people know that a girl is a virgin?
- Is there a mechanism by which the society enforces virginity before marriage?
- Ask the participants if they know what made these codes of morality and sexuality change from how they were one or two generations back.
- Discuss what is the difference between concepts for boys and girls. Why? Connect this discussion to the question of child marriage. How are they connected?

- Does it make a difference if the boy is from the same community or another community or another religion?

Make visible to the participants that in our culture we have concepts of honor and virginity. Highlight that some or a majority of them (depending on what comes out of the discussion) still persist. Draw out the linkages between honor, virginity and child marriages. These concepts could also be connected to 'honor killing' or 'elopement by couples' for fear of harassment by the community if these things have happened or are happening in the community. Draw out the ill-effects of such concepts on the lives of young people, both girls and boys, but especially girls. Ill-effects include:

- Persistence of child marriages
- Enforcing marriages within community, within religion, which further entrenches beliefs in honor of a family and honor of a community
- Policing of young girls' sexuality. E.g. calling for marriage proposals as soon as she begins menstruating or looks older, stopping her from going to school or playing outdoors, disallowing friendship with boys
- Sex education is abhorred fearing that it will lead to early sexual life of young people
- 'Elopement by couples' for fear of harassment by the community and honor killing

Step 4: 20 minutes

Continue the discussion in the larger group and ask the participants how the society, families and young people can move away from the concept of virginity, and a narrow and rigid definition of honor. What part can we play? Some constructive responses can be:

- Recognize that there is more harm to girls and young people due to enforcement of honor, virginity and child marriages as compared to benefits.
- Making our communities safer from sexual harassment and sexual violence is more important than policing virginity and sexuality of girls and young people.
- Educating girls, allowing them to reach their full potential, realize their ambitions and have an independent income is more rewarding for young people, their families and community as a whole.
- Discuss the above with parents and community and bring awareness on the ill-effects of this practice. Advocate with parents and community to stop these practices.

Concluding comments for the facilitator:

Enforcement of a narrow concept of honor and virginity can be very damaging for the health and lives of young people, especially girls. Recognizing these ill-effects will enable us to move beyond these concepts.

Plan for action:

Observe how the concepts of honor and virginity are still used in society. Develop your own point of view about these based on our discussions.

Session 45: Breaking the Silence

Session 45.1: Understanding the Cycle of Violence

SESSION OBJECTIVE: TO CREATE PARTICIPANTS WILL OPENLY DISCUSS VIOLENCE IN ORDER TO UNDERSTAND THE VARIOUS FORMS OF VIOLENCE AND DISCUSS THE CONSEQUENCES OF AND THE RELATIONSHIP BETWEEN THE VIOLENCE THAT WE SUFFER AND THE VIOLENCE THAT WE USE AGAINST OTHERS.

[Source: Adapted from CORO for Literacy, Horizons/Population Council, and Promundo's Sakhi Saheli: Promoting Gender Equity and Empowering Young Women Training Manual, 2008, Activity 3.3]

Week 45

Time required: 45 minutes

Preparation: The facilitator and the organization can consider inviting a women's rights activist or staff from a crisis support center for women to facilitate this session.

The facilitator should also have a resource directory or ready references of support services or counseling for women facing violence. The facilitator should be familiar with these services or have contacted and spoken to these services on the given phone numbers to avoid any situation that the services are no longer available.

Describing acts of violence – particularly those that occur outside their homes is often easy. Commenting on or talking about violence committed against them inside their homes is a more delicate matter. Talking about violence which they had committed was even harder, usually because they always wanted to justify themselves, blaming the other person for being the aggressor. This activity provided material for two work sessions. Should you feel that the participants do not wish to expose personal details about themselves, consider alternative activities in this manual that require less personal 'disclosure.'

