



# *Gender Equity Movement in Schools*

## Training Manual for Facilitators





# *Gender Equity Movement in Schools*

## Training Manual for Facilitators

This training manual aims to support facilitators to initiate discussions on gender and violence in schools. This is based on the intervention research project – Gender Equity Movement in Schools (GEMS) – that was implemented in Brihanmumbai Municipal Corporation (BMC) schools by International Center for Research on Women (ICRW), Committee of Resource Organizations (CORO) for Literacy and Tata Institute of Social Sciences (TISS).

**International Center for Research on Women (ICRW)**, founded in 1976, is a private, non-profit organization headquartered in Washington, DC, with the Asia regional office in New Delhi, India; and East Africa regional office in Nairobi, Kenya. ICRW's mission is to empower women, advance gender equality and fight poverty in the developing world. To accomplish this, ICRW works with partners to conduct empirical research, build capacity and advocate for evidence-based, practical ways to improve policies and programs.

**Committee of Resource Organizations (CORO)** for Literacy is a non-profit organization registered in 1990 for the propagation of adult literacy in the Mumbai slums. CORO is registered under the Societies' Registration Act (1860) and also under the Bombay Public Trust Act (1950). Transformation of CORO from an initiative in literacy learning to a grassroots youth and women's organization is an unfolding of empowering processes for community youth and women. Engaging grassroots women and men in combating gender based violence has been CORO's unique demonstrative proposition.

**Tata Institute of Social Sciences (TISS)** was established in 1936, as the Sir Dorabji Tata Graduate School of Social Work. In 1964, it was recognized as a deemed University by the Government of India. The institute has consistently worked for the promotion of sustainable, equitable and participatory development, social welfare and social justice through its various professional education programs, research, field action and dissemination.

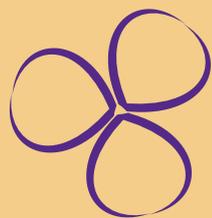
For additional copies of this manual please contact:

International Centre for Research on Women (ICRW)  
C-139, Defence Colony  
New Delhi – 100 024  
Tel: 91-11-46643333  
Fax: 91-11-24635142  
Email: info@icrw.org  
Website: www.icrw.org/asia

© ICRW 2011

This document may be reproduced in whole or part without permission of the ICRW provided full source citation is given and reproduction is not for commercial purposes.

Suggested citation: ICRW, 2011. GEMS Training Manual for facilitators. New Delhi: ICRW.



# Contents

*Acknowledgements*

v

*Introduction*

vii

## YEAR 1

<b>Module 1: Gender</b>	<b>3</b>
<b>1.A For the Facilitator</b>	<b>3</b>
1.A.1. Understanding Gender	3
1.A.2. Gender Division of Labour	6
1.A.3 Gender Stereotypes	7
1.A.4 Patriarchy	8
<b>1.B Opportunities for Integrating</b>	<b>10</b>
<b>1.C Activities for Students</b>	<b>11</b>
<b>Module 2: Knowing Yourself – Changing Body and Hygiene</b>	<b>17</b>
<b>2.A. For the Facilitator</b>	<b>17</b>
2.A.1 Body and Hygiene	17
2.A.2 Changing Body – Changing Mind	20
<b>2.B Opportunities for Integrating</b>	<b>21</b>
<b>2.C Activities for Students</b>	<b>22</b>
<b>Module 3 Violence</b>	<b>29</b>
<b>3.A For the Facilitator</b>	<b>29</b>
3.A.1 Gender Based Violence	29
3.A.2 Cycle of Violence	32
<b>3.B Opportunities for Integrating</b>	<b>33</b>
<b>3.C Activities for Students</b>	<b>34</b>



## YEAR 2

<b>Module 1: Gender</b>	<b>49</b>
<b>1.A For the Facilitator</b>	<b>49</b>
1.A.1 Privilege and Restrictions	49
1.A.2 Gender and Power: Role of Power in Gender Relationships	50
<b>1.B Opportunities for Integrating</b>	<b>52</b>
<b>1.C Activities for Students</b>	<b>53</b>
<b>Module 2: Relationship</b>	<b>57</b>
<b>2.A For the Facilitator</b>	<b>57</b>
2.A.1 Healthy Relationship	57
<b>2.B Opportunities for Integrating</b>	<b>58</b>
<b>2.C Activities for Students</b>	<b>59</b>
<b>Module 3: Emotions</b>	<b>67</b>
<b>3.A For the Facilitator</b>	<b>67</b>
3.A.1 What is Emotion?	67
3.A.2 Managing Emotions	68
<b>3.B Opportunities for Integrating</b>	<b>68</b>
<b>3.C Activities for Students</b>	<b>69</b>
<b>Module 4: Violence and Conflict Management</b>	<b>77</b>
<b>4.A For the Facilitator</b>	<b>77</b>
4.A.1 Communication	77
4.A.2 Assertive Communication	78
4.A.3 Collective Response to Violence	79
<b>4.B Opportunities for Integration</b>	<b>80</b>
<b>4.C Activities for Students</b>	<b>81</b>

# Acknowledgements

---

GEMS training manual for facilitators is the result of over two years of hard work and the cumulative efforts of many people. The following people have made valuable contributions as authors and editors:

