



Life Skills Curriculum

For Empowering Adolescent Boys and Girls

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Product 5 - Adolescent Empowerment Toolbox: Resource book for community workers and trainers to facilitate - Life skills workshops with adolescent boys and girls taking them through a journey of self-awareness, building critical thinking, interpersonal skills and providing them with tools to mobilize stakeholders on child marriage, sexual harassment and violence.

Contents:

Foreword:.....	4
Acknowledgement.....	4
Introduction to the issue:	4
1. What are life skills?	4
2. What factors were considered for creating the life skills curriculum for adolescents?	4
3. Why do adolescent boys and girls need life skills?	5
4. What are the key life skills identified for adolescents?	5
5. What is the duration and delivery mode of the life skills?	6
6. How can the sessions be conducted under this training module for adolescents?	7
7. Session Plans on the life skills curriculum.....	8
Session # 1 Setting Group Expectations	8
Module # 1: Focus on Heart - Self-Exploration.....	10
Session #2. My strengths.....	10
Session # 3 Goal Setting.....	11
Session # 4. Taking a stance on gender	13
<i>Module # 2: Focus on mind- Interpersonal and critical thinking skills</i>	<i>15</i>
Session # 5 Confidence and Self Esteem	15
Session # 6 Communications.....	17
Session # 7 Assertiveness.....	18
Session# 8 Trust Building	21
Session # 9 Conflict Resolution	22
Session # 10 Team Building.....	25
Session # 11 Leadership Building	26
Session #12 Decision Making:	27
Session # 13 Financial Planning.....	29
Module # 3 Focus on Hand – Group activities and Events.....	31
Session# 14 Intergenerational Dialogue.....	31
Session# 15 Inter-gender dialogue.....	33
Session#16 Power of Groups and Collectives	34

Session #17 Action – Campaigning and Advocacy with stakeholders	36
Module#4 Focus on Health and Preventing Violence.....	40
Session #18 Nutrition, Health and Hygiene	40
Session# 19 Menstruation – Basics and Myth Blasting	41
Session # 20 Sexual and Reproductive Health Rights.....	43
Session # 21 Dynamics of sexual violence, abuse and trauma.....	46
Session# 22 HIV and AIDS risk behaviours among adolescents	51
References:	58

Foreword:

Acknowledgement

Life skills education for adolescent boys and girls on addressing gender based violence and exploitation has been created by Breakthrough www.breakthrough.tv for UNICEF www.unicef.org as part of production of Adolescent Empowerment Toolbox.

It has benefited from the efforts and voices of many people and organizations. This includes many research study participants, workshop participants and stakeholders such as academics, members of non-governmental and community-based organisations, and activists.

Our heart-felt thanks to Sunita Menon for creating the framework, writing and testing the toolkit, Dora Giusti and Rudrajit Das from UNICEF for their editorial guidance and extensive contribution in shaping this toolkit. Sonali Khan, Joshy Jose and Pauline Gomes for working on the -Theory of Change on adolescents. Vikas Choudhary and Meeta Sen for conducting field work, research and developing recommendations. We would like to express our profound gratitude for their deep commitment and contribution.

This toolkit has also drawn on numerous resources available both online and offline. I am grateful to the team which has created such an excellent body of research and work. The organizations and sites whose publications and articles were extensively referred to were: UNICEF, Breakthrough, Harvard University, Baylor University; Mindtools; Advocates of Youth; Standard Chartered; Save the Children, Centre for Social Research and Pop Council.

I hope that this toolkit will inspire a generation of new leaders in their community who take charge of their life and halt violence and exploitation in their homes, neighbourhoods and community.

Introduction to the issue:

1. What are life skills?

Life skills are a broad group of psysco- social and interpersonal skills which enable adolescents to be confident, make informed decisions, communicate effectively, and develop their coping and self – management skills that may help them lead a healthy and productive life. There is no definitive list of life skills, but based on one’s age, life circumstances, culture, belief, geographical location the focus of life skills may change.

2. What factors were considered for creating the life skills curriculum for adolescents?

Formative research studies commissioned by Breakthrough and UNICEF, along with years of program experience of working with adolescents helped in identifying the issues and capacity building needs of adolescent girls and boys. The synthesis of these reports was substantiated through extensive discussions with UNICEF.

The following key issues and capacity building needs related to adolescent girls and boys were closely considered while creating the modules:

- Adolescents both boys and girls mostly possess little self-value, self-respect and self-confidence
- The ability of adolescents, both girls and boys to make decisions about matters affecting their lives is a critical aspect of empowerment.
- Girls remain socially excluded and have limited decision making abilities and powers in choosing education and livelihood, selecting a life partner, having children, managing household expenses etc.
- Girls are subjected to age-old customs of child marriage, dowry and gender discrimination due to lack of choice or say.
- Boys are succumb to negative perception of what it means to be a man and end up taking risks, practice unhealthy behaviours like substance use; unsafe sexual practices; being physically and sexually violent.
- There are absolutely no safe space for boys and girls to talk openly, communicate and express on issues related to their life.
- There is a generation gap on how life is viewed and perceived with hardly any dialogue between adults and adolescents on matters affecting their lives.

3. Why do adolescent boys and girls need life skills?

Adolescents have strong feelings and ideas about their lives, families, their school environment and issues in communities. They also yearn for opportunities to express their needs and to be involved in finding solutions for social problems including gender based discrimination, violence and exploitation.

As organizations working with adolescents, it is necessary to promote the creation of safe platforms and a facilitative environment where adolescents can participate in decision making on issues affecting their lives. The program must enable adolescent girls and boys to exercise their right to mobility, resist and prevent gender based violence, take decisions related to education, health, finance and marriage. By empowering adolescents with proper knowledge they can adopt positive practices; access preventive, curative and protective services; and enhance their skills and participation in their community.

4. What are the key life skills identified for adolescents?

The life skills program for adolescent boys and girls, in the age group of 14 – 20 years, will work at three levels:-

Phase 1. **Focus on heart – Self Exploration-** Getting to know oneself, ones values, goals, strengths in life for creating new identities and aspirations for a better tomorrow.

Phase 2. **Focus on mind- Interpersonal and critical thinking skills-** communications, assertiveness, conflict resolution, trust building, decision making, managing budgets and leadership skills for creating common strengths and model new behaviours drawn out of secure relationships and friends build in the life skills program.

Phase 3. **Focus on hands – Action through group activities and events** adolescents become involved in conducting inter-generational and inter gender dialogue ; building

on their networking and motivational skills; working with media in addressing gender based discrimination and violence.

Phase 4- **Focus on health-** Being able to identify and cope with violence, abuse, HIV and trauma.

The capacity building needs have been scoped and sequenced out. These sessions on life skills will empower adolescents to delve into the issue of gender based violence, exploitation and enable them to take a stance and act against them.

Session#	Training Content based on Capacity Building Needs	Duration
		Minutes
Session# 1	Setting up ground rules	20 min
Module 1:	Focus on heart – Self Exploration	
Session# 2	My Strengths	60 min
Session# 3	Goal Setting	90 min
Session# 4	Taking a stance on gender	90 min
Module 2:	Focus on mind- Interpersonal and critical thinking skills	
Session # 5	Confidence and self esteem	60 min
Session # 6	Communications	60 min
Session # 7	Assertiveness	90 min
Session # 8	Trust building	45 min
Session# 9	Conflict resolution	45 min
Session # 10	Team building	60 min
Session # 11	Leadership building	90 min
Session # 12	Decision making	90 min
Session # 13	Financial Planning	60 min
Module 3:	Focus on hand- group activities and events	
Session # 15	Inter-generational dialogue	60 min
Session # 16	Power of groups and networks	45 min
Session # 17	Action- Campaigning and Advocacy with stakeholders	90 min
Module 4:	Focus on health and Preventing Violence	
Session # 18	Health and Hygiene	60 min
Session# 19	Sexual and Reproductive Health Rights	60 min
Session # 20	Dynamics of sexual violence, abuse and trauma	90 min
Session # 21	HIV and AIDS risk behaviours among adolescents	90 min

5. What is the duration and delivery mode of the life skills?

The capacity building module has been prepared for a total duration of ~23 hours spread across 21 sessions. The delivery mode is facilitator-led in an informal classroom setup catering to small groups of learners, preferably 20-25 adolescents both boys and girls.

The sessions have been designed in such a way that both boys and girls can participate in most activities together. In some sessions it has been specified that it is meant only for boys or only for girls.

Participatory training methods have been used in designing the sessions. This includes use of case studies, group discussions and brainstorming, group presentations and role plays etc.

The facilitators for these sessions have been envisaged as a group of trainers from local NGO partners who are familiar with the regional adolescent issues and have been actively engaged in implementing interventions against gender based violence, exploitation and child marriage issues.

6. How can the sessions be conducted under this training module for adolescents?

These simple steps can be followed to conduct the sessions under this training module:

- Refer to the session plans and pick the session to be conducted.
- Read the session plan carefully and make a careful note of materials required and the preparation needed for conducting the session. This will typically include making photocopies of learner hand outs (given in the annexure), understanding facilitator notes or updating it with local information and collecting any other materials for group activities.
- Next, read the objectives, methodology/steps, key discussion points and facilitator notes and make sure they are understood well. Remember, this module is just a guideline and can be improvised depending on the available time, learner profile and changing training contexts.
- It is highly recommended that a small note containing training steps is prepared which can provide discussion pointers/hints while conducting the session.
- Carry the learner hand outs, group activity materials and the small training note to conduct the session with adolescent girl groups.
- Discuss the goals and agenda. Adapt activities and agendas to the needs of the group. Be willing to be spontaneous and do not be afraid to detour from your carefully prepared agenda to respond to the needs and interests that emerge from the workshop or class. However, always ensure that such diversions help the group move towards the agreed upon goals of the workshop.
- Establish from the start what participants want to gain from the workshop and what the organizers and facilitators hope to achieve. Keep it visible and refer to it at the start of each segment.
- Provide some kind of warm-up activity. Select an opening activity that can achieve some of these goals:
 - Introduce all participants in the workshop to each other.
 - Present a core theme or raise a key question of the workshop.
 - Sharpen an understanding of the key concepts.
 - Create a rapport and a climate of co-operation and sharing
 - Realize the importance of the topic and stimulate a desire to learn more.

- Involve participants in a major subjective activity. Develop a substantial amount of time to help participants examine some issue or aspect of their personal experience.
- When returning from breaks, consider doing an energizer.
- Always provide an action component. Help participants to identify meaningful appropriate actions they could take in response to human rights abuses they experience. Include both short and long term actions that can provide participants with the opportunity to act on their convictions and understanding.
- Involve participants in evaluating the workshop. Seek participants' opinions of what they have learned and the methods used to teach them. Do not however, wait until the end of the course or workshop. Ask often, and publicly acknowledge both criticism and praise. Evaluation of a workshop is useful for several reasons:
- To give facilitators instant feedback, both positive and critical, which helps to improve the present and future workshops.
- To demonstrate that participants views are valued.
- To provide useful data for future funding or sponsors.
- Keep records of all evaluations and learn from them. Having opportunities to express themselves helps participants clarify their thoughts and feelings. Some people will prefer written expressions such as journal writing, but include non-written and non-verbal expressions as well. Consider using graphic art, skits and plays, singing, dancing and other forms of creative expression.
- Provide closure. Give participants the opportunity to contribute a personal observation about the issues covered, what he/she has learned or how they feel they might use the information or insight gained.
- Help sustain post-workshop motivation and action. Establish some follow-up methods by which participants can continue to see themselves as resources to each other.

7. Session Plans on the life skills curriculum

Session # 1 Setting Group Expectations

Objectives:

- To establish an agreed-upon code of behaviour for the group so each member feels safe and comfortable with other participants.

Time: 20 minutes

Materials: Chart paper, markers, tape, a box and chits of paper for anonymous question box (optional).

Participants: Adolescent boys and girls.

