



care® TIPPING POINT

Facilitator's Manual for Adolescent Boys

Phase 2 | Nepal

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 has been designed for a specific participant group as part of the Tipping Point initiative. 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 intervention package includes several other components

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

Introduction¹

This manual is one part of a holistic program to promote gender equality and prevent child marriage and other forms of gender-based violence. The activities are meant to help participants reflect on expectations and roles 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 financial literacy.

Facilitator Competencies/Requirements

Facilitators are the team members who are trained and then facilitate the sessions in this manual with program 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. Facilitation 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 reflected 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 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.
- Be able to comfortably model 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 and title of the session.

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

- **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.
- **Preparation:** This section lists the materials you will need to facilitate the session, as well as any notes to consider before the session begins
- **Instructions:** 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 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.

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 group 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.
- 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.

Role of a facilitator

The people who lead discussions in Tipping Point groups are called Facilitators, not teachers. This difference may not seem important, but the name is very important. People often seem to think a teacher giving knowledge to others. This manual 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;
- Ensures learning objectives are accomplished. Facilitates experience that encourage learning processes;
- Meets participants where they are and helps them go forward. Does not judge participants for their beliefs, level of awareness, or any other attribute
- Uses methods that are appropriate for participants;
- Shares 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, feelings, attitudes and behaviors, 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.

Try to 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.
- 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.

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.
- Remember that you do not need to be an expert- feel free to say that you don't know something if an unfamiliar topic comes up during discussion. Then, try to find out afterwards and come back to that participant with information.

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 should always deliver the core content, skills, instructions and activities that are the heart of the program.

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.

Acknowledgements

The content of this manual is based on the inputs from design meetings that were held in Bangladesh and Nepal in early 2018. In this meeting, CARE Bangladesh, CARE Nepal, CARE USA, partner organizations and community members together developed an outline for the topics to be covered for the adolescent girls. The design meetings were organized after a rigorous process of national and international harvesting of manuals and approaches used globally by CARE and other national and international organizations. Suniti Neogy from CARE USA led the harvesting and manual development process, including outline finalization, field testing and revisions. Based on the outline, this manual was first compiled by Amita Pitre. Fabio Verani from CARE USA, provided significant technical inputs to revisions and managing field test processes. Suraiya Sultana, Rawnak Jahan and Md. Rafiqul Islam of CARE Bangladesh and Upasana Shakya Shrestha, Karuna Thapa, Sitesh Tiwari and Shashi Panthi of CARE Nepal also provided valuable input and edits in field testing. Tirzah Brown, CARE USA supported the incorporation of field test feedback, language consistency, and sequencing. In addition to the names mentioned above, this manual draws extensively from numerous other sources, as cited in the sessions.

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Session 1: Ourselves, Our World

Session 1.1: Getting to Know Each Other

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

SESSION OBJECTIVE: THE ADOLESCENT BOYS WILL BE INTRODUCED TO EACH OTHER AND THE TIPPING POINT PROJECT

Time required: 30 minutes

Preparation: The facilitator should ensure that all boys are comfortable and able to participate in the session. Ensure familiarity with the session before facilitating. No materials are needed 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 ourselves as individuals, as boys, 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 greeting each other, saying hello, and just moving about. 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 upjila level, to district level, and to Kathmandu 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.

Concluding comments for the facilitator to share:

As today is the first day, we came to know about each other and our friendship will be supportive to learn from each other. Learning is effective when it is done together.

Session 1.2: Getting to Know the Project

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

SESSION OBJECTIVE: THE ADOLESCENT BOYS WILL BE INTRODUCED TO THE TIPPING POINT PROJECT AND THEIR ROLES IN ACHIEVING THE OBJECTIVES

Time required: 30 minutes

Preparation: Ensure familiarity with the session before facilitating. No materials are needed 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 word Tipping Point 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 behaviours.
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 brothers, sisters, parents, , friends, teachers..
9. Continue in this way to the remaining two flipcharts, (**Change in our families**) and (**Change in our communities**) i.e. 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. These mean changes related to norms in the family and communities where as the above means their relationship members of the family and others.
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 community.

Session 1.3: Hand in Hand

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

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 SESSIONS. THE FACILITATOR AND GROUP WILL BE ABLE TO GET FEEDBACK AND MAKE ANY CHANGES REQUIRED.

Time Required: 20 minutes

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

This exercise can be used at the end of each session to get feedback on the session and to encourage participants to voice how they felt during the session.

Instructions:

- 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.
- 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 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.
- 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.
- 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.
- 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.

Concluding comments for the facilitator to share:

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

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

SESSION OBJECTIVE: TO KNOW THE DREAMS OF ADOLESCENTS TO SEE WHAT THEY EXPECT FROM LIFE AND WHAT ARE THE ENABLERS IN THEIR CONTEXT

Time required: 50 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 familiarity with this session prior to facilitating. Gather the following

- poster paper
- green and brown paper
- glue
- scissors
- markers
- pen .
- A tree drawn on a big brown chart paper.

Recap: 5 minutes

Ask for two volunteers to summarize the last session. Did they enjoy it? What are they excited or nervous about being a part of a Tipping Point group?

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 boy 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

Ask 3 to 4 of the boys 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 think about what will be required to get to their dream
- Ask them who they think in their homes, neighbourhood or in school could help them realize 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?
- Ask them if this group can help them to achieve their dreams, if yes, how?

Concluding comments for the facilitator to share:

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.

Plan for Action

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

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

Session 2.2 Building Trust

[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]

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

Time required: 70 minutes

Preparation: Ensure familiarity with the session prior to facilitating. Gather pictures of flowers or fruits in pairs, each folded in the form of chit matching to the number of participants

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 boys 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 boys 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 his eyes closed.
 - The 'guide' should ask the 'follower' how he 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 he needs in order to feel supported and guided, and what will help him to **trust** his 'guide.'

Step 2: 5 minutes

- Share with the group some suggestions for guided support (it may be helpful for you to demonstrate these behaviours 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 boys.

Questions for discussion:

- Who in the family you are most attached to, why?
- Who in the family you can tell your secrets, why?
- 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 to share:

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:

Think of one or two trustworthy people and share with them what you've learned in Tipping Point today,

Session 3: Our Neighbors

Session 3.1: Mirror Game: Knowing Each Other

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

SESSION OBJECTIVE: ADOLESCENTS WILL LEARN TO OVERCOME SELF-CONSCIOUSNESS. IT 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.

Time required: 30 minutes

Preparation: Ensure familiarity with the session content before facilitating. Gather chits and pens. Through this exercise the boys can develop a good bond with each other and would be able to relate to each other. Ensure that the boys 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 boys. 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 boys speak in one or the other session.

Recap: 10 minutes

Ask the volunteers to summarize and report the earlier week's session. Ask anyone if they want to add anything to the reporting. Ask the boys 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 boys tell their experiences.

Instructions

Step 1: 10 minutes

- Ask the boys to divide into pairs using the chits exercise. Ask half of the boys to write down their names on chits and keep them on the table. Call each of the remaining boys and pick a chit one by one. Pair him up with the name of the boy on the chit. Continue like this, till all boys have been divided into pairs. Let one boy in the pair be A, and the other be B in each pair.
- Ask them to stand in front of one another, facing the other. All the boys who are A would be the mirror while the B ones are standing in front of the mirror.
- Ask the boys who are B to enact something: anything, like combing their hair, brushing their teeth, washing their face, adjusting their clothes. The boys 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 boys A and B to exchange roles.

Step 3: 15 minutes

Questions for Discussion:

- 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 him the best friend?
- Would this group become their best friends' group, why and how?

Concluding comments for the facilitator to share:

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

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

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

Time required: 30 minutes

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

- Art paper (A4 size)
- Coloured pens
- Pencils
- Rubber

Instructions:

Step 1: 15 minutes

- Ask the boys 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, sister-in-laws, 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?
- Who in the family you are most attached to, why?
- Who in the family you can tell your secrets, why?
- 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 to share:

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:

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

Session 3.3: Our Neighbors

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

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

Time required: 40 minutes

Preparation: 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 part of the village or other forms of discrimination. In this context, the facilitator can encourage the boys to reflect on whether they think such actions or behaviour are appropriate. Encourage the boys to put themselves in the shoes of the other person and reflect on how they may feel about it. Empathise with the boys if they have faced such behaviour and recognise that such behaviour 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.

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

- Newspapers
- Magazines
- Scissors
- Papers, news print paper
- Glue stick
- Coloured Pens
- Pencils
- Erasers

Instructions:

Ask for volunteers to summarize the day's discussion. 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 neighbourhood. In this session we will discuss who are our neighbours.

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 or *gaon* or *tola*. Ask one boy from that area to stand in one corner of the room as a marker of that neighbourhood. Ask all the other boys to join the boy who lives closest to their part of the village.
- Ask the 4 groups to draw clusters of homes belonging to different people in their neighbourhood. Let them also draw different types of people who live in the neighbourhood. They may also wish to cut pictures from newspaper 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/Maulana or other religious leaders, vendors, different religious groups etc.

Step 2: 20 minute

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

Questions for Discussion:

- Who are your neighbours? 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 the neighbour supported your action/your family's action. Can anyone share the instance? How did you feel?
- Has there been an instance when the neighbour has opposed your action or your family's action/behaviour? How did it feel? What happened?
- Have you or your family ever supported or opposed your neighbours' decisions?
- Discuss how the neighbours and neighbourhood affect your decisions, discuss if there has been any instance when you needed to motivate or convince your neighbour?

Concluding comments for the facilitator to share:

As we saw in the game we played today differences make our life interesting. Our neighbours 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 neighbours and community people play in our lives.

Plan for Action:

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

Session 4: Effective Communication

Session 4.1: Listening Pairs

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

SESSION OBJECTIVE: THE PARTICIPANTS WILL REALISE THE IMPORTANCE OF LISTENING FOR GOOD COMMUNICATION IN ALL LIFE SITUATIONS INCLUDING RELATIONSHIPS.

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 boys to summarize and reflect the earlier week's session. Ask anyone if they want to add anything to the reporting. Tell the boys 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: 20 minutes

- Tell participants we will need to do a lot of listening to one another in this group. In this exercise we are going to look together at the skills of good listening.
- Ask participants to divide into pairs.
- One of the pair will start by describing to the other 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 round, 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: 20 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.

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 to share:

When you listen well, you are also telling the other person that you are interested in his 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 meeting.

Session 4.2: Transferring Messages

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

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

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 realised that the wrong message was conveyed to you?
- What did you learn from this game?

Concluding comments for the facilitator to share:

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

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

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

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 for the exercise:

Step 1: 15 minutes

- Ask for three volunteers.
- Send one volunteer outside so that he cannot see what is happening in the group. One volunteer sees the drawing with the rest of the participants. He 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 he 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 him 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 he understood it, and asks to repeat his 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 for the facilitator to share:

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 a times we experience one-way communication in schools, from parents, from the news paper, 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 the 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

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

SESSION OBJECTIVE: ADOLESCENT BOYS WILL LEARN TO THINK ABOUT WHAT THINGS IN LIFE MAKE THEM HAPPY AND ARE REALLY IMPORTANT TO THEM. THIS SESSION WILL TO BUILD THEIR SELF-ESTEEM AND IMPROVE THEIR RELATIONSHIP.

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 participants have summarized the earlier week's session, ask them about 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? How did those who had a conversation with you feel? Ask 5-6 boys to respond.

Tell them about the summary of the session that we are going to explore ourselves for being happy.

Instructions for the session:

Step 1: 25 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?
- 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 clock-wise 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 clock-wise 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.
- 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 to share:

The path to happiness and having better relationships with people around us has to start with understanding that we are all special people and recognizing what makes us happy, then we can 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

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

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

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.

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:

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 boys 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.

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 to share:

Sona's story showed that we have similarities with others, but we are also different from others. Our walk through the community also showed us that 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 behaviour. 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, caste and cultural diversity live together is a happy, peaceful and prosperous one. When people with different languages, caste, 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

[Source: This session was written by Suniti Neogy, CARE USA]

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.

Duration: 90 minutes.

Preparation: Ensure familiarity for the session content before facilitating. Gather a flip chart, 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 to share:

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 in 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: Human Rights of Children

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 have no family
 - Right to be adopted as a child and have parents
 - Right to life free from Child labour
 - Right to be free from drug/ 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 7.1 : SEX AND GENDER

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

Time required: 60 minutes

Preparation: Ensure familiarity with this session prior to facilitating. This session discusses masculinities. Masculinities are nothing but social expectations from men. The facilitator need not feel constrained to use the term 'masculinity'. Use it if you are comfortable or a suitable word is available and can be explained effectively. If you prefer the term 'social expectations from men', then that is fine, provided the concepts and ideas of this and other sessions are adequately conveyed.

Gather the following materials:

- Chart papers put up on two walls or boards
- Markers of different colors (at least black, red, and green)
- Paper

Recap: 10 minutes

Ask for two volunteers to summarize last session. After this recap, ask the boys whether they shared their idea of child rights with their family? What was the experience? What kind of discussion took place?

Instructions:

Explain that today we will play a game about what we mean by a man and woman. How do we recognise a man as different from a woman? Are there genders other than a man and woman? Guide the group through the steps of the game. Some discussions will take place right when the images are being drawn while the rest will take place after the images are complete. The facilitator can go with the flow or decide his own style of leading the conversation.

Step 1: 20 mins

- Put up two chart papers on the board or wall such that all can see them clearly.
- The facilitator asks the boys 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 you know a man from a woman? Tell the boys that we will draw the picture of a man and woman from our community. The boys have to tell how the basic outline of a person is to be filled out with traits for a man or a woman.
- Draw various differences as told by the boys such as
 - Clothes
 - Beard, moustache, long hair, ornaments
 - Breast, penis, muscles
 - Can draw other things like a baby on the mother's hip
- Ask about the work done by men and women. What is the difference? Write down on the first 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 man and 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
- Ask questions like 'So, can't a man cook?, be gentle? Can a man menstruate?'. Use what the participants say here, to help the participants understand the difference between social characteristics, such as cooking, being gentle and biological characteristics such as menstruation.
 - If men are capable of cooking, why don't more men do the cooking for their households?
- Where do you see men cooking, stitching, minding children in public life? Examples of a chef in a restaurant, professional tailor, teacher in a school will come up. What is the difference between women doing the same work at home and men doing the same professionally?

Step 2: 40 minutes**Questions for discussion**

- Are the images clear?
- What are the differences between the man and the woman in the drawings?
- 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 boys to point out what to circle green. Explain that we are born with them or have them as part of our 'biology'.
- Which skills or qualities we acquire in our life-time? How about cooking, being gentle, earning money?
- Are girls born with the skill to cook? Then why do girls know how to cook better than boys? Do they? Explain that we 'learn' these roles socially. Mark social roles with a red circle.
- Complete marking all traits with either biological or social, green or red circle.
- Which roles can both women and men carry out? Can these roles also be carried out by the opposite sex? Why or why not?
- 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. Ask the participants to think of proverbs, songs in movies, popular advertisements which reinforce these images. For example, 'If you are a real man,', 'boys don't cry....', etc.
 - Explain that these are social roles. We are not born with them, but learn them through our lifetime.
- 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.
 - We cannot change our biology but we can change our social roles. Why would we want to change our social roles?
- Ask the boys whether in their lives they felt they were treated equal to girls or felt a sense of privilege. Ask them to think of all the times when they thought they were treated differently from their sisters? Let them provide examples.
- Ask them to reflect whether social norms are simply different for boys and girls, men and women or there is an indication of one sex being superior to the other. Why do they feel like that? Ask them to think of proverbs, songs, images in popular culture which depict this.

Concluding comments for the facilitator to share:

Conclude by saying that both women and men can carry out social 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).

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 the society on what women and men should be like and what they are capable of doing. In the case of men, all the qualities such as angry, dominant, fearless, works hard, determined, stubborn, good at money matters, logical, competitive etc together constitute 'masculinity'. There is a lot of pressure in society for men to be a way that society expects ('masculine') and for women to be another way that society expects ('feminine'), but these expectations are made up by people.

All of these are social expectations related to gender, which have little to do with the biological differences between men and women. Social roles are learned behaviour which both men and women can perform. Examples of these social roles include cooking or looking after the children. Not only is there no connection between biology and social roles, 'gender' actually creates a hierarchy in society where men and boys are valued more than women and girls.

Also important 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, eg 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'.

Plan for Action:

Ask the boys to notice social roles they and others around them have in their day to day lives. Have they ever thought they wanted to do an activity which is restricted for them or not a general norm for boys? Some examples could be cooking, knitting, helping in household chores, helping your mother in cooking or fetching water, discussing how your day was with your mother, painting your nails, keeping long hair etc. Ask them to plan for one activity which is generally not done by boys, but which they would like to try out. The facilitator should reiterate the safety concerns which should be borne in mind. The facilitator should also remind all the boys that we are doing this with a mutual sense of trust and respect. No one will ridicule anyone on the choice of tasks that they take up. Ask the boys to make a mental note of how they felt and how other people reacted to them. Note both positive and negative reactions.

Reference Sheet

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 man-made 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 child bearing (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 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 – i.e. being masculine. Who decides the measure of being masculine or feminine? These are man-made concepts. These man-made concepts then 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.
- Finally, the relationships between the biological and the social is complex. For example, men biologically have more testosterone but men who are more engaged in child care will see their testosterone levels go down as a result. In other words, a gendered choice (how much to engage in child care) has an impact on a biological characteristic (the level of testosterone in the body).

Session 7.2: Persons and things

[Source: Adapted from CORO for Literacy, Horizons/Population Council, MAMTA, and Promundo's Sakhi Saheli: Promoting Gender Equity and Empowering Young Women Training Manual, 2006, Activity 1.2]

SESSION OBJECTIVE: THE PARTICIPANTS WILL INCREASE THEIR AWARENESS ABOUT THE EXISTENCE OF POWER IN RELATIONSHIPS AND REFLECT ON HOW WE COMMUNICATE ABOUT AND DEMONSTRATE POWER IN OUR RELATIONSHIPS. THEY WILL ALSO LEARN TO ANALYZE HOW POWER INFLUENCES THE NEGOTIATION OF SAFER SEX.

Time required: 60 minutes

Preparation: Ensure familiarity with the session content before facilitating. Generally, when power roles are inverted and those who were forced to be submissive, now hold power, the person repeats the same power relationships, despite having undergone experiences that were considered unjust. Thus, it is important for the facilitator to emphasize how power is played out in relationships and in our lives. Discuss how people who use and abuse power often do not even respect or accept themselves, are generally dissatisfied with themselves, and often feel they have to exercise power over others to feel that they are in control. Emphasize that the way some men (and women) use power over others is harmful to others but usually has a cost for them as well. This exercise is also an example of how girls and women are often 'objectified' in society, whereby they are treated as ones with no thoughts, emotions, feelings and decision making of their own. The facilitator can point this out at appropriate places in the session. Gather a flipchart with the table below drawn on it.

Recap: 10 minutes

Welcome the group. Ask the volunteers to summarize the previous session. Clarify any questions they have.

Instructions:

Step 1: 20 minutes

- Divide the group in two with an imaginary line. Each side should have the same number of participants.
- Tell the participants that the name of this activity is: Persons and Things. Choose, at random, one group to be the "things" and the other the "persons" or people.
- Explain the rules for each group. Ask the group of "persons" to take "things" and use them in whichever way they want. They can order them to do any kind of activity.
- Refer to the following table to understand the characteristics of the "Persons" and "Things".

Things	Persons	Observer
You cannot think You have no feelings You cannot make decisions You do not have sexual desires You have to do what the 'persons' tell you to do. If you want to move or do something, you have to ask the 'person' for permission	You can think You can take decisions You have sexual desires You have feelings You can tell the objects what to do	You will just observe everything that happens. You will not say anything.

Step 2: 20 minutes

- Give the participants 20 minutes for the "things" to carry out the designated roles (within the room itself).

- Ask the groups to do a role-reversal where the group which was formerly “Persons” is now “Things” and has to do everything that the other group orders.

Discussion Questions

- What was your experience of participating in this activity?
- For the ‘things’, how did your ‘person’ treat you? What did you feel? Did you feel powerless? Why or why not?
- For the ‘persons’, how did you treat your ‘things’? How did it feel to treat someone as an object? Did they feel powerful and in control? Why or why not?
- For the ‘observers’, how did you feel not doing anything?
- Why did the ‘things’ obey the instructions given by the ‘persons’?
- Were there ‘things’ or ‘persons’ who resisted the exercise and did not want to follow or control the other? Why?
- In our daily life, do others treat us like ‘things’? Who? Why?
- Do we treat others like ‘things’? Who? Why?
- What are the consequences of a relationship where one person might treat another person like a thing?
- How does society endorse and encourage such power relationships?
- How can this activity help us think about and perhaps make changes in our own relationships?

Questions by Participants

- Why is it that women and girls are usually portrayed as ‘things’?
- Why is it that restrictions and control are always imposed on girls?
- Even when we have information, why do we (women) tolerate such restrictions?
- When someone treats us as an object how should we respond?
- As an observer, should I not get involved in other people’s problems?
- When our elders shout at us and tell us what to do, isn’t that for our good?

Concluding comments for the facilitator to share:

The following list describes different kinds of power that can be used in different ways:

- **POWER OVER:** Implies having control over someone or a situation in a negative way, generally associated with the use of repression, force, corruption, discrimination and/or abuse. This type of power takes something from someone else and then uses it to dominate and impede others from gaining access and winning it.
- **POWER WITH:** Having power based in collective strength – having power with other people or groups, finding a common territory among different interests and constructing a common goal that benefits all in the relationship. This type of power joins the talents and knowledge of various individuals and is based in support, solidarity, and collaboration.
- **POWER FOR:** This type of power refers to the ability to conform and influence one’s own life. It refers to having resources, ideas, knowledge, tools, money, and the ability to convince oneself and others to do something. With a large group of people with this kind of power, we form ‘power with’.
- **INTERNAL POWER:** relates to the ability of self-evaluation and knowing oneself. It refers to the ability of a person to imagine a better life for him or herself and having hope, the sensation that s/he can change the world, and the feeling that s/he has rights, that is having self-confidence and the feeling that they are valued because of who they are.
- In conclusion, women are people and people have the right to make decisions about their body, life, health, sexuality, work, and social participation. We should not allow women, or anyone, to be treated as objects

Throughout many of the activities in this manual we will discuss the unequal power balances between men and women in intimate relationships and the serious repercussions this can have for the risk of STIs, HIV and unplanned pregnancy. For example, a woman often does not have the power to say if, when, and how sex takes place, including whether a condom is used.

Plan for Action:

Return to the feelings generated by this activity to discuss what the power relationships were like and why they were like this. In general, “things” feel angry toward “persons” and in turn feel rebellion, anger and resentment against their own submission and dependency.

Session 8: Work is never done

Session 8.1: Daily Clocks

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

SESSION OBJECTIVE: THE BOYS WILL DISCUSS THE DIVISION OF WORK IN SOCIETY. THEY WILL ALSO BEGIN TO SEE HOW WORK DONE BY DIFFERENT PEOPLE IS VALUED.

Time Required: 55 minutes

Preparation: Ensure familiarity with the session content before facilitating. In this session, the participants will document the work done in a day by various key members of the household. Ensure that participants pay adequate attention to all the tasks and do not neglect some tasks considered too small (like feeding a child) or forgotten (like nursing a sick or elderly person) or in some way shameful (like 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. Gather the following materials:

- Art paper
- A4 size
- Colored pens
- Pencils
- Rubbers

Recap– 10 minutes

Welcome the boys to the session. After volunteers summarize last session, ask the participants whether they attempted any activity which is generally restricted for boys. Which was it? What was their experience? In each recap, ask different boys to respond so that every boy has spoken between 3-4 recap sessions.