If any young person reports that she is suffering any type of violence or that she has recently suffered any type of abuse – including sexual abuse or systematic physical abuse at home – the facilitator must refer them to an organization that provides counseling and support for survivors of violence. Before carrying out any task in this manual, the facilitator should consult his own organization to clarify the ethical and legal aspects related to that country concerning violence against young persons under 18. If someone starts to cry or gets angry during the session, handle the situation with a calm mind so as not to hurt the person or distress the person further. Encourage participants to engage in discussion, but do not force them. It might happen that during the session, some people may share personal experiences. Do ensure that all participants remember and are mindful of ground rules about not discussing any of these matters outside the group session. Do not impose your opinion on participants.

Ensure familiarity with the session content before facilitating. Gather the following materials:

- Flipchart paper
- Markers, pens/pencils
- Five pieces of paper for each participant

Recap: 10 minutes

After the volunteers have summarized the previous session, ask them if they have reflected on how honor and virginity figure in society today. What have been their observations about this? What is their personal point of view? Ask 2 to 3 girls to express their views. Make sure that in each recap session different girls get an opportunity to express their views.

Instructions:

Step 1: 15 minutes

- Before the session, tape five pieces of flipchart paper to a wall. On each paper write one of the five categories below:
 - Violence used against people similar to me
 - Violence that people like me use against others
 - Violence that I have witnessed
 - How I feel when I or people like me use violence
 - How I feel when violence is used against people like me
- At the beginning of the session, explain to the participants that the purpose of this activity is to talk about the violence in our lives and our communities.
- Give each participant five sheets of paper.
- Ask the participants to think for a while about the five categories listed in point 1 and then write a short response for each on the pieces of paper that they have received. They should put one response on each paper, and they should not put their names on the paper.
- Allow about 10 minutes for this task. Explain to them that they should not write much, just a few key words or a phrase, and then tape it to the corresponding flipchart paper.
- After taping their papers to the flipchart, read out loud some responses from each category.
- Open up the discussion with the following

Step 2: 30 minutes

Questions for discussion:

- What is the most common type of violence used against women and girls like us?
- How do we feel about those who are victimized by this type of violence?
- What is the most common type of violence we (women and girls) use against others?
- How do we know if we are really using violence against someone?
- How do we feel when we use violence against others?
- Is there any connection between the violence we use and the violence that is used against us?
- In general, when we are violent or when we suffer violence, do we talk about it? Do we report it? Do we talk about how we feel? If we do not, why not?
- Where do we learn violence?
- What is the link between violence in our families and relationships and other violence that we see in our communities?
- How does the media (music, radio, movies, etc.) portray violence?

- Some people say that violence is like a cycle; that is to say, someone who is a victim of violence is more likely to commit acts of violence later. If this is true, how can we interrupt the cycle of violence?
- Is there any way to measure the severity of violence to say some act is more violent than the other? Is any kind of violence worse than another?

Discuss the cycle of violence: Victims of violence or witnesses of violence are likely to become perpetrators or victims of violence themselves. But this also depends on their social positions. For example, in a patriarchal and male dominated society, when a man beats his wife and children, male children are likely to learn that it is ok for men to beat women and children. They are more likely to become perpetrators. Witnessing the same scenario, a girl is likely to learn a social role of being submissive to male violence. She learns to be a victim rather than a perpetrator, this cycle continues.

In another way, the cycle of violence continues also because those who are victims of violence, e.g. women, may themselves become perpetrators when they are in a relatively powerful position. So, women may beat up their children or harass the domestic help. Mothers-in-law and sisters-in-law are known to harass the daughter-in-law. This perpetuates the cycle of violence and also gives the impression that “women are women’s worst enemies”. In reality mothers-in-law and sisters-in-law both derive power from their connections to male relatives (son and brother respectively) which makes them relatively powerful and they use this power to perpetuate patriarchy. Because men are powerful and decision makers in the family, most women try to get close to this power instead of being in solidarity with other women who are similar to them in circumstances. This is the way patriarchy works. In fact, women are groomed to be transmitters of patriarchy, i.e. active agents who take patriarchal learnings from one generation to another. If women learn the origins of power in a patriarchal society, it will be easier for women to come together and support each other instead of perpetuating violence.