Empowerment focus: Familial/Interpersonal

Methodology:

1. Announce the session title with objectives.
2. Explain to the participants that, because they will be discussing sensitive issues, the group should agree to a number of ground rules to create a safe atmosphere.
3. Ask the participants to come up with their own list of ground rules that they will agree to observe. List those ground rules on chart paper.
4. Ask participants for clarification, ensuring that everyone understands all the rules.
5. Suggest any of the recommended ground not raised by participants that you think should also be on the list (see the recommended list below).
6. Keep this list in the room throughout the workshop and refer to it when people are not adhering to the agreed-upon rules. Eventually, the participants will begin to remind each other when behaviour is counterproductive to the group process.

Recommended Ground Rules:

Respect — Give undivided attention to the person who has the floor.

Confidentiality — What we share in this group will remain in this group.

Openness — We will be as open and honest as possible, but we won't disclose or discuss others' (family, neighbours, and friends) personal or private issues or lives. It is okay to discuss situations as general examples, but we won't use names or other identification. For example, we won't say, "My sister did ..."

Non-Judgmental Approach — We can disagree with another person's point of view or behaviour without judging or putting him/her down.

Sensitivity to Diversity — We will remember that members in the group include girls as well as boys. We will be careful about making insensitive or careless remarks.

Right to Pass — It is okay to pass if you are not comfortable sharing.

Anonymity — It is okay to ask a question anonymously (using the suggestion or comment box), and the coordinator will respond to all questions.

Acceptance — It is okay to feel uncomfortable. All of us, girl or a boy, can feel uncomfortable when talking about sensitive and personal topics.

Have a Good Time — The program is also about coming together as adolescent boys and girls and enjoy working with each other.

Discussion questions:

How will these ground rules help in the life skills program?

Facilitators Notes:

Ensure all participants understand the ground rules and a consensus is built when forming the rules. These rules will be followed throughout the life skills programme. ¹

Module # 1: Focus on Heart - Self-Exploration

Session #2. My strengths

Objectives: At the end of the session the participants would be able to:

- List out their strengths and share what it means to them.
- Explain the importance of sharing about oneself, in interpersonal relationships.
- Identify their own contribution to the life skills program.

Time: 60 minutes

Materials: Pen/Pencil, Crayons, Chart Papers.

Participants: Adolescent boys and girls.

Empowerment Focus: Psychological

Methodology:

1. Announce the session title with teaching objectives. Use some meditative music in the background.
2. Ask the adolescents to reflect on their strength, weakness, likes and dislikes. They can jot down the reflections on their notebooks and share it with the group.
3. Now ask participants to form pairs and ask each other the question “Who are you?” repeatedly for 5 minutes to each partner. Through the process each of the participants should come up with different strengths that they associate themselves with, every time they are asked this question. These strengths could range from being a good friend, sensitive boy, courageous girl, singer, peace activist, book lover, team player, dancer, leaders etc.
4. Their partners have to write each of these strengths in separate chits of paper/ post its.
5. In the meantime the facilitators join four chart papers and form a large square where they draw a tree [which metaphorically represents the – Life skills program]. All the participants individually write their names on the trunk of the tree and the separate chits/ post its form the foliage of the tree.

1.1 Adapted from Healthy relationships By Amy Wlodawski and Claudia eaccone,” <http://plaza.ufl.edu/cfaccone/relationships.html>”

1.2 Adapted from Advocate for youth <http://www.advocatesforyouth.org/index.php>

6. Each of the participant's then take turns to explain the various strengths of their partners that emerged through the exercise.

Discussion questions:

1. How did you feel during the exercise?
2. Were they comfortable or was it easy to come up with different strengths and sharing it? Why/ Why not?
3. Was there anything new that they learnt about themselves or their partners?
4. What were the common identities, characterizes, skills which emerged?
5. With their multiple skills and strengths how can they contribute to the growth of the *Life Skills Program*?

Facilitators Notes:

Everyone has multiple strengths and each of these strengths contribute to making who we are. It is important to share about oneself as in the process you and your peers will get to know each other better. There may be many similarities between you which will strengthen your bond with them.

Each of you may have different strengths and aspects to yourself. As a group who will undergo life skills programme you will be able to harness your collective strengths, and bring about great changes in your life, family and community.

Session # 3 Goal Setting

Objective:

- To identify ones goals.
- To make realistic plans with short, medium and long term plans to achieve them.
- To incorporate some of their goals into the life skills programme.

Time : 60 minutes

Materials: Note pads, pens, goal setting template and markers.

Participants: Adolescent boys and girls.

Empowerment Focus: Socio-cultural
Familial/Interpersonal
Psychological
Economic

Methodology:

1. Announce the session title with objectives.
2. Ask adolescents to identify one goal they want to achieve. For identifying the goal they must consider all aspects of their life.
 - Artistic Goals – Do they want to learn dance, music, perform street play?
 - Attitude Goals - Is any aspect of adolescent’s mind set which is holding him/her back?
 - Behavioural Goals- Are any personal behaviour’s upsetting him/her? It could be lack of confidence; substance use; discriminatory behaviour towards girls etc.
 - Education - Is there any specific knowledge that they want to acquire?
 - Pleasure – How do adolescents want to enjoy?
 - Social - Do the adolescents have any social ambitions like to halt child marriage; dowry, sexual harassment in their community?
 - Physical - Are there any athletic goals that they want to achieve?
 - Career – What career paths do they want to follow when they grow up?
 - Family - How do adolescents want to be seen by members of his/her immediate family?
 - Financial - How much do they want to save? How much control over finances do they want?
3. Once the adolescents have identified their goal. Ask them to write and explain why is the goal important to them?
4. What will achieving the goal result in?
5. Now give them the goal setting template. Ask them to break down their goals in to smaller achievable goals and chart it out in the template.
6. After they have worked on their table ask them to share their goals with the larger group.

Long Term Goal :						
Short Term Goal	Next 2 weeks	Next 3 months	Next 6 months	Next 1 year	Challenges	Support Required

Discussion Questions:

1. How did you feel identifying your core goals in life?
2. What kind of challenges were present?
3. Who and what kind of support do you require to achieve your goals?
4. How can you seek those support?
5. How will achieving these goals impact your life?
6. What are some of the common goals emerging for people?
7. How can some of your individual goals be part of the life skills program?

Facilitators Notes:

Goal setting is an important aspect of life for both boys and girls. Without goals you would live an aimless existence and will waste away your talent and potential. Goals will give you focus you need in life to succeed. You will also be able to measure how well you are faring in your achievement of goals. For achieving any long term goals you need to achieve several short term goals leading to long term goal. With the focus on your goals you will also be able to remove unnecessary distractions. For example, if your goal is to attain 85% in your next exam, you will study consistently , you will ensure you do not bunk your class or get distracted by peers to try smoking or drinking which will take you away from your goal. Goals also help in avoiding procrastination, and make you responsible for your action.

Option: In a situation where one has the possibility of long term interaction with an adolescent group then the goal setting can be done over a period of time where one can track individual progress in achievement of goals. Relevant support systems can be provided to enable the individuals to achieve their goal.

The same exercise can also be done for groups.

Session # 4. Taking a stance on gender**Objective:**

- To identify ones perception and stereotypes about gender and gender roles
- To encourage debate and discussion
- To encourage participants to articulate their arguments and use negotiation techniques.

Time: 90 minutes

Materials: Value Statements; chart papers and markers, ground rules.

Statements for debate:

- If there is a boy and girl in the family with less resources, then money must be spent on boy's education.
- All household chores should be done by women and girls and all outside work should be done by men and boys.
- If a girl gets sexually harassed; she is the one who is responsible for the act.
- A woman needs a man to protect her.

Participants: Adolescent boys and girls.

Empowerment Focus: Socio-cultural
Familial/Interpersonal

Methodology:

1. Announce the session title with objectives.
2. This activity will give the adolescents a chance to express their individual perceptions and explore different perceptions.
3. Choose a statement of debate keeping the participants background in mind. Explain to the group that you are going to read out a statement. As you read each statement, ask them to think very carefully about how they feel about each statement and then move to a section of the room depending on whether they agree, disagree or are unsure about that statement. Then ask them to identify what ideas led to that choice.
4. Let everyone know also that she/he can change a stand on any particular issue at any time. They of course need to explain to the group why they did so.
5. Designate three areas of the room to be called "agree", "unsure" and "disagree". You may want to put up signs to indicate the areas.
6. Ask the group to discuss and come up with their debating points.
7. Make sure to mention that participants have the right to pass if they would rather not take a stand on a particular value.
8. After the debate conclude with a discussion.

Discussion Questions:

1. Why do you think this activity was done?
2. What lead you to take a stance about the statements?
3. Was it hard to express disagreement with another person's viewpoints? Why or why not?
4. Were there times when you felt uncomfortable putting across your point of view? If yes, why?
5. What helped you to stick to your opinion?
6. Were there times when you were influenced by others' opinions? When and why?
7. Do you feel that same way about these statements as you did before the activity? Why or why not?
8. What did you learn about gender and gender roles through this exercise?
9. Is it justified to make differences between boys and girls on the bases of their sex?

Facilitator's note:

You need to ensure basic ground rules are shared with the participants before starting the session. You can share the following with the participants before you begin this exercise

1. Everyone has to listen to other people's viewpoint before debating it.

2. One person speaks at a time.
3. Do not allow any derogatory personal comments.
4. Everyone has a right to express his or her opinion, and no one will put down another for having a different opinion.
5. It is fine to disagree with a person but not to judge or put others down.

The statements mentioned in this activity are based on general perceptions of gender roles and how society wants men and women to behave. This activity will bring out gender stereotypes that participants have, which is ingrained and internalised by many people. At the end of each discussion the facilitator needs to ensure that participants understand ways in which gender discrimination is perpetrated. For this polarization debate, clarity on gender concepts is critical. A crucial question to be asked during the discussion is when one thing is right for one and not for the other (permitted for one sex and not for the other). Since we are also human beings, right and wrong has to be equal.

Module # 2: Focus on mind- Interpersonal and critical thinking skills

Session # 5 Confidence and Self Esteem

Objective:

- To make adolescents aware of their body language, speech and how it reflects on their confidence.
- To make adolescents aware of how girls mobility in public is restricted because of gender.

Time: 60 minutes

Materials: White board and Markers

Participants: Adolescent boys and girls.

Empowerment Focus: Socio-cultural
Familial/Interpersonal
Psychological

Methodology:

1. Announce the session title with objectives.
2. Ask adolescents to walk around the room. Every time the facilitator claps they have to walk faster.
3. In the second round ask them to walk around. Ask them to make different characters and freeze. The characters would be spelt out by the facilitator for example – Salman Khan; a girl; a confident girl, gang of boys; a politician giving a speech; teacher, doctor, labourer, a boy, a shy boy.

1. After each character has been enacted out, ask participants what was the body language and speech that they observed for each character.
2. What was the signs of confidence and what was the sign of being nervous?
3. What resulted in some people being more confident?
4. Do you observe a difference between boys and girls? Why are girls always shown as shy and demure? What contributes to it?
5. Use the white board. Divide the board into two sections – Confident and Not confident. Write down the observations from the group. It may look something like this. If not then add from the table.

Self-Confident	Low Self-Confidence
Bold, straight spine, eye to eye contact, clear speech, self-assured	Nervous, fidgeting, no eye contact, stooped, lowering head, wringing hands
Doing what you believe to be right, even if others mock or criticize you for it.	Governing your behavior based on what other people think.
Being willing to take risks and go the extra mile to achieve better things.	Staying in your comfort zone, fearing failure, and so avoid taking risks.
Admitting your mistakes, and learning from them.	Working hard to cover up mistakes and hoping that you can fix the problem before anyone notices.
Waiting for others to congratulate you on your accomplishments.	Extolling your own virtues as often as possible to as many people as possible.
Accepting compliments graciously. "Thanks, I really worked hard on that project. I'm pleased you recognize my efforts."	Dismissing compliments offhandedly. "Oh that project was nothing really, anyone could have done it."

Discussion questions:

1. What does their own body language, speech tell the world about them?
2. What happens when people are not confident? How does it impact them?
3. What contributed to certain people being confident?
4. How can you build your own confidence?

