



care® TIPPING POINT

Facilitator's Manual for Intergroup Dialogues

Phase 2 | Bangladesh and 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 equal 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

Introduction

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.
- **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.

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Introduction

The Tipping Point Project aims to foster a process of change to prevent child marriage within the communities of Nepal and Bangladesh, by digging deeply into the underlying causes of child marriage, addressing the social norms that promote child marriage, and creating new positive norms that uphold equality between girls and boys, women and men. The Intergroup Dialogues contained in this manual are an integral complement the core training/workshop packages for girls, boys, mothers and fathers that explore gender, rights, power and patriarchy, communication and leadership. In addition to the core package of all groups, activist groups will be formed from interested girls, boys, and parents. Therefore, the later dialogues incorporate times for the activist groups to plan activities that address the issues from the dialogue. These dialogues are intended, as a part of the entire Tipping Point program package, to contribute to an increased sense of agency for adolescent girls, improved relationships between family members, and shifts in social norms that perpetuate child, early, and forced marriage.

How to Use this Manual

This manual is meant to be used alongside the rest of the Tipping Point curriculum, which encourages reflection on sensitive issue prior to the dialogues, creating a safe space for open communication. Well-trained facilitators should be present during the dialogue and facilitators should ensure all participants have an opportunity to participate.

Girl activists from the groups can be asked to lead the campaign planning in the later sessions, with support from the boys and parents activists and the facilitators.

Intergroup Dialogue 1

Drawing Our World

[Source: This session was adapted from an activity developed for Tipping Point Phase 1, based on a PLA/PRA tool commonly used in the sector.]

OBJECTIVE: THE PARTICIPANTS WILL BECOME AWARE OF THEIR COMMUNITY AND THE VARIOUS RESOURCES WITHIN IT. THEY WILL ALSO MAP SAFE UNSAFE PLACES FOR GIRLS AND DISCUSS WHAT AND HOW THE COMMUNITIES COULD BE SAFER.

Time Required: 90 minutes

Preparation: Become familiar with session activity, consider any safety precautions that should be considered for adolescents walking through the community (such as time of activity, certain areas to avoid, etc.), gather materials required

Participants: Adolescent girls and boys.

Schedule of Activities:

Steps	Method	Materials required	Duration in minutes
1. Knowing our community	Transact walk	none	30 for walk and observation
2. Drawing our world and identifying safe spaces	Drawing community map	Chart paper, pens and markers, and local materials as the adolescent choose	30
3. Actions: other adolescents to share learnings	discussion	Notes for reflection and discussion questions	30

Instructions

Note to the facilitator: The current session will take place in two parts. In part 1, the boys and girls will transact a walk through the community and in part 2, they will return to the classrooms and draw what they have seen on chart papers.

PART 1: A COMMUNITY WALK (30 MINUTES)

Step 1: 5 minutes

- Ask the girls and boys to make same sex groups of 5-6 adolescents each and go for a walk in the community.

Step 2: 5 minutes

- Explain to the group that they will take a walk through the community observing what resources they have in the community. Each group will take a different route through the village, so briefly discuss which group will take which route.
- Ask them to make a note of physical resources such as homes, wells, water pumps, mosques, schools, community hall, shops, dispensary etc.
- What activities do they see people engaged in? Notice for men, women, girls and boys: young and old and physically challenged. Please also note for transgender persons.
- Also note the varied livestock, pets etc.
- Which community groups live in which parts of the village?
- Ask them to work in teams to note the different resources and observations in the community. They will get 30 minutes to take their walk and all should be back within this time.

Step 3: The community walk (20 minutes)

- Give the adolescents time to complete the activity as described.

PART 2: DRAWING OUR WORLD (30 MINUTES)

Step 1: 20 minutes

The boys and girls have returned from their walk. Remind them that they have to make a drawing based on what they saw. They should try and accommodate as many of their observations in their picture as possible. They will get 20 minutes to make their drawing. All the drawings will then be put up on the walls of the Fun Centre.

Picture 1: Example of a community map



- Tell the girls and boys that on their return they will draw what they saw on paper.
- Give instructions for the groups to make a map of their community. Ask the groups to decide how they wish to make the drawing. Let all the groups make a road map of their own area. They can begin with marking the main roads and localities or settlement in the community. Then they can indicate the following in their maps:
 - well-known landmarks such as school, hospital, post office, bank, police post etc.
 - smaller roads, forest, hill, grassland, river and rivulets, water taps, pond, tube-well, hotels, junctions, market places, religious places, parks, main road and paths etc.

- After this, ask them to join the road maps of all 4 groups to make the complete village. They can add to the map of the community with important landmarks and then show the various resources. The map can show places such as school, playground health post etc.
- Then, ask the boys and girls to map their own homes.
- Also mark homes of other adolescents who are not in the group.
- The drawing can also be just the pictures of what they saw such as men, women, animals, movable and immovable assets

Step 4: 40 minutes

The facilitator will look at the pictures and initiate a discussion with the group.

- Have they ever taken such a walk before? How did they feel when they were taking the walk? Discuss the feelings girls and boys express.
- Were there any trends they saw in the observation?
- What is the most important thing or activity, person, animal you saw on your walk? Why did you think it was important? Each group answers with one thing.
- Discuss the role played by different movable and immovable resources in the community and how they enrich the community.
- Ask the boys if there are any places they feel unsafe for them? Ask them to map those. Ask them why they feel those places are unsafe?
- Now ask the girls if there are any unsafe place for them? Ask them to map those, ask them why are they unsafe?
- Bring the discussion to a close about how people of different castes and religions, animals, activities, places and resources enrich the community. Also discuss why are the places unsafe for girls, and what can be done to make spaces in the villages safe for everyone.