Instructions:

Step 1: 10 minutes

- Divide the boys into four groups.
- Ask the boys 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 boys, mothers, fathers, sisters.
- Record all the tasks done by the 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 will make a clock for fathers
- Group 2 will make a clock for mothers
- Group 3 will make a clock for me/ boys
- Group 4 will make a clock for sisters

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?
- Who spends maximum time at home? Whose clock shows maximum time spent in doing household chores?
- Whose work is valued more? Why?
- What is the reason behind the differences in all the clocks presented?

Concluding comments for the facilitators to share:

As we see in the clocks, different people get more rest and have less work than others. This is not fair, and all of us can help make life more equal so that rest and work are more enjoyable for everyone.

Session 8.2: Domestic Chores! We only notice them when nobody does them!

[Source: Adapted from CORO for Literacy, Horizons/Population Council, MAMTA, and Promundo's Yaari Dosti: Young Men Redefine Masculinity Training Manual, 2006, Activity 1.5]

SESSION OBJECTIVE: THE PARTICIPANTS WILL REFLECT ON THE DIVISION OF LABOUR AND LEARN HOW GENDER DIVIDES WHAT WE DO, AND WHY.

Time required: 30 minutes

Preparation: Ensure familiarity with this session prior to facilitating.

The facilitator can include real objects while staging the scene, such as feather duster, broom, towels, aprons, etc.

There is a possibility that jabs and jokes about the manhood of certain participants may be made by the boys. The facilitator needs to be alert to any possible embarrassment and employ strategies to minimize the effects of these comments.

Though we seldom talk about it, the majority of men have been engaged in some kind of daily domestic activity at some point or the other. Such experiences can be evoked and worked on as an illustration of other possibilities of action to demonstrate that performing domestic activities in no way affects a young man's masculinity.

Masculinities are nothing but social expectations from men. The facilitator need not feel constrained to use the term 'masculinity'. Use it if you are comfortable or a suitable word is available and can be explained effectively. If you prefer the term 'social expectations from men', then that is fine, provided the concepts and ideas of this and other sessions are adequately conveyed.

Instructions:

Step 1: 10 minutes

- Ask the participants to stage as a group the act of "tidying up" of a home. Each participant performs a function.
- Ask one of the participants to stop working and for the others to divide the activities among themselves.
- Tell another participant to stop working.
- Proceed like this, until only one person remains.
- At the end, ask the last participant to stop working.

Step 2: 20 minutes

Questions for discussion:

- Did you like this activity? Why?
- How did you feel when your workload increased while some boys didn't have to do any work? How did the last worker feel?
- Have you done any of this work at home?
- Generally, who does these activities in your home?
- What would be the condition of the house a week later if nobody takes on the responsibility of cleaning the home?
- What kind of domestic activities do you, your brother and father do at home?

- Do you think domestic chores are important work?
- Do you think it is fair that women and girls do most of the household chores?
 - How does it impact them? Allow a few minutes for the boys to come up with responses on their own.
 - Then probe with these questions. Do they miss school? Do they have the same amount of time to do homework?
- Do they know any men – fathers, uncles, brothers, neighbours – who take an active part in house-work? How is it received in society?
 - In case there are examples of men being ridiculed for doing housework, emphasize that no work is little or belongs to any particular sex. Ridiculing men is a way of underlining gender and unfair distribution of work. Do you think this needs to change?

Concluding remarks for the facilitator to share:

Domestic chores are very important for the smooth running of a household. However, domestic work is undervalued and rarely recognised in most homes.

Remember what we learned about gender and sex. The belief that domestic work is a woman's work is based on our understanding of gender. There is a gender division of labor in the society. Women end up doing a lot more work and get very little rest. The work assigned to and done by men and women is valued differently. The work done by women often goes unseen and unpaid. There is a cost to this division of labor. Work expectations impacts girls' potential to continue schooling, work outside the home, and the wages they earn. Sometimes girls are pulled out of school because there is no one to help with the domestic chores. Girls' and women's lack of opportunity to work outside the home also dictates lesser investment in their education as well as lesser investment in setting them up for wage earning activities. For example if the family has limited resources they may decide to educate the boy but not the girl. If both the grown up girl and boy in the family want to set up a shop, the family often gives money to the boy for the activity, but may tell the woman that her primary role is to look after the house.

Also, men's absence in caregiving, negatively impacts their relationships with their children. Because men spend less time with children, do less child rearing activities, children may often be closer to mothers, have greater emotional bonding with mothers and mothers are then better able to understand their needs. This is then often used to justify how women are 'naturally' better with children. Thus gender creates a self-fulfilling legacy. Besides, since men do not engage in housework and caregiving women continue to be overburdened. This often leads to skilled and educated women also unable to participate in the labor market.

Domestic work is not only the woman's work. Both men and women can and must do household chores.

Plan for Action:

Observe the division of work in your household. Reflect on whether you think this is fair. Reflect on how the division of work can become more balanced. Take responsibility for at least one household activity and do that daily at home.

Session 9: Being a Man

(Source: Adapted from Nepal Masculinity and Virginity Module)

SESSION OBJECTIVES: THE ADOLESCENT BOYS BECOME AWARE OF HOW NOTIONS OF MASCULINITY LEAD TO VIOLENCE.

Time Required: 85 minutes

Material Required:

- Questions for discussion in group work

Recap of session in the previous week: 10 minutes

After the recap ask the boys, what their observations were about 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 tell their ideas. Which daily chore have they decided to take responsibility for? How many days did they actually do the chore? Tell them that they need to monitor each other to see whether they adhere to these new responsibilities.

Notes to the facilitator: This session reminds the participants of social expectations from men, also called masculinity, how it influences the interaction of men in society and what is its impact. This first sub-session 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 boys to depict as realistic a scene as possible.

Masculinities are nothing but social expectations from men. The facilitator need not feel constrained to use the term 'masculinity'. Use it if you are comfortable or a suitable word is available and can be explained effectively. If you prefer the term 'social expectations from men', then that is fine, provided the concepts and ideas of this and other sessions are adequately conveyed.

Instructions for the exercise:

Step 1: 15 minutes

- Divide the boys 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 stories are as follows:
 1. Hamid and Nazma are neighbors, and they are grown up playing with other remaining neighbors children. They were in love with each other till they reach campus level. They both decided to get married and told about the same to their home and were engaged. 6 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 but sometimes she returns with her dad on motorcycle. Sometimes, Farida sees two boys of another village following her on bicycle. She tells this to Faizan and wants suggestion about it. Today Farida told Faizan about the same. . . . and wanted to talk more about it, but Faizan got up and went straight to meet two boys. Please enact the conversation that may have happened between Faizan and the two boys.

3. Hamid 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 Hamid 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.

Step 2: 20 minutes

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 3: 30 minutes

Questions for discussion:

- In all these situations, how did they try to solve the problem? Was the action taken by the role players to solve it? 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's the difference? Do you think what you saw happens in the society already, which ones of these are commonly seen in the 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 gender in these stories?
- How would you handle these situations differently if given an opportunity?

Concluding comments:

Masculinities are the qualities of men which are encouraged in the gender socialisation system followed by society. Within this system men are considered to be in a more powerful and superior position as compared to women and as compared to men with lesser power. They 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. Social expectation from men or 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. Sometimes men who seek to control the behaviour of others (such as Hamid) or whose lives they seek to control (such as Nazma or Kartik) may commit suicide.

One way ahead is to reject this system of gender and masculinities. We can instead seek relationships based on equality and trust and resolve issues by non-violent means. For this men and boys need to be ready to give up their privilege of and the pressure to always be the dominating party, to be seen as brave, fearless and not afraid of conflict, to be seen as the saviour of your sister's honor etc.

Plan For Change In Personal Life:

Reflect on a recent conflict that you or your family member or friend got into. 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? Plan how you will change your behaviour from being more masculine to being more human.

Session 10: While I am growing up

[Source: Adapted from UNICEF Rupantaran curriculum]

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

Time required: 90 minutes

Preparation: Ensure that this is a safe space for the boys. The space should be closed and private. Assure the boys 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 issues that are difficult to talk about. Explain the exercise to them and assure the boys 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 these issues and clarify their doubts. Also remind them to be respectful of what others share. You cannot ridicule anyone in this space or use what they say here to belittle them later. Remember that we have created a space of trust, a safe space to enable us to have this discussion. 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'.

The facilitator needs to read reference material and session and prepare well for this session beforehand. He may have to answer several queries regarding growing up and changes in the boy, personality and mind.

Gather the following materials for this session:

- Flip-charts
- Markers
- Masking tape

Recap: 10 minutes

Welcome the boys to the session. Ask for 2 volunteers to summarize the last session. After the summary, ask if any of them did more domestic chores this week? How was it?

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 flip-charts. If the groups find it difficult to draw the outline, then actively facilitate the activity.
- Ask the boys to think about the changes that have come in their bodies since the age of 12 years. Puberty is the period in which there are changes in the body and minds of boys and girls which lead to a fully developed reproductive and sexual person. This generally begins at the age of 12 years in boys. This period, from the beginning of puberty to the time you become an adult is called Adolescence. You are all adolescent boys and are also going through puberty. Ask them to mark out places on the body where they have noticed changes. Make sure that the following are drawn or listed
 - General bodily changes: more hair on the arms and legs, these hair become thicker and darker, the adam's apple in the throat becomes more prominent

- Secondary sexual characters such as growth of hair on the upper lips, stubble on the jaw, hair in the arm pits, hair in the pubic region are drawn.
- Changes in genital organs, the penis, scrotum and testes are drawn.
- Also ask them for changes in the way the body functions. Probe to ensure that changes in the voice of boys, erections without apparent reason, semen emissions or 'wet dreams' at night are shown or listed.
- Put up the body map on the wall or board and summarize the changes that are shown.
- Ask the boys what do they know about changes in the girls during adolescence? List down the changes. Mention beginning of menstruation as an important part of adolescence in girls.
- Tell the group that changes in the body of boys and girls is common during adolescence. Some boys may have very few changes or the changes may appear late. There is no need to be anxious about this. Tell the group that changes also occur in our thoughts, feelings and interactions with others as well as our sense of self. We will discuss it in the next exercise.

Step 2: 30 minutes

- Tell the adolescent boys 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 'adolescence'. Explain that in adolescence, boys will experience growth in height, growth in the body weight, growing of a moustache and beard hair, changes in the way you feel about yourself, being given more responsibilities etc. As a result family members, neighbours and you too start thinking of yourself as grown up.
- 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. Write these on the board or give them to each group written on a sheet of paper.

Questions for discussion:

- What were the changes in your body and personality that you noticed in recent years? (Let each person tell about their changes.)
- How did you feel about these changes?
- What were the changes in your interaction with the family, teachers or others in your contact? What do you think were the reasons for the changes?
- Did you get into any conflicts? With your father, sister or anyone?
- Were any restrictions imposed on the boys overall or did you feel that restrictions were removed? Explain about this. How did you feel about this?
- Do you notice any change in the way you and your sisters are treated? Did anything change with your 'growing up'? (To be answered by those who have sisters and cousin-sisters living together)
- Does your family follow any menstrual taboos or rules about what women and girls can and cannot do during menstruation? Has this affected your sister's life in any way?
- What other changes did you notice in your body or mind as you grow up?
- Do you feel comfortable about the changes? Or do you get upset or angry?
- Is your discomfort due to the changes in your body and mind or due to what other people say?
- Did you try to get any information about the changes in your body? From where?
- What do you do to adjust to the changes?
- Explain during the discussion that this is also a period when girls begin to menstruate and they too are growing up. You may find more restrictions imposed on your sisters or friends who are girls as they grow up – they may drop out of school, or may not get to play outside the home, or may be prevented from mixing with boys or may have to do more house work. Some girls may get married after they reach puberty. On the other hand, as boys who are growing up you may be given more freedom and

responsibilities. Why do you think there is this difference? Do you think it is fair? Allow boys to reflect on this and respond. It is important for boys not to internalise this mindset. Remember, girls are going through similar changes as you boys are. They too deserve to continue their education, play, get good nutrition and think about their future life goals without the responsibility of marriage and its expectations. The same is true for boys. Early marriage can interfere in your education and the possibility of reaching your true potential.

- Boys can also get into conflicts with any figures in authority such as fathers and teachers, or may have difficulties in controlling their anger. They may begin to spend a lot of time outside the home. The facilitator should explain that many boys go through this phase so you are not alone in this. At the same time the above examples are not a constructive coping mechanism. Ask the boys what can be a good way to cope with these changes?

Step 3: 30 minutes

- The boys 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 summarize the discussion.

Concluding comments for the facilitator to share:

Adolescence is the time between 10-19 years of age. Physical, emotional and social changes in adolescence are common in boys as well as girls. In girls, the process of physical maturity starts during 10-12 years of age whereas in boys this process generally 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. 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. 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.

Boys also face a lot of anxieties regarding their sexuality during this period. We talked about some of those and we will talk about these issues again in another session. Meanwhile you can ask any questions you have and you can also write your questions on a slip of paper and put it in this box. Do not write your name so you can be free to ask anything. No one can recognise whose question it is. We are only interested in clarifying your questions. We will open this box when we are discussing these anxieties in more detail.

Plan for Action:

This week the boys 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 sister are treated at home.

Reference Sheet

CHANGES IN ADOLESCENTS		
Physical Changes		Common changes in adolescents 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 more.
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 Centre (NHEICC), Health For Life/USAID

Session 11: The Reproductive Body

[Source: Adapted from CORO for Literacy, Horizons/Population Council, MAMTA, and Promundo's Yaari Dosti: Young Men Redefine Masculinity Training Manual, 2006, Activity 2.3]

SESSION OBJECTIVE: ADOLESCENT BOYS WILL LEARN ABOUT THE EXTERNAL AND INTERNAL REPRODUCTIVE ORGANS AND BECOME AWARE OF CLEANING AND TAKING CARE OF THE EXTERNAL PARTS

Time required: 145 minutes

Preparation: Ensure familiarity with the session content before facilitating. This activity helps the facilitator to explain to the group the special care that young men should take of their own bodies, promoting preventive health measures, particularly in relation to genital hygiene. If the participants in the group are too embarrassed to draw the genital organs, the facilitator can do so, providing a little light relief in the proceedings.

Gather the following materials:

- Markers
- Sheets of paper stuck together so that the overall size is larger than a human body
- Old magazines
- Body Maps drawn in the previous session
- 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)

Recap: 10 minutes

After the recap, ask the boys if they have noted anything about changes while growing up or your feelings which were not discussed in the last session? Encourage the boys to share these and also to ask questions that they may have.

Instructions:

Step 1: 10 minutes

- Place the sheets of paper on the floor one.
- Ask a volunteer from the group to lie down on the paper for someone else to draw the outline of his body.
- Ask another volunteer to add the male genitals to the drawing.

Step 2: 10 minutes

- Encourage the participants to stick little pieces from the magazine (or rolled into balls) in the places where dirt can accumulate on the body. For example, the facilitator can ask: "the person had ice-cream and didn't wash his hands: where will the dirt accumulate?" Then, the participants place the little pieces of paper in the region that got dirty.
- Encourage the boys to do this with the various parts of the body, discussing what the consequences of inadequate hygiene are on the health. The back-up sheet which accompanies this activity can be very useful.

Step 3: 15 minutes

- Afterwards, ask the participants what are the ways to remove this dirt. The group should then remove the bits of paper, part by part, telling what way they can keep the part clean until the body is clean again.

Questions for discussion:

- What is hygiene?
- What is the importance of hygiene in our life?
- What is the importance of hygiene in our sexual life?
- Besides hygiene, what else is required to take care of our sexual health?
- Do men and women take care of their body in the same way? Why?
- Can a lack of hygiene increase the possibility of acquiring an STI?

Step 4: 30 minutes

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 men 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 males in the local language if available. Examples are penis, foreskin, scrotum, testes (are external parts) and seminal vesicles, testicles, duct carrying the semen and urine, prostate gland 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 boys are able to participate. Call on boys 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 he is comfortable enough to answer any queries. Note the questions he could not answer and promise the boys that he will find out the answers for the next session.

- If you have two or three facilitators then divide the boys into 2 or 3 groups. Otherwise continue in the larger group.
- 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 boys that in the session previous to the last one, we saw what changes happen 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 boys if they know any reproductive body parts which they may have learned in school or any other source or institution. 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 boys 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 boys 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 urine is formed comes out from?

- Has anybody experienced night emission or wet dreams? From where does that come? Did you know that the outlet for both is the same?
- Where does the semen get formed? Are sperms and semen the same?
- Does the semen and urine come out from the same place? Do you know how it is managed?

Step 5: 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 male 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 boys to read the description on the chits. One boy reads one body part.
- Guide the boys to label each part.
- Then ask the boys what do they think is the usefulness of each part. Facilitate a broad discussion such as the urinary system and reproductive system in males is very closely connected. Show where the urinary bladder is. The sperm is formed in the testicles, and explain the function of the sperm. Show where seminal fluid is formed and how it carries the sperm. Explain from where the sperm and urine come out.
- If the boys have already learned the basics in school or another source or institution then the facilitator can take them further in their understanding of the body.
- Encourage the boys to ask questions and provide answers to them.

Step 6: 40 minutes

- Ask the following questions to initiate a discussion

Questions for discussion

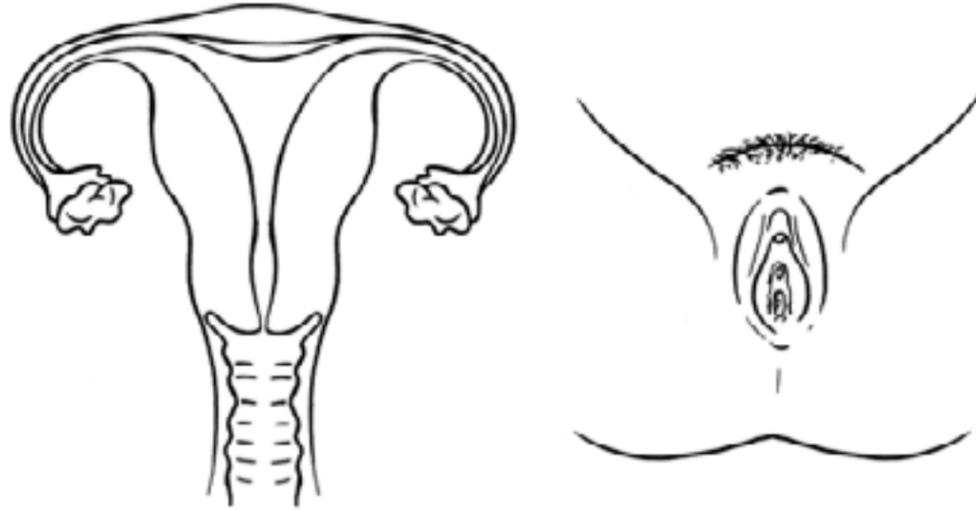
- What were the most difficult genital organs to identify? Why?
- Do you think it is important for men to know the name and function of the internal and external male genital organs? Why or why not?
- Do you think it is important for men to know about the names and functions of the female reproductive system? Why or why not? (Tell the boys that in the sessions ahead we will also learn about the female reproductive organs)
- Do most boys know about these things? Why or why not? What about girls? What about men and women?
- How should a man take care of his genital organs?
- Is there any difference between a healthy body and a beautiful body? What and why?
- Is it important for men 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 men 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 to share:

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. Taking care of one's body and maintaining proper personal hygiene is very important. The lack of personal hygiene can lead to us suffering from infection.

Plan for Action:

Think and list down questions you have about your reproductive body to ask in the next session. Also ask the group to reflect on which hygienic practices they were not following or which part of the body were they not cleaning and plan to start doing it on a daily basis.

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]

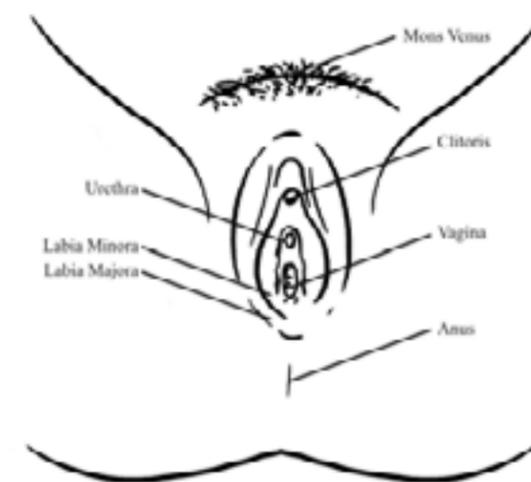
The facilitator must read this material and clarify their own doubts before the session.

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.

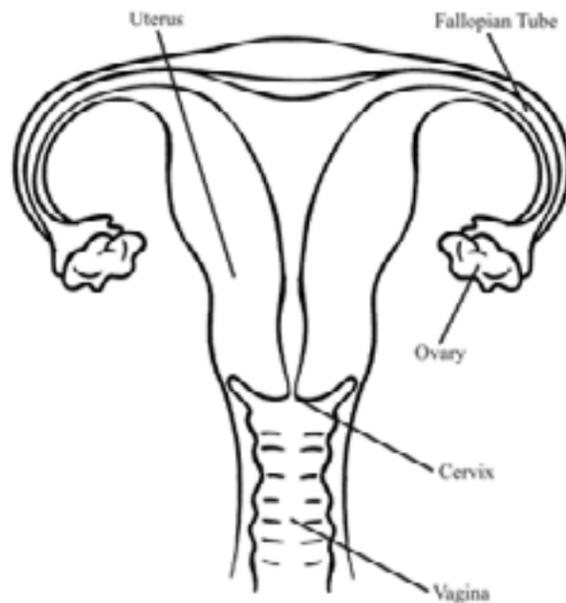
Clitoris: A small rounded sensory organ, it is located towards the front of the vulva where the folds of the labia join. This small organ is made up of the same type of tissues as the head of the male's penis and is extremely sensitive to stimulus and important for the sexual pleasure of a woman.

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 child birth. 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: (i) it is where the penis is inserted during sexual intercourse, (ii) it is the pathway that a baby travels out of a woman's body during childbirth, and (iii) 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.

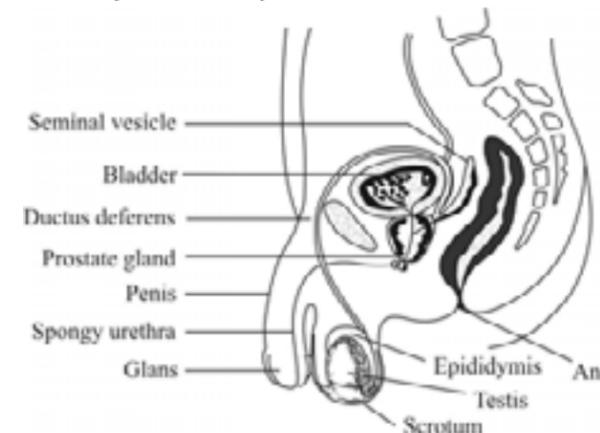
Fallopian tubes: On the upper corners of the uterus, there are two tubes that connect the uterus to the ovaries. Where they join the ovary, they open out like a flower. Through the tubes, the ova or egg cells pass to the uterus.

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 12: Menstruation and Adolescent Health

SESSION 12.1 MENSURATION

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

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

Time required: 60 minutes

Preparation: 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 resources given for guidance.