How can such violence be stopped?

- Recognizing the cycle of violence
- Supporting each other when someone is facing violence
- Calling out and taking a stand against violence in society
- Recognizing the violence we perpetrate in our lives
- Refusing to become perpetrators of violence

Questions likely to be asked by participants

- When someone is violent with me and I retaliate with violence as well, then what is the problem?
- It is often very difficult for women to disclose the violence they experience in their homes. How can one address this issue?

Concluding comments for the facilitator:

When we talk about violence, we think mainly of physical aggression. It is important to think of other forms of violence such as emotional violence, besides physical violence. This activity helps us think about how we too, knowingly or unknowingly commit violence in our lives. This provides a foundation to reflect on how we can stop the cycle of violence in our lives and communities.

Session 45.2: Reaching Out

SESSION OBJECTIVE: TO DISCUSS THE CULTURE OF SILENCE THAT SURROUNDS VIOLENCE AGAINST WOMEN AND TO REFLECT ON THE CONSEQUENCES OF THIS. TO DISCUSS WHAT INDIVIDUALS CAN DO WHEN THEY ARE IN AN ABUSIVE RELATIONSHIP OR WHEN THEY KNOW SOMEONE WHO IS IN AN ABUSIVE RELATIONSHIP.

[Source: Adapted from CORO for Literacy, Horizons/Population Council, and Promundo's Sakhi Saheli: Promoting Gender Equity and Empowering Young Women Training Manual, 2008, Section 3]

Week 45

Time required: 75 minutes

Preparation: As in the previous session, here too, a women's rights activist or senior staffer from a well-recognized violence crisis center can be invited to answer questions in the session. Whether such a person is available or not, the facilitator should go well equipped with resources on existing supports in the community where young women may go for help in the event of an experience with relationship violence. The list should include support groups, crisis centers, hospitals and other resources that deal specifically with the issue of gender-based or domestic violence, recommended social workers/psychologists/etc., and any other available resources. It is recommended that the facilitator create a handout listing these resources to distribute at the end of the activity. The facilitator should pay close attention to the reactions of the participants throughout the activity and whether anyone might need special attention due to the subject matter.

Gather the following materials:

- Poster board
- Markers or chalkboard and Chalk
- Hard copies of a list of resources for women or girls experiencing violence

Instructions:

Step 1: 35 minutes

Divide the participants into three groups. Ask each group to create a role play using one of the following case stories:

- A woman is experiencing violence in an intimate relationship and is not able to tell anyone about her experiences. Ask the group to think about what different situations and problems will she have to face to try to protect herself from violence.
- A woman is experiencing violence in an intimate relationship and is able to reach out to others for help and support. What are the doubts and concerns she may have in reaching out for help? What challenges do you think she may face in reaching out and seeking support from someone?

- A woman has been contacted by another woman to address her violent situation. What would be the challenges faced by this person in reaching out to someone who is experiencing violence? How would the person provide support without making the situation more difficult for the woman experiencing violence?
- You are a bystander in a situation where a woman is facing violence. You could be a neighbor. You are a witness to the violence, but you have not been approached by the woman for help. How would you respond in the situation in a way that it does not increase the difficulties for the woman?

Give the groups about 15 minutes to develop their stories. Ask the three groups to present their role plays to the entire group in 5 minutes each.

Step 2: 25 minutes

Open up a discussion using the questions below.