Also ask how can this group members support each other.

Listen to their response. Ask the boys and girls to determine who lives in the same vicinity and take responsibility for supporting each other, especially when someone from their area is not able to attend a session. In this case, they can share their learnings and bring them up to speed.

The boys and girls can also decide who else (nongroup members) they can take responsibility (2 or 3) for sharing information and learnings from the regular sessions with those boys and girls who do not come to the group. In a separate sheet write all names of group members each of the 4 sections and then write names of other two adolescents (non-group members) next to them

Conclusion

Ask the group whether today's activity made them curious to know more about the community we live in? Ask them to make a plan to visit one place in the community that they have never been to along with a friend who is familiar with the place. For example, plan a visit to the market, to the farm, to the community hall, to the post office etc. Remember that they need to take a friend or family member- brother, sister etc- with them on the visit and should visit during the daytime. They can also make a group and go to the public place with a mentor/ or a few parents, especially if the place is outside the village, for example, the post office. They can note down what they saw, explored and share with the rest of the team members later. They should not choose any place which may be unsafe or any activity which may be risky.

Intergroup Dialogue 2

Aspirations and Dreams on adolescents' aspirations and dreams

OBJECTIVE: THE MOTHERS FATHERS ADOLESCENT GIRLS AND ADOLESCENT BOYS FROM THE DIRECT GROUPS OF INTERVENTION WILL BE ABLE TO KNOW ABOUT EACH OTHER'S LIKES DISLIKES, HABITS AND INTERESTS, DREAMS AND ASPIRATIONS; THE ADOLESCENTS WILL BE ABLE TO SHARE THEIR DREAMS WITH THE PARENTS IN AN OPEN FORUM AND DISCUSS ABOUT ENABLERS TO GET TO THEIR DREAMS AND ASPIRATIONS; HE ADOLESCENTS AND PARENTS WILL BE ABLE TO CREATE AN ENABLING ENVIRONMENT AND POSITIVE NORM THAT SUPPORTS OPEN DIALOGUES WITHIN THE FAMILY AND COMMUNITY.

Time required: 100 minutes

Preparation: Review the session content. Before the intergenerational dialogue session begins, it's good to select volunteers who are willing to answer questions with their parents.

In an open space, the adolescents should organize four corners. In each corner there will be one direct participant group, girls, boys, mothers and fathers.

Participants: Adolescent girls, adolescent boys, mothers, fathers

Schedule of Activities

Steps	Method	Materials required	Duration in minutes
4. How well we know each other	Quiz	Questions for quiz	30
5. Reflection	Reflection with closed eyes and discussion	Notes for reflection and discussion questions	30
6. Sharing dreams	Artwork/ posters/ Participatory discussion	Discussion questions	40

Instructions

PART 1: HOW WELL DO WE KNOW EACH OTHER (30 MINUTES)

- Ask the groups to meet each other and be prepared for a quiz. Tell them that after one question is asked to a participant from a group, their answer will be matched with the other participant groups. On a board, mark the scoring for girls' group, boys' group, fathers' group, mothers' group. When one question is answered correctly by a participant group they get a score of 10.
- Ask for a volunteer from Girls' group before asking the question. As soon as a girl volunteer stands up ask her to identify her mother and father and ask them to stand as well.
- Now select a question from below that would be asked to the girl and her parents. The girl writes her answer on a piece of paper. If she cannot write, let her whisper in the facilitator's ears.. Then the parents will be asked for their answer. The answers will be said aloud by a volunteer and will be matched with what the adolescent girls had stated. The mother's group/ fathers group that's gives the right answer, scores 10 points. If both gave the right answer, both groups score 10 each.

- Let the next question be asked to an adolescent boy who asks his parents to stand with him. Again, a question will be asked from the list below. Match the response with the parents, whoever answers right gets a score of 10.
- The facilitator to observe how much energy is in the space, continue with more questions before going to next step if needed. If the group is especially large, have only some participants play and the rest observe.
- After the quiz, share the score and say that we might take a similar quiz in the next session and will expect all the scores to rise, ask what will help in raising the scores? If some groups of participants seem hesitant to speak, as mothers, fathers, girls, and boys separately as a group instead of asking the whole group to answer at once.
- The participants may say that more dialogue and sharing at home would increase the scores.
- If scoring is difficult and taking time, just switch to clap hands when the responses match. Please note that this is not a competition, but rather a way to begin communication about sharing information thought fears concerns fun and your life with family members.

Quiz Questions

Pick 5 or more questions from the list below:

Questions for parents: Same questions will be asked to children to confirm.