Ensure familiarity with the session content and resource material prior to facilitating. Gather the following materials:

- Resource material to explain menstruation
- Tablet and video downloaded on it: https://www.youtube.com/watch?v=vXrQ_FhZmos

Recap: 10 minutes

Welcome the boys to the group meeting. Ask 2 volunteers to summarize last session. Take time to clarify any questions they have.

Instructions:

Step 1: 20 minutes

- Ask the participants to recall what we learnt in the reproductive body session. We know that as boys and girls we have parts of the reproductive system that are present at birth but are not fully developed to be functional.
- Ask the boys what are those parts in the boys body that are changes that happen later, like hair grows in the arm pit, chest and around penis, voice changes, erection, night fall etc
- Similarly ask what changes happen in a girl's body, during the adolescence, some body parts start maturing, such as breasts, hair grows in pubic area, arm pit, and she starts menstruating.
- Ask the boys if they know anything about menstruation, where did they get to know about it?

Step 3: 15 minutes

Show them the short film on the tablet (link in the preparation section of this session). https://www.youtube.com/watch?v=vXrQ_FhZmos

Questions for discussion

- After they have watched the film ask them if they have any questions:

- Do the boys know what are the common problems women experience during menstruation? They might have seen their mother or sister experience some of the problems. (for example, access to clean cloth or sanitary napkins, privacy to change and clean, pain, discomfort etc.) (continued from the earlier session.)
- Do you think this information should be known to boys, why?
- Do you know 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?

Concluding comments for the facilitator to share:

In our society, men and boys are kept out of the information related to menstruation. Even though it does not happen to the male body, the men are very much a part of the family and need to know and understand the situations the girls and women go through in a family. 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, eg. 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 pain-killers, it exhausts the girl, the bleeding is for more than 7 days or she has to 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 other sessions

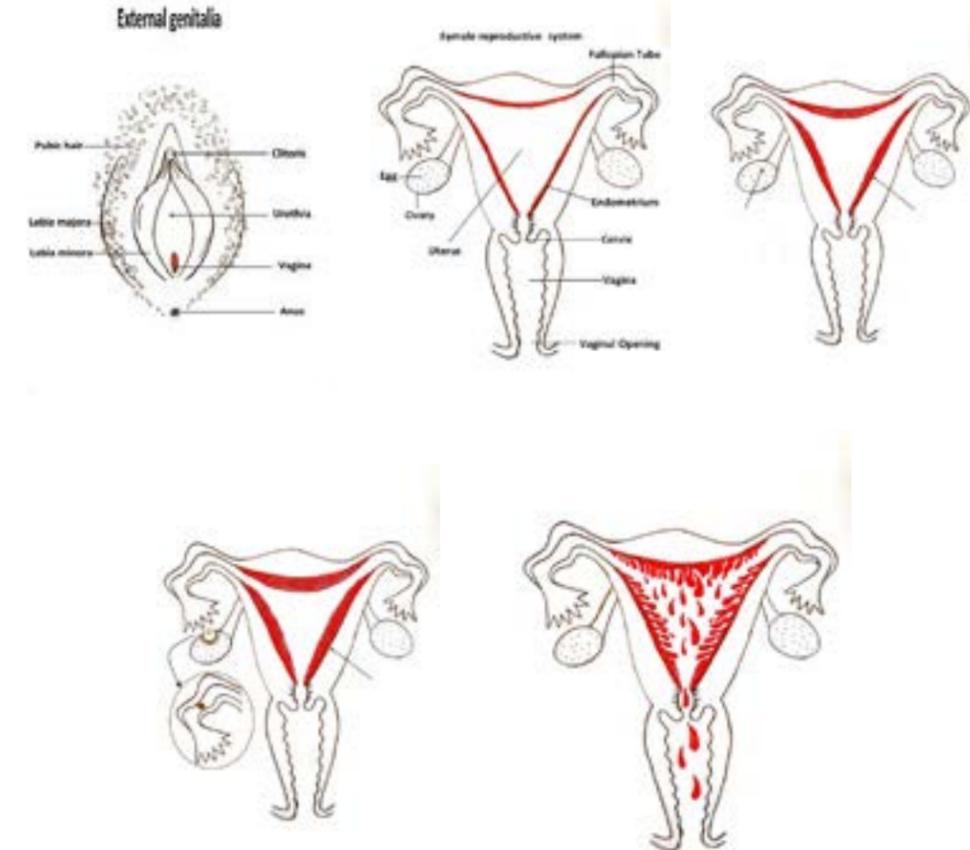
Having a sensitive family member helps when the girl or woman has discomfort or feels low. At times before the menstruation starts a woman feels very low and also has pain in stomach or legs. Having sensitive family members and friends is helpful.

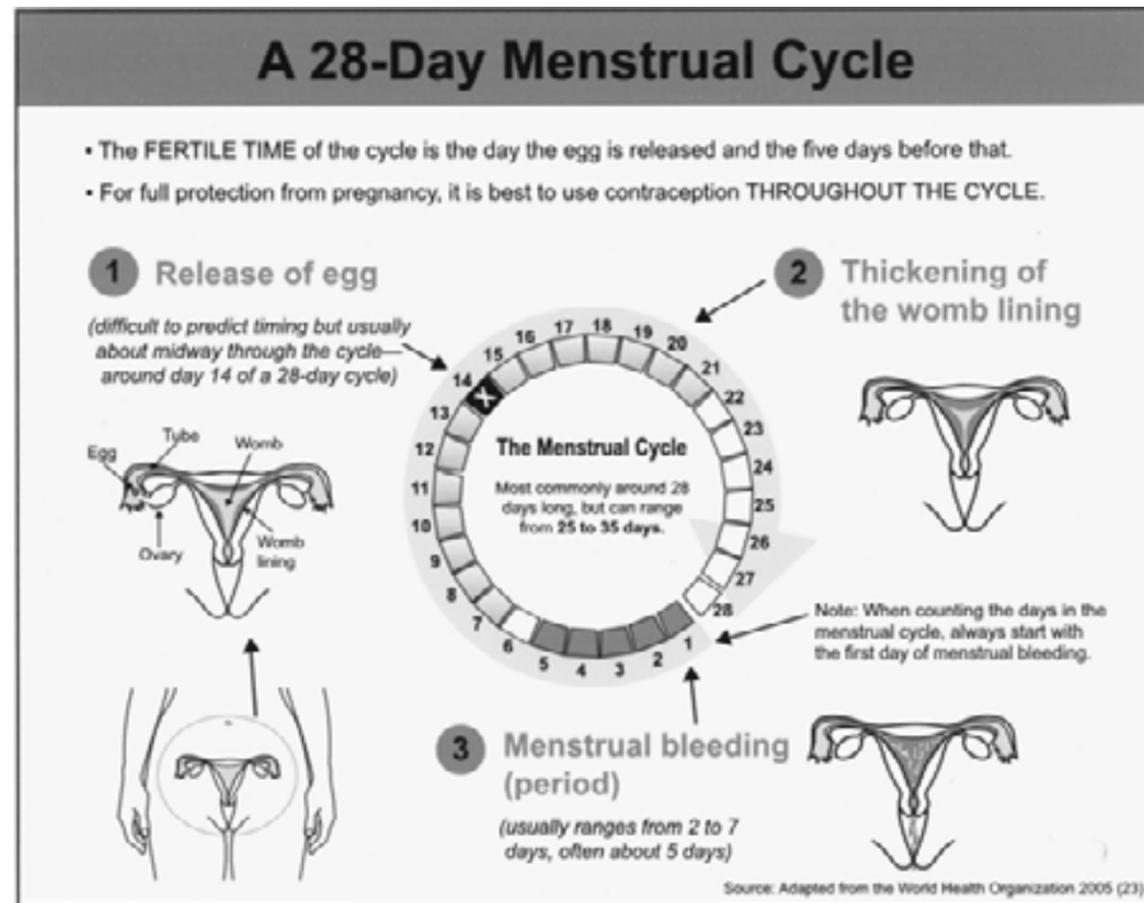
Plan for Action:

Talk to your sister about menstruation just as you discuss any other issue. Say that its normal to discuss issues if she has any discomfort.

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]





Personal hygiene during period:

- Use of clean cloth or pad:
During the menstrual period, clean clothes or sanitary napkins should be used. After using a cloth, it should be washed with clean water and dried in the sun to kill bacteria, and stored in a clean place for later use.
- Clothes or pads should be changed regularly
Some girls feel lazy to change clothes or pads. Sometimes they forget to change the clothes or pads when they have a lighter flow. Bacterial or vaginal infections can occur if pads and clothes are not changed regularly. According to experts, the pad should be replaced every four hours.
- The vagina needs to be cleaned regularly
All of the time, but especially during menstruation, it is important to wash the vagina and surrounding areas regularly while bathing.
No chemicals or soaps are needed to clean the inside of vagina. This can be clear by itself.
- Take a regular bath
Bath should be taken daily during period. This helps to leave the body dirty and to clean private areas. Baths can help you feel more like yourself while you are on your period
- Continuing regular daily activities
Many girls stop going to school and doing regular housework at this time. There is no problem with continuing the normal work of daily life.
- Proper nutrition should be maintained
Girls need to eat healthy foods, especially while on their period. Their meals should include foods of different colours e.g. white, red / orange, yellow and green fruits and vegetables.

(Source: <https://www.ekushey-tv.com/awareness-news/37349> <http://bit.ly/2Zo4T9J>)

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 at this time, sperm may travel and wait for egg in 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 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 couple have unprotected sexual intercourse at this time, there is very little likelihood of pregnancy.

Session 12.2 Adolescent Health

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

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

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 health in your text book in the national curriculum:

Possible responses:

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

Step 2:

Divide boys in 3 groups: Remind them that they discussed about safe unsafe places and our family and neighbours 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 above list.

1. Tetanus Injection
2. Iron Folic Acid
3. 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 boys in order to make sure that their bodies have resistance to tetanus if they get hurt or cut themselves. The tetanus injection is given to boys in schools a 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 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 (better absorbs food) 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 to share: 5 minutes

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 13: Pad Making

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

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

Time required: 30 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: 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.

If there is time at the end of the session, adolescent boys can make a pad at the fun center. If there is not enough time, send them home with the materials needed to make a pad.

Recap: 10 minutes

Welcome the boys to the session. Select volunteers and ask the them to recollect what they learned in the last session. Did they think about any ways that girls are treated during their menstruation that don't seem fair? Did they get to discuss with any body about menstruation? Do they now feel that menstruation is as normal as anything in the body?

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. The blood that comes out of the vagina is not at all dirty. It needs to be managed properly using clean pads and timely change of the pad to be safe and healthy. The stigma around these facts makes it difficult for the girls to maintain hygiene and health. So in this session, we will discuss how do we boys engage in of making the issue of menstruation normal.

Also ask the boys if they have ever used a needle and a thread? In this session they will have a practice of sewing and that would also help them to sew their clothes if they are torn, stitch button on their clothes when they are torn off, so this skill will help them for themselves and their sisters and mothers.

Instructions:

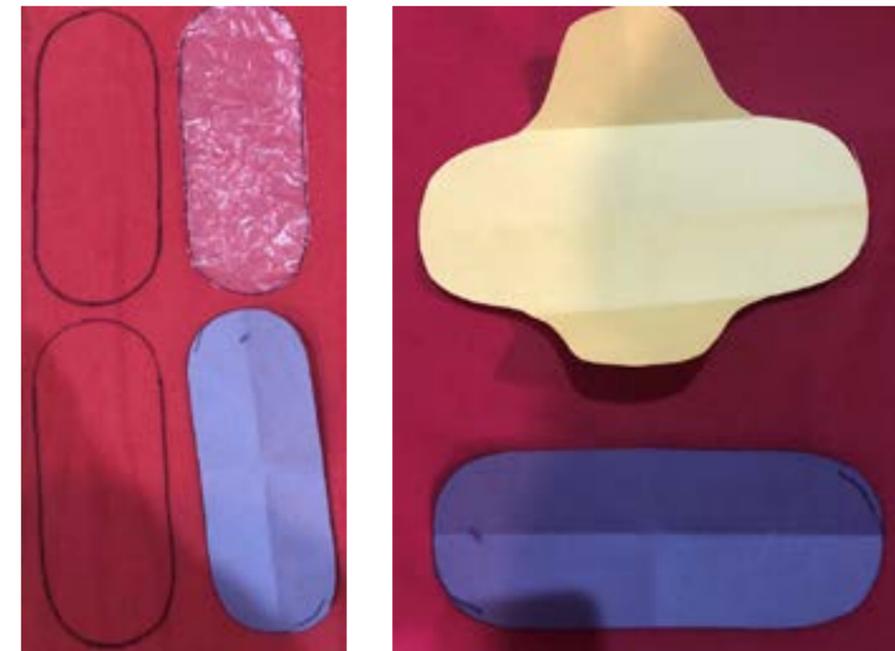
Say to the participants: Reusable pads are pads made of absorbent fabric. You can use them like disposable pads, but they can be easily washed and used again. The benefits of the pads are that they save money, they are friendly to the environment, they reduce the risk of infection, they don't have chemicals,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

Now you know how to make a reusable pad. If you want to make one for your mother or sister, we have materials you can take home. Bring your pads next time to show them.

Plan for Action:

Make a pad at home for your sister or mother

Session 14: Good touch, Bad touch

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

SESSION OBJECTIVE: ADOLESCENT BOYS WILL BECOME AWARE OF THE DIFFERENCE BETWEEN A GOOD TOUCH AND AN UNWANTED TOUCH. THEY WILL LEARN TO PROTECT THEMSELVES FROM ABUSIVE BEHAVIOR.

Time required: 75 minutes

Preparation: 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 neighbour. The facilitator must be aware that boys may face sexual abuse as well as girls. He needs to familiarise himself or herself about any studies, newspaper reports and crime data about this. At the same time he should remember that abuse faced by boys is seldom reported. That does not mean it does not exist. 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 boys feel uncomfortable or unsafe.

Be aware and alert that the film may remind some boys of bad experiences of unwanted touching or more serious sexual assault. If this happens, be ready to stop for a few minutes to talk to the boy. At the end of the session spare some time to talk in more detail if the boy expresses the wish to do so. Ask the boy if he would be more comfortable to talk in the presence of a trusted friend or a woman co-facilitator. Always respect the boy's wishes in this regard. Though the boy needs privacy to tell his story, ensure that you do not take the boy to a small, enclosed room. Instead stay in the training facility which is open, has plenty of light and has an open exit seen clearly. Address the matter based on the assessment. If he has need for emotional support, medical treatment, it is helpful to have a resource directory to share with the boy, i.e. a list including names, addresses and phone numbers of all organisations, centres or support services for boys and girls facing any form of abuse. Ask the boy (as he is a minor) to come back with a trusted person if he wishes to. Please note that we follow, client centered approach and would not do anything that can harm the child or is against the wish of the child.

Ensure familiarity with the session content and resources available for survivors of abuse before facilitating.

Gather the following materials:

- Film by ChildLine India named 'Komal' (link in session below)
- Tablet
- List of local mental health, medical, legal, and protective services for survivors of abuse

Recap 5 minutes

Welcome the participants to the session. Ask if anyone would like to show the pad they created? How did it feel to make something useful?

Instructions:

Step 1: 20 minutes

Show everyone the film 'Komal'

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 neighbour 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 behaviour.

On learning that Komal has been sexually abused, they take her to a counsellor and ensure that Mr. Bakshi is punished for the crime.

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 boy is 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 boys 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 to say no! Ask boys 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 boys 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 boys to also recount and tell a trusted adult if they feel unsafe with any particular person.
- Discuss measures which the boys can take to increase their sense of safety and attempt avoid unsafe interactions. Let the boys 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 a bus. Sharing your fears with your trusted person will help you find support for this.

- Always believe other boys (as well as girls) 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.

Concluding comments for the facilitator to share:

Always remember that bad touch or sexual abuse is not your fault. You should never be ashamed of it. Many people feel that boys cannot be or will not be sexually abused. Only boys and their parents need to be concerned about unwanted touch and sexual abuse. But this is not true. In our society boys as well as girls suffer from unwanted touch and sexual abuse. In case you face such an incident, please tell your trusted person about it, whether it is your mother, sister, brother, 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. CSA can happen to both boys and girls and it is important for us to know what is a good touch for us, and what is an unwanted one. If someone touches us inappropriately, we should immediately tell him or her to stop.

Note to the facilitator: After the session be sure to speak to any boys 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 he has written that he is currently facing abuse then it is important to speak to him and with his consent to his parents so that the abuser is removed from his life and action is taken against him. If anyone has revealed an old case of abuse, you will still need to support the person to address any feelings of guilt or mental health consequences. The facilitator should mention services or places boys can go – helplines, crisis support centre 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 boys may prefer not to speak about this.

Session 15: Father's Rule: Gender and patriarchy

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

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 BOYS WILL EXAMINE SOCIAL, CULTURAL AND RELIGIOUS PRACTICES AND HOW THEY IMPACT THE CONSTRUCTION OF GENDER.

Time required for the session : 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 familiarised 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

Welcome the boys to the session. Ask for 2 volunteers to summarize the previous session. After the recap, ask the boys about any recent conflict. Do they think 'masculinity' may have played a role? Can they think of how that conflict could have been resolved peacefully and without dominating anyone?

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 boys 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

- i. Sons take care of their parents in their old age.
- ii. A child gets the father's surname.
- iii. A woman leaves her parent's house after marriage.
- iv. A woman is a woman's worst enemy.
- v. A woman's place is in the house.
- vi. Boys don't cry.
- vii. Only men can be priests.
- viii. 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 to share:

- 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 humour. 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 behaviours 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

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

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

Time required: 45 minutes

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

Recap: 5 minutes

After the recap ask the boys 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 on 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 boys to help you prepare a list of common practices prescribed by religion and culture for men and women. Some of these practices favour men and some favour 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
Hansi to fansi (if she smiles, she says yes) Larki ke na main haan hoti hai.	A man does not feel pain (mard ko dard nahin hota)

- Prepare a similar list of cultural practices that favour 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 to share:

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 labour, 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 realise gender equality?

Reference for facilitator:

Patriarchy

- Patriarchy is a **social and ideological construct** which considers men as **superior to women**
- **Puts Men in powerful positions** (Knowledge makers, leaders, decision makers, heads of households) compared to women
- Men **also make (most) decisions related to the life of women**
- **Nature of control of women varies from one society to the other** as it differs due to the differences in **class, caste, religion, region, ethnicity and the socio-cultural practices**
- Centuries of **unequal gender relations has resulted in patriarchal systems** that both men and women equally practice (cause and effects)
- **Women are also** (unknowingly) following/practicing/trusting (?) patriarchal believes
- Patriarchy **control over power, property, production, labour, resources, participation, paper/policy, programme, people, empowerment etc.**

Similarly, Masculinity is a gendered concept that shows men as being strong and female as subordinate gender. In many social and cultural images, men are supposed to be strong, exhibit violent behaviours, sometimes against women. Give some examples about how boys from their childhood are encouraged to play a certain set of games and habits such as, play with gun toys, cars, etc. whereas girls are encouraged to help in households and play with dolls. Girls are also asked to seek support from brother, even if he is younger than her. Discuss how these different behaviours contribute to build image of masculinity for men and how it impacts boys and girls differently.

Is patriarchy also bad for Men?

- **Patriarchy is a set up in a way to benefit men BUT** it (can) also hurt men in many ways (Can you share some examples? Individual, family & society level?)
- **Patriarchy benefits all men in one way or another (directly or indirectly)** BUT it doesn't support all men in the same ways (are those benefits only positive?)
- Patriarchy also **pushes men towards 'violence'** (to be aggressive/strong is seen as a positive quality in men – **masculinity**)
- Majority Gender Based Violence (**GBV**) cases are Violence Against Women (**VAW**)
- Notion of being 'aggressive' is tied to the idea of being a **'protector'**
- Patriarchal system also **does not have much space for men to express their feelings** (Men friends, can you share some examples?)
- Boys learn early on to bottle their emotions and express it only in the **form of violence or rage/anger**

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

Session 17.1: Blue and Green

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

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

Time required:

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 colour 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 minutes

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.

Step 3: 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 4: 10 minutes

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 Nepali 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.

Conclusion: All children have choices. The choices you make today can change your life and the lives of others.

Plan for change in personal life: 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

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

SESSION OBJECTIVE: THE BOYS 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.

Time required: 45 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? What do you think should be your attitude to giving such help?

Instructions:

Say to 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 four groups.
- 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 way 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.

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



Case Study for Group D:

One day, Saina and Hasan go on a school picnic with their school teachers and friends. Everyone has fun and sits down to eat together. But they cannot see two other friends 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. Saina 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.

**Plan for Action:**

Reflect on invisible walls you see in your own life. Note and tell us at least one invisible wall you noticed in the next session. What would be required to bring down this invisible wall?

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?
- Is there anyone who had a similar experience and has been able to remove the invisible wall, what was the experience, what happened then?
- What kind of difficulties did you face in your efforts to remove discrimination?

Concluding comments for the facilitator to share:

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 behaviour. 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.

Session 18: Learning to be a leader

Session 18.1: Team work

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

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

Time required: 55 minutes

Preparation: Ensure familiarity with the session 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 any particular wall you would like to bring down? Please tell us what you think would be required to bring down that wall?

Instructions:

Step 1: 10 minutes

- This game is played with 4 players at a time. Count the number of boys in the class to decide how many groups there will be. For example if there are 20 boys, there will be 5 groups, and if there are 24 boys 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 boys, round up to 24 and make six groups.
- If there will be 5 groups ask the boys to count up to the number 5 to make the groups and if there are to be 6 groups ask the boys 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 to share:

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 co-ordination with others helps in achieving the goal. We should support and communicate with each other in order to achieve the goal.

Session 18.2: Selecting a Leader

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

SESSION OBJECTIVE: THE PARTICIPANTS WILL LEARN HOW LEADERSHIP DEPENDS ON THE CAPABILITIES OF A PERSON AND REQUIREMENTS OF A CERTAIN TASK. DIFFERENT PERSONS CAN BECOME LEADERS IN DIFFERENT SITUATIONS. LEADERSHIP IS EARNED AND NOT TAKEN.

Time required:

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 flip chart 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 him 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 to share:

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 boys, one set of boys 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 change in personal life: Practice 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: Our Experiences of Power

Source: Adapted from Michau, L. et al. The SASA! Activist Kit for Preventing Violence Against Women and HIV. Start Phase, Prep Training Module, p 27-31. Kampala: Raising Voices, Dec. 2008.

SESSION OBJECTIVE: IN THIS SESSION, BOYS WILL BECOME AWARE OF THE DIFFERENT TYPES OF POWER AND HOW THEY OCCUR IN SOCIETY

Time Required: 30 minutes

Preparation: Review the Types of Power handout and ensure that you are comfortable explaining the different types of power. Do the same for the Power Situations. Practice discussing the types of power with colleagues to make sure that you are able to discuss power clearly.