Facilitators Notes:

Self-confidence is necessary to succeed in almost every aspect of our lives. Yet, many adolescents go through a phase of self-doubt, being conscious and struggle to be confident. It is a normal part of growing up. Self-confidence results from when you are confident of your thought process, have clarity and can articulate or demonstrate it. External aspects like dressing well may contribute to self-confidence but may not be the cause of it.

Low self-confidence can be self-destructive, and it often manifests itself as negativity. Most often boys with low self-confidence are bullied and girls with low self-confidence are sexually harassed, as abusers think they can get away with it, and you will end up blaming yourself for it. Self-confident boys and girls are generally more positive – they believe in themselves and their abilities, and they also believe in resisting and taking action against violent and abusive behaviour.

Growth or dip in confidence is also determined by how you are raised as a boy or a girl. It may be aspirational for a lot of women to play male roles as confidence and open body language is socially accepted for a man. If as a girl your movement, speech, dressing is restricted by family and community it may influence you to act and be submissive. This is usually not the case with boys.² As girls you need to challenge these notions and boys need to be supportive of their female friends, classmates, sister in their struggle to build the confidence.

The good news is that self-confidence can be learnt and with practice you whether you are a girl or a boy you can overcome most of your inhibitions. With confidence you will be able to influence your peers, teachers, family members and even the community in changing gender stereotypes.

Session # 6 Communications

Objectives:

- To identify the different forms of communication.
- To practice listening; verbal and written communication.

Time: 60 minutes

Materials: White board; markers; note pads and pens for all.

Participants: Adolescent boys and girls.

Empowerment Focus: Familial/Interpersonal
Psychological

2.1 Adapted from "<http://psych11-05.wikispaces.com/1.+Low+and+High+Self-Confidence>"

2.1 Adapted From Mind Tools, "<http://www.mindtools.com/selfconf.html>"

Methodology:

1. Announce the session title with objectives.
2. Have participants sit in a circle. Begin by playing the game “Chinese Whisper”. Ask one participant to think of a phrase or sentence. Direct them to whisper it in the ear of the person sitting next to them.
3. Each participant whispers what they think they heard to the next participant next to them.
4. The last participant says the phrase or sentence out loud.
5. Now play the game “Charades.” Have participants get up one at a time to act out a film song or dialogue without using any words or sounds while the others guess the song or dialogue.
6. Ask participants to explain what they did to communicate their message when they were unable to use words (ex: facial expressions, body language, gestures). Were others able to guess? Was the message delivered effectively?

Discussion Questions:

1. In the Chinese whisper game, ask the first participant if the last sentence was their phrase. Did anything change?
2. Did the message get lost or change in translation?
3. What were the communication barriers which resulted in the distorting of the messages in both the games- Chinese whisper and charades?
4. What are the key elements required for good communication to happen?

In your note pad write two things- identify one aspect of communication that you would like to improve and create an action plan on how you will go about it?

Facilitator Notes:

We communicate all day long, whether or not we are using words. Explain that others pick up messages from our facial expressions, body language, gestures, written text and general demeanor. The purpose of communication is to get your message across to others clearly and unambiguously.

Sometimes a message’s original meaning gets lost in the translation between thought and the act of communicating it. It may even result in rumors and gossip, when original communication is distorted.

Clear and concise communication is an important life skill that needs to be practiced over a period of time. With effective communication adolescents can maintain healthy relationships, resolve conflicts peacefully, excel in school, and eventually get and keep jobs.

Session # 7 Assertiveness

Objectives:

- Identify and describe assertive, aggressive and submissive behaviour.
- Identify skills needed for assertive behaviour.
- Practice assertiveness - in saying NO or Yes when adolescents want to.
- List advantages of assertive behaviour vis-à-vis interpersonal relationships

Time: 90 minutes

Materials: Role play brief; white board and markers.

Refusing substance use

Situation: Two friends sharing lunch during recess.

1. You are having lunch with your friend in school. S/he asks you to accompany her/him to a lonely terrace. You ask, "What for?" S/he says, "I have got some hashish. We'll try smoking. It will be fun."
2. You are having lunch with your friend in school. You have got a hashish filled cigarette and want to try smoking. You ask your friend to accompany you to a lonely terrace. S/he asks, "What for?" You say, "I have got a cigarette filled with hashish. We'll try smoking. It will be fun."

Resisting sexual harassment

Situation: Sexual harassment outside school gate.

1. You are walking towards the bus stop after school hours. Just outside your school gate there are these two boys who start commenting, "Hey sweetie, you want go out with us."
2. You and your friend Amish, are standing outside girl's school, watching girls go by. You see this girl walking alone and shout out, "Hey sweetie, you want go out with us."

Participants: Adolescent boys and girls.

Empowerment Focus: Socio-cultural
 Familial/Interpersonal
 Psychological

Methodology:

1. Announce the session title with objectives.
2. Ask for volunteers. Give them the background to the role-play and scripts for their role. (See Box for role-play situations)
3. Read out the background of the role-play. Have the volunteers enact the situation of the role-play.
4. Have the volunteers role-play first (aggressive) and second (submissive) behaviours. (Refer to box on role-plays.)
5. Ask the participants if there is a third way and ask them to describe it.
6. Have volunteer's role play third (assertive) behaviour. (Refer to box on role-plays.)

Discussion questions:

1. Can you identify an aggressive person, a submissive person and an assertive person? (This could be a fictional character from a movie or book or even from their real life.)
2. Share the traits, behaviour and attitude of an aggressive person, submissive person and assertive person?
3. What effect does an aggressive, submissive and assertive person have on the recipients of their behaviour?
4. Why do people behave in aggressive, submissive and assertive manner?
5. What do people think of them?
6. The facilitator can write these on the board under aggressive, submissive and assertive.
7. Make a plan for practicing assertive behaviours in situations where they tend to act aggressively or submissively. What would they say and how would they say it?

Facilitators Notes:

Being aggressive means expressing yourself in a way that is punishing, demanding or threatening to the other person. The person who responds aggressively fails to consider the feelings of the other person. Aggression can be expressed directly or indirectly.

Being submissive means that you fail to express yourself in a situation. You may not tell the other person how you feel, what you want or need. For example, agreeing to have sexually harass or take drugs when you prefer not to. When you are submissive, you often have poor eye contact, hesitant speech, or nervous body movements.

Being assertive is being able to tell someone how you feel, what you want or need in a way that doesn't threaten, punish, or put them down. Being able to express yourself without anxiety or fear. Being assertive is a skill, meaning that it is something that we learn, not something that we are born with. Being assertive means direct and honest communication between people rather than hoping the other person will figure out what's on your mind. The other person may not agree, accept or want the same thing you do. But you can feel satisfied knowing that you expressed yourself while considering the other person's feelings.

Have participants stand and practice this. Share that using these tactics will help in some situations:

1. **Give a reason why:** like saying, - I do not want to smoke, because it will get me into trouble or it is against my ethics, or it's bad for my health.
2. **Call it what it is:** "Do you realize what you are doing is sexual harassment, and I will not allow you to do this to me."
3. **Reverse the pressure:** If the person does not stop, try reversing the pressure. Ask, "If you are my true friend you will not force me to do this."
4. **Change the topic:** "This is no fun, let us do something else."
5. **Accept the person, reject the behaviour:** This is useful if you want to maintain your relationship. "Keep me out of this, if you want to do something else, I will join in."

6. **Walk away:** Say No and walk away while saying it.

Session# 8 Trust Building

Objectives:

- To build trust in the group.
- To make participants comfortable physically and emotionally with each other.

Time: 45 minutes

Materials: White Board

Participants: Adolescent boys and girls. To be conducted separately for boys and girls.

Empowerment Focus: Familial/Interpersonal
Psychological

Methodology:

1. Announce the session title with objectives.
2. Start by telling the group to imagine themselves circled by warmth, love, safety, and concern. Tell them to all try to create that feeling of being together.
3. Ask the group to stand shoulder to shoulder with their palms in front in a tight circle with one volunteer –who will do the trust fall– in the center. The volunteer gets into position – arms crossed over chest, eyes closed, legs straight, knees locked – and begins to lean slowly in any direction to the point of losing balance. Before the volunteer leans too far out, the people in the circle redirect the volunteer toward another point in the circle by gently pushing them to the other side.
4. Have the catchers gently keep the volunteer moving around the circle in any direction, always maintaining physical contact with them. This fall-catch redirect sequence continues in a gentle fashion until it becomes obvious that the faller is relaxing (but remaining rigid) and that the catchers have gained confidence in their ability to work together in handling the weight of the volunteer when she/he comes their way. Change people in the center until everyone who wants to have an opportunity to be in the center.³

Discussion:

1. How it feel being the volunteer at the center?
2. How did it feel being the circle of supporters?

3. Adapted from The food Project, Trust building activities, "<http://thefoodproject.org/trust-building-activities>"

3. What challenged the volunteer in the center?
4. How did you communicate with each other?
5. What thoughts ran through your mind regarding your abilities and safety?
6. In real life who are the people whom you trust the most?
7. What are the key elements needed for trust between people?
8. What would be the impact of lack of trust in an adolescents group?

Facilitators Notes:

Trust is a major part in the foundation of successful interpersonal relationships. It takes a life time to build trust and just one movement to break it. However it is just as easy to build trust as it is to break it down, provided you are prepared to make the effort.

If your parents are suspicion of you and you fear being open with your parents or teacher there is a trust issue. If you feel your classmates will say gossip about you there is a trust issue. Trust is a two way channel. Some ways you can ensure that others trust you are to - do what you say, keep to your word and maintain your integrity. Be honest, a lot of time people say white lies for promoting better self-image, save a friend or to get away from unpleasant situation. But lies always has a way to get back to you. It is usually caught and one may end up concocting a web of lies to get away. Honesty will ensure you have peace in life. Be open and willing to communicate, shutting up or omitting information will backfire. Also if someone has shared a secret with you maintain confidentially. If you think you have intentionally or unintentionally disclosed personal information, own up and share why you did it.

Session # 9 Conflict Resolution

Objectives:

- Adolescents learn ways to resolve conflicts peacefully;
- Examine choices and consequences involved in settling disagreements or tension.

Time: 45 minutes

Materials: Role playing scenarios and white board and markers to write.

Participants: Adolescent boys and girls.

Role plays scenarios:

Problem	Scenario	Choices:	Consequences:
"I heard you said you didn't like me" (problem: gossiping, teasing, bullying) –	Amina overhears a group of boys making fun of the outfit she is wearing today. She notices that Navin, a boy who has teased her about her clothes	Go shout at the group, slap Navin, run away and hope it doesn't happen again.	Someone gets hurt, everyone gets in trouble, Navin continues to tease and bully Amina, Amina continues to feel angry
		Amina walk up to the group and tells them	Navin and the group apologize, Navin and the

	before, is part of that group. Amina feels offended and angry	how their comments make her feel and impact her choice to be herself.	group continue to tease Amina
		Amina gets a teacher to help her confront the group	
"I thought we were friends and you will be interested in me" (problem: silent treatment, leaving out)	Atul and Meena are good friends and are always with each other during breaks and recess. One day Atul gave Meena a red rose and said he liked her a lot. Meena felt her trust was broken, she started avoiding him from then onwards. One day at recess Arun walks over to Meena to say hello and Meena ignored him deliberately and walked away.		

Empowerment Focus: Socio-cultural
 Familial/Interpersonal
 Psychological

Methodology:

1. Announce the session title with objectives.
2. Begin by asking the participants to raise their hands if they've ever been involved in a conflict (Example: a disagreement or a fight with someone).
3. Brainstorm what might cause a conflict (example: Bullying, teasing, gossip, jealousy, prejudice, broken friendships, broken romances, possessions, different points of view).
4. Ask them to brainstorm some feelings that might go along with being in a conflict (ex: angry, jealous, lonely, scared, confused, disappointed, worried, and sad). Write these feelings on the board or large paper as the adolescents say them.
5. Explain that when we are involved in a disagreement or any conflict, there are choices we can make; every choice we make has a consequence.