1. What really makes your child angry?
2. Who is your child's best friend?
3. What is your child's favorite color? Animal? Food?
4. What is your child's favorite place to visit?
5. What embarrasses him/her the most?
6. What is his/her biggest fear?
7. What does your child struggle the most with at school?
8. What is his/her favorite school subject? Least favorite?
9. What is your child's biggest complaint about the family?
10. In what ways does your child want to be like you?
11. In what ways does your child want to be Different from you?
12. When was the last time your child was really angry?
13. What is your child's favorite song? Game? Clothes? Number?
14. If you could buy your child anything in the world, what would be their first choice?
15. What is your child's proudest accomplishment?
16. What has been the biggest disappointment in your child's life?
17. What is your child's favorite book?
18. Which chore does he/she dislike the most? Like?
19. What gift does your child cherish the most?
20. Who has influenced your child's life the most (outside family)?
21. Who is your child's favorite teacher? Why?
22. What's something that makes your child feel sad?
23. What's your child's favorite joke or riddle?
24. What careers are your child interested in learning more about?
25. What is your child's favorite movie? Sport? Part of the circus?
26. What's something your child doesn't believe they can do?
27. What is your child's dream?

28. What does your child like about being a girl or a boy?
29. What does your child not like about being a girl or a boy?

Questions for adolescents: Same questions will be asked to the parents to confirm. Score for adolescents only. When they answer, they get a point.

1. What does your mother/ father always say to you?
2. What makes your mother/ father happy?
3. How does your mother/ father make you laugh?
4. What are your mother's/ father's favorite thing to do?
5. If your mother/ father become famous, what it will be for?
6. What are your mother/ father really good at?
7. What does your mother's / Father's job?
8. What makes you proud of your mother / Father?
9. What is your mother's / Father's favorite food?
10. What is similar in you and your mother/ father?
11. What is different in you and your mother/ father?
12. What does your mother like best about your father?
13. What does your father like best about your mother?
14. What game did your mother play when she was a kid?
15. What game did your father play when he was a kid?
16. What is that your mother / Father like about you?
17. What do you like about your mother?
18. What do you like about your father?
19. How old were your mother/ Father when they got you?
20. What is your mother's father's aspirations for you?

PART 2: REFLECTION (30 MINUTES)

Ask all the participants to close their eyes:

- Let all go in the past... the past of the parents: Each mother and Father see themselves as a teen ager and the adolescents also imagine themselves in the shoes of their teen parents with closed eyes.
- Think of the time you/ your parents were 13 15 years old. What was your/their life like? What did you do? Who were there around you? Your parents, friends, brothers and sisters, school teacher, any other.
- What did you do at home? What did you do outside home, in school, in the village.... What you enjoyed doing? Did you discuss what you enjoyed doing with anyone, if yes, with whom?
- What were your dreams for future? Did you tell anybody about your dreams? Did anybody listen to your dreams? Did anybody support your dreams? Was there any difference in the support to your dreams and your brothers dream, why was it like this?

PART 3: SHARING DREAMS (40 MINUTES)

- Ask the participants to open their eyes, ask them how did they feel reflecting? Ask if anyone wants to share about what they saw and felt?
- Ask a few of the parents to share their own reflections- - let at least two mothers and two fathers share.
- Ask the adolescents if they were aware about their parents dreams and aspirations from adolescence? How did they get to know about this?
- Ask them if any of them have similar dreams as their parents? Ask them to share what connection they felt when they heard about their parent's dreams?

Facilitators should summarize: “some of us in the past could share our dreams with others; some of us did not feel like we had anyone supportive to share with. Some of us could achieve our dream with the help of others; some of us could not. Often we could not achieve these dreams due to poverty but also often it was because we were a girl (or dalit or whatever) and so some social barriers kept us from achieving our dreams. That’s a little sad. Let’s look now at the adolescents, what can we as parents do to be supportive to the adolescents dreams”

- Ask the adolescents to team up with their parents and discuss about what dream they have for themselves. If time permits, give them some magazines and paper and 20 minutes to make a poster together of the adolescents’ dream. If you don’t get a picture from the magazines that suit your dream, draw or even write about it and talk to your parents about how you feel about that particular dream. Place all the posters on a wall / or ground. Ask the parents and adolescents to have a look at all the posters.
- If there is less time, just ask them to discuss about what their dreams are, and have they ever discussed these dreams amongst themselves.

Ask for a couple of volunteers to explain their poster/ or share about the dream discussed. Ask the parents and the adolescents to go back together in a small family group.

- Ask them to discuss what can they collectively and individually do to get the adolescents live their dreams and aspirations.
- What could be done on a day to day basis and what can be done on a long-term basis.
- What resources will be needed, do they have those resources? Are the resources equally available to girls as they are to boys specially when there is a constraint?
- What opportunities will be tapped, do they know about those opportunities, who can help them with information?
- Who would monitor that the actions are going according to their plans, who/ what will keep the adolescents encouraged to focus and pursue their dreams?
- Ask a few of them to share their plans

Conclusion

Close, highlighting a plan of helping an adolescent girl reach her dreams Emphasize that it’s good to dream, it’s needed to share your dreams with your loved ones. It’s useful to make it everyone’s aspiration.

Its required to monitor how we get close to our dreams and remove hurdles as they come.

Its best to dream together... to be confident, encouraged, happy and be the support of others who wish to take a similar path. One girl’s dream is her own and then her parents join her. If we can talk together about our dreams, also about our fears and obstacles, then we can help each other a lot. We may feel some shame or shyness in talking but that is normal- the dream is a vulnerable thing, fear maybe can make us vulnerable. If we can respect each other’s dream then we can share the dream and help each other get there.