Gather the following materials:

- Flipchart
- Markers
- Copied and cut up power drawings from the reference materials (1 copy of each drawing per 1-2 participants).
- Copies of 4 type of power handout
- On separate pieces of A4 paper (or flipcharts cut in half), write the following titles in big bold letters (one per page). Tape each one to a different wall in the room and fold it up or cover it so that participants cannot see the titles:
 - Power Within
 - Power Over
 - Power With
 - Power To

Instructions:

1. Introduce the session: *"In this session we will spend time exploring the concept of power. Power is something that is always in our lives. It influences our decisions and choices, yet we rarely think about it."*
2. Ask participants: *"Please close your eyes just for a minute or so."*
3. Once everyone's eyes are closed, continue: *"Now in your own mind, try to imagine power. (pause) What does power look like to you? (pause) What images come into your mind? (pause). Now please open your eyes."*
4. Ask: *"What was it that you imagined when you closed your eyes?"* Encourage participants to act out their images of power if they are comfortable doing so.
5. After several participants have described or acted out their images of power, pass around the first drawing (power within) until all have received one. Then tape that drawing to the flipchart on the wall.
6. Ask participants the following two questions
 - a. Did you imagine anything like this when you were thinking about power?
 - b. How would you describe this type of power?
7. After both questions have been discussed, introduce the matching power term – *Power Within* – and write it on the flipchart next to the image.

8. Repeat steps 7 and 8 for each of the next three images, moving in order from "Power Over," to "Power With" and ending with "Power To."
9. Once you have discussed each of the four power images and the corresponding power term, ask all participants to stand in the middle of the room.
10. Uncover the four flipcharts around the room.
11. Explain: *"To further explore what these four types of power mean, we will do another exercise. I will read a series of statements. After each statement, move to the flipchart showing the type of power that you feel the statement most describes. Remember to answer honestly and not simply to follow others."*
12. Ensure the directions are clear, and then begin.
13. Read each statement from the power situations reference sheet. After each statement, invite one of the participants standing by each of the terms (participants may stand at different flipcharts or all at the same one) to share with the group why s/he chose that term. If there is disagreement, discuss and come to a consensus.
14. Bring participants back to their seats and give out the handout of the four types of power

Concluding comments for the facilitator to share:

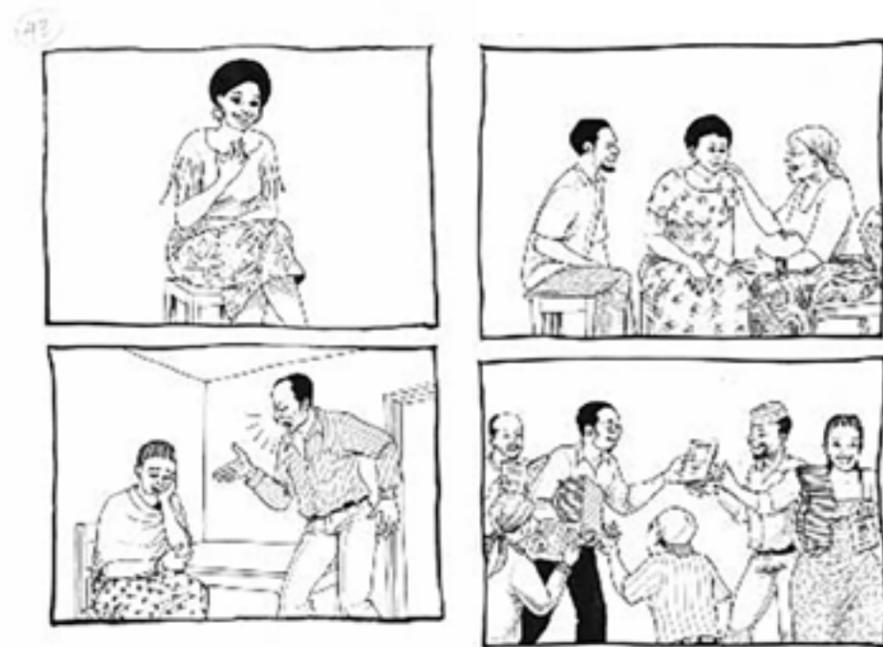
There are different types of power. In TP we will focus on power within oneself, power over someone, power with others and power to act. Power can be used positively or negatively. Power Within, Power With, and Power To are positive uses of power. Power Over is a negative use of power. Power is not in limited supply. One person having power does not mean she/he must take power away from another person. Everyone can have power.

Plan for Action:

Think about the power within yourself this week. Observe other power situations. What types of power do you see being used around you?

Reference Materials for facilitators

Power images



Power Situations

A married old rich man promises his young girlfriend a new phone.	Power over
Samira feels good about herself.	Power within
The community passes a bylaw about violence against women	Power to
Reema and Rahima are good friends who support each other in everything.	Power with
Sarina tells Meena that she can stay with her if she feels scared at home.	Power with
Samir forced Nahida to eat cold food, because he said she should not have let it get cold.	Power over
Usma does not feel ready for sex yet, but Kabir convinced her with the threat to look for another girlfriend.	Power over
Karim feels that he can create change and balance power in his relationship.	Power within
Mahima organizes a community event.	Power to
Elia faces many challenges but does not let them spoil her life.	Power within
Muskan supports her friend in setting up a center for supporting women who have experienced violence.	Power with
Govind burns Neha's shoes, because she did not ask him whether she could buy them.	Power over

Kamala talks to her friends about the connection between power and gender-based violence	Power to
Motabir sees people insulting Musa who is talking about non-violence at a meeting. He defends Musa.	Power with
Mohini is confident that she can finish her studies.	Power within
Chavi uses a poster about stopping gender-based violence to facilitate a discussion about power with men at the bar.	Power to
Kabir organizes his neighbors to form a GBV watch group	Power to
Musa encourages his friend who is trying to change	Power with
Rohet whistles at girls on the street	Power over
Meenu decides she will not let anyone abuse her anymore.	Power within
Karim decides he will not allow for anyone to be abused in a Village that he leads	Power within
A leader confirms the sale of plot of land made without a wife's Consent	Power over

Four Types of Power¹

Power within is the strength that arises from inside ourselves when we recognize the equal ability within all of us to positively influence our own lives and community. By discovering the positive power within ourselves, we are compelled to address the negative uses of power that create injustice in our communities. Our work together will focus first on fostering *power within* ourselves, so that we can begin working as activists for preventing gender-based violence (GBV).

Power over means the power that one person or group uses to control another person or group. This control might come from direct violence or more indirectly, from the community beliefs and practices that position men as superior to women. Using one's power over another is injustice. In this program, we will aim to increase the knowledge and understanding of both ourselves and community members that *men's use power over women* is violence. Imbalance of power between men and women is the core driver of gender-based violence. The community's silence about this injustice hurts everyone.

Power with means the power felt when two or more people come together to do something that they could not do alone. *Power with* includes joining our power with individuals as well as groups to respond to injustice with positive energy and support. This program aims to move beyond awareness-raising. We will work to build skills to support each other and other men and women who are trying to make positive changes in their lives towards violence-free relationships.

Power to is the belief, energy and actions that individuals and groups use to create change. *Power to* is when individuals proactively and preventatively ensure that all community members enjoy the full spectrum of human rights, and are able to achieve their full potential.

The ultimate goal of this program is to use our power to take action to prevent violence in our own relationships and to create community norms that promote non-violence and its benefits.

¹ Adapted from Michau, L. et al The SASA! Activist Kit for Preventing Violence Against Women and HIV. Start Phase, Prep Training Module, p 34. Kampala: Raising Voices, Dec. 2008.

Session 20: Labelling

[Source: Adapted from CORO for Literacy, Horizons/Population Council, MAMTA, and Promundo's Yaari Dosti: Young Men Redefine Masculinity Training Manual, 2006, Activity 1.3]

SESSION OBJECTIVE: THE PARTICIPANTS WILL LEARN ABOUT HOW PERSONAL CHARACTERISTICS ARE TRANSFORMED INTO LABELS THAT AFFECT HUMAN RELATIONS.

Time required: 55 minutes

Preparation: Ensure familiarity with the session content before facilitating. The facilitator should make sure that none of the participants are offended or become aggressive by any of the labels used. Gather the following materials:

- Self-adhesive labels with various labels given to people (taken from the session exercise)
- Paper, folded into caps that the participants can wear
- Pens
- Chit of paper

Recap and feedback from the previous session 10 minutes

Welcome the group. Ask the volunteers to summarize the previous session. Did the boys enjoy the activity? What did they learn from it?

Instructions for the exercise:

Step 1: 15 minutes

- Select and write cards by 05 character those are available in the community earlier like 1. Government service holder, 2. a disabled girl, 3. Transgender, 4. Sex worker, 5 House wife
- Ask all boys to make paper caps for their group and use add labels (for example: prostitute, homosexual, doctor, *hijra*, rowdy, housewife, leader, thief, liar, poor, rich, officer, etc.) on the caps. Make a paper cap and have the specific character written on the cap, so the one wearing it cannot see it while the others in the group can see it. . Nobody will see their character. After entering training room, they want to observe how other boys are acting or behave with them and also try to identify what character he is acting.

Step 2: 30 minutes

- Members of the team should be treated or given messages as per their labels and how the society generally treats them. Members will be giving messages for safety as well as girls own empowerment to face such cases..
- Give the groups 25 minutes for working on this task.
- Ask each participant to try and guess the label on their back based on the way they were treated. Ask them to write down their guesses on a chit of paper.

Questions for discussion: 30 minutes

- What happened during the task? How were you treated? Ask the participants to quote their experiences.
- How did you feel with the treatment meted out to you?
- Did you manage to fulfill the task?
- Did the types of attitudes that emerged in the group hamper or facilitate completing the task?
- Have you met people, with the characteristics given to you for this exercise, in real life? How did you treat them?

- How do labels affect relationships between people? What other examples of labels do you know?
- How do we react when these situations occur?
- How can one live with "labels?"

Concluding comments for the facilitator to share:

The labels we give to people and stereotypes we develop affect people and our relationships with them. When you get to know a person, you realize that labels do not adequately describe the person at all. It is important for us to "unlearn" some of the ways in which we interact with others, for example:

- Using labels or negative nicknames.
- Using punishment, blackmail and being judgmental on the basis of labels
- Using discrimination based on skin color, social class, gender or sexual orientation.
- Making someone in the family and/or classroom a scapegoat.
- Ridiculing or targeting a person based on her/his handicap
- Being inflexible or stubborn.
- Showing indifference, silence or spite.

When we are labelled we feel disrespected and don't feel motivated and encouraged. It does not support motivation. When we belong to a group of people and the members of the group love and respect us we feel wanted and it gives us confidence and encouragement that helps us to learn better and draw strength from each other.

Plan for Action:

Try to think if you have labelled anybody in the community, also think about if anyone has labelled you, How does it feel now? What can you do to minimize the harms done to people who are labelled. How can this change? Reflect on it and share your reflections in the next session.

Session 21: Gender and Work

Session 21.1: Does Gender Matter at Work?

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

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

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 boys to the class. Invite volunteers to recap last session.

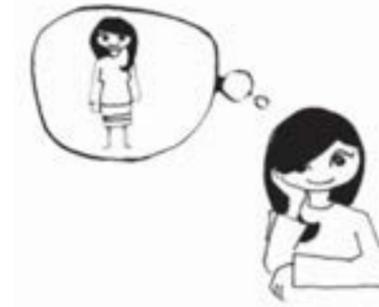
Instructions:

Step 1: 40 minutes

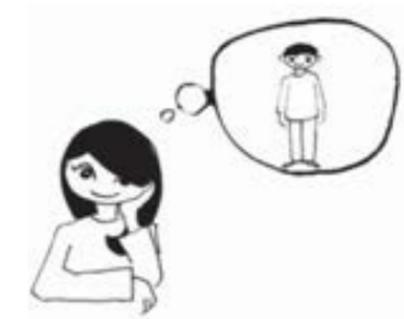
Ask the boys to introduce themselves briefly. Tell them to introduce themselves in the following manner :

- Name – The participant should mention an adjective for himself which he thinks describes him. The adjective can be either rhyming with his name or starting from the same letter as her name. e.g. Happy Hamed, Funny Farid, Amazing Abesh etc.
- What he would like to become in the future – This can be the same as his dream or goal or could have changed. The participant should explain what he does, such as if he studies in school, or doesn't attend school and helps his family with household chores or works for a living.
- Main responsibility – The participant explains his main responsibilities such as whether he goes to school, whether he works part time or full time and what chores he does at home.
- Role reversal – Then each participant will imagine himself as a girl and answer the following question(s).
 - What name you would like to adopt if you were a woman?
 - What adjective would you use to describe yourself?
 - What would she like to become in future?
 - What are currently her main responsibilities?
- The facilitator should note the key points emerging on the board or flip-chart.

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 to share:

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. We are about to watch a movie that will show that all work can be done by both men and women.

Session 21.2 Movie 'Gender Bender' and discussion

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

Time required for the session: 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:

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

Concluding comments for the facilitator to share:

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 thought was out of bounds for women or men? Note this down and think whether there is a way to learn that work.

Session 22: Lottery of Life

[Source: Adapted from CORO for Literacy, Horizons/Population Council, MAMTA, and Promundo's Yaari Dosti: Young Men Redefine Masculinity Training Manual, 2006, Activity 1.8]

SESSION OBJECTIVE: TO PROMOTE GREATER AWARENESS AMONG YOUNG MEN ABOUT THE PROBLEMS WITH RISK TAKING AND THE NEED TO CARE FOR THEIR OWN BODIES AND HEALTH.

Time required: 75 minutes

Preparation: For groups with reading difficulty, the card can be replaced by reading out loud.

The facilitator should read all the resource sheets and be familiar with the session content information on causes of death and other material put there. Take help to understand that material, especially the interpretation. You may need to explain the connections between abusing alcohol and liver damage, risk taking behavior and shorter life span if it is not apparent in the discussion. Also make the linkages between gender socialization, concepts of masculinity and use of conflict to resolve problems that we learned earlier.

Gather the following materials

- Notebook sized cardboard lottery cards or sheets of paper (5 to 6) (see Resource Sheet)
- Flipchart
- Pencil
- Markers.

Recap: 10 minutes

After the volunteers have summarized the session, ask the participants if they had any observations about women and men doing the same work? Ask at least 2 to 3 respondents to share their observations and experiences. Try to ensure that different participants speak in various sessions and not the same ones. In case some participants never talk in sessions, the facilitator should speak to them separately to know whether there are any reasons. The facilitator should also make more opportunities available to them to speak during the discussions.

Instructions:

Step 1: 15 minutes

- Divide the participants into four groups of 5 or 6.
- Tell the participants that they will be taking part in a lottery and the person that scores the highest will win a prize.
- Hand out a "lottery of life" card to each group.
- Explain the card to the participants, pointing out that there are three columns: Man, Woman and Both. The group should answer the questions on the card, marking with an X the reply they think correct.
- Allow 10 minutes for the group to discuss and mark the answers. Then collect the cards.

Step 2: 35 minutes

- Write the questions flipchart paper and then read out each question; ask how the groups replied and mark with an X the correct answer. (The correct answer for every question is Men!)
- Explore the replies of the group, asking them to justify their replies, particularly when they have marked Woman or Both.

- At the end, clarify that for all the categories, men are in the majority. Open up the discussion: Did you know this? Why do you think this happens? How is it possible to avoid this? Additional questions for discussion are given below.

Step 3: 30 minutes

Questions for discussion:

- If men took more care of themselves, would this situation be the same?
- What kinds of stresses do men face? Why?
- What kinds of stresses do women face? Why?
- Who uses conflict, fights and violence to resolve issues more – men or women? Why is that?
- Why do men smoke, drink and abuse drugs more than women do?
- What do we understand by risk taking behavior? How can we avoid it?
- When you are ill or sick, what do you do?
- Do you usually look for help as soon as you feel ill, or wait?
- How often do you go to the doctor?
- Who usually worries more about their appearance?
- Can a man be vain or worried about his appearance? How is he treated in society? Why?

Concluding remarks for the facilitator to share:

From our discussion risk taking behaviour without caring for its consequences is more among men. Both men and women have multiple stresses, but men may resort to harmful behaviour such as smoking, drinking, drug abuse and violence more than women. Most domestic violence and crimes are also perpetrated by men. This is not merely an individual trait but linked to gender socialisation. The above behaviour is not only acceptable for men in society but is also at times encouraged as signs of manhood. Some proverbs and phrases common in our society are – you are not a man if you don't smoke, drink or beat your fight or haven't gotten into a fight ever! But look at the harms such behaviours cause. It is our collective responsibility to not merely keep away from risky behaviour and take care of ourselves but also resist such forms of 'masculinity' which is damaging to men, women and other genders.

Plan for Action:

Reflect on your own behaviour and those of your family and friends. Do you see any risk-taking behaviour? What is it? Who takes more risks? What are the consequences? Are the consequences only for men or also for women or others related to that person? If you know a close one who is taking risks such as rides a motor-cycle very rashly or drinks too much alcohol, then do you plan to help him stop his behaviour? How? Do you take any risks yourself? How do you propose to change your behaviour?

Resource Sheets

Resource Sheet: Lottery of Life

			Both	A group	B group	C group	D group
Who dies more from homicide?							
Who dies more in road accidents?							
Who dies more in work accidents?							
Who kills more?							
Who steals more?							
Who consumes more alcohol and gets drunk more?							
Who dies more by Liver failure?							
Who dies more from a drug overdose (substance abuse)?							
Who smokes more?							
Who is more likely to be infected by HIV & AIDS?							
Who has a shorter lifespan?							
Total score							

This is group work, so it is necessary to disclose the result. Score sheet will be prepared by facilitator earlier and it will use after competition. Can select point for each right answer like 05

Resource Sheet: For the facilitator

The table below shows some common risk-taking behavior and health consequences. The number of men exceeds women in terms of major risk factors as well causes of death due to them. There are many variations between the diseases and causes of deaths of individuals. But such aggregate analysis helps to understand the differences in behavior between men and women. A larger number of men die precisely due to the fact that the men takes more unwanted risk in day to day life and indulge in reckless behavior. Sometimes in order to prove their masculinity, men try wrong behavior which can damage their health.

Fact sheet on Sex wise risk-taking behavior which is damaging to health

Risk taking behavior	Male	Female	Interpretation	Source
Death due to Accidents (Transport injuries/ Road accidents)	6 deaths per 100,000	0.18 deaths per 100,000	Accidental deaths among men are more than 30 times that among women	WHO, Global Burden of Disease
Unintentional falls/ injuries/ occupational injuries	2.54 deaths per 100,000	0.29 deaths per 100,000	Deaths due to falls and other injuries are nearly 8 times more in men	
Death due to Homicide (Murder)				
Drug addiction			Much more among men	(Need to find a suitable source)
Alcohol addiction	95% of those who have ever drunk alcohol are men. 77% of current drinkers had had at least one episode of binge drinking and majority of them were men	5% of those who had ever drunk alcohol were women and binge drinkers among women were negligible (0.1%).	Much more among men	Steps Survey 2010, WHO, SEARO, Bangladesh
Smoking	39.8% 92% of current alcohol drinkers, overwhelming majority of men, were also smokers	0.7% Negligible numbers among current drinkers	Much more among men	World Health Rankings, Health Profile Bangladesh Steps Survey 2010, WHO, SEARO, Bangladesh

Death due to Cirrhosis and Liver damage	7.13 deaths per 100,000	2.12 deaths per 100,000	More than 3 times in men as compared to women	
Perpetrators of crime (in general)			Much more among men	
Perpetrators of domestic violence			Perpetrators overwhelmingly male	
Lifespan	70 years	73 years	More among women than men	World Health Rankings, Health Profile Bangladesh
More likely to be infected by HIV			More among men	

Session 23: Didn't I Tell You So

[Source: Adapted from CORO for Literacy, Horizons/Population Council, MAMTA, and Promundo's Yaari Dosti: Young Men Redefine Masculinity Training Manual, 2006, Activity 2.8]

SESSION OBJECTIVE: ADOLESCENT BOYS WILL LEARN IDENTIFY THE EFFECTS (PHYSICAL, EMOTIONAL AND BEHAVIORAL) OF ALCOHOL CONSUMPTION, TO REFLECT ON SITUATIONS IN WHICH ALCOHOL CONSUMPTION HAMPERS SELF-CARE AND TO RECOGNIZE ALTERNATIVES SO THAT SELF-CARE PRACTICES ARE ALWAYS EMPLOYED.

Time required: 110 minutes

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

- Large sheets of paper
- Markers
- Adhesive tape
- Notecards

This session is about misuse of substances. It is possible that “cocaine” Gaza, Fencidile, Yabba, Heroin is not the method of enjoyment for adolescents in the local cultural context. For this purpose, the facilitator may modify the exercise as he deems best.

In step 3, the adolescent boys are asked to enact a drama of a scene of drunken driving. The participants can imagine various scenarios as per their creativity. The rough steps in the story would be: 1. A situation where a person drinks and 2. What happens when he drives and 3. The consequences of that. It is up to their imagination to think of what could happen – police may arrest him, there could be an accident or accident averted but got a scolding or fear of what could have happened. Or the driver may be transporting a child and puts the child at risk, but then realises what a terrible risk he has taken. There could also be a death. Apply the exercise to the local context while still allowing the adolescents to think through possible scenarios themselves.

Recap: 10 minutes

Welcome the group. After the two volunteers have summarized the previous week’s session, ask the boys what their observations were about risk-taking behaviour in their friends and family and themselves. Did they plan to dissuade somebody from any risk-taking behaviour? What is it? Did they themselves plan to give up any behaviour? What is it? Ask a few participants to answer these.

Instructions:

Step 1: 20 minutes

- Ask the group to write on the cards 3 ways of having fun, preferred by the adolescents they know, and then read them out to the group. Give them 3 to 4 minutes for this. Note down the answers one by one, and work out the approximate proportion of adolescents who spoke about alcohol being a part of the activities. If alcohol consumption is not the way adolescents have fun but is a known way of entertainment and relaxation for adult men, then the boys can be asked what the preferred way for men in the community is to have some fun and relaxation at the end of the day.
- If the group has not mentioned it, ask them “in which of these activities is nasha present?”
- The facilitator asks, “why do adolescents (or men) indulge in intoxication?” and note down each of the answers. Possible answers might be “to be accepted”, “to have fun”, “to show who can drink the most”,

or “not to feel odd with their friends”, “to forget their worries” etc., all of which have to do with what is socially expected of a man.

Step 2: 15 minutes

- After that, ask them about the different effects of alcohol consumption (physical and emotional effects, effects on the mind and behavior), while noting down each of the answers on a large sheet of paper.
- List the responses together and after they have given all the options, show the flip chart with the summary. Summarize by saying that the bad effects are on physical mental behavioral and emotional life of people and hence need to be restricted. *It is important that the facilitator explains that the effects are not the same for everyone and in every situation. They vary depending on the: amount of alcohol consumed, speed or length of time of drinking, the size and weight of the person, etc.*

On the Mind	On Behavior
Feeling of temporary well-being	Violent or depressive behavior
Relaxation	Difficulty to talk or speak
State of exacerbated happiness or sadness, or disgust	Uninhibited
Sensation of being omnipotent, invincible.	Tearful
Confusion and difficulty in concentrating. Thought disturbances and loss of memory	Nausea and vomiting
– unable to remember what one does under the effects of alcohol	Loss of balance, numbness in the legs
– Altered judgment	Loss of coordination
	Reduction of reflexes
	Bad recollections of personal experiences
	Obsession
	Dreams

Step 3: 45 minutes

- Ask the participants to divide into four groups. Each group should have 4-5 boys.
- Ask each group to organize a socio-drama, where the following situation is staged
- A person who is otherwise a safe driver, but who, under the effects of alcohol loses control over his motor-cycle, and what the consequences of this are.
- Give the participants 15 minutes to prepare their drama. Each drama should be only for 5 minutes
- Ask each team to stage the drama

Step 4: 30 minutes

Questions for discussion: After all the dramas have been staged, pose the following questions to the full group and generate a discussion.