6. Explain that learning about conflict resolution, or learning about how to work things out peacefully without fighting, running away, or going against your own beliefs, can keep you safe from violence, make you feel good about yourself, and help you learn to respect others.
7. Explain the role playing activity. For the scenario, watch the set-up scene, have a volunteer come and help resolve the conflict, and then brainstorm ideas together about what choices can be made and what the consequences are of those choices. Demonstrate a scenario and the conflict resolution. Ask if there are any questions.
8. Ask for volunteers or choose participants to be the actors.
9. Read the scenario and then have participants act out the scenario (see sample scenarios explained, or come up with your own). Have someone come in to help resolve the conflict. Step in as needed to give suggestions. Have the participants actually say the words of the peaceful conflict resolution to practice.
10. Have the group identify the problem, the feelings that may be involved, and then have the group come up with a list of choices and their corresponding consequences.
11. Finish by asking the participants if they have an example of a positive conflict resolution situation they were part of and would like to share.

Discussion Questions:

1. Were the scenarios representative of real-life situations the adolescents might encounter?
2. How did you feel going through the role play?
3. What choices can be made to escalate this incident or make it worse?
4. What choices can be made to resolve this conflict peacefully or make it better?
5. What choices could have been made to avoid this incident altogether?
6. When is it helpful to ask someone (a teacher, a friend, and a parent, a trusted adult) to mediate/step in and help solve a conflict?
7. Describe a situation you were in recently that was not solved peacefully. How would you go back and change it if you could?

Facilitators Notes:

Conflict resolution means working out a problem or disagreement without fighting, running away or going against your feelings. Knowing how to handle conflicts in a positive way can help people stay safe from violence, feel good about themselves, and learn to respect others. Physical violence, name-calling, threats, sexual harassment, bullying, teasing, and other forms of negative communication behaviours often escalate conflicts and leads to serious consequences, including physical injury, lowered self-esteem, soured relationship and punishment. Good communication involves being a good listener, considering and respecting the other person's point of view, working together to think of solutions, and learning to relax the body and calm the mind during high tension situations. Practicing these positive communication skills can help people make responsible choices during high-tension situations and avoid violence and further problems.

Session # 10 Team Building

Objective:

- Learning the importance of team work.
- Practicing working in teams.

Time: 60 minutes

Materials: Pins and straws

Participants: Adolescent boys and girls.

Empowerment Focus: Familial/Interpersonal
Psychological

Methodology:

1. Announce the session title with objectives.
2. Divide the adolescent boys and girls into groups of 5 each. Give each group a packet of pins and straws
3. Tell everyone that there is a competition where each group has to collectively build a tallest structure using the pins and straws.
4. The rules of the exercise are that everyone within each group will have equal no of straws and pins in the group. They can give away their straws and pins but cannot ask for it. Anyone breaking the rules will be disqualified from participating.
5. Select one observer in each group to report back.
6. Now ask the groups to create their structure.
7. Once all the structures are created, select the tallest one as the winner.
8. Give a round of applause to everyone and ask them to be seated for further discussion.

Discussion:

1. How was the experience working as a group?
2. What happened in each group?
3. What were the challenges that you faced while working together?
4. What would have happened if group members did not share their pins and straws?
5. How did you strategize on the structure?
6. Did a natural leader emerge in the group?
7. How important was the role of each member?

Facilitators Notes:

Team building activities encourages and values the contributions' of team members. The goal of team building is to ensure the group's energy toward problem solving, task effectiveness, and maximizing the use of all members' resources to achieve the team's purpose. Team building is

also critical for interpersonal relations and social interactions and has over the years developed to include achieving results, meeting goals, and accomplishing tasks.

The most effective team building efforts occur when members of the team are highly interdependent in performing the task, highly knowledgeable and experienced of the task to be accomplished, and when organizational leadership actively establishes and supports the team. Effective team building must also incorporate an awareness of the ultimate objective of the task. Teams must work to develop goals, roles and procedures to achieve it successfully. In addition to task-orientated team building efforts, team-building efforts must also be relationship orientated. To be effective, team-building efforts, which currently consist of four approaches, must include the following features.

1. Goal setting (aligning around goals)
2. Interpersonal-relationship management (building effective working relationships)
3. Role clarification
4. Problem solving

Session # 11 Leadership Building

Objective:

- List the roles and responsibilities of a leader
- Realize both boys and girls can build on their leadership qualities

Time: 90 minutes

Materials: Black cloth for blindfolding; chairs and tables for creating obstacles; white board and markers

Participants: Adolescent boys and girls. (Activity to be done separately for boys and girls)

Empowerment Focus: Familial/Interpersonal
Psychological

Methodology:

1. Announce the session title with objectives.
2. Ask adolescents to go outside the venue and select two leaders (one girl and one boy) among themselves.
3. Prepare the venue by creating an obstacle path with a start and finish. Use chairs and tables strewn about on the path.
4. Ask the leaders to come in. Brief that the leader has to lead the group through the obstacle path from start to finish and ensure no one touches the obstacles.
5. All the others except the leader will be blindfolded. Everyone has to form a line and stand behind the leader and place their hands on the shoulder of the person in front of them.

6. The two leaders have to lead the blind folded participants from start to finish and ensure no one gets hurt or touches the obstacles separately.
7. Once everyone has crossed the obstacle, ask them to remove the blind folds and settle down.

Discussion Questions:

1. How did you feel walking the obstacle course blind folded?
2. How many of you hit an obstacle, or tripped?
3. Were you able to complete the obstacle course without tripping?
4. How did this process happen?
5. Was there trust in the group and the leader?
6. How did you as a leader feel doing this exercise?
7. What was the criteria and process of selection followed while selecting the leader?
8. How was the group dynamics when the boy and girl were leading?
9. Name some leaders you admire and what are the qualities you admire in them?
10. How can you build on your leadership skills?

Facilitators Notes:

Leadership is a serious responsibility and with right training and guidance you can build it.

For working on your leadership skills:

1. Reflect on yourself and be aware of your impact on others, manage your emotions effectively, use your strengths, and work on your shortcomings.
2. See the big picture. Look beyond a narrow focus to take into account conditions outside your immediate areas.
3. Create a shared vision for the group. Work with others to envision a better future and use this vision to focus all your efforts. Clarify purpose and priorities.
4. Know your own values and what is most important to accomplish.
5. Communicate effectively. Hold conversations focused on outcomes; balance advocacy with inquiry; and clarify assumptions, beliefs, and feelings within yourself and others.
6. Motivate committed teams. Create the clarity, trust, and recognition necessary to lead to high performance that can be sustained over time.
7. Negotiate conflict. Reach agreements from which both sides can benefit. Lead change. Enable your work group to own challenges, enlist stakeholders, and navigate through unstable conditions.

Session #12 Decision Making:

Objectives:

- To list choices and impact of different decisions
- To logically make decision based on analyzing pros and cons.

Time: 90 minutes

Materials: Problem statements; Decision Making sheets; white board and markers.

Problem Statement:

- Kailash wants to drop out of school.
- Raj wants to start drinking and using drugs because his friends are doing it.
- Simi feels pressured into eloping with her boyfriend.

Participants: Adolescent Boys and Girls

Empowerment Focus: Socio-cultural
Familial/Interpersonal
Psychological

Methodology:

1. Announce the session title with objectives.
2. Divide the adolescent participants into small groups and each group will be given a certain problem stated above.
3. Tell adolescents that Kailash, Raj and Simi are part of your peer group. They are considering the problems stated above. As their friends how will you help them make decisions?
4. In their small groups they have to discuss the following questions and then make a presentation based on it.

Steps to Decision-Making

- State the problem.
 - Gather information about the problem.
 - List pros and cons of the problem.
 - Develop alternatives.
 - Analyze alternatives.
 - Make a decision based on what is best for your friend and the situation. (Select alternative.)
 - Take action
 - Evaluate
5. Ask the groups to make their presentations and explain the process as well as why they took the said alternative.

Discussion:

1. What happened in the group?
2. Was there consensus in the decision taken?
3. What alternatives were discussed and why were certain alternatives pursued?
4. How was the process, what impact can it have on decision making?
5. When do you take decisions?
6. Is everyone feeling more equipped now to take individual decisions?

Facilitators Notes:

All of us have to take decisions on day to day basis. Some decisions are simple to make, like whether to having tea or coffee. However some decisions are complex like the ones we discussed during the session.

There are three different types of decision-making styles: Inactive, Reactive, and Proactive. An inactive decision-maker is someone who fails to make choices. An adolescent who has this style of decision-making usually procrastinates until a future time because of indecision. Eventually, one option merely plays itself out. Adolescents who have this style have difficulty developing self- confidence, and feel that they have no control of their destiny.⁴

A reactive-decision maker is someone who allows peers, siblings, parents, etc. to make the decisions for them. Adolescents with this style are easily influenced by what others think, do, or suggest. They are easily persuaded by peer-pressure, develop a negative self-esteem, and have a need to be liked by others.

A proactive-decision maker is someone who follows the steps of decision-making and assumes responsibility for the consequences. In this case, the adolescents takes on responsibility rather than being driven by circumstances and conditions or being influenced by others. Mentees with this style of decision-making often experience a feeling of empowerment or inspiration because they know that they are in control of their own destinies.

Session # 13 Financial Planning

Objectives:

- Identify the importance of making short term, medium term and long term financial goals.
- List out steps to reach ones financial goals.
- Be prepared to deal with common obstacles to achieve ones financial goals.

Time: 60 minutes

Materials: Note books, adolescent financial planning activity sheets, white board and markers

Adolescent Financial Planning Activity Sheets					
Priority	Short term goal	Estimated cost	Amount saved	Amount to be raised	How to raise the additional money - take tuitions, cut down on eating outside etc.

4. <http://www.slideshare.net/johnpaulgolino/setting-goals-and-making-decisions>



Participants: Adolescent Boys and Girls

Empowerment Focus: Economic

Methodology:

Announce the session title with objectives.

1. Ask adolescents to make a list of goals one wants to accomplish in their notebooks.
2. Invite adolescents to share from their lists and record some of the items with a clear financial component on the white board (e.g., go to vocational college).
3. Ask adolescents what these goals have in common and discuss how money can help us achieve some goals.
4. Discuss which of the goals can be reached the fastest and why? Ask them to sort the goals into three categories:
 - **short-term** (requires less than six months to achieve),
 - **medium-term** (less than a year) and
 - **long-term** (longer than a year).
5. Discuss some of the factors that went into categorizing short-term, medium-term and long-term financial goals. Explain that goals may be categorized by the life stages when they will likely be accomplished and by the amount of money required (goals that require less money may also take less time to achieve).
6. Choose one of the financial goals shared earlier by adolescents and discuss possible steps they might take in reaching that goal.
7. Help students to see the difference between **needs** and **wants** by asking them to discuss whether any of their recent purchases were items they needed or wanted. Identify common “needs,” such as clothing and food and “wants,” such as smart phones and designer jeans.
8. Discuss how needs and wants relate to one another: What happens if you spend all of your money on things you want? What if an unexpected “need” prevents you from saving for a “want”? Can they think of strategies for balancing the two (e.g., making a budget with spending categories)?
9. Hand out the activity sheet, and explain to students that they will map out how to save for a short-term goal of their choice. Give students 20 minutes to complete the activity.
10. Invite volunteers to share their plans for reaching specific savings goals. Encourage adolescents to share the steps they will take to reach their goals, including the areas in which they will cut back spending.

Discussion:

1. How did you feel doing this exercise?
2. What additional steps should you take to reach your goals?
3. Are there other goals in life that you want to work towards?
4. How do they think their current goal-setting efforts will affect their future financial lives?

Facilitators Notes:

Control over your financial is an important part of achieving you goals and will also ensure that you are well versed with the ways of the world. You will be able to make choices, decisions if you have control over your finances and more importantly know what to do with them. Just look around you, you will notice that people who have money and have decision making abilities on that money are respected and looked up to. They are also able to live life in their own terms.

Module # 3 Focus on Hand – Group activities and Events

Session# 14 Intergenerational Dialogue

Objectives:

- Identify issues presenting conflict between parents and adults.
- Negotiating with parents.