Intergroup Dialogue 3

Division of Labor

[Source: Part 3 of this manual adapted from: World Vision and Promundo's A More Equal Future: A MenCare Manual to Engage Fathers to Prevent Child Marriage in India, Session 5]

OBJECTIVE: THE PARTICIPANT GIRLS, BOYS, MOTHERS AND FATHERS WILL LEARN ABOUT EACH OTHER'S DAILY ROUTINES; THE PARTICIPANTS WILL DISCUSS THE REASONS FOR RESTRICTIONS ON GIRLS AND THE CONSEQUENCES; THE PARTICIPANTS WILL SHARE HOW THEY CAN SUPPORT EACH OTHER GROW

Time required: 2 hours

Preparation: Review the session content. Gather the daily clock activity participants did in previous session. Download and prepare the video (<http://www.youtube.com/watch?v=u0U5MLBjCy8>). This video was produced by CARE International in Sri Lanka.

Participants: Adolescent girls, adolescent boys, mothers, fathers

Schedule of Activities

Steps	Method	Materials required	Duration in minutes
1. Looking at others' work and routine	Gallery walk	<ul style="list-style-type: none"> Daily routine charts of men women girls and boys done in their respective groups 	10
2. Household chores and our responsibilities	Group work and presentation	<ul style="list-style-type: none"> Short film http://www.youtube.com/watch?v=u0U5MLBjCy8 	20
3. Father daughter dialogue Mother and boys as observers	Fish bowl	Fishbowl questions	50
4. Conclusion and Taking Action	Group activity	Discussion questions	40

PART 1: LOOKING AT OTHERS' WORK AND ROUTINE (10 MINUTES)

Ask the participants to display the daily routine group work they did previously as their group exercise in the Daily Clock activity of the core participant manuals. Ask one person from each group stay at their display chart while others take a tour to other groups presentations of daily routine that they did in their group work.

Ask if the charts show any similarity in representation, such as what girls made for boys and what boys made for boys. Similarly, what girls made for girls and what boys made for girls.

Similarly, ask the same questions to mothers and fathers about what they saw in boys', girls' and mothers', fathers' daily routine, ask them for their reflections.

PART 2: HOUSEHOLD CHORES AND OUR RESPONSIBILITIES (20 MINUTES)

- Show a cartoon from Sri Lanka, Lending a Hand: <http://www.youtube.com/watch?v=u0U5MLBjCy8>. Translate the subtitles for the participants so they understand the narration. Video was produced by CARE Sri Lanka, now known as Chrysalis.
- Ask them what did they see in the short video List their observations: Explore what the father did, what else could the father do. (when the child cried the father could also go to attend the daughter. The father was drinking tea when it was already getting late, what else could make the life and household work easier? What was special about the father son conversation? Do you think the father and mother shared household chores earlier also? Why? (maybe this was the first time the father did it before his son and hence he was surprised and asked the question)
- What was special about the father's work? Has this ever happened in your home? . This activity was happening at home. So, the community does not get to see it. But if this happens in every household it will become a community norm about sharing and caring. We need to have space for communication and the parents can help children understand the value of equality and sharing. Based on the video ask how fathers can show their children the meaning of equality and care. Note the responses on a chart. This list can be used for public activities as this can be used as commitment from fathers.
- Say to the participants: Imagine your family 5 years from now. What are your hopes and dreams for the future?

PART 3: FATHER DAUGHTER DIALOGUE (MOTHER AND BOYS AS OBSERVERS) (50 MINUTES)

We saw a mother working and a father-son conversation, lets now have a father-daughter conversation.

- Explain to the group that now they will do an activity called, "Father-Daughter Fishbowl."
- Divide fathers and daughters into separate groups.
- Ask the mothers and sons to observe and see what discussions are going on for questions and reflections later.
- Ask the girls to sit in a circle in the middle of the room. Ask the fathers to form an outer circle around the girls and sit down facing in.
- The fathers' job is to stay silent and listen to the girls' answers to the questions below.
- Once the daughters finish discussing the questions (below) for about 10 to 12 minutes, close the discussion. Then, have fathers and daughters switch places. The daughters' responsibility is to stay silent and listen to their father's answers to the questions below. Spend 2-3 minutes on each question, unless necessary to spend more.

Questions for Daughters

- What is the best part about being a girl?
- What do you think is the most difficult part about being a girl in this community?
- Imagine yourself 5 years from now. What are your hopes and dreams for the future? What do you find difficult to understand about boys and men?
- What would you like your father to know to better understand girls and their perspectives?

Questions for Fathers

- What is the best part about being a father?
- What is the most difficult part about being a father in this community?
- What do you find difficult to understand about girls and women?
- How can fathers and sons empower and support girls?
- Reflect back on your experiences as a young boy. What was the most difficult part of being a boy? What did you like?
- Imagine your family 5 years from now. What are your hopes and dreams for the future?

Reflect on the activity once both groups had a chance to discuss the questions in their fishbowl. Ask the following discussion questions:

- How did you feel being in the fishbowl?
- How did it feel watching others discussing issues from outside the fishbowl?
- **Fathers:** Did you learn anything new by listening to the girls?
- **Daughters:** Did you learn anything new by listening to the fathers?
- **Mothers who were observers:** Did you learn anything listening to father and daughter conversation?
- **Boys who were observers:** Did you learn anything listening to father and daughter conversation?