- What part of the story attracted your attention the most?
- Are the social dramas staged similar to what happens in real life?
- What is the reaction of adolescents or other men when someone does not want to consume alcohol?
- What can we do to reduce the harm which can come from drinking?
 - Answers may be:
 - To drink less;
 - To avoid drinking on an empty stomach,
 - To drink plenty of water while drinking alcohol to avoid getting dehydrated and to reduce the effect of alcohol;
 - To avoid taking important or difficult decisions while drunk because your judgement is not reliable when you drink alcohol;

- To avoid getting into difficult conversations because you may turn aggressive and later regret the decision
- To avoid getting into a fight
- To avoid drinking
- To avoid taking an important responsibility
- What effects does other substance use have on decision-making and self-care behavior?
- How can we create other forms of fun and social coexistence, relaxation or entertainment where alcohol is not the most important thing?

Concluding comments for the facilitator to share:

- A person who practices alcohol abuse runs the risk of suffering accidents, STI and HIV infection, get into fights or unnecessary brawls as under the effects of alcohol it is difficult to take adequate precautions, even when the person is fully aware of its importance. Alcohol makes it
 - Difficult to exercise your judgement such as avoiding to 'drink and drive'
 - Difficult to make an accurate assessment of risk such as need to use a condom to avoid risk of sexually transmitted infections,
- Alcohol facilitates, for some men, the expression of affection and friendship toward other men. It is important to provide an opportunity to express oneself without the need to ingest alcohol.
- If young men know the symptoms of alcohol intoxication, and its consequences it will be easier to identify them and have sufficient time to avoid alcohol abuse.
- For young men it is necessary to create other forms of having fun without alcohol being at the center and not to put pressure on those that do not want to consume.
- In the long term, alcohol abuse can give rise to dependence and other problems in the organism and in every aspect of a person's life.

Plan for Action:

Observe if you know anyone who is addicted to alcohol in your community. Discretely observe the effects on their health, relationships, work life and other aspects of their life. Share with the others in the next session.

Session 24: Expressing My Emotions

[Source: Adapted from CORO for Literacy, Horizons/Population Council, MAMTA, and Promundo's Yaari Dosti: Young Men Redefine Masculinity Training Manual, 2006, Activity 1.6]

SESSION OBJECTIVE: TO RECOGNIZE THE DIFFICULTIES THAT EXIST IN EXPRESSING CERTAIN EMOTIONS AND ANALYSE THE IMPACT OF THIS ON OUR MENTAL HEALTH, AND TO PROMOTE A PERSONAL REFLECTION ABOUT HOW WE SUPPRESS OR EXAGGERATE OUR EMOTIONS.

Time required: 85 minutes

Preparation: This activity uses a short story to promote an individual reflection about how we express our emotions. All individual participants are expected to participate individually in some small exercises. If the group is very large, form sub-groups for this exercise.

The facilitator may want to go through this activity individually and reflect about his/her own emotions and emotional expressions before facilitating the activity with young men. When carrying out the activity, the facilitator should emphasize that each person's expression of his or her emotions varies. However, it is important to note a number of tendencies that emerge, particularly related to how boys are brought up. For example, it is common for young men to hide their fear, sadness and even their kindness. But it is common for them to express their anger via violence.

While discussing the basic emotions of human beings (Fear, Anger, Sadness, Affection and Happiness), other proposals of feelings might emerge from the group which, generally speaking, fit in with or are closely related to one of those basic emotions mentioned here. For example, hate relates to anger. Once, in a training from where this session is adapted, a young man proposed indifference, but in working on it, he discovered that more than a feeling, it was a mask that hid fear and sadness. Also shame, guilt or violence might come up. The facilitator can give support to the participants encouraging reflection on the costs and consequences and whether these help us to grow as human beings.

The facilitator should emphasize that a person who does not know his own emotions, not only cannot express them, but also runs the risk of being carried away by them. It is fundamental to distinguish between "feeling" and "acting" to find forms of expression that do not cause damage to others. For this reason, this activity is very useful in working with violence prevention.

It is important to emphasize that promoting our emotional intelligence starts first by learning to recognize our emotions and to see the emotions of others. Because of the way men are socialized, they often have difficulty looking another young man in the eye, which can be interpreted either as a challenge (or a call to fight). This is an opportune moment to clarify to the young men that looking another young man in the eye is another way of expressing and improving communication and not a challenge.

Gather the following materials

- Large sheets of paper/ flip chart,
- Post-its,
- Adhesive tape
- Pencils
- Paper with the six emotions below written on all of the sheets of paper

Recap: 10 minutes

Welcome the participants and ask for 2 volunteers to recap the last session. Ask the participants if they were able to observe the impact of alcohol on the life of any person or a family? What were your observations? Ask 2-3 participants to talk about it, without using names, just describing the effect of alcohol. Ask them to tell the group what their learnings were from these observations.

Instructions**Step 1:** 15 minutes

Ask the group to sit in a circle and read the story: "The other me."

The other me

This is a story about an ordinary boy: his pants were worn at the knees, he read comic books; he made a noise when he ate; he picked his nose; he snored when he slept. He was called Vijay. He was ordinary in everything, except one thing: he had an 'Other Me'.

The 'Other Me' had a romantic look in his eye, fell in love with movie actresses, could make up stories easily, and got all emotional when he saw the sun set. Vijay was worried about his 'Other Me', which bothered him when he was with his friends. In addition, the 'Other Me' was often sad and sensitive, which meant that Vijay couldn't laugh everything off like he wanted to.

One afternoon, Vijay came home from work feeling tired, took off his shoes, wiggled his toes and turned on the radio. The radio was playing music, and Vijay fell asleep. When he woke up the Other Me was sobbing. At first Vijay didn't know what to do, but then he pulled himself together and rudely insulted the Other Me. The Other Me was silent while Vijay insulted him, but the next morning the Other Me committed suicide.

At first, the death of the Other Me was a bitter blow for poor Vijay, but then he thought about it and realized that now he could finally be rude all the time without feeling sad or sensitive. The thought of this made him feel better.

After just five days of mourning, Vijay went out with the express purpose of showing off his new and improved rudeness. From a distance, he saw his friends walking along in a group. The sight of them filled him with joy and he immediately burst into laughter. However, when they walked past him they didn't even notice he was there. And what was worse, he overheard what they were saying: poor Vijay, who would have believed it, he seemed so strong and healthy.

On hearing this, he immediately stopped laughing and at the same time, felt a tightening in his chest, which seemed like nostalgia. But he could not feel real sadness, because the Other Me had taken all the sadness with him.

Step 2: 20 minutes

When they finish, reading, ask the following questions:

- What most attracted your attention in the story?
- Do you think you can understand this story in more than one way? Which are these ways? (Discuss that it is possible that Vijay tried to suppress his emotional side so much and so often that the stress led him to commit suicide. That is why he was no longer alive, and his friends could not see him. Alternately, it can

mean that he suppressed his emotional self so much that he changed into a different person altogether. He was no longer the 'real' Vijay which his friends liked and hence they could not even recognise him. All the fun and colour of his life left him.)

- Why do you think this happened?
- What do you find in the story which is very like what happens in real life?
- What was the cost to Vijay of suppressing his emotions?
- Ask if they ever thought that they too had an 'other me' inside them, have they listened to him, why or why not?

Step 3: 30 minutes

- Ask the group what their favourite food is. Allow various persons to reply.
- Then ask: what food do you like the least?

Explain that just as with food, there are likes and dislikes in dealing with emotions; there are also certain emotions that we feel more often and express more easily, just as there are others that are more difficult to manage and which we even try to avoid.

Write up on the board six basic emotions and tell the group that these are the emotions they will be discussing in this activity.

1. Anger
2. Happiness
3. Sadness
4. Affection
5. Fear
6. Shame

Give participants sheets of paper with the emotions and pencils. Ask them to do the following.

- Circle the emotions we have often learned to express in an exaggerated way
- Underline the emotions that we have learned to express less, or maybe even to repress;
- Draw a check mark next to the emotions that fall in between, that is, it is neither too hard nor too easy to express. It represents the emotion that we do not exaggerate nor repress but probably deal with more naturally.
- Ask the participants to also identify in which parts of the body each emotion is felt and how can we differentiate one emotion from the other.

It is important that everybody takes part.

Step 4: 20 minutes**Questions for discussions**

- Ask if anyone was thinking a different answer while the group agreed to another. Ask what they were, discuss that different people might feel differently too. Ask if this is asked to a girl, would her answer be the same, or to their father or mother would the answers differ? Why?
- Why do we either repress or exaggerate certain emotions?
- How did we learn to do this?
- What has been the cost for you in doing this?
- How do my emotions (Fear, Anger, Sadness, Happiness and Affection) influence the relationships that I establish with other people (partners, family, friends, etc)?

- What is the function of emotions? Give examples (fear helps us in situations of danger, anger to defend ourselves) and ask the group for examples.
- What can we do to express our emotions more openly? How can I be more flexible in expressing what I feel? (Each person can make a note of his personal reflections and, if they so desire, they can share their reflections with the others in small groups).

Closing comments by the facilitator:

Emotions can be seen as a form of energy that allows us to perceive what is oppressing us or bothering us and perhaps even causing harm internally. Being able to express them without causing harm to others helps to make us stronger and to relate better with the world around us. Different emotions are simply the reflection of affective needs, and it is best to learn how to deal with all of them as they appear in our lives. Generally speaking, from the time we are born, certain ideas are imposed on us, such as, for example, that boys should not be cowards and girls should not show anger. Emotional health has to do with being flexible in dealing with our emotions.

Emotions are neither good nor bad, nor female nor male, but are part of all human beings. We are not responsible for feeling certain emotions, but for what we do when we feel them. In terms of anger, it is important that the group recognizes the difference between violence and the direct and verbal expression of anger.

Plan for change in personal life: Have you discovered anything new about yourselves from this activity? Tell us what it is in our next session. Also observe how men and women, girls and boys and children express their emotions this week, at home in school, with friends, keep noting whatever you see and observe. What did you learn from this? Observe your emotions and what you do with them in this week. Did you resolve to express your emotions differently?

Session 25: Sexual Anxiety: Answer if you can (Part 1)

[Source: Adapted from CORO for Literacy, Horizons/Population Council, MAMTA, and Promundo's Yaari Dosti: Young Men Redefine Masculinity Training Manual, 2006, Activity 2.4]

SESSION OBJECTIVE: TO DISCUSS THE BELIEFS, OPINIONS AND ATTITUDES OF THE GROUP CONCERNING MALE SEXUALITY AND REPRODUCTIVE HEALTH, WITH A FOCUS ON THE NEED FOR SELF-CARE.

Time Required: 45 minutes or more

Preparation: Ensure familiarity with the session content and resource sheet before facilitating. This can be a long session, depending on how much the participants engage. Do not feel pressure to get through all of the questions this week, just go by how the participants seem to be engaged.

Reassure participants that if they have trouble thinking of a question or we run out of time to discuss the question, it can be discussed another time.

The idea for this activity is to be informal and have fun to introduce these themes in a light-hearted way. The facilitator should work to create an environment in which the young men feel comfortable expressing themselves and asking questions about sensitive themes. Do not worry if during the replies it is not possible to fully discuss each of the themes. At the end, return to the answers that remain incomplete.

The facilitator must prepare for this session by reading the resource sheet as well as other material required to give him confidence to conduct this session. If the facilitator does not know any answer, then he can tell the participants that we will discuss this in the next session. Remember to find the answers and clarify the doubts in the next session. As far as possible, the facilitator must let the boys talk. Only after this should the facilitator come up with an answer. In the process the facilitator will also learn how the boys think, what are the social, cultural and religious beliefs attached to sexuality. The facilitator should note this down to compile resource notes which can be used by others. The observations should also be used to illustrate common myths or as examples where appropriate.

Gather the following materials

- Seven balloons (blown up) with small pieces of paper inside.
- On these strips of paper, the facilitator will have written questions.

If you do not know the answer to a question, make sure to consult with experts and return with more information next session.

Instructions:

- Ask the participants to form one large circle. Then tell them that they are going to pass a balloon with a question inside round the circle. When the facilitator says stop, the person who has the balloon should pop the balloon, read the question and try to answer it.
- If the person is unable to answer it, the person on their right should answer. The other participants can help when necessary to complete the answer.

- After a question has been answered, the procedure repeats itself, until all seven questions have been discussed.
- Alternately, the questions can be kept in a hat or bowl. The participants can play passing the parcel with an object. When the music stops, the person in whose hand the parcel is left selects a card with a question from the bowl and answers it.

Probable questions which can be put inside the balloon/ bowl/ hat

(Brief answers to these questions are given at the end of the session. Please guide participants toward the correct answer if they are struggling to reach it.)

1. What is masturbation?
2. Is it true that masturbation can make the penis smaller or make hair grow in the palm of your hand?
3. How should you wash the penis?
4. Does a "real man" have to worry about taking care of his body? How?
5. Do condoms reduce sexual pleasure?
6. Can a man urinate inside a woman during sexual intercourse?
7. What is a man most afraid of during the sexual act?
8. What kinds of problems can a man have during sexual intercourse?
9. What can a man do when he ejaculates too quickly?
10. Why does a man sometimes "come" while sleeping?
11. Should a man and woman "come" together while having sex?
12. Should a man be concerned only with his own sexual satisfaction while having sexual intercourse?
13. Do men need sex more than women? Why?
14. Do women get an orgasm?
15. What makes women happy while having sexual intercourse?
16. Does the size of the penis really matter? Why?
17. How does a man feel when someone says he has a small penis? How does he react?
18. Why do we sometimes say that a man "thinks with his penis"?
19. Can a man control his sexual desire?
20. What do you think about virtual or computer sex?
21. Why do some men have trouble getting an erection?
22. Does a man become weak or incapable of sex and hard work if he has a vasectomy or operation for birth control?

Bring in the following questions during the discussion:

- What are the common beliefs related to sex in your community and society?
- Do you believe in them? Why or why not?
- What does it mean to be a man?
- How does a man look after his body?
- Is the size of the penis important for the man? Why?
- Why is it so difficult for some men to go to a urologist?
- What preventive exams can a man do to prevent certain diseases?
- What kind of personal hygiene should men practice?

Concluding comments for the facilitator to share:

We have discussed many markers of masculinity which men struggle against. For example, men are expected to not cry, always be brave, solve conflicts with violence and always be ready to take risks. It is a great pressure on men to constantly live up to this false image. Similarly, in the context of sexuality, markers of masculinity leave men constantly anxious about their 'performance'. Men's penises are supposed to be longer, they are always

supposed to be ready for sex, they are supposed to be initiators of sex and the active partners, are made to feel that condoms reduce pleasure in sex etc. These are expectations pushed on to men by masculinities and as we discussed none of these are reasonable. Men lose their humanity, natural ability for care and affection, and emotional intimacy and pleasure in satisfying their partners if they think only about their own sexual performance. I hope this session has debunked those myths.

Plan for Action:

Observe the common beliefs, myths and misconceptions about sexuality in your community. Bring any questions next week

Reference Sheet

Brief answers to questions asked in this session

1. What is masturbation?
 - a. Masturbation is giving pleasure to the self by erotic stimulation of the penis using your own hands
2. Is it true that masturbation can make the penis smaller or make hair grow in the palm of your hand?
 - a. No, this is not true at all
3. How should you wash the penis?
 - a. Penis can be washed with water and mild soap or simply with water. For this, it is important to retract the fore-skin and wash the smegma or sticky dirt that may lie underneath. Penis should be washed daily while taking bath.
4. Does a “real man” have to worry about taking care of his body? How?
 - a. Yes, every man and person needs to take care of his or her body. A ‘real’ man is no exception. As your hands get dirty, may go dry and itchy, sometimes get sweaty, so also do other body parts including your genital area. So, you need to wash and care for your body.
5. Do condoms reduce sexual pleasure?
 - a. No, condoms do not reduce sexual pleasure
6. Can a man urinate inside a woman during sexual intercourse?
 - a. No, urination will not happen to a man during sexual intercourse, because the path to pass urine gets closed when he has sexual intercourse. But sometimes when he has some problems with his system then this may happen, but it is quite rare, especially in the younger age group.
7. What kinds of problems can a man have during sexual intercourse?
 - a. A man may not get an erection
 - b. A man may ‘come’ (ejaculate) too early
 - c. A man may feel anxious that he is not able to satisfy his partner
8. What can a man do when he ejaculates too quickly?
 - a. He should try again, engage in foreplay and be easy and calm and focus on communication with the partner, do not feel anxious or any pressure.
9. Why does a man sometimes “come” while sleeping?
 - a. Wet dreams or nocturnal emissions is when a man has an orgasm and ejaculates while asleep
 - b. This is very common during adolescence and early adulthood in men
 - c. This is a normal phenomenon after puberty and there is no need to worry about it
10. Should a man and woman “come” together while having sex?
 - a. It is not necessary that a man and woman ‘come’ together while having sex. In fact, that is quite uncommon. Often, they come one after the other.
11. Should a man be concerned only with his own sexual satisfaction while having sexual intercourse?
 - a. No, a man should care for and make sure his sexual partner is also sexually satisfied
 - b. Very often due to the myth that women have no sexual desires or that women do not like to have sex, men may not wait to think what the sexual likes and dislikes of his partner are. Very few men are concerned with the sexual satisfaction of their partners. But this is wrong. Both partners must be sexually satisfied in a relationship.
 - c. A girl or woman may not feel sexually aroused or may not get adequate pleasure from having sex if her genital parts are not well lubricated. Lubrication happens when there is active and adequate foreplay. Foreplay consists of talking and communicating about sex, telling each other your likes and dislikes, touching and stimulating each other, kissing and all activities which are sexually pleasurable

to both partners before moving on to sexual intercourse. Foreplay, therefore, is very important for a woman to enjoy sex.

- d. Very often women in our community are not able to enjoy sex because of lack of privacy where voices will not carry over to others, not having a separate bedroom, not having adequate time and space for love-making and excessive work burden which keep her tired all the time. These situations result in fear, anxiety, need to hurry instead of enjoying the moments and also a sense of shame. These issues need to be addressed if men want their wives to enjoy sex.
12. Do men need sex more than women? Why?
 - a. No, men do not inherently desire more sex than women. Women also desire sex as much as do men.
 - b. On the other hand, each person varies from others about the desire and frequency of sex they would like to have. This is true for men as well as women
 - c. Instead of ‘needing’ sex, it is good to think of sex in terms of ‘desire to have sex’. This is because often men learn to coach their sexual desires in terms such as ‘passionate urge’ or ‘need’ to show that they have little control over their sexuality. That if they had sex without consent, then that can be explained by their uncontrollable sexual urges. But this is not true. Every person – a man or a woman – can control their sexual desires.
13. Do women get an orgasm?
 - a. Yes, women do get an orgasm. Men need to take efforts to understand the woman’s body, woman’s sexuality, her likes and dislikes, and what part of her is most sexually stimulated, in order for her to get an orgasm.
14. What makes women happy while having sexual intercourse?
 - a. Foreplay as mentioned above
 - b. Understanding a woman’s body and what is sexually stimulating to her
 - c. Her partner must have the patience and time to allow a woman to orgasm because a woman may take some time to orgasm.
15. What is a man most afraid of during the sexual act?
 - a. A man could be afraid that the condom he is using breaks! What is the risk he faces?
 - b. A man may also be afraid that he ‘comes’ or ejaculates too early, i.e. before he is ready to do so. Or if he comes before his partner has got an orgasm.
 - c. If a man is not using a condom and has sex with a partner, he does not know well then, he may fear contracting a sexually transmitted disease
16. Does the size of the penis really matter? Why?
 - a. No, the size of the penis does not matter with regard to the sexual pleasure that a man can get.
17. How does a man feel when someone says he has a small penis? How does he react?
 - a. A man has been socially taught to think of a big penis as a matter of pride or as a sign of his manliness. That is why men are often very sensitive about this. If someone taunts him saying he has a small penis, then he may get very upset, angry or dejected.
 - b. But this is a feeling based on wrong assumptions. For one the size of the penis varies from person to person and size does not matter for pleasure during sexual intercourse. Second, thinking that a big penis is a sign of manliness is based on wrong assumptions. Finally, what others think of you should not dictate your feelings and behavior.
18. Why do we sometimes say that a man “thinks with his penis”?
 - a. As seen above, some men can make the penis or the biological more important and significant than it really is. This refers to thinking that desire for sex is what determines how a man thinks. This also often is confused with sex as a need and is generalized to all men. Men can think about many things and sexuality is much broader than just sex. This should not be used to cover irresponsible behavior.
19. Can a man control his sexual desire?
 - a. Yes, a man can and must be able to control his sexual desire.

20. What do you think about virtual or computer sex?
- People who use the phone, video call or other ways of communication to talk, communicate and satisfy each other sexually, without having physical contact, is virtual sex.
21. Why do some men have trouble getting an erection?
- Having an erection depends on a number of things and if any of these go wrong then a man may have trouble having an erection. The physical and mental health of the man can impact this as can simply being very tired.
22. Does a man become weak or incapable of sex and hard work if he has a vasectomy or operation for birth control?
- No, there is no linkages between capability to have sex and vasectomy. A man can have an active sex life even when he has undergone vasectomy.

Getting to know more about the male urino-genital system

Preventive exam for cancer of the testicles

Testicular cancer, while seldom discussed, accounts for 1% of all cancers in men and is the most common form of cancer among men 15 to 35 years of age. It generally occurs in only one of the testicles and once removed causes no problem to the sexual and reproductive functions of the man. Today, testicular cancer is relatively easy to treat, particularly when detected in the early stages. The most common symptom is the appearance of a hard nodule about the size of a pea, which does not cause pain. Carrying out a testicular exam step by step:

- Self-examination should be carried out once a month, after a warm shower, as the heat makes the skin of the scrotum relax, enabling one to locate any irregularity in the testicles.
- The man should stand in front of the mirror and examine each testicle with both hands. The index and middle finger should be placed on the lower part of the testicles and the thumb on the upper part.
- The man should gently rotate each testicle between the thumb and the index finger, checking to see if they are smooth and firm. It is important to palpate also the epididymis, a type of soft tube at the back of the testicle.
- One should check the size of each testicle to verify that they are their normal size. It is common for one of them to be slightly larger than the other.
- Should one find any lumps, it is important to see a doctor at once. They are generally located on the side of the testicles but can also be found on the front. Not every lump is cancerous, but when it is, the disease can spread rapidly if not treated.

Preventive Exam for Cancer of the Penis

Lack of hygiene is one of the greatest causes of cancer of the penis. Thus, the first step to prevent this disease is to wash the penis daily with soap and water and after sexual relations and masturbation. When discovered in the earlier stages, cancer of the penis can be cured and easily treated. If left untreated or caught late, it can spread to internal areas such as ganglions and cause mutilation or death.



Self-Examination of the Penis

Once a month, the man should carefully examine his penis, looking for any of these signs: wounds that do not heal after medical treatment; lumps that do not disappear after treatment and which present secretion and a bad smell; persons with phimosis who, even after succeeding in baring the glans, have inflammation (redness

and itching) for long periods; whitish stains or loss of pigmentation; the appearance of bulbous tissues in the groin. These symptoms are more common in adults, and if any of them appear, it is necessary to consult a doctor immediately. Another important precaution is to be examined by a urologist once a year.