Time: 60 minutes

Materials: White Board and Markers

Participants: Adolescents boys and girls

Empowerment Focus: Socio-cultural
Familial/Interpersonal
Psychological

Methodology:

1. Announce the session title with objectives.
2. Ask adolescents to identify areas in their life where there is usually a difference in the way they and their parents think? It could be about mobility, education, put them on the board.
3. Take one of the issue which emerged from the discussion. Present it back to the adolescents. Tell them that if they faced such a situation in real life what their response would be.
4. As a facilitator take on the role of the parent and ask for some adolescent volunteers to negotiate with you on the issue.
5. Highlight what worked well and what did not and reason for the same.
6. As a homework ask adolescents to identify an area of negotiation with parents and practice their skill at home.
7. Do a debriefing of the same in the next meeting.

Discussion:

1. Where and why are there differences in the way you and your parents think?
2. Have you faced these differences in your life?
3. What are the challenges faced when negotiating with parents?

4. How can you overcome these challenges?

Facilitators Notes:

Some tips to negotiate with parents:

Spend quality time with your parents on regular basis. Communicate about day to day matters and don't just talk about your needs all the time.

When an issue crops up, prioritize what you want and negotiate with your parents accordingly. Rather than bombarding your parents with demands over small things, think of what matters most to you

Listen carefully to what your parents have to say without interruption before you try to negotiate. Use active listening to understand their points, and provide cues that show you hear what is being said. Repeat the bottom line, including their reasoning. For example, say: "I understand that you want me to be home at 3 p.m. because you're concerned about my safety." This ensures that you understand their position and may provide an opportunity to address their concerns.

Negotiate with your parents by asking them what would make them feel more comfortable to do things your way. If there seems to be no alternative, you can offer your own suggestions. For halting child marriage, an example may be to - let me complete my studies and stand on my own feet, then I will get married as you say.

Show rather than tell that you are responsible and dependable prior to negotiating with parents for drastic changes. Consider whether you need to work on your marks, punctuality or cleaning your home, for instance. Parents often evaluate overall performance and behaviors when making decisions. If trust is an issue, try to negotiate with parents on small changes first and develop a track record of dependability.

Reconsider your demands to be sure they are reasonable. Determine if there may be other reasons for denying your request.

Select a good time to talk with your parents. Try to negotiate with parents when they are not excessively busy, overworked or appear to have other major concerns on their mind. If this is difficult, aim for a time when they seem most content and relaxed, such as during or after dinner.⁵

⁵ Adapted from eHow 1999 "http://www.ehow.com/how_4432184_negotiate-parents.html"

Session# 15 Inter-gender dialogue

Objectives:

- To negotiate sensitive issues with the opposite sex.

Time: 60 minutes

Materials: White board, markers, role play situation.

Situation 1: Alam 15 and Salma 14 are siblings. Alam after school spends all his time playing with his friends, while Salma helps around the house after school and does not get to play. One day Alam comes back from playing and orders Salma to make tea for him. Salma is upset with his behaviour and the fact that she does not get to play.

Situation 2: Vipin and Sandha are in a relationship. Vipin is unhappy that Sandhya keeps checking his mobile on the sly. Sandhya feels that Vipin is on mobile most of the time trying to attract other girls but he disagrees and feels bad that Sandha does not trust him.

Participants: Adolescent boys and girls.

Methodology:

1. Announce the session title with objectives.
2. Make two groups and give each one a role play situation.
3. Give each group 10 minutes to discuss the role play situation, with volunteers taking on different characters. Others in the group will discuss how the role play can happen.
4. As part of the role play they have to ensure the following steps are covered:
 - You let the other gender know what exactly affects you and why?
 - You let the other person know what you would like to happen instead.
 - You ask the other person what they feel about what you have said.
 - Finally decide what you will do next together.
5. At the end of the time, ask each group and volunteers to come forward and present their role play.

Discussion:

1. In the role play was their real negotiation or did one gender give way to the other?
2. Are the shared steps effective in dealing with inter gender conflict? Why / Why not?
3. Do girls express themselves? Do boys share about their feelings?
4. In which all areas is inter gender dialogue important?
5. How does inter gender dialogue help prevent violence and abuse?

Facilitators Notes:

One of the reason why difference of opinion and conflict between boys and girls/ men and women arise is because we do not talk and communicate to each other enough. This is because, of fear

of spoiling the relationship, not knowing how to or even what to say. Most often we take responsibility or internalize situations that we may not be responsible for. For example, girls may think doing all house hold chores is their responsibility because of the socialization process. She may not even question it or communicate about it even though she may be disturbed about it.

Girls specially are given very little space to express themselves or share and they are often socialized into giving in to other genders demands. Boys similarly are socialized not to listen and force their argument or even be violent, rather than negotiate for their rights.

It is important to understand, whether you are a boy or a girl, you have to stand up for your rights. If someone constantly makes you feel abused, hurt or bad, you should take steps to protect yourselves.

Session#16 Power of Groups and Collectives

Objective

- To recognise the importance of negotiation in tackling difficult situations related to child marriage and gender based violence which they and/or their peers are likely to face.
- To encourage the participants negotiate better by forming groups and collectives.
- To administer oath to the participants in eliminating child marriage, gender-biased sex selection, dowry and abuse/violence against women and girls.

Time: 45 minutes

Materials: Flip charts and marker pens, copies of - Oath Taking by Participants

Oath-Taking

(Towards ending child marriage, gender-biased sex selection, dowry and abuse/violence against women and girls)

I, as a citizen of India take the oath, that:

I will marry only after the legal age, which is 21 for boys and 18 for girls.

I will not participate in the marriage ceremony of anyone who is below the legal age of marriage. I will also persuade and inform my parents, relatives and community not to do so.

I will persuade my friends to stand against sexual harassment, child marriage, dowry and gender based violence and will support them in negotiating with their families.

I will negotiate and work for the rights of a girl and support other girls for better education, nutrition and protection and for an equal share of property or inheritance

I will not take dowry or give dowry.

I will do everything in my power to protect all children from violence and child abuse – physical, emotional or neglect of any other manner.

Empowerment Focus: Socio-cultural
Familial/Interpersonal
Psychological
Economic

Methodology

- 1) Announce the session title with teaching objectives.
- 2) Share with participants
 - a. It is difficult to tackle deep-rooted social problems such as child marriage and domestic violence including dowry.
 - b. The solutions to these issues cannot be made possible by adolescents alone. It requires all round participation from various stakeholders from the community and system at large.
 - c. Stakeholders such as community, frontline workers and schools etc. may present arguments or risks against working on social issues. Very often, tackling them as single persons is ineffective. At the same time, presenting ideas and motivating/bargaining with stakeholders to work favourably becomes easier if approached in the form of collectives and groups.
- 3) Now, discuss important steps of forming and working in groups.
 - What is the objective of the group?
 - What issues will you cover?
 - Who comprises of the group?
 - What will be its name?
 - What all activities will you do as part of the group?
 - What will your calendar of activities look like?
 - Where will you meet?
- 4) Thank the participants for their active involvement throughout the module and distribute copies of the oath.
- 5) Finally, administer an oath to the participants in '*eliminating child marriage, gender-biased sex selection, dowry and abuse/violence against women and girls*' by asking the participants to read the oath script after you and signing on their copies of the same.

Discussion questions:

- Why do adolescents need to form groups and collectives to tackle issues like child marriage, gender-biased sex selection, dowry and abuse/violence against women and girls?
- What are the advantages of working in groups? What is the impact created on negotiation power and abilities displayed by adolescents groups when working with different stakeholders like Panchayat, teachers, religious leaders, police etc.?
- Do you know about any youth clubs or even women's groups in your area? What are the different types of functions they perform?

- How can all of you, as adolescents, form groups in your area?
- How will you work towards eliminating child marriage, gender-biased sex selection, dowry and abuse/violence against women and girls?

Facilitator Notes:

Group members can derive the following benefits by working together:

- i. Security - physical, mental, financial, social etc.
- ii. Status – successful members engaged in a meaningful activity
- iii. Self-esteem – increased self-worth
- iv. Affiliation – pride in being part of an accepted and regarded clan
- v. Power – to be listened respectfully as majority and helped by stakeholders
- vi. Goal Achievement - many working hands and many minds thinking together in the same direction

The role of adolescents groups cannot be undervalued. They can work with the *panchayat* institutions in disseminating information to the community on schemes to promote education, health, sanitation and promote women’s rights. They could also form networks with the local police or POs and discuss the features and problems of child marriage, domestic violence and sexual harassment in their areas. They can also actively inform incidents of potential child marriages to various authorities as a group. They can become active members in partnering with CSO members, *aanganwadi* workers, representatives from the elected *panchayat*, police, and school teacher from other stakeholder groups to address community based issues. They can also form street theatre groups in sensitising the community against child marriage, sexual harassment, health, and hygiene and sanitation issues. They could also provide invaluable assistance in conducting awareness generation and training programmes for school children along with the teachers.

Session #17 Action – Campaigning and Advocacy with stakeholders

Objectives:

- To understand rights as defensible.
- To learn ideas for action and choices that are rights based.
- To learn techniques to organize action through campaigns using modes like letter writing, petitions, lobbying and forming networks.

Time: 90 minutes

Materials: White board, markers, chart papers, scissors, glue.

Participants: Adolescent boys and girls.

Empowerment Focus: Socio-cultural
 Familial/Interpersonal
 Psychological

Methodology:

1. Announce the session title with objectives.
2. Tell the adolescents that there have been cases of sexual harassment outside the school gate, because of which girls are dropping out of school. You as a group are disturbed about the issue and want to run an advocacy campaign around the issue.
3. Follow the steps as a large group.
 - Identify the issue;
 - Identify the objective of doing the campaign and the result you are hoping to achieve;
 - Identify the stakeholders that you want to address. - Example - Principal; SDMC members; Panchayat; Parents; Police.
 - Create a clear call for action or provides points of actions for the stakeholders to perform to help the campaign and express their solidarity and support for the cause and pressurize the authorities into action to reduce violation.
4. Now divide the participants into four groups.
5. Ask each of the four group to create an advocacy campaign using the following strategies:
 - Group 1- File a petition
 - Group 2- Letter writing to media
 - Group 3 – Lobbying
 - Group 4 – Forming a network
6. Optional Extension: Create an action plan with budgets, timelines and periodic evaluations, so that course correction can be done or updates provided to the interested parties to keep the campaign alive till the objectives have been met.

Discussion:

1. How was the experience creating the campaign?
2. What worked and what did not work? Was the need established clearly, was there a clear ask; and clarity of message?
3. Was one kind of strategy enough to achieve objective?
4. Did you feel the need to bring in any more strategies?
5. What other techniques can be used for campaigning?

Facilitators Notes: Tips for campaigning tools.**Letter-writing:**

Letter-writing can be used to appeal to influencers, wider audiences and government officials as well. This mode is easy to plan and organise, it does not usually cost much and can appeal to different audiences. It also helps to garner support, but usually requires following up through other means. As a stand-alone strategy, this mode of campaigning may not always succeed.

Points to remember while using letters for campaigning:

- Provide information about the issue/incident in one paragraph.
- Provide information about the human rights situation related to the issue.

- Frame the letter keeping in mind the audiences, since this will also influence the tone, content and flow as well as the appeal for partnership. For example, government representatives, local authorities, media, civil society organisations and/or individuals could be the possible intended recipients of the letter. The same letter may not work across all these audiences. For example, the presentation of data, statistics, information and appealing to audiences may need to be simplified or substantiated depending on the target audience.

Steps in strategizing campaigns through letter-writing:

These points mentioned below are in addition to those already included in campaign strategies:

- Who is the letter for? What is the objective of the letter?
- Will you require partners to collaborate in drafting the letter?
- What should be the language, tone and how will information be presented?

Petitions

Petitions are short and simple appeal statements to ask for action against violations that have occurred or are occurring. These are formulated as statements that call for signatures from individuals and groups. Once the signatures are collected, these are passed on to the groups that are responsible for the violations.