Questions for discussion:

- Are these situations realistic?
- Which of these case scenarios did you relate with more? Why and why not?
- What are the similarities and differences between the first two case scenarios?
- When women and girls are in such a violent situation, do they usually reach out for help? If yes, why and if not why not?
- Why do you think at times we do not want to speak about the violence in our lives?
- Why would someone remain in an abusive relationship? Are these reasons different for young women and adult women? What is the link between abuse and economic and social dependence?
- Do you think men who experience violence are also affected by the same culture of silence and face similar circumstances in reaching out for help? If yes, why? If no, why not?
- How would you get to know if a friend or someone you know is suffering from violence?
- How would you feel when you find out that this person you are close to is suffering from violence? Can you reach out and help/support if you are worried about a friend? How can you support a friend who has suffered from violence or aggression?
- What care should be taken while helping such a person so that her situation is not made worse than it already is?
- What steps could someone in a violent relationship take to try to keep herself safe?
- What steps can a friend or someone else take to be helpful to someone who is in a violent relationship?

Possible questions by participants

- To keep the family together and maintain peace in the house shouldn't women tolerate violence?
- If I tell someone that my husband beats me and if he leaves me when he learns that I have talked about it to others, then what will happen to me? Who will take care of me?

Step 3: 15 minutes

Following the role play presentations and discussion, ask the group to name all of the resources that they are aware of for young women who are in an abusive relationship in their community. You can pose the question: “If you think your friend is in an abusive relationship and needs help, who, or where would you tell her to turn to for help?” As participants offer names of resources, write them on the board. The facilitator should also mention places and persons where a young woman can go for help and distribute the handout listing these locations.

Also discuss about the ‘Ring the bell/ knock at the door’ initiative mentioned in the previous session.

Concluding comments for the facilitator:

There is a culture of silence around violence, especially domestic violence. In our culture what happens inside the house, especially within the marriage, is considered a personal matter and not open for others to intervene. That is the reason why women do not report it and those close to the woman also hesitate in helping her. In reality, domestic violence or other forms of violence such as sexual violence or violence perpetrated on any person is a crime and a violation of a woman's right to live a violence free life. Therefore, it is our collective responsibility to respond to violence and break the silence. Remember, that we should be aware of the many difficulties and challenges a woman faces when she seeks help for violence. Our intervention should not increase her difficulties. Hence always consult the woman about how best you can help her. Sometimes a woman wants to continue the marriage but only have the violence in the relationship to stop. It is important to respect her wishes. It is best to connect the woman to various resources trained in helping such women. On your part, you can help the woman by believing in her, not blaming her for the violence she faces, supporting her when she requests and consulting her while taking any action. Do not ignore the violence, thinking that violence is a personal matter. It can be life threatening for the woman. Simply showing that you believe and support her can help the woman to speak out against the violence she faces.

Plan for action:

Observe the various forms of gender-based violence that you see around you. Can you make out how the cycle of violence perpetuates itself? Think about how you can help those who are facing violence. In case there is a violence crisis center or an active women's group which works on violence then ask if you can volunteer your free time to work with them. Discuss with your friends to take turns to volunteer with the center.

Appendix 1: Dividing into Smaller Groups

Source: Adapted from Levack, A., Roller, L. & DeAtley, J. (2013). Gen.M: A Gender Transformative Teenage Pregnancy Prevention Curriculum. New York, NY: EngenderHealth.

Below are some tactics you can use to separate a large group into small groups:

Animals around the room and assign animals to everyone in the group. You should pick the number of animals as you need groups, example, Group 1 equals Lions, Group 2 equals Elephants, Group 3 equals Giraffe. Pick animals that are appropriate to where you are working.

Birthdays: Ask participants to line up in order of their birth date (month and day only). Once they are in a long line, the facilitator can go down line and divide into smaller groups. For a twist, ask participants to line up in birthday order without talking.

In another version, the facilitator asks those born anytime between January 1st to June 30th to form a line on one side of the room. On the other side of the room, ask youth born between January 1st to December 31st to form a line. Ask youth in both lines to walk toward each other. The person they line up with is their partner.