Preventive Exam for Prostate Cancer

Liquid produced by the prostate gland is responsible for 30% of a man's sperm volume. After the age of 40, all men should have regular exams for prostate cancer. About half the men in their fifties exhibit symptoms associated with prostate cancer, such as difficulty in urinating, the need to go to the bathroom frequently, a weak urine stream and a feeling that the bladder is always full. These alterations appear as a consequence of the increase in size of the prostate and the increase in its muscular portion, which presses against the urethra and hinders the elimination of the urine stored in the bladder. These symptoms are known as benign prostate hyperplasia (BPH) and, at present, there is no efficient way of preventing it. But there are various treatments: medication, local heat therapy, vaporization, laser and conventional surgery through the urethra. A urologist (a doctor specialized in the male sexual organs) can recommend the best treatment. Left untreated, inflammation of the prostate can lead to serious complications including urinary infections, total interruption of the flow of urine and even renal insufficiency.

Cancer of the prostate is the uncontrolled growth of cells in the prostate. It affects 1 in every 12 men over the age of 50. In general, it only produces symptoms when it is already in a more advanced stage (such as pain and blood when urinating). When the disease is diagnosed will determine whether it can be controlled or not. When diagnosed early, prostate cancer has a high cure rate. There are three types of exams for prostate cancer prevention: rectal touch, ultra-sound and the PSA (a protein released by the prostate itself and which increases considerably when the organ is affected by cancer) dosage in the blood. The rectal touch examination is the simplest. It consists of the doctor introducing a finger in the anus to examine the consistency and size of the prostate.

Sexual Dysfunction

This is when a man or a woman presents certain difficulties, physical or psychological, in expressing or enjoying sexual pleasure, for example, men who are unable to have an erection, or suffer from premature ejaculation or women who do not feel sexual desire or who are unable to have an orgasm. The dysfunctions can have organic causes (cardiovascular conditions or diseases, diabetes, side effects of medication, substance use, etc.) or psychological (a repressive upbringing, anxiety about sexual performance, guilt, problems between the partners, previous frustrating or traumatic experiences, stress, etc.).

The most common sexual dysfunctions among men are:

- Erectile Dysfunction – when a man is unable to have an erection. It can be in two forms: primary (when the man has never had an erection) or secondary (when it appears in a man who never had erection problems before).
- Premature Ejaculation – when a man ejaculates involuntarily before penetrating the vagina or immediately after penetration.
- Retarded Ejaculation – when a man is unable to ejaculate.

Session 26: Understanding Sexual and Reproductive 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]

SESSION OBJECTIVE: ADOLESCENT BOYS WILL LEARN WHAT IS MEANT BY SEXUAL AND REPRODUCTIVE RIGHTS, THEIR IMPORTANCE IN THE LIVES OF MEN AND WOMEN AND HOW TO MAKE USE OF THESE RIGHTS

Time required: 40 minutes

Preparation: Ensure familiarity with the session content before facilitating. In this session, 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 you paper slips with the different rights written on them before starting the activity/ session. (See Resource Sheet)

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.

Gather the following materials before this session

- Flip-chart, 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
- Pen
- Pencils
- Paper slips with various sexual and reproductive rights written on them
- List of rights as given in Resource Sheet

Recap: 10 minutes

After the volunteers have summarized the earlier session, ask the adolescent boys if they had thought about the common beliefs, myths and misconceptions about sexuality in your community. Which do you agree with and which do you not agree with? And why?

Instructions:

Step 1: 15 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 flip-chart.

- Ask the boys why are child rights 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: 30 minutes

- Display the definition of sexual and reproductive health on the board or flip-chart 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 flip-chart 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 each of these rights 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 would be the consequences 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 her parents will be notified.
- Many communities criminalise homosexual behaviour and same-sex marriages are not allowed. In these communities gay people can be persecuted and may also face violence. In such times lack of reproductive and sexual rights can be life threatening.
- In communities which do not recognise right to safe abortion too, women can be criminalised for resorting to an abortion. Here too sexual and reproductive rights can be a matter of life, liberty and security of a person.

Concluding comments for the facilitator to share:

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

	Very acceptable	Less acceptable	Not acceptable
1. Right to make decisions about ones 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 child birth			
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 27: Circles of Sexuality

[Source: Adapted from Advocates for Youth Circles of Human Sexuality, 1995, as adapted by CARE Inner Spaces Outer Faces Initiative, 2005]

SESSION OBJECTIVES: IN THIS SESSION ADOLESCENT BOYS WILL LEARN WHAT WE MEAN BY SEXUALITY AND EXPLORE THE VARIED ASPECTS OF SEXUALITY.

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 married. Gauna is yet to happen. 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 to help prepare: 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, Co habitation 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
 - That men do not take into account willingness of women.
 - That there is a general conception that women do not have sexual desires
 Discuss 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.
 - Explain with the help of examples. For example, 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
 - 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
 - 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
 - Ask the group what do they understand by sexual orientation?
 - Sexual orientation is about sexual attraction and the desire to be intimate with another person.
 - 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.
 - 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.
 - 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 view-point.
 - 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 behaviours 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 Nepal 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 to share: 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:

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 28: Revisiting Dreams

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

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

Time required: 55 minutes

Preparation: This session is a follow up of the earlier tool that was used to encourage boys 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 centre 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

Welcome the boys to the session. Ask for 2 volunteers to summarize the last session. After the summary, ask the boys if they considered how sexuality is expressed? Do they have any questions? Invite 2-3 participants to share their reflection.

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 boy 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 boys 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 centre has been useful for them to get closer to their dreams? How?
- Ask them who in their homes, neighbourhood 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 to share:

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 centre 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

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

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

Time required for the session: 50 minutes

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

Recap: 10 minutes

Welcome the boys to the session. Request 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 group to discuss the risks of marriage after 18. Ask group 3 to discuss benefits of marriage after 18 and 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 in their groups.

Put up a flip chart and divide it in 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:

- Economical benefits: Less dowry, cost of treatment, girl can economically contribute if educated and earning,
- Physical Health, health better, no harm from 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 quality life
- Aspirations fulfilment 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 to share:

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. Nepal has one of the highest incidences of child marriages in the world. 40% of girls in Nepal will be married before they are 18 (Girls not Brides).

Due to child marriage a couple might face different problems such as concerns in their sexual and 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 or boy who is trying to resist child marriage. Make a plan to increase awareness of child marriages in the community.

Session 30: What Is Love?

[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

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

Time required: 45 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 Flip-chart. 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 (i.e. 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?

Concluding comments for the facilitator to share:

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. Boys in these situations must be alert that they are not bullying 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

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

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

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 women? How about the men?
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? What about the boys who harassed them?
7. Ask the boys 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 boys. 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 boys that if they face harassment or become aware of someone else facing 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 to share: 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?

[Source: Adapted from Canadian Centre 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?]

SESSION OBJECTIVE: ADOLESCENT BOYS WILL LEARN TO RECOGNISE BREACH OF HEALTHY BOUNDARIES AND WHAT CAN BE DONE ABOUT IT.

Time required: 95 minutes

Preparation: Ensure familiarity with the session content before facilitating. 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.

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 'Boundaries and Healthy 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 behaviour. 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 to share:

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 boys that if they face harassment or witness someone else facing 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

[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]

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

Time required: 95 minutes

Preparation: Ensure familiarity with the session content before facilitating. 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 centre 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.

No additional materials are required for this session.

Recap: 10 minutes

Welcome the boys to the session. Ask for 2 volunteers to summarize the last session. Ask: 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: 45 minutes

Ask the participants to divide into five groups. Give each of them a short scenario to discuss. Give them 15 minutes to discuss it. At the end of 15 minutes, ask one person from each group to present their discussion. Give them questions to help the discussion.

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. Samuel is usually with 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 tried to touch them. The girls are extremely scared to cross that road. Samuel doesn't agree with what the boys do but he is afraid to say anything. He worries they will make fun of him and ask him to leave the group. But, one day he feels he has had enough. What started as something that happened rarely has become more regular and he wants to say something to the group.

2. Joy liked a girl Khushi in his neighbourhood and she too smiled 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. Eventually she agreed to it, but Khushi got very upset about it. Now she wanted to go back. Joy tried to convince her that they have come this far, and they can go still further. He repeatedly insisted that Khushi have sex with him. He told her that she is looking beautiful and he cares for her. Khushi gathered her courage and told him that she did not want to go ahead with any more sexual activity. Joy feels that she should not have come with him and that she is leading him on. He isn't sure how to react now.
3. Sonamoni is 16 years old and she is married to Raja. Next week is her gauna 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 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 and Sameer were having fun at the local fair. They tried out the giant wheel, ate *gol-gappas*, bought some toys for the younger children back home and were getting ready to leave. Just then Guddu saw Naseem with a boy. He vaguely remembered seeing Naseem in their village. She probably did not attend school and so he had never interacted with her. Naseem seemed uncomfortable with the boy and the boy appeared to be cajoling her to accompany him. Sameer warned Guddu that he did not want to get into any mess with a boy. However, Guddu decided to find out whether Naseem was in any trouble. He walked briskly to Naseem and the boy, and Sameer followed him. Naseem seemed relieved to see Guddu, but the boy with her seemed a bit aggressive. Guddu looked at both of them with a smile and said to Naseem, 'I remember you are from our village. We are just leaving for home. Do you want to join us?' Naseem seemed to be waiting for an opportunity to leave the situation. She immediately agreed to join Guddu and Sameer, leaving the boy behind. Later she told them that the boy had befriended her, but she had stopped liking him now.

Step 2: 60 minutes

Questions for discussion:

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. Do you think we boys and men are in some way responsible for this situation? Directly responsible or indirectly? Why?
6. Do you think girls are responsible in some way?
7. How can boys be engaged to prevent GBV specifically in this case?
8. Why do you think sexual harassment and sexual violence happens?
9. How can we collectively change this situation?

Discuss and bring up the following points

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 behaviour continues because there is a social acceptance to such behaviour 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 behaviour can be stopped if men are made aware of their privilege, the impact on girls and that this behaviour is a form of violence. The community also needs to take a stand against such behaviour.
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 love-making. Boys and men need to respect personal boundaries. 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 behaviour 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 recognised 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 neighbour, 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. **Harassment after a relationship is no longer wanted.** Sometimes people change their mind about wanting to be in a relationship with someone else. This is completely normal and should be respected by the other person. As in this story, Naseem did not want to be with the boy who was harassing her, but her decision was not being respected. It is very important to listen to other people when they have boundaries and to help them defend their boundaries.

Myths and misconceptions related to sexual violence

Some of the myths and misconceptions related to sexual harassment and sexual violence may come up during this session, especially in the form of justifications for why sexual harassment or violence happens. Myths may be as follows:

- Girls like to draw attention to themselves
- Girls enjoy catcalls, comments and touching by boys
- When girls say no, they actually mean yes
- Only bad girls get sexually harassed or face sexual violence. Conversely, if some girl faced violence then she must be a bad girl
- Girls enjoy having sex, but when they are caught out then they cry 'rape'!
- If a girl agreed to holding hands or kissing, then she must also be ok with having sex
- If a girl is engaged to a boy, then she belongs to him and she can't refuse sex to him
- **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, neighbourhood 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, 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.

Write them down together. Ask the boys if they know of other beliefs related to girls' sexuality and sexual violence. Write those down too. Bring in the concept of consent to discuss why these are myths. Asking for proactive consent and enthusiastic participation in any sexual activity is the best way to ensure personal and physical boundaries. Half-hearted submission to sexual activity or submission out of fear or blackmail or mere absence of saying 'no' by the girl cannot be considered a consent to sexual activity. When in doubt, boys must stop the sexual activity and give the partner an opportunity to take the initiative and pursue sexual activity if she is truly interested in it.

Concluding comments for the facilitator to share:

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 every-day lives and this seriously curtails their opportunities in life. Remember, those sexually harassed are not responsible for the sexual harassment. Victims or survivors of sexual violence, including boys, 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. We are all collectively responsible for the sexual harassment faced by girls if we turn a blind eye to it, do not call it out, do not stand in support of girls and boys who are harassed, and support myths and misconceptions related to sexual violence. It is our collective responsibility to build a society which is both safe and enabling for girls. All members of society, especially men and boys, are responsible to prevent and report sexual violence while maintaining the control and dignity of the survivors.

Plan for change in personal life: Observe forms of sexual harassment in your community. Reflect on what you can do about it. 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: Cyber-Bullying

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

SESSION OBJECTIVE: PARTICIPANTS WILL LEARN TO DEFINE CYBER BULLYING AND RECOGNIZE EXAMPLES OF IT. PARTICIPANTS WILL IDENTIFY WHICH ACTIONS CROSS THE LINE BETWEEN BANTER AND CYBER-BULLYING. PARTICIPANTS WILL GIVE ADVICE ABOUT HOW TO PREVENT OR STOP CYBER-BULLYING

Time required: 120 minutes

Preparation: Ensure familiarity with the session content before facilitating. In this session, the facilitator will display the video about the use of technology, internet and social media and promote discussion about cyber bullying and identify the actions that are cyber bullying. To make the session more informative, it is recommended that the facilitator invite an external resource person available in the community such as anti-cyber-bullying activists and/or Police representative from cyber-crime division who can share specific legal/policy provisions and local measures to resolve cyber bullying and related issues. Provide the invitee/s the matter of discussion and inform the time of their arrival.

Gather the following materials:

- 3 Stories video, downloaded from the link below and display equipment (Tablet, Screen)
- <https://www.youtube.com/watch?v=zSocMbD7J5w>
- Flip charts mounted on a board or on a wall
- Markers

Recap and feedback of the previous session: 10 minutes

Welcome the boys to the session. Ask for 2 volunteers to summarize the last session, Reflect on sexual harassment and sexual violence. Does this happen in this community? What is the effect of it? Tell them that violence and harassment can also take place on mobile phones or over the internet, so in today's session we are going to learn about cyber safety, i.e., how to remain safe from cyber bullying, how to complain and where to complain against such bullies.

Instructions:

Step 1: 20 minutes

Divide participants in 4-5 persons small groups. Ask the participants to discuss:

- Whether and to what extent they use technology, internet, and social media?
- How is their overall experience of using those?
- Are there any positive impacts of the use of technology, internet and social media?
- Were there any negative examples of challenges arisen due to the use of such tools?
- Can you share some examples of positive impacts and challenges brought by the use of technology, internet and/or social media platforms?
- Have you heard about cyber-bullying? What constitutes a cyber-bullying?

Step 2: 20 minutes

Ask the participants to give a summary of their discussions in the plenary with the whole group.

Step 3: 15 minutes Screen the following short video to the participants:

<https://www.youtube.com/watch?v=zSocMbD7J5w>

Step 4: 20 minutes

After the video, ask the following questions and lead open discussion with the participants:

- What did you observe in the 3 stories shared in the video you watched?
- Where there any aspects of the video that you could relate to or had heard something like that before?
- What are the main messages relayed by each story?
- Which messages did you like the most or find most relevant to you? Why?
- Why do boys share photos or video of girls?
- Suppose a person of your home or among close friend is undergoing such an issue, what would you do?
- Who is the victim of cyber-crimes? Girls or boys? How and why?

Step 5: 20 minutes**Presentation from External resource person**

Make sure to invite the external resource person only when all the internal discussions with participants have been completed, so that they don't feel their space violated while undergoing the discussions. Collect information related to the following and discuss with the participants. Share the key contacts of the places and personnel's to contact.

- Legal provision about cyber-bullying and cyber-crime in Nepal
- What constitutes a cyber-bullying or cyber-crime according to the law and policies
- What are the measures and process of getting justice if anyone is a victim of or affected by cyber-crime or cyber-bullying
- What are the major cases related to cybercrime in local context based on the cases received by police office and how were they resolved
- What are the referral mechanisms and where should people contact in case they are affected?

Concluding comments for the facilitator to share: 5 minutes

Reiterate that the participants should be using technology, internet and social media tools in a positive way that will help to build them skills, knowledge and healthy relationships. They should not use social media and technology to belittle, harm, troll abuse or bully someone. Also, if they face cyber bullying or they know their friends or peers facing such issues, they should take measures to tackle them and seek help of people they trust, as discussed earlier.

Plan for Action:

Notice this week how you and your friends use technology, internet, and social media. Is it positive? Is there anything you wish to change? What would you do if you witnessed cyber-bullying?

Session 35: How Do I Manage My Stress?

SESSION 35.1 WHAT DO I DO WHEN I AM ANGRY?

[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]

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.

Time required: 75 minutes

Preparation: Ensure familiarity with the session content before facilitating. The facilitator can use this activity at later stages too, to remind the participants to use words wisely and not to offend in situations of conflict.

Gather the following materials

- Flip chart
- A-4 paper
- Felt-tip pens
- Tape

Recap: 10 minutes

Welcome the group. Ask 2 volunteers to summarize the previous session. Did you learn anything new or change anything about the ways to use technology? What is it? Let 2-3 participants answer.

Instructions:

Step 1: 20 minutes

- Ask the boys to team up with another boy next to him and share about:
 - 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?

Step 2: 25 minutes

- The facilitator brings them back to large group and asks the questions, listing them down under negative and positive ways of reacting.

Questions for discussion:

- Is it difficult to express anger without using violence? Why? Who 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?

Step 3: 30 minutes

- Ask the participants to go back to their partner from step 1.
- Now ask them to brainstorm what are the ways to express anger positively and without using violence in the situation they discussed earlier. Ask the boys to imagine if they are in a situation of anger. Then ask them to give practical solutions and ways such as: What would you say to whom? What would you do? The groups get 15 minutes to brainstorm.
- Ask them to share their ideas and add to the list of positive things that was prepared in the earlier step.
- The facilitator will then complement this list with any positive ways to express anger which were not put out by the adolescents.

The following are some ways of expressing anger positively and without using violence. The facilitator will ensure that all of these are covered by the participants.

- **To take a breath of fresh air:** This 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."
- Don't drink when angry or in conflict with your partner
- Visit a friend or family until you cool down.
- **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: _____

Concluding comments for the facilitator to share:

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 behaviour 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, that would 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.

Session 35.2: How do I manage my stress?

[Source: Adapted from UNICEF Rupantaran, Volume 1; Activity 4]

SESSION OBJECTIVE: TO BE ABLE TO CLEARLY EXPRESS YOUR PROBLEMS AND FEELINGS WITH A TRUSTWORTHY PERSON AND SEEKING NON-VIOLENT WAY OUT OF THE PROBLEM.

Time required: 60 minutes

Preparation: Ensure familiarity with the session content before facilitating. Pen

If the participants do not understand the word problem, then ask what causes tension, worry, anger, rage, sadness, etc.?

Tell the participants that management is the skill to address tension, worry, anger, rage, sadness etc.

Ensure that participants maintain confidentiality when they share about their problems. Remind the participants that they are in a safe space and what is discussed here remains confidential.

In this session the participants will share their problems with their trusted person. Remind the participants about the exercise of identifying trusted persons, if this idea has not been used in a long time. They can also choose another, more suitable for the situation.

Gather the following materials before this session

- Paper
- Pens

Instructions:**Step 1:** 15 minutes

- Make pairs between the participants.
- Ask the participants to identify what causes problems or tension in their daily lives and ask them to write down the problem (e.g. I get very angry OR I am hiding something from my parents) and the cause (e.g. My brother does not allow me to ride his motor-cycle OR I drank alcohol once without telling my parents and one boy has seen me. I fear he will go and tell my parents.) in their copy.
- Ask them to reflect and share with their partner
 - Who is a trustworthy person they could share their problem with? This could be a person they had selected early on in the sessions or they may revise their trusted person and choose another, more suitable for the situation.
 - How would they share their problem with a trusted person?
 - What they want to do in this situation
 - What they do not want to do in this situation

Step 2: 15 minutes

- Ask all the participants to sit with their partner in a circle.
- Tell the participants to ask their partners to role play as one of the trustworthy persons identified by them. Tell the partner who he or she will be (e.g. uncle, aunt, mother, elder brother). One role play will be done in front of all.

- Ask one pair to come to the centre of the circle. Ask one person to tell or read out loud what is his problem and the cause of the problem that they discussed earlier, what he wants to do about it and what he does not want to do in such a situation. Ask the other person of the pair to listen to his partner's story.
- After the first participant has finished telling his story, let him ask his partner if he has understood his situation. Does the partner have any queries or questions to ask about the situation?
- After the queries have been satisfactorily answered, the first participant will ask his partner, what would he do if he was in the same situation at that time?
- The partner will provide his observations and suggestions which the first participant will carefully listen to.
- Repeat the same activity with letting the second participant speak about his situation and first participant listen and then offer suggestions.

Step 3: 30 minutes

- Ask all the pairs to go to different parts of the room and do the role play for themselves in the same manner as shown. Give them 10 minutes for the role-play among themselves.
- If there is time, then the facilitator can ask some more pairs to perform their role play in front of all. The facilitator can choose the problems he thinks is most relevant or difficult or important for the participants to reflect upon.

Questions for discussion:

- What did you learn when you shared your problem with a friend and listened to theirs?
- Do problems only occur to selected people?
- Did you share your problem with others before this? How?
- If you had experienced similar problem as your friend, how would you manage it?
- Do you have any doubts or questions to ask about the process of sharing and finding a shared solution?

The participants may share queries like, it seems fine now, but all rational thought is driven away when anger captures you. Remind them to pre-empt such situations and use the tactics discussed earlier of taking a deep breath, leaving the scene for some time etc.

Concluding comments for the facilitator to share:

Remember that you should identify who is a trusted person to share your difficult problems with, even when you are very stressed out. He or she should have your well-being at heart and would generally maintain your confidentiality. You should be able to clearly share your feelings with this person.

Sometimes simply sharing your problem reduces its enormity and puts it into perspective.

Also make sure you are a good listener when someone thinks of you as their trusted person. Do you remember the session on active listening? This is the time for you to practice it. Remember to keep their information confidential. Moreover, this process also helps to develop interpersonal relationships.

This session also taught us that everyone has problems, sometimes even bigger than ours. There is no need to get overly stressed out by situations which everyone faces sometime or the other.

Problem management differs with person to person. Some people engage themselves in creative activities such as songs, poems, theatre, write literature or play sports, draw art etc to manage their problems.

Practicing these communication skills are important for you to clearly state any problem you are facing, ensure confidentiality and look for the right options. Remember bottling up your feelings or keeping problems to yourself will not solve them.

Plan for Action:

Identify your trusted person if you haven't already done that. Are you facing a problem or difficulty right now, then take the help of this trusted person and let us know your experience in the next session? If not, then prepare yourself for such a possibility in the future.

Session 36: The Female Body

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

SESSION OBJECTIVE: ADOLESCENT BOYS WILL LEARN ABOUT THE FEMALE REPRODUCTIVE BODY AND ITS FUNCTIONING.

Time required: 105 minutes

Preparation: Ensure familiarity with the session content before facilitating. The majority of adolescents do not know much about their bodies, and are often hesitant to ask anyone about their reproductive body. Further, boys may not know much about the female reproductive body. Thus, the boys may be shy to share, talk and ask in this session. The facilitator should ensure that the environment is conducive for the boys to engage in an open and free discussion. Before proceeding with the discussion, the facilitator must explain to the participants that there is no 'wrong' word that the boys have to avoid or feel ashamed of. In fact, they should be encouraged to exchange their ideas in a freewheeling conversation. It is true that many 'bad words' or abuses are based on the female body, especially genitals. Make the boys comfortable enough that they can talk about these. Remind the boys that this is a safe space so all should feel free to say what comes to their minds. Also who says what should remain confidential in this space. The boys can be encouraged to talk about the abusive terms and reflect on why these terms are abusive and at the end of the session, the facilitator can pledge along with the boys not to use abuses which are demeaning to women.