Points to remember when drafting a petition:

- The statement should be clear, short and simple, ideally not more than five sentences.
- There must be a clear statement of the action that is being sought and from whom.
- In the petition, provide information about whom and how the letter will be delivered.
- Provide contact details like name, address and number of the petitioner, so that interested parties can contact for clarifications or support.
- Request for contact details from supports **only** to keep them updated about the progress of the petition.
- Request for comments and suggestions from signatories.
- The number of signatures that the petition collects impacts the outcome.
- Update your supporters with the outcome **only** of the petition. Frequent emails and/or phone calls can be disturbing; this can also discourage future support.
- Are there other ways in which the petition can reach a wider audience to garner more support?

Steps in using a petition:

These points mentioned below are in addition to those already included in campaign strategies:

- Whose signatures will most impact the petition?
- Collaborate with others to collect signatures from several places.

- Who is responsible for delivering the action? How will they receive the petition?
- How will the implementation or action taken be followed up? Can the media be involved during this stage?

Lobbying

Lobbying or demonstrating can be done by sitting in a park or walking down a street. These can be noisy ones where people shout slogans or their demands as well as peaceful ones where people hold banners, posters or wear clothes that have slogans. Many lobbyists distribute hand outs, present letters or petitions to the violators.

Points to remember when planning for lobbying:

- There are usually allocated areas where protests or marches are permitted so as not to be disruptive.
- Permissions will need to be sought prior to lobbying. If you require protection from fear of violence, requests will need to be forwarded to the concerned authorities at least two weeks in advance.
- Information about the objective, materials required, manner, time, duration and the venue needs to be communicated to audiences three or four days before the actual protest date.
- If participants need to bring along banners, posters, hand outs, etc., it is best to prepare a draft and circulate it among the audiences and send requests for their contributions at least three or four days prior to the protest.
- Ensure that adequate copies of media kits are available with the designated persons.

Steps in planning for lobbying:

These points mentioned below are in addition to those already included in campaign strategies:

- Based on the objective, what form of lobbying, peaceful sit-in, protest march is to be used?
- Will there be slogans, leaflets, banners or letters? Is there requirement for speakers, etc.?
- If there are collaborators, can they contribute? If so, what kind of contributions are required and who can contribute?
- Where, when and for how long will the lobbying be?
- Will permissions and/or protection be required?
- Are any specific arrangements required like providing food, water and seating for people or making arrangements for disabled people or those with any medical conditions?
- If there is a media statement to be made, who is responsible for arranging and speaking to the media? What is the material that media persons will be provided with?

Module#4 Focus on Health and Preventing Violence

Session #18 Nutrition, Health and Hygiene

Objective:

- To identify nutrition, health and hygiene needs of adolescents.
- To identify factors which influence nutrition and health needs of adolescents

Time: 60 minutes

Materials: white board, markers, quiz sheet

Quiz - Statements

- Quality and quantity of food consumed by adolescents during this phase will help them in their adult life too.
- Girls who eat more nutritious food grow healthier.
- Fried food is nutritious and good for health.
- Anaemic boys and girls have poor growth.
- Girls and women should eat after all the male members have eaten.
- It is important to wash hands before you eat or cook food.
- Girls are more prone to being malnourished than boys.
- Boys need more nutritious food than girls.
- Skipping breakfast is a good habit.

Participants: Adolescent Boys and Girls

Empowerment Focus: Psychological

Methodology:

1. Announce the session title with objectives.
2. In the large group brainstorm and write on the board on –
 - What is nutrition?
 - Why is nutrition important?
 - Do adolescent boys and girls have special nutritional needs?
3. Divide the group into two. Tell them there is going to be a quiz competition. The answer to each question will be either yes or no. Whichever team raises their hand first gets to answer first. They also have to explain why they chose to say yes or no.
4. Ensure to correct information and break any stereotype if it emerges in the session.

5. Now in their same groups tell them that they have to do a campaign with their peers to maintain a healthy life on daily basis. What are the key message that they will give? What habits will they follow on daily basis?

Discussion:

1. What were the key take away during the session?
2. How is discrimination manifested when it comes to nutrition and health needs of adolescent boys and girls?
3. During adolescents what are the important nutrition as well as health needs that one needs to be careful about?

Facilitators Notes:

Adolescence comprises of the formative years of an individual, during which the physical, emotional and behavioural patterns are set. The behaviours and lifestyles learnt or adopted during adolescence influence health of an individual both in the present and in future. Tobacco use is a good example of how a behaviour, when adopted during adolescence, leads to diseases and even death in later life. Similarly inadequate nutrition intake during adolescence can have serious consequences throughout the reproductive years and beyond, as adequate nutrition is essential for good health, growth and development. Further, the benefits of adolescent health and development accrue not only to the adults that emerge from the process, but also to future generations. A healthy adolescent becomes a healthy adult. Investing in health in adolescent years will reduce the burden of diseases during this stage as well as in later life and avert future health cost.

Session# 19 Menstruation – Basics and Myth Blasting

Objectives:

- To provide information about menstruation and the importance of personal hygiene.
- To counter the common myths and misconceptions around menstruation

Time: 60 minutes

Materials: Video on menstruation; white board, chart paper and markers each small group.

Participants: Adolescent Girls

Empowerment Focus: Psychological

Methodology:

1. This session is structured in two parts. The first is an information session explaining the menstrual cycle, and the second is a discussion designed to address the misconceptions, anxieties and restrictions girls face related to menstruation.
2. Ask participants to write down their questions on menstruation on slips of paper that they may not feel comfortable sharing in a public space. These questions can be written anonymously and handed to the facilitator to be discussed later.
3. Screen the film on menstruation from YouTube link <https://www.youtube.com/watch?t=110&v=puvZmxSDu5I>
4. Using the flip charts and resources explain in detail the process of menstruation ensuring that all participants are following the information.
5. Discuss the importance of hygiene during menstruation
6. Ask participants to list down common myths around menstruation. Give examples like – While menstruating one should not go to the temple; touch pickle etc.
7. Discuss the myths and clarify the same.

Discussion Questions:

1. Should women be prohibited from doing certain things during their menstrual cycle? Why or why not?
2. Where do societal taboos around menstruation stem from? Do you think this has anything to do with gender and sexuality?
3. What are the common problems women experience during menstruation? (for example access to clean cloth or sanitary napkins, privacy to change and clean, pain, discomfort etc.)
4. When do you think young women should see a health provider for menstrual problems?
5. In our community, what (or how much) do you think young women know about these issues?
6. Do you think there is an appropriate age for girls to learn about their body and how to care for it?
7. Who do you think should provide this information to them? What do you see as the role of the parents or schools in information sharing? Why?

Facilitators Notes:

Be patient if participants are shy in talking about menstruation and puberty at first. Allow them the space to express their reactions but ensure that you bring the focus back to the session. Do not ignore the discomfort, instead talk about it and say that it is normal and to be expected. Considering that such discussions are rare, and often frowned upon, some girls may take more time to open up. But do try to create a comfortable and intimate atmosphere so that girls feel that it is a safe space for them to share in.

Menstruation was a mystery before science could explain it. So, a lot of different ideas and beliefs were created to explain periods in ancient societies and cultures. Many such ideas and beliefs

have been proven wrong by science, but they are still followed in current societies. We call these ideas menstrual myths. Explain that menstruation is a natural biological experience for girls and women. However because there is so little discussion around women's bodies and reproduction, coupled with a lack of correct information, there are a number of myths and misconceptions related to menstruation.

These myths tend to suggest that menstruation is a disease or a curse and it leads up to beliefs like a woman's body is polluted when she is experiencing periods. Such beliefs cause discrimination against women and at times, can lower your self-esteem and opportunities for growth.

Girls have a right to know about their bodies and to feel reassured by information that addresses the myths around menstruation. Hygiene during menstruation is critically important to ensure that girls do not contract reproductive tract infections.

The first step in getting rid of menstrual myths is to talk about them. It is a good idea to ask if there is any scientific basis to what you're told about your periods. Once you are aware and capable of separating a myth from scientific fact, you can also help others by giving them right information.

Share the information on what happens during the menstrual cycle?

In the first half of the cycle, levels of estrogen (the “female hormone”) start to rise. Estrogen plays an important role in keeping you healthy, especially by helping you to build strong bones and to help keep them strong as you get older. Estrogen also makes the lining of the uterus (womb) grow and thicken. This lining of the womb is a place that will nourish the embryo if a pregnancy occurs. At the same time the lining of the womb is growing, an egg, or ovum, in one of the ovaries starts to mature. At about day 14 of an average 28-day cycle, the egg leaves the ovary. This is called ovulation.

After the egg has left the ovary, it travels through the fallopian tube to the uterus. Hormone levels rise and help prepare the uterine lining for pregnancy. A woman is most likely to get pregnant during the 3 days before or on the day of ovulation. Keep in mind, women with cycles that are shorter or longer than average may ovulate before or after day 14.

A woman becomes pregnant if the egg is fertilized by a man’s sperm cell and attaches to the uterine wall. If the egg is not fertilized, it will break apart. Then, hormone levels drop, and the thickened lining of the uterus is shed during the menstrual period.

Session # 20 Sexual and Reproductive Health Rights

Objectives:

- To identify areas where people might face difficulty accessing sexual and reproductive rights.
- To chart out the interrelatedness and consequences of sexual rights violations.

Time: 60 minutes

Materials: White board, chart paper and markers each small group.

Participants: Adolescent Boys and Girls

Empowerment Focus: Psychological

Methodology:

1. Ask adolescents to identify specific problems/obstacles related to sexual and reproductive health rights that they might face and frame them in the form of questions according to the examples below.

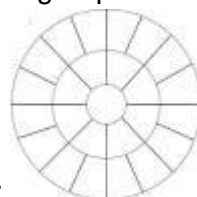
If as a girl or boy you are intimidated into having sex, then...

If you cannot access information about sexual health, then...

If you cannot be honest with your physician about your sexual activity, then...

3. Put up the statements on the white board and label the list “Problem Statements”. Participants do not need to complete the statements at this point.

3. Divide the larger group into smaller groups of 5-6. Ask each group to make three



concentric circles. It may look like this:

4. Assign each group one of the problem statements. Ask the participants to write the problem statement in the centre circle, and then brainstorm the effects related that statement (in other words, they should come up with various ways to complete the statement). They should start by putting the first order effects in the second-most inner circle and move outwards.

For example, in response to “If as a girl or boy you are intimidated into having sex, then...” these might be some of the first order of effects:

- You would go through physical, psychological and sexual abuse.
- You would not be able to negotiate safer sex, including condom use or use of other contraception.

Participants should then take the first order of effects responses and expand them out to the second order of effects (the next circle). For example for the above two effects, the ripple effect would create the following problems:

- You would be at risk for unwanted pregnancy and may be vulnerable to STIs including HIV/ AIDS.
- You may suffer post-traumatic stress.
- The abuser may feel he can continue abusive sexual behaviour and violence without consequence.

The third circle should build upon the second circle. For example,

- Because of trauma / illness, you may not be able to study or work, thus making you economically challenged and dependent on others.
- Gender norms (such as men being sexually aggressive and women being passive) would be reinforced.
- Your right to live free of violence, your right to work, and your right to sexual autonomy, sexual integrity and safety would be violated.

5. Each group should elect a spokesperson to present to the larger group. The spokesperson should identify the impact of each statement on a broader range of human rights.

6. Ask people if they have any questions and conclude with the following discussion questions:

- What is a sexual right?
- What other rights are impacted when our sexual and reproductive health rights are not realized?
- When an individual cannot exercise his or her sexual and reproductive health rights, do they become more vulnerable to contracting STI and HIV/AIDS?
- What can be done to protect sexual and reproductive rights?

Facilitators Notes:

Sexual rights are universal human rights based on the inherent freedom, dignity, and equality of all human beings. Since health is a fundamental human right, so must sexual health be a basic human right. In order to assure that human beings and societies develop healthy sexuality, the following sexual rights must be recognized, promoted, respected, and defended by all societies through all means. Sexual health is the result of an environment that recognizes respects and exercises these sexual rights.