Candy: Put different kinds of candy in a bag. The different kinds of candy should represent the number of groups you need. Youth who select like candies becomes a group. This can also be done with small toys, different colored paper clips, different kinds of beans, etc.

Cards: Count out matching playing card numbers into groups of 2, 3 or 4, etc. Shuffle. Ask participants to draw and locate others with matching card numbers.

Clothes: Ask participants to group based on the kind of shoes they are wearing, the colors they are wearing, type of shirt they are wearing, etc.

Count Off: Simply count off to form a group, or count off and have all the “ones” form a group, all the “twos” form a group, etc.

Favorites: Ask youth to form small groups based on their favorite color, fast food restaurant, soft drink, song, subject in school, etc.

Siblings: Ask participants to form a group based on the number of siblings they have – only child, one sibling, two siblings, etc.

Stickers Place different stickers on the participant handouts (or manuals, desks, chairs, etc.). When you are ready to form groups ask participants to find their sticker and form small groups with other people who have the same sticker.

Appendix 2: Icebreakers for Session Introductions

Source: Adapted from 100 Ways to Energise Groups: Games to Use in Workshops, Meetings and the Community. (2002). United Kingdom: International HIV/AIDS Alliance.

Howdy Howdy: Participants stand in a circle. One person walks around the outside of the circle and taps someone on the shoulder. That person walks the opposite way around the circle, until the two people meet. They greet each other three times by name, in their own language. The two people then race back, continuing in opposite directions around the circle, to take the empty place. The person who loses walks around the outside of the circle again and the game continues until everyone has had a turn.

Juggling Ball Game: Everyone stands in a close circle. (If the group is very large, it may be necessary to split the group into two circles.) The facilitator starts by throwing the ball to someone in the circle, saying their name as they throw it. Continue catching and throwing the ball establishing a pattern for the group. (Each person must remember who they receive the ball from and who they have thrown it to.) Ask the group if they think they can beat the time it took to pass the ball to everyone in the circle – following the same pattern. Ask them to think about what they can do to make the group juggle go more efficiently. Time them and let them know if they improve from one round to the next.

Once everyone has received the ball and a pattern is established, introduce one or two more balls, so that there are always several balls being thrown at the same time, following the set pattern.

This icebreaker can be used to talk about the importance of cooperation, teamwork and planning/analyzing a situation.

The Sun Shines on... Participants sit or stand in a tight circle with one person in the middle. The person in the middle shouts out “the sun shines on...” and names a color or articles of clothing that some in the group possess. For example, “the sun shines on all those wearing blue” or “the sun shines on all those wearing socks” or “the sun shines on all those with brown eyes.” All the participants who have that attribute must change places with one another. The person in the middle tries to take one of their places as they move, so that there is another person left in the middle without a place. The new person in the middle shouts out “the sun shines on...” and names something else that people may have in common (e.g., anyone who like football, has children, has more than 5 siblings, is older than 30, etc.)

Leading and Guiding: Participants split into pairs. One participant puts on a blindfold. Their partner then leads them carefully around the area making sure they don't trip or bump into anything. After

some time, the facilitator asks the pairs to swap roles. At the end, participants discuss how they felt when they had to trust someone else to keep them safe.

I Like You Because... Ask participants to sit in a circle and say what they like about the person on their right. Give them time to think about it first!

Knots Participants (not more than 10): stand in a circle and join hands (but not with the person directly to their right or left). Keeping their hands joined, they move in any way that they want, twisting and turning and creating a 'knot'. They must then unravel this knot, without letting go of one another's hands. Sometimes when the group unravels, one big circle is formed, sometimes two big circles are formed.

This icebreaker can be used to talk about teamwork, cooperation and planning or analyzing a situation.

Yes/No Game: Participants split into two lines, so that each person faces a partner. Line one has to say "Yes" in as many different ways as possible, and line two has to try to change their partner's minds by saying "No" as convincingly as possible. Give both lines a chance to say both "Yes" and "No." Then discuss how people felt. How did it feel to say "Yes" or "No"? Was it easier to say one than another?