The facilitator should write down on the flip chart the key words that he will be using during the discussion. 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 and place the chits in envelopes – one set for each group. Examples are vagina, ovary, fallopian tube, uterus, cervix, clitoris, etc. If local names are not found then give the English names. Also make copies of pictures of the female reproductive/genital organs cut out from the resource sheet and which do not have any labels on them. There will be separate pictures of the vulva, uterus, fallopian tubes, ovaries etc. Place these in envelopes – one set for each group. Ensure that all boys are able to participate. Call on boys 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 he is comfortable enough to answer any queries. Note the questions he could not answer and promise the boys that he will find out the answers for the next session.

The facilitator should also be aware that the bodies of intersex persons may be a combination of male and female reproductive organs – both external and internal. Here we will briefly discuss the diversity of the bodily make-up with which human beings are born. All bodies are natural and normal and all should be respected and dignified. The body composition should not be a basis to ridicule anyone.

Gather the following materials before the session:

- Flip chart
- Chits with names of different female reproductive parts in envelopes – one for each group and facilitator
- Chits with pictures of different female reproductive parts in envelopes – one for each group and facilitator
- Handouts

Recap: 10 minutes

Welcome the boys to the class. Ask 2 volunteers to summarize the last session. Did you manage anger in healthy or unhealthy ways last week? Ask a few participants to share. Remind the boys that we learnt a lot about our own bodies in session 8. Today we are going to learn about the female body and how it functions.

Instructions:

Step 1: 5 minutes

- Remind the boys that in an earlier session we discussed the changes in the body of girls and boys during adolescence. Can you tell me what are the changes in girls and what are the changes in boys? Allow 5 minutes to the group to respond.

Step 2: 25 minutes

- Just as we discussed changes which can be seen outside, there are also changes happening inside our body but we cannot see them. Today we are going to learn about the changes to the female reproductive body parts – some of which are outside and some on the inside.
- Divide the participants into small groups of 4-6 boys each.
- Distribute the envelopes with name chits containing the names of female reproductive organs to each group. Also, provide the groups with envelope for pictures of reproductive organs.
- Ask each group to draw an outline of the female body on a large flip chart paper, similar to the body mapping exercise.
- Ask the groups to place the pictures of the different female organs on this outline and also label the parts from the name chits in the envelope.
- Discuss the function of each organ as much as the boys can make out or remember. Give the boys 20 minutes to complete this exercise.

Step 3: 45 minutes

- Ask the groups to present their flip charts with parts and labels in the plenary. Ask them to share their discussions. After each group has presented their information, ask the other participants if this the group has got the positions of the parts, their names and functions right? Do they have any questions or other ideas on the presentation. Allow the participants to engage in a freewheeling conversation on the subject.
- Now tell the participants that we will check how much of the body parts, labels and functions did we get right. The facilitator will pin up a large drawing of the female body showing the different parts. The facilitator will encourage the boys to find what were the most common mistakes in placing the body parts and labelling. What were the common errors in the functions of the body parts. The facilitator will tell the exact functioning of each part. The following questions will be used for the discussion.

Questions for discussion

- Did they know everything about the female body before this exercise? What were the most difficult genital organs to identify? Why?
- Do you think it is important for boys to be familiar with 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?
- Is it important for women to take care of their bodies? Why?
- At what age should girls and boys learn about the reproductive body of sexes other than their own? For example, girls to know about the body of boys and boys to know about girls?
- Are there sexes other than male and female? Have you heard of intersex bodies? What do you understand by that?
- What about the reproductive systems of intersex persons? Should we try and understand those?

Step 4: 30 minutes

- Ask the boys to recall if they have seen any graffiti in the public toilets? What does it show? What names are used? Does it depict female genitals? What are the terms used? What are the every-day terms of abuse used and which are linked to the female body? Or the sexual act? These question will set the boys to start thinking about this.
- Now ask them to go back into the groups. Ask them to write down as many abusive words linked to female body parts that they know in one column.
- Then let them write as many abusive words linked to male body parts that they know in another column.
- Third let them write as many abusive words that they know linked to the sexual act?

Initiate a discussion using the following questions and ask the boys to reflect on these:

- Which column has higher number of abuses? Why?
- Are some abuses so common that they are considered benign or harmless?
- Who uses these abuses? Men or women?
- What is the impact of these abusive words on women? Or how they are looked at in society?
- Why do you think there is so much acceptance to such abuses in society?

Discuss that use of abusive words further demean and humiliate women and girls. They also hinder the healthy discussion of female bodies because many times there are no respectable names for the body parts. This also hinders the participation of girls and women in public life and public spaces where such words are routinely used. Ask the facilitator to call out for a pledge and promise to ourselves that we will not use abusive terms which demean women and girls or even boys and men. Let us help to create a culture where such terms are considered unacceptable.

Concluding comments by the facilitator to share:

Let us sum up what we learnt today. It is important for girls to know about the bodies of boys and boys to know about the bodies of girls. Adolescence is the period when you begin to feel curious about your own body and the body of others. This is also the period when reproductive functions of the sexes become active. Knowing about bodies helps you to be prepared about the information you may need to know about your own health and sexual relationships; to know how to prevent a pregnancy; to know how a baby comes; to know how to protect yourself from transmission of sexually transmitted illnesses or sexual abuse.

As we learned in the 'Sex and Gender' session boys and girls have a lot in common in their bodies, and also a lot of diversity. Persons cannot always be boxed into male and female boxes, but you will find various combinations of genital organs too, both inside and outside the body, which are referred to as intersex persons. Intersex person are often shunned and cast aside in society, but that is extremely unfair. Intersex bodies are as much a natural expression of the body as other bodies are. We will continue to discuss this issue.

Finally, some terms for women's and men's body parts are also used as abusive terms. This happens much more with female body parts. Let us reflect on this and stop using those terms.

Plan for Action:

Think about and list down questions you have about the reproductive bodies of women and other sexes. Are there any intersex or Eunuch persons or *hijras* who visit your community? What do you know about their lives?

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]

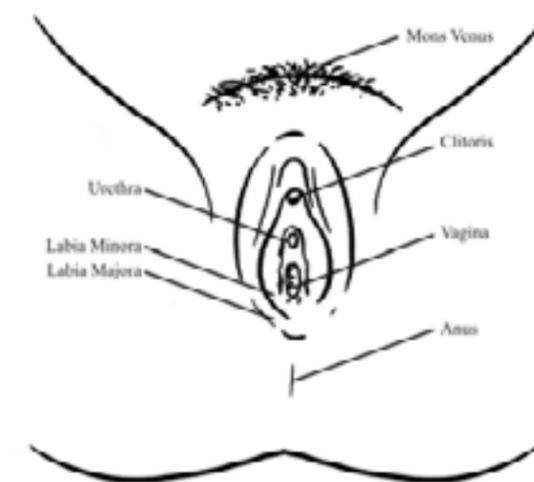
The facilitator must read this material and clarify their own doubts before the session.

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.

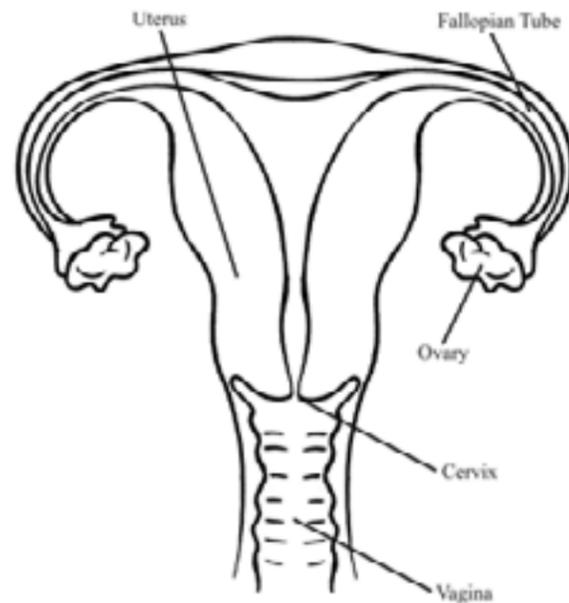
Clitoris: A small rounded sensory organ, it is located towards the front of the vulva where the folds of the labia join. This small organ is made up of the same type of tissues as the head of the male's penis and is extremely sensitive to stimulus and important for the sexual pleasure of a woman.

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 child birth. 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: (i) it is where the penis is inserted during sexual intercourse, (ii) it is the pathway that a baby travels out of a woman's body during childbirth, and (iii) 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.

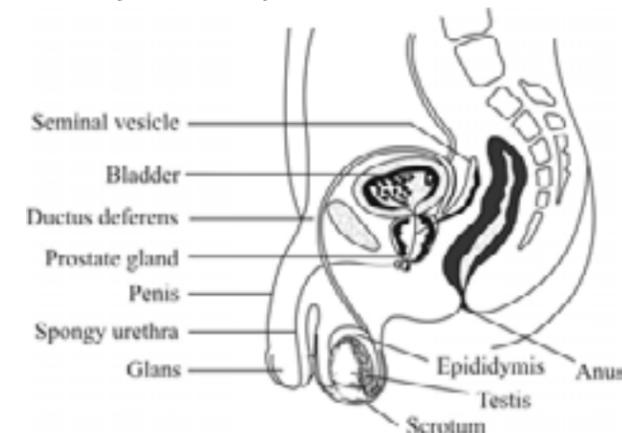
Fallopian tubes: On the upper corners of the uterus, there are two tubes that connect the uterus to the ovaries. Where they join the ovary, they open out like a flower. Through the tubes, the ova or egg cells pass to the uterus.

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 37: Reproduction

Session 37.1: Conception

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

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.

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 boys participate and understand the issues. Ask questions and feedback from various members of the group to ensure that the more vocal boys do not dominate the conversation.

Ensure that the boys feel comfortable with the discussion. If you sense that the boys are uncomfortable take a break after every step and play an ice-breaker 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 boys 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 adolescents 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 boys about the structure and functioning of the female and male reproductive system that they have learned 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 boys if they know how a baby is conceived? Let one or two boys volunteer to explain.
- To stimulate the discussion, the facilitator can also ask the following questions to different boys-
 - 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 others' 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?
- 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 boys and explain how conception occurs. Ensure that all boys 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 fertilised. Only when the fertilised 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 boys 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. It is important for men, even when they are married, to not pressure a woman to have sex in any way.

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 boys 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 to share:

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

[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]

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.

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 persons 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 boys 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 boys 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 colour of our skin or eyes, what will be the colour 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 transgender people 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 boys that they are all playing the role of pregnant women. Give each one of them one red coloured 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 colour so ask them to keep their palms closed. This time, some boys should get red beads while the others get black beads.

- Now tell the participants that the ones who will have both the colours will have a male baby and the ones who will have both beads of the same colour (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 the pregnant woman 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 to share:

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 realise 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

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

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.

Time required: 95 minutes

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

- Flipcharts
- Markers

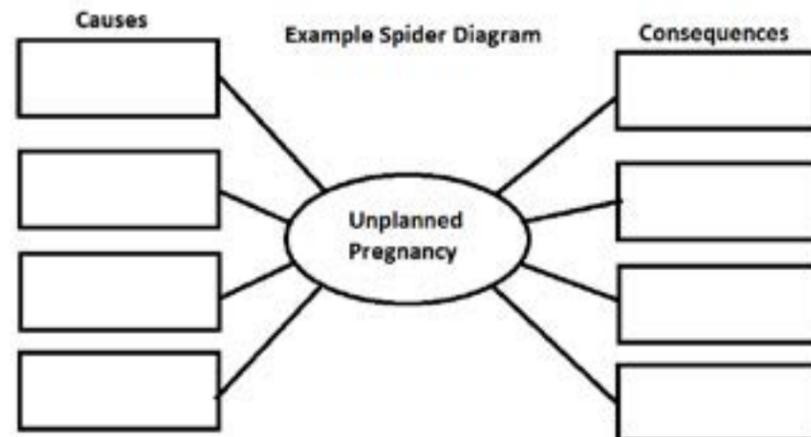
Recap: 10 minutes

Welcome the boys to the class. Let's start with a recap of what we did last week. Invite 2 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 boys each. Give each group a flipchart paper and colour 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 centre 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 colour 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 boys 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) NGO and private sector facilities, even though abortion is illegal except to save a woman's life. For more than two decades the MR programme was run as a vertical programme. In 1998 the Government of Bangladesh introduced the Health and Population Sector Programme (HPSP 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 centre 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.
- Remind the boys here that it is equally their responsibility to prevent unplanned pregnancy.

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 to share:

It is important to use contraception to avoid an unwanted pregnancy. Although common, the causes for unplanned pregnancies vary. 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 people, 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 centres. 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 Nepal 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. Talk and advocate in the community to address the above issues to reduce unwanted pregnancies.

Session 39: Contraception and the Responsibility of Men

[Source: Adapted from CORO for Literacy, Horizons/Population Council, MAMTA, and Promundo's Yaari Dosti: Young Men Redefine Masculinity Training Manual, 2006, Activity 2.2]

SESSION OBJECTIVE: TO PROVIDE INFORMATION ON CONTRACEPTIVE METHODS AND DISCUSS MALE INVOLVEMENT IN CONTRACEPTIVE USE, AS WELL AS CRITERIA FOR CHOOSING A SUITABLE CONTRACEPTIVE METHOD.

Time Required: 90 minutes

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

- Samples of contraceptives and/ or drawings of methods; If possible, bring samples of each of the methods to the session. In the discussion about each of the methods, discuss both technical advantages and disadvantages, as well as cultural and personal beliefs about each method that participants hold.
- Paper
- Pencils and pens;
- Resource Sheet.

Recap: 10 minutes

Welcome the boys to the session. Ask for volunteers to summarize the last session. Did they consider what causes unplanned pregnancies, and what are the consequences? Is there someone with whom they discussed unplanned pregnancies? Today, we will discuss more about their role in preventing unplanned pregnancies.

Instructions**Step 1. 5 minutes**

Divide the participants into 8 teams. Distribute the samples of methods and hand outs/ 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

Step 2: 15 minutes

Ask each group to try to answer the following questions about the methods they have received:

- How does this method prevent pregnancy? How is it used?
- 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?

Step 3. 5 minutes

When they have finished, distribute the Resource Sheet to each of the groups for them to clarify any doubts and obtain additional information about the methods.

Step 4. 20 minutes

Ask them to use their creativity to prepare a presentation about their method. They can dramatize it, produce posters, a comic strip, a TV commercial, etc.

Step 5. 25 minutes

Each group should then present their method.

Step 6: 15 minutes**Discussion questions**

- Who has to think about contraception? Man or the woman? Why?
- Who has to talk about it, the man or woman? Why?
- How do you imagine this conversation would go?
- What are the most recommended contraceptive methods for adolescents?
- Why is it important to seek medical advice when starting one's sexual life?

Concluding comments for the facilitator to share:

- Depending on the young men's need for additional information, discuss further each of the contraceptive methods and clear up any remaining doubts.
- Be sure to discuss the aspects related to male fertility. This subject is important because it is known that men, particularly young men, often lack information about fertility. Many young men do not think about their own fertility, forgetting that potentially they can get a woman pregnant every time they have sexual intercourse. 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 men 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.
- It may also be useful to consider the theme of privacy, and the right of an adolescent to use health services and seek contraceptives without being afraid that his/her parents will be notified.
- 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.

Resource Sheet

[Source: Translated from Health Talk Bangladesh, accessed August 23, 2019 from <http://healthtalkbd.org/category/19>]

What is condom:

Condoms made of latex and are a safe and effective birth control method that is also called a barrier method. Its use prevents unwanted pregnancies and the spread of sexually transmitted diseases. 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. Its necessary 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 birth control method. The two hormones, estrogen and progesterone that are already present in a female body are used to make the oral contraceptive. The proportion of estrogen and progesterone are slightly changed to make this an effective contraceptive pill. 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 it's thin membrane. It also creates a thick mucus near the cervix that prevents the sperm to access the uterus.

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.

Pills are effective when 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. The time should be regulated to have it at the same time everyday so that the woman does not forget its intake. If the pill is forgotten one day as soon as the woman remembers she should take it on the second day and take the regular dose again at its regular time. If she forgets for two days, it can be taken morning evening for two days. But if a woman forgets to take it for three days, she should discontinue till her next period and use a condom for sex to prevent pregnancy.

Oral contraceptive pills do have some side effects to some women, such as nausea, headache in the early days but is also has many benefits to woman such as better hemoglobin (due to less blood loss and 7 iron tablets.

What is injection:

Contraceptive injection is a three-month-term temporary family planning procedure for women.

The contraceptive injection thickens the secretion that prevents the sperms to enter the uterus, stops ovulation and makes the endometrium thin, so that it is not suitable for pregnancy

The first dosage is 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.

It is a very effective and safe birth control system. Privacy can be protected. An injection prevents pregnancy for up to three months. It is a temporary procedure, so other methods can be used to give up or to conceive. Breast milk has no effect on the quantity and quality. It can be used after 6 weeks of birth. There is no estrogen, no blood clots or a heart attack problem.

Side effects include irregularities in the menstrual cycle, increase weight, giddiness, depression, mood irritants, and it does not prevent STIs

Intra Uterine Device

An IUD or Intra-uterine device is a temporary long-term contraceptive/birth control apparatus which is inserted in the uterus. It 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 the process of the prohibition of sperm and ovaries. 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, more bleeding during the first few months during menstruation and can be inserted and removed by a trained health staff.

What is an implant

The implant is only a temporary long-term birth control method of the Projystane hormone, which is placed under the skin of women's arms. 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. A device containing one or more capsules made of implant plastics or silicon fibres, inside which there is a synthetic projystane hormone. The hormone secretes a certain amount of hormones by the opening of a number of capsules of successive capsules under the skin.

Implant prevents ovulation. It 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, may feel depression, abdominal pain, redness in breast and should consult the doctor. The woman needs to go to the service center for implants and removal.

Vasectomy/ permanent for man

The permanent method of birth control of men is called vasectomy. A small operation in vasectomy is done by cutting off portions of the semen duct and permanently blocking the ability of the child to give birth. The permanent method of men is known as vasectomy in Nepal. As a result of this operation, it has been known as the non-Scalpel vasectomy.

The service provider has to adhere to some rules or guide lines 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 family planning in all the household plan systems. It is not effective immediately, it takes at least 3 months to be effective. After the operation, those 3 months of the year have to use condoms or the spouse has to use any other effective method. Trained doctors and helpers are required. It does not prevent STIs.

Permanent methods for Female: (Tubectomy)

The permanent method of birth control of women is called tubectomy. This method is known as 'tubal-ligation', 'Operation', 'female infertility'. This is generally conducted by a laparoscopy where the tubes that carry the ova to the uterus is obstructed. It does not result in pregnancy. Tubectomy is a very effective method. It is a very safe and effective method, Operations are effective immediately; it has no side-effects or health risks, no lack of sexual ability or physical strength, no problem with intercourse. After childbirth and during Caesarean section it can be done and does not affect breast milk. The primary cost is higher, but there is no cost for contraception during the next reproduction. As a result, the purchase of contraceptive products plays an affordable role.

Side effects are none, but It is a small operation and woman needs rest and care post operation. There may be a few days of pain after surgery. Trained doctors and helpers are required.

Session 40: STIs, RTI, HIV, and AIDS

[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]

SESSION OBJECTIVE: TO ENABLE PARTICIPANTS TO UNDERSTAND WHAT SEXUALLY TRANSMITTED INFECTIONS, HIV AND AIDS ARE AND HOW TO PREVENT SUCH INFECTIONS.

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 boys 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, i.e. 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 normalises 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 share something they learned, say that today we are learning about how to prevent and treat sexually transmitted infections and other reproductive health issues.

Instructions:

Split the group into 4 groups. Group 1 will discuss the signs, symptoms and transmission of STIs (sexually transmitted infections); Group 2 will discuss the signs and symptoms of RTIs (reproductive tract infections); Group 3 will discuss

Step 1: Group Work: 25 minutes

- Divide participants into 4 groups. Give each group a sheet of paper and pen. Ask group 1 to discuss or draw: ways of knowing that you have got an STI (Sexually Transmitted Infection), ways in which you see the infection on your body and ways in which you feel it. Ask group 2 to discuss about RTI(reproductive Tract Infection) and the ways they can get the infection. Girls should first write for women and girls and then write these ways of knowing you have STI / RTI for men and boys. Give them a chart template as follows and put it up on a flip-chart to guide the group work. For groups 3 and 4, tell them they will discuss the signs, symptoms and transmission of HIV and AIDs, using the discussions question below. Give the group 20 minutes to complete the exercise. Extend the time by 5 minutes if required. Ask different girls to present different questions.

Group work for Group 1 and 2

STIs / RTIs for Women and girls		STIs / RTIs Men and boys	
How do you see infection on your body	How do you feel infection on your body	How do you think infection is seen on the bodies of men	How do you think infection feels on bodies of men
Examples			
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			

- 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?

Group Work for Group 3 and 4: Signs, Symptoms and Transmission of HIV

- What is HIV and what is AIDS?
- 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?
- How can we stop ourselves from getting HIV and AIDS?
- What can we do to get ourselves treated for HIV and AIDS?

Step 2: 30 minutes

- Call everyone back into the main group and ask someone from each group to present their discussions in 5 minutes each. Does everyone agree? Are there any other ways of telling if you have a STI? How about HIV and AIDS?

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 near by), 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.

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?

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: 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-judgemental 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 defence against infection. The weakened immune system then cannot defend the body properly against infections. The body's defences 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.

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 its 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
<ul style="list-style-type: none"> Through unprotected sex, i.e. you dont 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
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Through unprotected sex between men 	Men should also use condoms when they have sex with other men
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> Through sharing infected needles without sterilising them first 	Do not use or share needles without first sterilising them. Best way is to use a fresh disposable needle each time you need to inject something.
<ul style="list-style-type: none"> 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.

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, its important to use formula all the time. A person can get HIV from any contact with HIV infected blood, and its 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, faeces, 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: Story of Raja and Pinki

[Source: Adapted from CORO for Literacy, Horizons/Population Council, MAMTA, and Promundo's Yaari Dosti: Young Men Redefine Masculinity Training Manual, 2006, Activity 2.5]

SESSION OBJECTIVE: ADOLESCENT BOYS WILL LEARN THE IMPORTANCE OF COUPLE COMMUNICATION ON REPRODUCTION-RELATED ISSUES AMONG YOUNG MEN. ALSO TO DISCUSS SEX DETERMINATION TESTS AND RELATED CONSEQUENCES

Time required: 110 minutes

Preparation: Ensure familiarity with the session prior to facilitating. The facilitator should introduce the session telling the participants that in society we rarely discuss the issues of pregnancy, contraception, menstruation etc. with young people. But these are essential components of healthy and successful life. Tell the group that this activity will be a continuation of these discussions that we have started. They will provide practical guidance to communication on these matters within the relationship.

Take the opportunity of this session to also discuss why spacing and limiting the total number of children a couple has and how the couple may be able to decide the number is important along with the issue of discrimination against the girl child.

During the questions and discussions, allow some time for participants to come out with spontaneous answers before you move ahead with explanations.

Gather the following materials:

- Copy of Raja and Pinki Story for everyone
- Pens or pencils

Recap: 10 minutes

Welcome the boys to the session. Ask for 2 volunteers to summarize last session. After the summary of the last session, ask the participants if they had any reflections on what we learned? How can you use your learnings to treat people with respect, regardless of whether or not they have HIV or AIDS?