1. The right to sexual freedom. Sexual freedom encompasses the possibility for individuals to express their full sexual potential. However, this excludes all forms of sexual coercion, exploitation and abuse at any time and situations in life.
2. The right to sexual autonomy, sexual integrity, and safety of the sexual body. This right involves the ability to make autonomous decisions about one's sexual life within a context of one's own personal and social ethics. It also encompasses control and enjoyment of our own bodies free from torture, mutilation and violence of any sort.
3. The right to sexual privacy. This involves the right for individual decisions and behaviors about intimacy as long as they do not intrude on the sexual rights of others.
4. The right to sexual equity. This refers to freedom from all forms of discrimination regardless of sex, gender, sexual orientation, age, race, social class, religion, or physical and emotional disability.
5. The right to sexual pleasure. Sexual pleasure is a source of physical, psychological, intellectual and spiritual well-being.
6. The right to emotional sexual expression. Sexual expression is more than pleasure or sexual acts. Individuals have a right to express their sexuality through communication, touch, emotional expression and love.

7. The right to sexually associate freely. This means the possibility to marry or not, to divorce, and to establish other types of responsible sexual associations.
8. The right to make free and responsible reproductive choices. This encompasses the right to decide whether or not to have children, the number and spacing of children, and the right to full access to the means of fertility regulation.
9. The right to sexual information based upon scientific inquiry. This right implies that sexual information should be generated through the process of unencumbered and yet scientifically ethical inquiry, and disseminated in appropriate ways at all societal levels.
10. The right to comprehensive sexuality education. This is a lifelong process from birth throughout the life cycle and should involve all social institutions.
11. The right to sexual health care. Sexual health care should be available for prevention and treatment of all sexual concerns, problems and disorders.⁶

Session # 21 Dynamics of sexual violence, abuse and trauma

Objectives:

- To examine the dynamics of sexual violence and how these impact the ability to report sexual violence.
- To define our personal space and determine when violation happens.
- To identify concrete ways of addressing sexual violence.

Time: 90 minutes

Materials: Copies of the two case studies. Flip charts and markers.

Case Study 1. Ria is 17 years old. There is one boy in particular named Vimal, who she likes very much. One evening she lies to her parents and tells them that she is going to meet her friends for a movie. In fact, she is meeting Vimal. She puts on her clothes, a sleeveless top and pants, but then puts a kurtha on top. She plans to take it off when she leaves the house, but she knows her parents will disapprove of her wearing a sleeveless shirt. She also puts some makeup in her purse before she leaves. When she gets to the movies, Vimal suggests that they just skip the movie and go to the park instead. Ria likes Vimal very much and feels happy that he wants to spend time with her. As they walk to the park they chat about their friends and Ria tells Vimal that she has lied to her parents about where she was going. When they get to the park, they sit on the grass. Vimal tries to kiss Ria. She becomes very uncomfortable and tells him that she does not want to kiss him. Instead of backing off as she requested, Vimal becomes more aggressive and pushes Ria over. He begins to kiss her and touch her breasts and legs. He even puts his hands inside Ria's pants. Ria becomes very nervous and scared. She pushes Vimal off her and runs out of the park and immediately goes home. Ria feels scared and alone. She cries the whole way home. She feels betrayed by Vimal. Ria is worried that if she tells her parents, they will get angry with her for lying to them. She is nervous about what Vimal will tell his friends about her. She is afraid if she tells her friends, they will blame her for what happened.

6.1 Adapted from world association of sexology Hong Kong 1999
["http://sexuality.about.com/od/sexinformation/a/sexualrights.htm"](http://sexuality.about.com/od/sexinformation/a/sexualrights.htm)

6.2 Adapted from Sexpresso blog magazine "<http://www.sexpresso.org/en/was/28-declaration-of-sexual-rights-en.html>"

Case study 2. Rahul is a young boy aged 9. He comes home from school every day and likes to play computer games in the house. One day when no one is home except the maid, Rahul's uncle comes over. He asks Rahul to show him the computer games. Proudly, Rahul takes his uncle into his bedroom. The maid sees the uncle go into Rahul's room, but does not think anything of it, since he often comes around the house to visit. The next day, Rahul is again alone at home with the maid and the uncle comes by. Rahul quickly runs and hides and asks the maid to please say that he is not at home. The maid does this, but then questions Rahul as to why he is acting so strangely. Rahul tells the maid that the day before, his uncle had done bad things to him. The maid is shocked and even though she realizes that Rahul has been sexually abused, she tells Rahul that he must tell no one that this has happened. Otherwise there will be many problems in the family. Rahul is angry, sad, and upset. He wants to tell someone and feels that something very bad has happened to him. He doesn't know what to do to make herself feel better.

Participants: Adolescent boys and girls. Do the session separately with boys and girls.

Empowerment Focus: Socio-cultural
Familial/Interpersonal
Psychological

Methodology:

1. Announce the session title with objectives.
2. Divide the group into smaller groups of 5-6.
3. Provide each group with one of the case studies at the end of this section. Instruct the participants to read and discuss the case study in their groups based on the following questions:
4. What happened and why did it happen? Identify any violations of sexual rights in the case.
5. Who is to be blamed/ who is responsible for the situation?
6. What are the power dynamics being played out in the case?
7. Ask each group to make a presentation based on their discussion.
8. Conclude the activity with the discussion questions below and provide any missing information on rape and sexual assault.

Discussion:

1. Why might some people blame Ria more as compared to Rahul?
2. What are the consequences on the person who is blamed for inviting sexual assault?
3. Have you ever faced harassment and do you think you were to blame for it?
4. Did you fear that if you told the story to someone you might be blamed?
5. How does stigma contribute to silence around reporting sexual violence?
6. How does this contribute to enabling people who commit acts of violence to continue to harm others?
7. What effect would a violation of sexual rights like the ones portrayed here have on the person who is abused?
8. What concrete action can be taken in a situation of rape or sexual assault to prevent the repetition of such an occurrence or to prevent it in the first place?

9. If an assault does take place, what are the steps that one must take? Refer Facilitators Notes
10. If you know somebody who has gone through such an experience, what can you do to support him/ her?
11. For key learnings of the sessions do a myths and facts question with the participants. Refer Facilitators notes.

Facilitators Notes: Taking about sexual violence and abuse is difficult and you need to know the basics really well before embarking on this session.

Ensure that the points given in the facilitators notes are covered in the session.

1. What is rape?

Rape is any kind of sexual intercourse (vaginal, oral, or anal) that is committed against a person's will or is committed with physical force or with a threat to hurt the victim or another person. It is also considered rape if the victim is intoxicated or unconscious and unable to give consent. Rape and sexual assault are not about sexual desire—they are about power and control.

2. What is sexual assault?

Sexual assault is the legal term for rape, but it also encompasses other behaviors beyond forced sexual intercourse. Sexual assault is any unwanted sexual contact. It can be committed by the use of threats or force or when someone takes advantage of circumstances that render a person incapable of giving consent, such as intoxication. Sexual assault can include unwanted touching, fondling, or groping of sexual body parts.⁷

Common Myths concerning Sexual Assault

Myth: Only women are sexually assaulted or raped, and only by men.

Fact: Both men and women can be sexually assaulted or raped, and assailants can be male or female with any sexual orientation.

Myth: Someone who was drinking or drunk when sexually assaulted is at least partially to blame.

Fact: Sexual assault survivors are never responsible for the attack, no matter what, no matter how much alcohol was consumed. Responsibility lies with the perpetrator; the survivor is never responsible for the assailant's behavior. Alcohol may increase the risk of sexual assault, and may make someone incapable of giving consent or protecting themselves, but it is not the cause of the assault.

Myth: It's not rape if the couple is dating or is married.

Fact: Unwanted sexual activity in any relationship qualifies as sexual assault.

7.1 Adapted from Harvard University "<http://osapr.harvard.edu/pages/rape>"

7.2 Adapted from Brown University

http://brown.edu/Student_Services/Health_Services/Health_Education/sexual_assault_&_dating_violence/sexual_assault_&_rape.php"

Myth: Most victims are raped by strangers in unfamiliar places or on dark nights.

Fact: It is estimated that 80-85% of rapists are known to the individual they attack.

“Acquaintance rape” by a friend, new acquaintance, or co-worker is frequent, particularly among young, single women. Statistics show that 50% of sexual assaults occur in or around a woman’s home, 50% during the day.

Myth: Women often falsely accuse men of sexual assault or rape (for example, to get back at them, or because they regret or feel guilty about having sex).

Fact: Nearly all rapes are truthfully reported, and, in fact, rapes are vastly underreported.

Myth: Rape has to do with sex and passion.

Fact: Rape has to do with interpersonal violence.

Myth: Rapists have psychological problems.

Fact: Most assailants are males with no history of mental disorder.

Myth: Perpetrators of sexual assault come largely from certain races or backgrounds.

Fact: Men and women of all races, ethnicities, ages, sexual orientations, economic and social classes are represented among assailants.

Myth: You cannot be assaulted against your will.

Fact: Assailants overpower their victim with the threat of violence or with actual violence. In cases of acquaintance rape or incest, an assailant often uses the victim’s trust in assailant to isolate the victim.

Myth: A person who has really been assaulted will be hysterical.

Fact: Survivors exhibit a spectrum of emotional responses to the assault: calm, hysteria, laughter, guilt, anger, apathy, shock. Each survivor copes with the trauma of the assault in a different way.

Myth: Sexual assault is an impulsive act.

Fact: Seventy-five percent of all assaults are planned in advance. When three or more assailants are involved, 90% are planned. If two assailants are involved, 83%. With one assailant, 58% are planned.

Myth: Persons who dress or act in a sexy way are asking to be sexually assaulted.

Fact: Many convicted sexual assault assailants are unable to remember what their victims looked like or were wearing.

Myth: Only young, pretty women are assaulted.

Fact: There is no such thing as a “typical victim.” Both men and women are assaulted by both male and female assailants. Victims have ranged in age from newborns to 100 years old.

Myth: If you do not struggle or use physical force to resist, you have not been sexually assaulted.

Fact: If you are forced to have sex without your consent, you have been assaulted whether or not a struggle was involved.⁸

8.1 Adapted from Eastern New Mexico University “<http://www.enmu.edu/services/police/prevention/sexual-assault.shtml>”

8.2 Adapted from JPS Health Network

“http://www.jpshealthnet.org/health_care_services/sexual_assault_nurse_examiner_program/sexual_assault_myths”

What to do if assaulted

1. Believe in yourself. What happened to you was wrong, regardless of whether you were dating your attacker, or if you were longtime friends, casual acquaintances, or strangers.
 2. Trust your instincts—your first responsibility is to yourself.
 3. Get medical attention immediately for possible external and internal injuries, STD's, and pregnancy. Evidence collection can be done at this time, whether or not you choose to tell the police.
 4. Tell someone. It helps to have “witnesses”
 5. Consider whether you want to report the rape to the police and/or institution officials. This is a decision only you can make. Filing charges can give a woman a sense of empowerment.
- If you choose not to, there is a chance your attacker will rape someone else.⁹

Building a Network

A network helps to provide timely support and efficiency, build pressure, as well as organise materials and resources more efficiently.

Points to remember while building a network:

- Check if there are existing networks in your area and if you can collaborate with them. Else, identify people and organisations that work on or are interested in human rights or the issue of the campaign. These can be people whom you already know or contacts through known people. It helps to plan and act together for an effective campaign.
- Identify and analyse policies and laws that your local authorities and government are responsible for implementing related to the campaign issue. The network can help in this as well as in building pressure to ensure that these are implemented effectively.
- Identify and analyse existing materials on the campaign issue including the actions taken including those that have failed. This helps to learn from the experiences of others and also get ideas for campaign strategies. Create one-page leaflets of incidents/cases that may help your audiences to understand and support the campaign.
- Networking with other organisations or groups in your area, even those working on other issues, may help to understand and devise strategies and strengthen your campaign. However, it is important to understand the boundaries of your campaign, as you may not be able to include every human right issue or some issues may not have a direct link to the one which your campaign is addressing.
- Networks can also help to raise funds, as they add to the credibility of the campaign, as compared to an individual appealing to raise funds. Funds can add to the scale and impact of the campaign.