Conclusion

Divide the participants into their groups of fathers, mothers, boys and girls again. Ask them that what would be the steps they would take for themselves to bridge the gap of division of labor and to have open communication about restrictions on girls. Invite a few to share before closing the session.

Intergroup Dialogue 4

Menstruation

[Source: Questions and explanations in this session were adapted from Horizons/Population Council, and Promundo's Sakhi Saheli: Promoting Gender Equity and Empowering Young Women Training Manual, 2008, Activity 2.2 and Tarshi Basics and Beyond: course on Sexuality and Sexual and Reproductive Health and Rights]

OBJECTIVES: MOTHERS AND DAUGHTERS WILL SHARE THEIR EXPERIENCE RELATED TO MENSTRUATION AND DISCUSS THE REASONS FOR RESTRICTIONS ON GIRLS AND THE CONSEQUENCES. MOTHERS AND GIRLS WILL REFLECT ON SOME OF THE MYTHS AND PRACTICES RELATED TO MENSTRUATION AND PLAN ACTIONS RELATED TO THIS

Time required: 130 minutes

Preparation: Review the session content. Gather materials.

Participants: Adolescent girls and mothers

Schedule of Activities

Steps	Method	Materials required	Duration in minutes
1. Experience sharing	Speed dating	Questions for speed dating	20
2. Restrictions and reasons	Group work and presentation	Chart papers / pens optional	30
3. Myths and misconceptions	Quiz	Questions for quiz	40
4. Planning for personal and public action	Group work	Chart papers and pens	40

PART 1: EXPERIENCE SHARING (20 MINUTES)

- Tell mothers and daughters that they will do a speed dating exercise. Make two groups, one for mothers and one for daughters.
- Ask them to make two circles: girls will be in the inner circle and mothers will be in the outer circle. Ask them to face each other, if the number of girls and mothers is not equal, let one facilitator fill in the gap. Now ask the outer circle mothers to move two persons towards right and meet a girl.
- Ask a question: Ask the participants to share responses to the question with each other. Give 3 minutes to share your experience. Ask two to three persons from the entire group to share what they shared with their partner (remember to share only with consent of the partner if it's her story). Ask the outer circle mothers to move past two girls and get a new partner. Repeat this exercise with each question asked.
- Questions for speed dating:
- Share how did you get to know about menstruation for the first time.
 - Who do you go to when you have problems related to menstruation and why?

- What all have you used for periods, homemade cloth pads, pads bought from the market? Nothing? (insert an option here that is really the very most basic a person would use- - like leaves in some countries, old news paper, using 2 underpants, etc ? Who educated you about these?
- Was there an embarrassing moment with periods, share if you feel free to share?
- Close the discussion with: In old days mothers and daughters did not talk much about menstruation. But gradually the communication has increased between moms and daughters for good. It's good to have open communication within the house that gives confidence to girls to seek services outside home. The discussion around menstruation was a matter of shame earlier and now people are realizing that this is such an important part of growth and health. Moreover the mother daughter relationship also is becoming close to make sure that these issues are not for shame but for health and happiness.

PART 2: RESTRICTIONS AND REASONS (30 MINUTES)

- Ask the mothers and daughters to be in two groups one of all mothers and one of all daughters.: Each group discusses what have been the restrictions with menstruating girls and women and what are the reasons given for the same.
- Let the group do a presentation on what they discussed. Let one person from the group start sharing what they discussed, ask the others to add if any points are missed. Do not discuss the reasons in detail now. Say that we will have a quiz and will discuss about some of the facts and myths about menstruation in detail in the next session.

PART 3: MYTHS AND MISCONCEPTIONS (40 MINUTES)

- Tell the story of Hina.

Hina was born after two brothers who were 2 and 4 years older to her. She was a favorite of everyone. Her parents sent her to the same school as her brothers. She was talkative and made many friends. She was in class 6th when in school she saw Reema having some red spots on her kurta. Girls were laughing at her, Hina did not understand, she asked her friends why they were laughing at her. They teased her saying don't you know and turned her away even laughing at her too. Hina was confused and sad, she approached Reema to ask what has happened. Reema was too hurt and sad and she turned her away.

Just a few days passed and, in the morning, when Hina woke up she saw her clothes had blood stains just the same way as Reema had. She did not know what to do. She went to the bathroom and found that there was some blood coming out of her vagina. She was scared. Did she do something stupid? She thought of her classmates making fun of Reema. She would not go to school. Not in this condition. Should she tell her mother, she kept thinking but did not know how to tell. Maybe she will get scolded. She kept thinking what did she do that made this happen to her?

- Ask the participants if anything such happened with them when they had their first menstruation? Encourage them to share their stories. Tell them that just because the topic of menstruation is not discussed in open, it has developed a lot of myths around it. All these myths and misconceptions make women and girls suffer. Let's discuss some in a quiz.
- Have participants go back to their groups, the same groups from the earlier group work can continue for this quiz.
- Ask question from group A and if they can give the right answer with explanation give them 10 points. If the explanation is not adequate give the 8. If the group A cannot answer the question, it is transferred to group B. If group B answers correctly give them 5 Points, if their answer is not adequate, give them 3 or less. Sometimes the negotiation for points also adds fun.