Instructions:

Step 1: 5 minutes

- Ask participants to form four groups with 5 to 6 participants in each group.
- Tell them that they will be given a short story to read, which will be followed by discussion based on the story.
- Tell them that there are three sections in the story and once they finish reading the first one, they will be provided with another story.
- When the group finishes reading, then related questions will be discussed among the different group members.

Step 2: 20 minutes

- Read Part 1 of the story

PART 1

Raja and Pinky recently got married. Raja is happy that he married a girl of his choice. On the wedding night, he was very excited.

Now ask the group:

- What should the couple do at this point?
- Is it feasible for the couple to discuss contraceptives?
- Whose responsibility should it be to initiate discussion and why?
- Should they be aware of the ovulation cycle and fertile period ?

Discuss and bring out issues about the importance of talking about contraception and safe sex before the beginning of any sexual activity. The 'first night' and 'essentiality of having sex on the first night' are a myth and a misconception. Rather the couple needs to take the time to know each other, become friends and know each other's likes and dislikes generally and in the area of making love. The couple also need to start talking about issues like contraception which will ensure that the wife does not get pregnant before the couple even gets to know each other. It is important that the man takes the initiative in this discussion, because it is unlikely that the wife may feel sufficient power to begin the discussion. As the more privileged person in the relationship the man needs to take up more responsibility. Besides, very often young men are taught that the domain of contraception and child bearing and rearing are women's domains. That is another reason men should start discussing and practicing contraception. Contraception should be a shared responsibility of the partners and should be decided only after discussing with each other.

Step 3: 30 minutes

Ask a volunteer to come forward. The facilitator also can play the role of Raja. The volunteer will enact the role of Pinki and the other will enact the role of Raja. Consider that Raja has completed this training of adolescent boys that you are undergoing. Ask them to start a dialogue as though they are talking for the first time after the wedding. Ask them to bring up the issue of contraception, and which contraception can they use. Ask the participants to enact taking cognisance of their cultural and religious context and not as a text-book case study. Give them 10 minutes to discuss what they would say and 5 minutes to enact the role-play.

Here is the script to use:

Raja: how was your day? Whom did you meet today? Did you like everyone in the family, what did they tell you?

Pinki: It was good, I met ma and Bhabhi, and also some neighbours.

Raja: What did you all talk about?

Pinki: All are expecting a baby

Raja: What do you think about it the? Do you want a baby? Pinki: *See what the volunteer boy says, he might give an opinion as Pinki*

Raja: Don't you think it's too early for us to be parents, I think we can enjoy each other's company and friendship first. Have you ever heard about the ways to delay children?

Pinki: *The volunteer Pinki gives some information.*

Raja: I have taken a training where we were taught about those, Though I do not have anything today but I can get that from market tomorrow. Do you want children so soon?

Pinki: *Pinki may chose to say yes or no and Raja may ask why.*

Raja: I have been always thinking of talking to you and knowing you well since we were engaged. You also seem very tired. Let's lie down now.

Now ask the group:

- Was the dialogue here realistic?
- Did it cover the information and points of view that need to be shared between partners for such a decision?
- If the wife becomes pregnant then what are the options for a couple? How are decisions generally made about contraception and number and spacing of children? Is there a dialogue?
- What could be possible reasons couples would need to practice birth control?
- Would you like to add anything to their discussion?
- How would you do this differently?

Step 4: 20 minutes

Read the part 2 of the story

PART 2

After two months of marriage Pinky gets pregnant and Raja takes her to a nearby hospital. After a test they find out that she is going to have a girl child.

Now ask the group:

- Do you think that Raja and Pinki may have used contraception?
- Should they have got the test done for the sex of the fetus? Why, and why not?
- What are the social, familial and individual implications of the sex-determination test?
- Do these tests happen in our society?

Discuss what is the problem if families want a boy child more than a girl child. Why is this tendency seen in our society? What is the impact on women? Essentially son-preference is a form of gender inequality and a form of discrimination against women and girls. Often women have to face taunts and harassment for giving birth to a girl child. Remind the group about the discussions on how the sex of the child is determined, as learnt in the beads game exercise. Who decides the sex of the baby? In fact no one does, it's the nature's decision and hence meddling with it is neither ethical nor legal.

Yet having an abortion based on the sex of the baby is illegal and promotes discrimination.

Step 5: 25 minutes

Read the part 3 of the story

PART 3

They decide to keep the female child.

Now ask the group:

- What do you think of this decision?
- Now that Pinky is pregnant, what should be Raja's responsibilities?
- What should be the ideal number of children? Girls and boys, and why?
- What should the parents consider when they decide on the number of children to have?
- What should be the responsibility of men in matters of contraception, pregnancy, child bearing and child rearing?

Discuss that it is every couple's decision to have as many children as they want. But it is also important to consider the age of the mother, the health of the mother, spacing between births and the affordability of the family to bring up children in a comfortable manner. Discuss whether it is right to decide on number of girls and boys to have beforehand? Or keep having children until the desired number of boys is born? What is the problem with that?

Concluding comments for the facilitator to share:

It is important to remember that pregnancy can take place even with one or two episodes of sex without the use of a condom or other contraception. Hence it is important to discuss this right at the beginning to avoid an unwanted pregnancy. Use of a contraceptive and information about it is an important part of your sexual and reproductive rights. A condom is the safest and easiest contraceptive to use.

Power within relationships also affects the possibility of a healthy dialogue on contraception or shared decision making on when and how many children to have. That is why, it is the man's responsibility to begin the discussion on contraception and make sure that his wife or partner is able to speak freely about this. In order to ensure an equal balance of power and responsibility between couples men need to take more responsibility for the health of their wives when they are pregnant, to ensure spacing between children and in bringing up children. To want more boy children than girl children is a form of inequality.

Plan for Action:

Find out what are the forms of son-preference found in your community. Discuss with older members in the community about the origin of this mindset. What can you do to change the community mindsets?

Also find out where young people can get condoms at affordable rates.



Session 42: From Violence to Respect in Intimate Relationships

[Source: Adapted from CORO for Literacy, Horizons/Population Council, MAMTA, and Promundo's Yaari Dosti: Young Men Redefine Masculinity Training Manual, 2006, Activity 3.4]

SESSION OBJECTIVE: ADOLESCENT BOYS WILL LEARN TO ENVISION AND IDENTIFY INTIMATE RELATIONSHIPS BASED ON RESPECT.

Time required: 105 minutes

Preparation: Ensure familiarity with the session prior to facilitating.

This activity uses role plays and half the characters are female. Some boys may be reluctant to interpret a female character. Encourage the group to be flexible. If none of the young men want to interpret a female character, you can ask them to describe the scenes using the flip-chart, for example.

Often young men in our context have little contact or knowledge of intimate relationships—mostly long lasting marriages— based on mutual respect and dialogue. The degree of conflict in daily, intimate relationships is generally high, showing the need to work with men and women and get them to think about the question: How can we form relationships between men and women based on respect? What does a healthy intimate relationship look like? Reflect on this question yourself before the session so you can share some ideas if the boys are struggling to find them.

Gather the following materials:

- Flip-chart
- Pens
- Tape.

Recap: 10 minutes

Welcome the group. Ask for 2 volunteers to summarize the previous session. After the summary, ask them if they have reflected on how couples can work together to decide on the best timing of children and how many to have. What is their personal point of view? Ask 2 to 3 boys to express their views. Make sure that in each recap session different boys get an opportunity to express their views.

Instructions:

Step 1: 60 minutes

- Explain to the group that the objective of this activity is to discuss ways of demonstrating and experiencing intimate relationships based on respect.
- Divide the participants into 4 groups (or less, depending on the total number of participants in the group), with 5 or 6 members in each group, and ask them to invent a short role play or skit.
- Ask the groups to depict the following relationships. In all the relationships the participants should creatively think and introduce how respect would show, what kind of shared activities, gestures, dialogues would bring out the respect. Ask them to try to be realistic, using examples of persons and incidents that they have witnessed or they have heard about in their communities. There may be conflicts or differences of opinion, but the presentation should show respect in the relationship and should not include violence.

- A young married couple in a respectful relationship. They are having a difference of opinion over some issue.
- An old man and woman in a long-standing marriage.
- A couple with their children. The children have not done something important that they were asked to do.
- A boy and girl who are in a romantic relationship and engaged to be married.
- Allow 15 to 20 minutes to develop the story or the scenes and then ask them to present it to the group.
- Each group should have around 5 to 10 minutes to present their skits, with the other groups being allowed to ask questions at the end. When all the groups have had their turn, using the flip-chart, make a list:
 - What are the characteristics of a mutually respectful relationship?
 - Ask the group to think about what is necessary to achieve a relationship based on respect.
 - Do respectful relationships have no conflict or difference of opinions? Then how do they address it?
- Placing the list on the wall.

Step 2: 45 minutes

Questions for discussion:

- Are the examples of a healthy relationship that were shown in the stories realistic? Is it possible to construct an intimate relationship based on respect? Do we see it in our daily lives?
- What can we do individually to construct healthy intimate relationships?
- Ask the boys to think of real-life relationship which are close to the above, i.e. respectful relationships. Ask the boys to describe 2 or 3 relationships from their real lives. Are these relationships common or uncommon?
- How would they like to be a part of such a relationship?

Concluding comments for the facilitator to share:

All communities have at least some relationships which are based on mutual trust and respect, but these have not been seen as role models. Conflict can be effectively handled while in a respectful relationship.

Plan for Action:

Practice showing respect to people you know this week. Observe any marriages around you and think about whether these are based on mutual respect or violence, or something in between?

Session 43: What Is Gender-Based Violence?

[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]

SESSION OBJECTIVE: TO IDENTIFY DIFFERENT TYPES OF VIOLENCE AND DISCUSS THE PARTICULAR TYPES OF VIOLENCE THAT MOST COMMONLY OCCUR IN FAMILIES AND INTIMATE RELATIONSHIPS

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.

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.

Gather the following materials:

- Large sheets of paper
- Pens or pencils
- Case sheet

- Tape
- Copies of stories
- List of resources for people facing violence

Recap: 10 minutes

Welcome the group. Ask for 2 volunteers to summarize the previous session. 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 write '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.

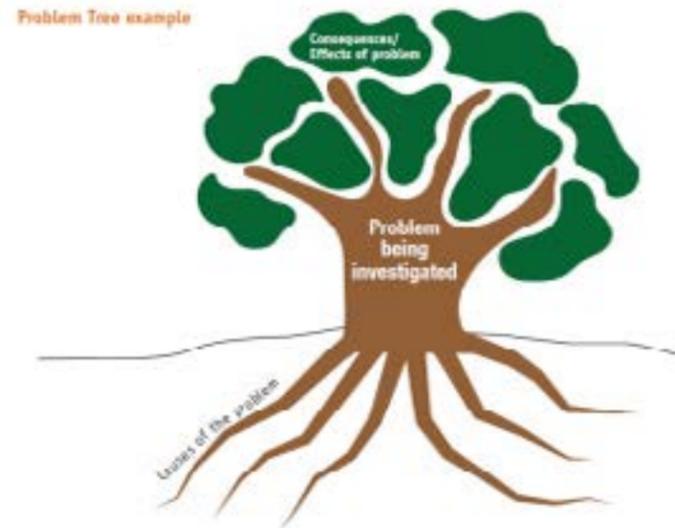


Image: CARE Social Analysis and Action Global Implementation Manual (2018)

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 unwilling, 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 cant 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 boys 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 to share:

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 transgender people 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 normalised 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 women 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 and is considered a crime in Nepal 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 Intimate Partner Violence

Source: Overseas Development Institute and Nepal Institute for Social and Environmental Research (2017) Understanding intimate partner violence in Nepal Prevalence, drivers and challenges by Anita Ghimire and Fiona Samuels. <https://www.odi.org/sites/odi.org.uk/files/resource-documents/11381.pdf>

- In Nepal, issues of GBV and IPV are addressed under the broader national framework of gender empowerment and human rights. Most of the policies and programmes of government bodies as well as donors are aligned to this framework. Several laws and policies address GBV, including the Gender Equality Act (2006), which includes clauses that specifically address the previous gaps in laws pertaining to GBV and IPV. For instance, it made it compulsory for the perpetrator of rape to compensate the victim for mental as well as physical harm. Similarly, the Domestic Violence (Crime and Punishment) Act 2012 for the first time recognises domestic violence as a crime punishable by law. Nepal is also a signatory to 23 treaties and international human rights instruments that deal with or mention GBV.
- There is still a long way to go to address GBV since according to key informants, these laws often provide cursory remedies, contain loopholes or, most importantly, do not address the underlying social norms and values that drive GBV and/or IPV. Additionally, there is no specific definition of IPV in national laws and policies, which are framed to focus on forms of abuse rather than perpetrators in a given situation.
- However, there are separate national laws on domestic violence and other forms of GBV such as witchcraft, and violence in the workplace, which touch on issues of IPV. Table 13 details existing Nepali laws and policies that address IPV.

Table: Nepal Legal Provisions that relate to IPV

Categories of national laws against gender violence	Effort undertaken to address gender violence over the years
Constitutional provisions	Police act, 2012 B.S Libel and Slander Act, 2033 Country Code, 2020 B.S Crime and Punishment, Act, 2027 B.S Social Practices (Reform) Act, 2033 B.S Children Act, 2048 B.S Labor Act, 2048 B.S Local Self Governance Act, 2055 B.S National Women Commission Act, 2063 National Women commission Rules, 2063 B.S
Special laws	Human Trafficking and Transportation (control) Act, 2064 Human Trafficking and Transportation (control) Regulation, 2065 B.S Domestic Violence (Offence and Punishment) Act, 2066 Domestic Violence (Crime and Punishment) Act, 2067 Gender Violence Elimination Fund (Operation) Rules, 2067 B.S Gender Equality Act, 2006
Procedural provisions	Various provisions of the Country Code, 2020 B.S Appellate Court Regulation, 2048 B.S State Cases Act, 2049 B.S Supreme Court Regulation, 2049 B.S District Court Regulation, 2052 B.S The Procedural Guidelines for Protecting the Privacy of the Parties in the Proceedings of Special Types of Cases, 2064 B.S

Session 44: Honor, Sexuality, and Violence in Our Society

[Source: Adapted from Kvinnoforum/ Foundation of Women's Forum Honor Related Violence manual, 2005, Chapter 7]

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.

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 ice-breaker to lighten the atmosphere. Allow individual participants to take a break and then join the discussions after a break. Comfort any boy 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 flip-chart. Discuss for both girls and boys even if the group is only of boys. 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 girl/woman, as you understand it?
- What does honor mean for a 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 rumours 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 and
- What sanctions or way out were found in the stories

Write it down on the flip-chart. During discussion various local words for 'honor', 'virginity', 'shame', 'dishonor' are likely to be used. The facilitator should write these on a separate flip-chart 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:

- Recognise 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, realise 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 to share:

Enforcement of a narrow concept of honor and virginity can be very damaging for the health and lives of young people, especially girls. Recognising 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. Try to share your reflections with people this week. When more men and women speak up about this, the situation for girls caused by narrow concepts of honor can change.

Session 45: Understanding the Cycle of Violence

Session 45.1: The Cycle of Violence

[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]

SESSION OBJECTIVE: THE BOYS WILL LEARN 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. THIS ACTIVITY CONSISTS OF OPENLY TALKING ABOUT THE VIOLENCE THAT WE SUFFER AND PERPETRATE.

Time required: 60 minutes

Preparation: Ensure familiarity with the session prior to facilitating.

The facilitator and the organization can consider inviting a staff from a crisis support centre or activist working with boys and young men or women's rights activist to answer questions which the boys may have and which the facilitator may ask on behalf of the boys. Here the facilitator can include the questions which he found difficult to answer.

The facilitator should also have a resource directory or ready references of support services or counseling for women and adolescents facing violence. This should be prepared by mapping services in the area and direct visits to understand beforehand what services are available, especially to support boys. 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 may be even harder, usually because they would want to justify themselves, blaming the other person for being the aggressor. This activity provides 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 he is suffering any type of violence or that he 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, or works with young boys as mentioned in the note to the facilitator above. 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.

Gather the following materials;

- Flipchart paper
- Markers, pens/pencils
- Five pieces of paper for each participant
- List of resources available to survivors of violence
- Tape
- List of questions to ask any guest invited from a violence crisis centre or working with boys and young men or women's rights activist

Recap: 10 minutes

Welcome the group. Ask for 2 volunteers to summarize the previous session. After the previous session has been summarized, ask the boys about their observations of how honor and violence are connected? Do you think violence is normalised in our society. How? Have you ever helped anyone who faced violence? How would you help if the opportunity came?

Instructions:

Step 1: 20 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 me
 - Violence that I use against others
 - Violence that I have witnessed
 - How I feel when I use violence
 - How I feel when violence is used against 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: 40 minutes

Questions for discussion:

- What is the most common type of violence used against men and boys ?
- How do we feel about those who are victimized by this type of violence?
- What is the most common type of violence we (men and boys) 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: Very often boys who are victims of violence or witnessed violence at home can become perpetrators of violence themselves. 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 and this creates a cycle of violence. On the other hand, 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. Since the cycle of violence requires both victims and perpetrators, this cycle continues.

In another way, the cycle of violence continues also because those who are victims of violence, may themselves become perpetrators when they are in a relatively powerful position. For example, many men who get frustrated or humiliated outside the home, may come home and beat their wives and children. This gives them a false sense of power and a false sense of being in control of the situation. Women, in turn, 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 each powerful person tries to exert power over those who are less powerful. A society where violence is acceptable to solve some issues, continues to perpetuate cycles of violence. We can call a halt to it only if we reject all forms of violence and refuse to participate in inflicting it, supporting it, justifying it or merely being a bystander. We must take a clear stand against any form of violence.

How can such violence be stopped?

- Recognising the cycle of violence
- Supporting the victims of violence, especially women, children and those marginalized in society
- Calling out and taking a stand against violence in society
- Supporting each other in refusing to be part of the cycle of violence
- Refusing to support, justify or be a bystander and allow violence to take place
- Refusing to become perpetrators of violence
- Recognising the violence we perpetrate in our lives and reflecting on how to move away from it

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 men to disclose the violence they experience in their homes. How can one address this issue?

Concluding comments for the facilitator to share:

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

[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]

SESSION OBJECTIVE: THE PARTICIPANTS WILL DISCUSS THE CULTURE OF SILENCE THAT SURROUNDS VIOLENCE AGAINST WOMEN AND TO REFLECT ON THE CONSEQUENCES OF THIS. THEY WILL DISCUSS WHAT INDIVIDUALS CAN DO WHEN THEY ARE IN AN ABUSIVE RELATIONSHIP OR WHEN THEY KNOW SOMEONE WHO IS IN AN ABUSIVE RELATIONSHIP.

Time required: 75 minutes

Preparation: Ensure familiarity with the session content prior to facilitating. As in the previous session, here too, a staff from a well recognized violence crisis centre or activist working with boys and young men or women's rights activist can be invited to answer questions which the boys have and which the facilitator also enlists as questions which he found difficult to answer. The question and answer session can begin with the facilitator asking shortlisted questions on behalf of the boys and later allowing the boys to ask any other questions. 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 and adolescents may go for help in the event of an experience with relationship violence. The list should include support groups, crisis centres, 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. Encourage the boys to refer cases to these places if they know any girls or women facing violence. The facilitator should also look for organisations and centre which respond to men facing violence. It is recommended that the facilitator create a handout listing these resources to distribute at the end of the activity.

Often young people feel a disempowerment in responding to the violence that they see other men perpetrating. Many are afraid to talk about domestic violence, repeating a common belief that in a husband-and-wife fight, no one should stick their nose in. Through this activity the facilitator should try to talk about the silence and impotence which we feel in witnessing domestic violence.

Gather the following materials:

- Flipcharts
- Markers
- Handout about resources and organizations which respond to violence to distribute to the participants
- List of questions to ask any guest invited from a violence crisis centre or working with boys and young men or women's rights activist

Instructions for the exercise:

Step 1: 30 minutes

Divide the participants into two groups. Ask each group to create a role play using one of the following case stories:

- Your sister is experiencing violence in an intimate relationship and is not able to tell anyone about her experiences. Eventually she tells your parents about it. Initially they support her by listening to her. But then they feel that a married woman living in her parents' home is a dishonor to the family. They tell her that a woman's place is in her husband's home and ask her to go back. They also tell her that such things happen in every home and women should not make a big issue of it by telling others. She does not want to go back. Finally, your sister comes to you and asks you what she should do. What will you do?

- 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 two groups to present their role plays to the entire group in 5 to 7 minutes each.

Step 2: 30 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?
- When women and girls are in a violent situation do they usually reach out for help? If not why not?
- Why would someone remain in an abusive relationship? Are these reasons different for girls and adult women? What is the link between abuse and economic and social dependence?
- What are the problems women face in seeking help while facing domestic violence? What are all the factors a woman has to think about when she wants to seek help?
- While helping a woman facing violence what care would you take so as not to make the situation more difficult for her?
- What are the options available to women facing domestic violence?

Discuss about the culture of silence around violence, especially about domestic violence but also violence faced by men. Domestic violence is normalized as a 'private' matter of the family where nobody else should interfere. In reality, domestic violence is a crime and many women have lost their lives or been seriously injured because of such violence. It is therefore, not a private matter for the family to deal as they wish to.

Discuss that it is important to understand a woman's situation completely and ask the woman how best she may be helped.

Even if you are a bystander, intervening in small ways can stop the violence and show that you care. Politely asking the woman if she needs any help may also work.

Possible questions by participants

- To keep the family together and maintain peace in the house shouldn't women tolerate violence?
- If the woman tells someone that her husband beats her and if he leaves her when he learns that she has talked about it to others, then what will happen to her? Who will take care of her?

Step 3: 15 minutes

Following the role play presentations and discussion, ask the group what are the options for a woman or child who is facing violence. What can she or he do? Where can she or he go for help? Give some time for the participants to answer. Note it on the flip chart.

Then ask them to name resources that they are aware of for adolescent girls or boys who are in an abusive relationship in their community. You can pose the question: 'If you think your sister, cousin or 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

adolescents can go for help and distribute the handout listing these locations. These resources must be confirmed by prior visit or phone calls by the facilitator. Only give out resources which you are sure of.

What can you do to help the woman or adolescent:

- Believe the survivor and listen to her or him
- Do not make her or him feel guilty for the violence she or he faces
- Support her or him when she or he requests
- Consult her or him before taking any action

Some options for the women or adolescents are:

- To speak to one or more trusted family members or friends so they know the situation and to keep them informed. To actively seek their help to find a solution to the problem. A lot of violence reduces if the perpetrator senses that the woman or adolescent child has people to support her or him. Supportive family members and friends also boost the confidence of the woman or adolescent to resist or leave the violence she or he faces.
- To take the help of professional services who work with women and children facing violence.
- To report to the Police if she or he feels she or he, or other children may be in some kind of danger
- To keep important phone numbers such as that of a supportive neighbor, a friend, a family member, the police at hand so that she or he can seek help quickly if required.

Concluding comments for the facilitator to share:

Violence affects negatively both victims and perpetrators of violence. You will know it affects perpetrators from how you felt when you were violent with someone. It slowly dehumanizes them and they have difficulty having trusting relationships.

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 survivor of violence about how best you can help her or him. For example, 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 person experiencing violence by believing in her or him, not blaming her or him for the violence she or he faces, supporting her or him when she requests and consulting her or him while taking any action. Do not ignore the violence, thinking that violence is a personal matter. It can be life threatening for the woman or child. Simply showing that you believe and support her or him 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? Reflect on whether you knowingly or unknowingly participate in the cycle of violence? Think about how you can break the cycle.