Writing on Backs: Ask participants to stick a piece of paper on their backs. Each participant then writes something they like, admire or appreciate about that person on the paper on their backs. When they have all finished, participants can take their papers home with them as a reminder.

Appendix 3: Energizers

[Source: Adapted from:

Taylor, J. (2009). Tips and Tricks of the Trade. Santa Cruz, CA: ETR Associates.

100 Ways to Energise Groups: Games to Use in Workshops, Meetings and the Community. (2002).

United Kingdom: International HIV/AIDS Alliance]

Group Doodle: Each person in a small group is provided a sheet of paper and crayons or markers as doodling tools. On the signal “Go” doodling begins. After 30 seconds to a minute, the leader calls “Stop”. Doodle pictures are passed to the right, and everyone starts doodling again. The leader continues the paper shifting process until everyone eventually receives his/her original doodle paper back. Group doodles can be based on learning themes and content—describe your audience, draw one thing you want to change about your campaign message, etc.

Tactile Copier: Everyone lines up, all facing one way. (You could do this in smaller groups.) A simple diagram is shown to the last person in line, which uses a finger to reconstruct the image on the back of the person in front. Each in turn passes that image onto the back of the person in front. The person at the head of the line draws the diagram on a piece of paper for the group to compare with the original drawing. Numbers, letters or words may be copied as well.

Slow Breathing: Invite participants to take ten slow, cleansing breaths...inhaling deeply and then exhaling. Then invite them to reverse the process—have them slowly exhale and then inhale. Even though breathing is always a continuous cycle of inhaling and exhaling, consciously trying to emphasize each part of the cycle can be exhilarating.

Touch Blue: Call out a color (such as blue) and have participants scurry to touch an object of that color or a person wearing it. You can identify other objects too such as something round, or “a book”, “a watch”, etc. Call the next item as soon as everyone has touched the current one.

Mirroring: Pair up participants and have one pair (call that person the “leader”) do hand or stretching motions while the other person (call that person the “follower”) simultaneously imitates or “mirrors” their partners motions. Invite participants to switch roles or even partners.

Just Like Me: The facilitator gives a series of stems or questions. If the content of a stem applies to a participant, they energetically stand, raise their arms, and exclaim “Just Like Me”. The stems and questions can be tailored to the content of the presentation. Some generic ideas include: I was born in (state name); I like to cook; I love chocolate; this topic is new to me; I speak more than 10 words of another language, etc.

COCONUT: The facilitator shows the group how to spell out C-O-C-O-N-U-T by using full movements of the arms and the body. All participants then try this together.

Body Writing: Ask participants to write their name in the air with a part of their body. They may choose to use an elbow, for example, or a leg. Continue in this way, until everyone has written his or her name with several body parts.

Banana Game: A banana or other object such as a bunch of keys is selected. The participants stand in a circle with their hands behind their backs. One person volunteers to stand in the middle. The facilitator walks around the outside of the circle and secretly slips the banana into someone's hand. The banana is then secretly passed round the circle behind the participant's backs. The job of the volunteer in the middle is to study people's faces and work out who has the banana. When successful, the volunteer takes that place in the circle and the game continues with a new person in the middle.

Shopping List: The group forms a circle. One person starts by saying "I am going to the market to buy fish." The next person says, "I am going to the market to buy fish and potatoes." Each person repeats the list, and then adds an item. The aim is to be able to remember all of the items that all of the people before you have listed.

Clap Exchange: Participants sit or stand in a circle. They send a clap around the circle by facing and clapping in unison with the person on their right, who repeats the clap with the person on their right, and so on. Do this as fast as possible. Send many claps, with different rhythms, around the circle at the same time.