Beliefs	Right or wrong	Explanation
One should not look at any male and be exposed to sunlight during the first menstruation.	Wrong	Menstruation is a natural process. During the first menstruation stomach aches more, more blood flows, and effects the psychology which is why during this time help of family members, both male and female, is essential. In addition, during this time heat is required for warmth as they have stomach ache, so it is good to stay under the sun. Moreover, staying under the sun is beneficial because it provides vitamin D as well.
Painful periods can cause infertility.	Wrong	Painful periods are common in many women. They are neither a sign of infertility nor an indication that a woman will be infertile.
Having irregular periods can cause infertility.	Wrong	Irregular menstruation does not cause infertility. Regular periods are important in that there are more opportunities to be fertile and get pregnant, but irregular periods are not a sign of infertility.
It is good to eat oranges during menstruation.	Right	Because of the blood flow, the body needs nutritious food during the time of menstruation. Adequate foods such as pulses, lentil, green vegetables, fish, meat, etc. should be eaten during this time.
One should not cook or enter inside the kitchen during menstruation.	Wrong	Menstruation is not a dirty situation. So with regular cleanliness, one can cook during this time.
Menstruation is a shameful thing.	Wrong	Menstruation is a natural process when every females enter the adolescence. Curiosity and different problems may arise during this time. That is why one should take help of their family members and friends without any hesitation.
A woman is dirty when she is menstruating.	Wrong	Menstruation is the periodic shedding of the uterine lining that usually occurs once a month if an egg has not been fertilised after ovulation. A woman can begin menstruating during puberty and will continue to menstruate until menopause. There is nothing dirty about this process and women should not be ashamed of it. However there are various rituals and practices among some communities that isolate and deny women basic rights during menstruation.
The cloth used during menstruation should be soft and clean.	Right	The clothes should be cleaned with soap and soaked under the sun. It should be kept safe for the next cycle.
One should not clean their body and hair during menstruation.	Wrong	Due to high blood flow, one should carefully clean and maintain good hygiene. For example, taking a shower with hot water during menstrual stomach ache is helpful to reduce the pain.
One should not go out to play, roam around and in social gatherings during menstruation.	Wrong	Since menstruation is a natural process, one can go to play, roam around with friends and attend social gatherings. Exercising during this time is helpful to reduce bodily pain.

One should pay special attention to hygiene during menstruation.	Right	It is important to pay special attention to hygiene during menstruation because the cervix (mouth of uterus) is slightly open during this time. One should also always use a clean pad. The sanitary pads should be changed in every 4 to 6 hours.
One should stay in animal sheds during menstruation.	Wrong	It is illegal to keep an adolescent female out of the house during menstruation. It is wrong because keeping adolescent females separate is against the human rights. During menstruation one should stay in a clean place with extra care than usual.
A menstruating woman needs support to do the household chores and work related activity outside home that she usually does.	Wrong or right? Discuss both and give points for both, if they are able to explain correctly.	Generally, menstruation is normal process and a girl can do everything she does when not menstruating. A little extra rest is needed during menstruation than usual; specially, when the woman or girl has pain during menstruation. The household chores are anyways everyone's responsibility. With good interpersonal relations, massaging the back and care for each other makes the painful time easy for a girl or woman.

- Close the discussion with sharing that menstruation is a natural physical process. During this time adolescents and women should specially take care about the hygiene of their body and eat nutritious food, take a bit of rest if there are cramps and participate in everything as normal days.

PART 4: TAKING ACTION (40 MINUTES)

- Divide mothers and daughters in separate groups and give them a group work to set some plans for themselves as individuals and as a collective for actions to challenge norms around communication and practices related to menstruation.

Here are some examples that the facilitator may have, but please do not read these to them, you may use these to probe and encourage them to think about ways they can engage themselves on this topic. The idea should come from the participants only.

Examples for mothers:

- Talk to their daughters about menstruation also to other women and educate them about the need of cleanliness and nutrition for girls and women.
- Discuss what they learnt about menstruation with their husbands.
- Support girls in their collective actions for challenging norms around menstruation.

Examples for Girls:

- Girls can adhere to all the safe and healthy practices during menstruation.
- They can educate the other girls in the community who are not a part of the girls collective.
- They can start a campaign about openness to issues related to menstrual problems.
- They can plan a visit to a health provider with all the girls
- They can invite a female health provider and invite other women and girls from the community for consultation
- The girls can plan for a grand activity for awareness on the menstrual health day 28th May.

Conclusion

Tell them that menstruation is a taboo subject in the society. But it is as natural as anything else that happens in the body. As it's a social norm not to talk about menstruation, the problems that women and girls face does not get attended. Women and girls don't go to seek help or services when there is any problem with menstrual health. Men and boys also need to learn about menstruation and play supportive roles.

Intergroup Dialogue 5

Dowry

OBJECTIVE: THE PARTICIPANTS WILL DISCUSS THE CONCEPT OF DOWRY IN THE SOCIETY: THE REASONS IT STARTED AND THE REASONS IT IS CONTINUING; SHARE EXPERIENCES RELATED TO STORIES OF DOWRY, POSITIVE (WHERE SOMEONE DID NOT ACCEPT DOWRY) AND NEGATIVE (CONSEQUENCES OF DOWRY ON THE LIFE OF THE BOY AND THE GIRL, THEIR FAMILIES AND SOCIETY) AND MAKE COMMITMENTS FOR CHALLENGING THE DOWRY NORM. ACTIVIST GROUPS WILL ALSO PLAN A CAMPAIGN ON ANTI-DOWRY DRIVE.