8.3 Adapted from Harvard University”<http://osapr.harvard.edu/pages/rape>”

8.4 Adapted from Stanford University http://studentaffairs.stanford.edu/sara/education/facts_myths/myths_sexual_assault

8.5 Adapted from rape victim advocates” <http://www.rapevictimadvocates.org/myths.asp>

9 Adapted from: <http://www.secasa.com.au/index.php/survivors/4/9>; <http://www.satrc.org/Definitions.pdf>; <http://www.survivingtothriving.org/factsandmyths>

Steps in building a network:

These points mentioned below are in addition to those already included in campaign strategies:

- Identify existing networks and collaborate with them.
- Appeal to individuals and other organisations that can help build or grow your network.
 - Do you know organisations and individuals who might be interested?
 - Do you have contacts in the neighbourhood?
 - Are their existing groups, clubs, unions, with whom you can connect?
 - Request friends and family to reach out to their contacts as well.
- Consider involving the media to cover your campaign.

Session# 22 HIV and AIDS risk behaviours among adolescents

Objectives:

- To identify means of HIV transmission and associated risk levels.
- To encourage adolescents to ask questions on topics like HIV and sexuality to get correct information.
- To discourage adolescents from practicing unhealthy and risky behaviours.

Time: 90 minutes

Materials: AV Materials, DVD player with TV or computer with LCD projector.

Empowerment Focus: Socio-cultural
Familial/Interpersonal
Psychological

Methodology:

1. Ensure you get permission from right authorities before you do this session.
2. Review the 'Risky – Not Risky' table below and refer facilitator's notes throughout the session. Prepare three signs that say "Definitely a Risk", "Probably Not a Risk", and "Definitely Not a Risk." Place the signs in three different places on the walls of the room.
3. Announce the session title with objectives. Tell participants that this exercise will help them understand which behaviours place people at risk for HIV and which behaviours do not.
4. Read a behaviour from the table below and ask each participant to decide whether they think the behaviour is "definitely a risk", "probably not a risk" or "definitely a risk". They should then stand near the sign that reflects what they believe is the correct answer.

Risky – Not Risky Table

Behaviour	Definitely a Risk	Probably Not a Risk	Definitely Not a Risk
No sexual intercourse			*
Sharing needles while injecting drugs	*		
Sexual intercourse without using a condom	*		
Kissing			*
Receiving a blood transfusion		*	
Donating blood			*
Using a public toilet			*
Anal penetration without a well lubricated condom	*		
Shaking hands with a person living with AIDS			*
Oral sex with a condom / dental dam			*
Hugging a person living with AIDS			*
Being coughed on by a person infected with HIV			*
Going to work with a person who lives with AIDS			*
Being born to a mother with HIV	*		
Swimming in a pool			*

Being bitten by a mosquito or an insect.			*
Masturbation			*
Sexual intercourse with proper use of a latex condom		*	

5. After each behaviour has been read and participants have moved to their chosen part of the room, ask the participants to explain their answers. Give them the correct information where required.
6. Ask participants to ask questions through chits anonymously on HIV transmission. These questions needs to be clarified as part of the session.

Discussion points:

1. What is HIV and why is it important for adolescent's boys and girls to know about the risky behaviours?
2. What are the means of transmission of HIV?
3. How can we reduce the risk of transmission of HIV in the "definitely risky activities"?
4. If a risk is uncertain, how can a person decide whether or not to take part in that behaviour?
5. Is HIV/ AIDS the only sexually transmitted infection that we should be aware of?
6. How can an awareness of sexual rights reduce or control risky behaviour?

Facilitators Notes:

Please be well versed with the basic question and answers on HIV and AIDS before you conduct the session.

What is AIDS?

AIDS stands for Acquired Immunodeficiency Syndrome. AIDS is an acquired condition of deficit immunity or weakened defence system of the body caused by the Human Immunodeficiency Virus (HIV). This means AIDS itself is not a single disease. It is a condition in which the infected person is vulnerable to and incapable of fighting both common and serious infections. There are four basic types of illnesses that people may suffer when they have AIDS: cancer, fungal infections, pneumonia, and viral infections.

What is the difference between HIV and AIDS?

The virus that causes AIDS is called Human Immunodeficiency Virus (HIV). People who are infected with HIV may have no symptoms and may not be sick, yet they can still infect others through having unprotected sexual intercourse or by sharing needles. HIV infects and weakens

the immune system. AIDS is a group of illnesses acquired when our immune system is so weakened by HIV that it is unable to defend against infections. HIV-positive people will eventually develop AIDS. This can take as long as 10 years or more with proper treatment and health care. Without anti-retroviral therapy, some people develop AIDS in as few as two or three years or less. AIDS is the terminal stage of infection by the HIV virus.

How does one become infected with HIV?

You can become infected if the blood, semen, or vaginal fluid of someone who has HIV enters your body. The routes of transmission are:

- Having sex (including oral and anal sex) with a person who has HIV without using a condom correctly and consistently.
- Using needles for intravenous drug use that are contaminated with HIV.
- Body piercing or tattooing or being cut with needles, razors, or other sharp objects that have not been sterilized and are contaminated with HIV.
- Blood transfusions during operations or medical emergencies with blood that has not been properly screened and is contaminated with HIV.
- In addition, children can be infected in the womb, during childbirth, or during breastfeeding if their mothers have HIV.

Can I get HIV through casual contact with infected people?

No. It is not possible to be infected by going to the same restaurant, using the same toilet, drinking from the same glass, or doing anything that does not involve blood, semen, or vaginal fluids from an infected person entering your body.

- Kissing an infected person cannot transmit HIV unless the infected person's blood mixes with your blood through open cuts or sores.
- You cannot get HIV infection from a toilet, public or private, clean or dirty. The HIV virus does not survive outside bodily fluids or in the open for long. The virus dies within 2-6 minutes after being exposed to air.
- Mosquitoes and other insects like lice, ticks or bed bugs do not spread the HIV. They only *suck* blood, they cannot inject it, and most importantly, the HIV virus does not survive within an insect's body.

Can donating blood put one at risk of HIV infection?

When you donate blood, blood is removed from the body and not injected into it. Remember that HIV cannot infect you unless infected blood enters your body. Please do donate blood but make sure to insist on disposable/ sterilized needles while doing so.

Can you tell by looking at someone if they have HIV?

People infected with HIV generally have no symptoms for some time, even years, after infection. However, the infected person can pass on the virus to others through unprotected sex, donating blood etc. You can tell if a person is infected only by testing a blood sample for HIV antibodies. People living with HIV can develop health problems, but so can others who do not have HIV.

Is there a vaccine or medicines that can protect me from HIV/ AIDS and STIs?

Herpes and human papillomavirus (genital warts) are STIs caused by viruses. Neither can be cured at the present time. AIDS is a terminal disease and till now there has been no cure for it. Research is underway but so far the medical fraternity has not developed a vaccine against HIV. Currently, allopathic medicines like AZT used in combination with other drugs form the main treatment. Early diagnosis and effective treatment of opportunistic infections also helps to keep HIV in check and prolong life expectancy. People with HIV have also found Homeopathy and Ayurveda helpful in managing their illness.

Is there any 100% effective way to protect myself from HIV/AIDS?

Yes. You can avoid HIV infection if you:

- Abstain from sex entirely, or you and your partner have sex only with each other and are certain that neither of you is infected with HIV. The only way to be sure that you and your partner are free of HIV is to get tested for HIV together and to see the results together.
- Practice safer sex through correct and consistent condom use.
- Insist on HIV-free blood if you need a blood transfusion.
- Insist on disposable needles and syringes.
- Do not get body piercings or tattoos or use needles, razors, or other sharp objects that others may have used and have not been sterilized since.

When and why should I use a condom?

Almost 85% of all HIV infections are through unprotected sexual intercourse. Also remember that even one unprotected sexual encounter with an infected person can put you at risk of HIV infection. If you are not sure about your sexual partner's status, you should always use a condom.

Do condoms protect against HIV infection?

Yes. Using either male or female condoms correctly in every sexual act (including the first time you have sex), reduces risk of HIV infection as well as other STDs. Another benefit of condoms is that they also prevent pregnancy. Using good quality condoms every time is very important. So is using condoms correctly, so that they do not break or slip off during sex. Many people do not use condoms consistently or correctly and thus risk HIV infection.

If a sex partner wants to use a condom, does that mean the person has HIV or thinks the other person does?

No. Many people use condoms because it is a safer way to have sex. In fact the condom is the only contraceptive method that provides dual protection—that is, it protects both against STDs & HIV infection and also against pregnancy. Some people prefer to use a condom to avoid the risk of HIV along with another contraceptive method for added protection against pregnancy.

What happens if I have HIV/AIDS and have unprotected sex or inject drugs with another person who has HIV/AIDS?

The two of you will still have HIV/AIDS. Your health may worsen, in fact, because each of you is giving the other more of the virus. This is called re-infection.

How can I be sure that I do not have HIV?

You can be tested for HIV. Only HIV test can detect antibodies to HIV, which the body produces when virus or bacteria are present. It usually takes three to six months after exposure to HIV for a test to detect these antibodies. Several kinds of HIV tests are available at health clinics and other facilities. The most common tests require a sample of blood, urine, or inner cheek cells. An HIV test should also include a counseling session with a health professional before and afterwards to help you understand the test and its results and to answer your questions.

When should I have an HIV test?

It is important to be tested if you currently engage in or have ever engaged in behavior that might expose you to HIV infection, such as having multiple partners, having sex without a condom or injecting drugs.

Some specific occasions for having an HIV test include:

- You are about to begin a sexual relationship with someone, and you both want to be sure that there is no risk for HIV infection.
- You and your partner plan to have a baby and want to be sure that the baby will not face the risk of HIV infection from the mother during pregnancy, childbirth, or breastfeeding.
- You want to confirm your own HIV status because a sexual partner or someone you shared needles with is seriously ill or has just died, and you suspect AIDS.¹⁰

What are the possible results of an HIV test?

A test result can be HIV-negative, HIV-positive, or indeterminate. If you test HIV-negative, it probably means that you are not infected, although it is possible that you took the test too soon after exposure to HIV for the antibodies to have developed. If you test HIV-positive, it is almost certain that you are infected. The chances that an HIV-positive result is wrong are very low. An indeterminate test result means that it is not clear whether you have HIV or not. You will need to

¹⁰ Adapted from Healthizen, <http://www.healthizen.com/treatments-procedures/how-can-people-tell-if-they-have-aids.aspx>

be re-tested in this case. Whatever the results, you sometimes might be asked to take the test again to confirm the result.

Do I have to tell anybody what my HIV/AIDS status is?

Whether to tell anybody your HIV/AIDS status and whom you tell are decisions that only you can make. A counsellor may be able to help you make the decision.

How can I cope with HIV/AIDS?

While testing HIV-positive is a traumatic experience, it is important to learn to cope with it. Telling close friends and family members with whom you can share your anxieties and fear is helpful. However, before you tell anyone, you need to feel emotionally stable about your HIV status. When you tell people, be prepared to deal with a range of reactions, from fear and anger to compassion and understanding.

You may want to consult an HIV counsellor or health care worker and ask for suggestions or advice.

- You should follow a healthy lifestyle and eat nutritious, balanced meals.
- Responsible sexual behaviour is critical to protect your health and the health of your sexual partners. Remember even condoms, if not used consistently and effectively are not 100% safe.
- A HIV-positive woman should know the risks involved in getting pregnant.
- Financial planning for the future can also reduce stress.

What is safer sex?

Safer sex means minimizing the risk of HIV infection as much as possible. It does not matter who you are having sex with, but what type of sex you have. Safer sex involves sexual practices that do not involve semen, blood or vaginal fluids entering another person's body. As long as these fluids do not enter another person's body there is no risk of HIV transmission. This means when having penetrative sex (either vaginal or anal) always use a condom or have non-penetration.¹¹

11 Adapted from University of Western Cape, HIV/AIDS Programme, [http://www.hivaids-uwcc.org.za/index.php/faqve sex](http://www.hivaids-uwcc.org.za/index.php/faqve%20sex).

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