An Orchestra without Instruments: Explain to the group that they are going to create an 'orchestra' without instruments. The orchestra will only use sounds that can be made by the human body. Players can use hands, feet, voice etc., but no words; for example, they could whistle, hum, sigh or stomp their feet. Each player should select a sound. Choose a well-known tune and ask everyone to play along, using the 'instrument' that they have chosen. Alternatively, don't give a tune and let the group surprise itself by creating a unique sound.

Who Is the Leader? Participants sit in a circle. One person volunteers to leave the room. After they leave, the rest of the group chooses a 'leader.' The leader must perform a series of actions, such as clapping, tapping a foot, etc., that are copied by the whole group. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions. The group protects the leader by not looking at him/her. The leader must change the actions at regular intervals, without getting

caught. When the volunteer spots the leader, they join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader.

ANNEX I. Family Planning Methods

Condom

Condoms are made of latex and are a safe and effective contraception method. Condoms are a barrier method. Using a condom prevents unwanted pregnancies and the spread of sexually transmitted infections. It is used by men on their erected penis, just before entering the woman's body. After ejaculation, the sperm remains in the condom; hence, prevents pregnancy and STIs. It is important to learn how to use a condom. The packet is torn opened from a side and the condom is smoothly it out of the packet. It should be worn on the erected penis only. To wear it one needs to pinch the top of the condom to ensure no air is trapped in between the penis and the condom. After ejaculation, the man should remove the condom before it is slack, while removing he should hold the base of the penis and remove the condom. Tie a knot so that the semen does not flow out and properly dispose it. Every packet of condom has the method of putting on a condom shown on it. Condom is a very effective contraceptive method when used in proper way.

Contraceptive pill

Contraceptive pill is a safe and effective contraception method. Contraceptive pills are a hormonal method of birth control. Oral pills are the most commonly used method in Bangladesh. Two hormones, estrogen and progesterone, that are already present in a female body, are used to make the oral contraceptive. The pill works by slightly changing the proportion of estrogen and progesterone. The oral contraceptive pill works in three ways: 1: it does not let the ova mature, 2: It does not let the inner membrane of uterus thicken so that even if the egg fertilizes it does not implant in its thin membrane. 3: It also creates a thick mucus near the cervix that prevents the sperm to access the uterus.

Almost all oral contraceptive pills in Bangladesh have 21 white contraceptive pills and 7 other iron pills. The first pill should be taken on the first day of periods and continued till the white and then the red pills are over. On the 29th days a new packet should be opened.

To be effective, contraceptive pills need to be taken regularly. Even if the husband it away and no intercourse is happening, the pills have to be continued. The best time to take the pill is after dinner with water. at the pill should be taken at the same time every day. If the woman forgets to take the pill one day, she should take it as soon as she remembers, and then take the regular dose again at its regular time. If she forgets for two days, it can be taken morning and evening for two days. But, if a woman forgets to take it for three days, she should discontinue taking it and then restart on her next period. Until she starts it again, she should use a condom for sex to prevent pregnancy.

Oral contraceptive pills do have some side effects to some women, including nausea or headache in the early days, and it does not prevent STIs if the sexual partner has one. However, it also can have many benefits to woman, including better hemoglobin (due to less blood loss and 7 iron tablets).

Contraceptive Injection

Contraceptive injections are three-month-term temporary contraceptive procedures for women. In the Bangladesh national family planning program, only prophylactic-rich DMPA contraceptive injection is available. The contraceptive injection works three ways: 1. It thickens the secretion that prevents the sperms to enter the uterus; 2. It tops ovulation and; 3. It makes the endometrium thin, so that it is not suitable for pregnancy. The first dosage of contraceptive injections consists of a 150 mg injection given deep in the muscles. The next dosage is given again after three months. However, in special cases such as Ramadan, floods, travel abroad, the injection can be repeated within 14 days or within the next 28 days.