Time required: 90 minutes

Preparation: Review the session content and resource materials about dowry. Gather materials required.

Participants: Adolescent girls, adolescent boys, mothers, fathers

Schedule of Activities

Steps	Method	Materials required	Duration in minutes
1. Dowry: history and continuation	Group work	Chart papers and pens	30
2. Sharing experiences	Story telling in groups	N/A	30
3. Taking actions	Group work	N/A	30
4. Campaign planning	Group work	Newspapers, chart sheets, Cardboard, colors, sketch-pens	45

PART 1: DOWRY: HISTORY AND CONTINUATION (30 MINUTES)

Split into 4 groups: One of fathers, one of mothers, one of adolescent boys and one of adolescent girls. Give them 10 minutes to talk within the group and share their thoughts based on these four questions:

- What do you know about the origin of dowry?
- What was the other name used for this? Discuss about stridhan, pewa, this was meant to exclusively used / touched by the girl only.
- Discuss how this has become a problem, Ask what can be actually termed as stri dhan (girls property)
- Ask what can be given to the girl which can't be taken away by others: discuss the projects objectives in this light. Facilitate to seek responses where the girls can talk about skills , leadership, voice that they have cannot be taken away by anyone and how those can be their assets forever.

Discuss if there was a positive story where dowry was not taken or given. What inspired the families not to give or take dowry? How did the community react to this? What do you think about such an example?

Discuss about the stories that involved dowry. Ask if you were in the situation of the boy, girl, father, or mother, what would you do if there is dowry demanded.

Refer to the resource sheet in the end to discuss effects of dowry in society.

Discuss about Dowry was meant to be in complete control of the girl, it was her money to be used the way she wanted. But later the patriarchal society got benefit out of this custom gradually and it became nasty. So what was meant to make sure that she had the power of money and assets in her hand actually became a nightmare for her and her parents. So what was designed to empower her actually disempowered her in the long run.

PART 2: SHARING EXPERIENCES (30 MINUTES)

Ask the participants to go back to their groups and discuss about instances/ stories where dowry was not taken. Ask them to also discuss what were the reasons for not giving or taking dowry.

After the discussion, ask them to share a couple of stories

1. Ask what was the positive thing that drove the decision about not taking dowry?
2. How was this decision discussed in the village?
3. Ask what the general feeling in the house is, when they are asked for dowry for a girl's marriage?
4. How about inheritance? Who benefits when the dowry is paid? Is it fair? Do you feel it is fair?"
5. Ask the girls "how do you feel that your parents will be maybe asked to pay dowry for you? Would you like it?"
6. Ask the boys "ok you may have some girls you see around, one day you may want to marry a girl that your parents arrange for you or a girl of your own choosing. How do you feel about your parents asking for dowry from that girl's family? Is it fair? Should it be paid?"
7. Ask boys, "how do you feel if you want to marry a girl, or your family wants to marry her, but she doesn't want to give dowry? What will community say? Is that fair? Is that okay?"
8. Ask the participants, if someone objected to dowry in public, what would be the consequences if they do?
9. Suppose the groom refuses to take dowry at the time of marriage, what would happen, if both bride and groom are 21 years old.

PART 3: TAKING ACTION (30 MINUTES)

Discuss about how the issue of dowry is limiting prospects for girls and how it can be challenged. Divide the groups into father's group mother's group, boy's group and girl's group:

- Ask them to make commitments on individual basis on what they would do to challenge the practice of dowry in the society
- Ask them what they would do as a collective to address this harmful social norm Dowry: what would be their plan?
- Ask them to make their own plans and a few members could go to others group to see if they have any roles in supporting them.
- Ask them to present their plans to the entire group. Ask the group members if they see their own roles in others plans. Ask them to add.

Facilitators notes:

Probe but don't suggest.

For girls:

- What support do they need to take a stand not to marry when there is a demand for dowry?
- How to convince her family members to discontinue the practice of dowry.
- Can they plan a collective action / campaign around challenging dowry practices, slogans, rallies, street dramas or any other innovative ideas they have?

For boys:

- What do they need to take a stand not to marry when their family is making a demand for dowry?
- How to convince her family members to discontinue the practice of dowry.
- Can they plan a collective action/ campaign to educate of build pressure on society to stop dowry practices?

For mothers and fathers:

- Do you think if you take a stand against dowry it would help?
- What can be the first steps from you?
- What can you do to make sure your son also inculcates respect and promotes the idea of rejecting dowry? What role can you play as a father and mother of a teenager who would get married after 5 to 10 years.
- How would take a stand in the society when they reject dowry, easy for a girl's father/ mother than a boy's father and mother when they don't demand dowry?
- Can you plan for a collective action around eradicating dowry system?
- Can the parents begin a campaign about investment in girls dreams instead, how would you promote this idea?

Conclusion

Ask the participants to present their plans, see across the plans to see if they can collaborate. Ask them to merge plans if needed and work around it to present in the next group meeting.

Intergroup Dialogue 6

Sexual harassment

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

OBJECTIVES: THE PARTICIPANTS WILL SHARE WHAT HEALTHY FRIENDSHIP VS. SEXUAL HARASSMENT ARE AND DISCUSS THE REASONS WHY SEXUAL HARASSMENT HAPPENS.

Time required: 80 minutes

Preparation: Review session content; Gather materials

Participants: Adolescent girls and boys

Activist groups will also plan a campaign to stop sexual harassment.