Contraceptive injection is a very effective and safe birth control system. The woman's privacy can be protected. An injection prevents pregnancy for up to three months. It is a temporary procedure, so it can be used with other methods

if the woman does not go back after 3 months. This method does not affect the quantity or quality of breast milk, so it can be used after 6 weeks of birth. There is no estrogen, therefore does not have side effects like blood clots or heart attacks. However, some side effects include irregularities in the menstrual cycle, increased weight, giddiness, depression, irritability, and it does not prevent STIs if the sexual partner has one.

Copper Intra-Uterine Device

An Intra-uterine device, or IUD, is a long-term temporary contraceptive method in which an apparatus is inserted in the uterus. The IUD is made of plastic and copper around its trunk and looks like an English T hence names after it. Copper's total volume is 380 square millimeters. From here the copper molecule is gradually secreted into the uterus. There are 2 nylon yarns fitted with a long copper-T.

The IUD prevents fertilization. The iodine in the uterus and fallopian tubes enhances the enzyme, prostaminodine and the mucous (macrophages), which destroys the sperm's efficacy and prevents the process of fertilization.

Side effects include abdominal pain and more bleeding during the first few months during menstruation. IUDs should only be inserted and removed by a trained health staff. It does not prevent STIs if the sexual partner has one.

Implant

The implant is only a long-term temporary contraceptive method in which a rod that slowly releases the Progestane hormone is placed under the skin of women's arm. The effectiveness of this system during the period of 3 to 5 years depends on the load on the rod and the type of hormone, but it is usually very effective. The inserted device contains one or more capsules made of implant plastics or silicon fibers, inside which there is a synthetic progestane hormone. The hormone secretes a certain number of hormones by the opening of a number of capsules of successive capsules under the skin.

The implant prevents ovulation, increases the concentration of the cervix or the density of mucus and reduces endometrium's thickness.

Side effects include changes the type of menstrual discharge, irregular periods, depression, abdominal pain, and redness in breast. If these side effects are present, the woman should consult the doctor. Implants must be inserted and removed by a trained health professional. It does not prevent STIs if the sexual partner has one.

Vasectomy

The permanent method of contraception for men is called vasectomy. A vasectomy is a small operation done by cutting off portions of the semen duct and permanently blocking the ability for sperm to come out. The service provider has to adhere to some rules or guidelines in order to maintain the minimum standards of permanent method activities. A few steps such as informed consent, counselling must be followed to give a permanent method of birth control to a recipient, as this cannot be reversed.

Vasectomy is one of the most effective and safest methods of contraception. However, vasectomy is not effective immediately, it takes at least 3 months to be effective. After the operation, to the recipient should use condoms or another effective method for three months.

Usually there are not side effects, but It is a small operation so there are risks associated with reaction to anesthesia or infection, and a man needs rest and care post-operation. There may be a few days of pain after surgery. Trained doctors and helpers are required. It does not prevent STIs if the sexual partner has one.

Tubectomy

The permanent method of contraception for women is called tubectomy. This method is sometimes known as 'tubal-ligation', 'Operation', 'female infertility' and 'women's operation.' Generally, it is an operation in which where the tubes that carry the ova to the uterus are obstructed, preventing pregnancy. Tubectomy is a safe and effective contraceptive method. Tubectomy operations are effective immediately; and generally, does not result in problems with sexual ability or physical strength. It can be done after childbirth and during Caesarean section and does not affect breast milk.

The service provider has to adhere to some rules or guidelines in order to maintain the minimum standards of permanent method activities. A few steps such as informed consent, counselling must be followed to give a permanent method of birth control to a recipient, as this cannot be reversed.

The primary cost of this procedure is higher, but there is no cost for contraception after it is done. Usually there are not side effects, but It is a small operation so there are risks associated with reaction to anesthesia or infection, and a woman needs rest and care post-operation. There may be a few days of pain after surgery. Trained doctors and helpers are required. It does not prevent STIs if the sexual partner has one.

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