Steps	Method	Materials required	Duration in minutes
1. Mime the lie	Role play	none	10
2. Healthy friendships: Respecting boundaries	Brainstorming and discussion	Flip chart; markers	10
3. Meaning of sexual harassment	Role play and case studies	Facilitators notes to define sexual harassment	30
4. Reasons for sexual harassment and bystander actions	Group work	Chart papers pens	30
5. Campaign planning	Group work	Newspapers, chart sheets, Cardboard, colors, sketch-pens	45

PART 1: MIME THE LIE (10 MINUTES)

In this warm-up game, each person in turn mimes an action and, when asked, says they are doing something else. The next person must mime what the previous person said they were doing.

Directions:

1. Stand in a circle. Go into the middle of the circle and mime an action, such as sleeping. Ask the person who was next to you in the circle to ask you aloud "what you are doing?". You reply by saying out loud, for example, "I am digging the ground!" Everyone will laugh! Next, ask the person who asked you now to enter the circle instead of you and to mime what you said you were doing.
2. Then their neighbor asks what they are doing and that person also says something different, and so the game continues, until everyone in the circle has had a go at doing one thing and saying they are doing something else.
3. Ask the group: What does this game have to do with sexual health? We often say we are doing one thing in our sexual lives whereas in fact we are doing another. This secrecy makes it more difficult to practice safer sex.

PART 2: HEALTHY FRIENDSHIP: RESPECTING BOUNDARIES (10 MINUTES)

Ask the adolescents if they have friends. Ask them what is important in friendship, List their responses on the flip chart.

Share the list some teens across the globe shared and match it with theirs:

This is what teens are saying is important in friendship:

- 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
- Supporting each other when one needs help or advice
- Not 'liking' or 'sharing' mean comments made about a person online
- Not sending or posting embarrassing or inappropriate pictures of, or comments about, each other

Close the discussion by sharing that: Not All Friendships Are the Same

There are different levels of friendship:

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

Discuss that harassment and bullying also happens when you share about some sensitive things with friends and it might go online and cause harassment. Tell them that we will discuss about ways they can support each other and fight harassment.

PART 3: MEANING OF SEXUAL HARASSMENT (30 MINUTES)

- Divide the girls and boys in different groups and give them 10 minutes to decide to present a short act on what they understand by sexual harassment.
- The facilitator to note what forms of sexual harassment they show in the play.
- Sexual harassment can happen anywhere, at home, while travelling, in the school, at workplace, in the playground, in the neighborhood, just anywhere. It can happen with a girl, a woman, a boy and a man. It generally happens when you are alone, but can also happen when there are people around you. It can happen with a close relative, a known person or a completely unknown person.

PART 4: SEXUAL HARASSMENT AND BYSTANDER ACTIONS:

- Ask the boys and girls to go back in their groups again and this time pull together reasons for sexual harassment

- Observe what reasons the girls and boys give for sexual harassment, probe using questions to understand why do they think so, use the examples below. Also ask them about the power issues and peer pressure issues that they have discussed during the earlier sessions.
- Discuss if you have experienced or seen sexual harassment happening before you? (please ensure safe space for this discussion and if people don't feel comfortable talking about it, be sensitive to them, they don't need to share, if they are not okay with it and also ask them not to share the names of people when they share experiences of sexual harassment around them) How did you feel? What did you do?
- Why might boys do/say xzy to girls?"
- Ask the girls directly to share to the boys "how does it make you feel when boys tease you on the way to school?" or "do you like it or hate it when a boy passes you a secret note?"
- Ask the girls to share: What if a boy's older brother is bothering you, what would you wish for that boy to do?"
- Ask girls, How does it make you feel when boys shame you for seeing you have your period?"
- Do you think girls invite harassment? Why? Do you think you can do anything in future if you observe harassment happening before you? This is called **bystander action**. What would happen if you take a bystander action? Would others support you? Or do you think you will also become a victim?
- Do you think you would tell other people about this for support?
- Is sexual harassment and girls honor related? How?
- Is a girl's honor related to family honor, why?

Conclusion

Sexual harassment can happen anywhere, at home, while travelling, in the school, at workplace, in the playground, in the neighborhood, just anywhere. It can happen with a girl, a woman, a boy and a man. It generally happens when you are alone, but can also can happen when there are people around you. It can happen with a close relative, a known person or a completely unknown person. It is always wrong and we should work together to stop it from happening.

PART 5

Campaign for collective action against sexual harassment:

Ask the girls and boys if they wish to collectively fight against sexual harassment in their villages, playgrounds, neighborhood and in schools

Ask them to work in mixed group and plan for action using the planning template.

Reference Sheet on Sexual Harassment

[Source: Adapted from RAINN (Rape, Abuse and Incest National Network) website]

What is Sexual Harassment?

Sexual harassment includes unwelcome sexual advances or comments, eve teasing, requests for sexual favors, and other verbal or physical harassment of a sexual nature. Sexual harassment does not always have to be specifically about sexual behavior or directed at a specific person. For example, negative comments about women as a group may be a form of sexual harassment.

Some Forms of Sexual Harassment Include:

- Eve teasing
- Making conditions of employment dependent on sexual favors
- Physical acts of sexual assault
- Requests for sexual favors
- Verbal harassment of a sexual nature
- Unwanted touching or physical contact
- Unwelcome sexual advances or comments