**ICRW (Asia Regional Office,  
New Delhi)**

Pranita Achyut, Nandita Bhatla, Ajay Kumar Singh  
and Ravi Kumar Verma

**CORO for Literacy (Mumbai)**

Sujata Khandekar, Pallavi Pallav, Nitin Kamble,  
Sadhna Jadhav, Vaishali Wagh, Rajesh Sonavane  
and Rahul Gaikward

**TISS (Mumbai)**

Shubhada Maitra, Sandeep Kamble and  
Deepak Nikalje

We would like to thank all the people and organizations who helped us present this training manual in its published form. We would like to thank Mumtaz Shaikh and Pradeep Pawar\* (CORO), Samhita Chatterjee\*, Jai Adawadkar\* and Aditi Prabhughate\* (TISS) for their support in the initial development and field testing of sessions. We would also like to thank Mahendra Rokade and Vilas Sarmalkar (CORO), and Satish Kumar (CHSJ), who supported in developing the sessions and conducting training of facilitators.

We would like to thank Deepa Bhalerao and Sai Tambe for observing classroom sessions and providing inputs to refine the activities. We would also like to thank Gary Barker# (ICRW) who shared Brazil experience to help us draw cross-cultural lessons on gender dynamics and build them in our examples and trainings.

We would like to thank the Nike Foundation and the MacArthur Foundation for providing funds to implement the entire GEMS program including this publication.

We would like to wholeheartedly thank all the students who participated in the discussion and reflection and helped in finalizing this manual. We would also like to thank the teachers and principals of the participating schools, the Brihanmumbai Municipal Corporation (BMC), Education Department of Kota and Goa and partner organizations – Ritinjali (New Delhi) and Sangath (Goa) for their support in the implementation of the GEMS program.

---

\* Now working elsewhere.

# Now working with Instituto Promundo



# Introduction

---

The need to work with younger populations in order to address issues of gender inequity is driven by the recognition that challenging fundamental constructs of gender, namely masculinity and femininity, is critical to create shifts in norms and achieve positive outcomes related to health and well-being. In India, socialization of expected and accepted behaviors of boys and girls begins early. It is, therefore, important to initiate change processes at a younger age so that attitudes can be shaped and behaviors transformed.

The public education system is uniquely placed to influence and shape children's thought processes and understanding of gender stereotypes and roles. It has a responsibility to ensure that children have access to a rights-based, quality education, which is rooted in gender equality.

## **What does Talking About Gender in Education Mean?**

Gender education starts with building gender awareness. This means recognizing the negative impacts of gender stereotypes and addressing the inequalities that arise from them.

By reducing gender stereotypes, gender education assists children in building a genuine civic equality where women and men live in relationships built on cooperation and mutual respect. No one is valued less or more just because one is a girl or a boy.

The outcome of gender education for girls is greater self-confidence, assertiveness, independence and engagement in the public sphere.

The outcome for boys is overcoming fear of failure, learning to be less aggressive, becoming more sociable and involved in personal relationships and engaging more in the private sphere.

An important function of gender education is to distinguish between facts and beliefs or opinions and help students recognize that every individual is complex and unique with a wide range of characteristics, and that, stereotypes and rigid gender expectations can hinder development and the realization of the full potential of both girls and boys<sup>1</sup>.

Gender education is an ongoing process that cannot be limited to specific educational activities.

Teachers have a unique role in the lives of their students. Teachers can serve as role models and guide students to reach their hopes and dreams. They can play a major role in imparting gender education and ensuring that schools are engendered.

As a step towards making schools gender responsive, International Center for Research on Women (ICRW), in partnership with the Committee of Resource Organizations (CORO) for Literacy and the Tata Institute for Social Sciences (TISS), developed a school-based program entitled "Gender Equity Movement in Schools," or GEMS, for students in Grades VI and VII in select schools of Mumbai.

---

<sup>1</sup> [www.eycb.coe.int](http://www.eycb.coe.int) – Manual on Human Rights Education for Children

## Gender Equity Movement in Schools (GEMS) Project

GEMS project was initiated to promote gender equality and reduce violence by engaging students in critical thinking and self-reflection. GEMS builds on successful efforts in India to foster more gender equitable attitudes and behaviors among youth, such as *Yari Dosti* for young men and *Sakhi-Saheli* for young women, and used group education activities (GEA) and campaign to engage students in the school setting.

This project was implemented in Brihanmumbai Municipal Corporation (BMC) schools and led by trained facilitators from CORO and TISS. The GEA used participatory methodologies such as role plays, games, debates and discussions to engage students in meaningful and relevant interactions and reflection about key issues of gender and violence. These sessions were conducted during regular school days. Each session lasted for about 45 minutes. The first year covered three themes: gender, the body and violence. The sessions in year 2 focused on deepening students' understanding of gender, building understanding and skills around relationship, emotion and communication to respond positively to discrimination and violence. A total of 25 sessions (10 in year 1 and 15 in year 2) were conducted.

The GEMS school campaign was a week-long series of events designed in consultation with the students and involved games, competitions, debates and short plays. Both the GEA and the campaign were developed based on findings from formative research.

The GEMS experience provides evidence of a useful and feasible methodology for creating discussion around gender equality within the school setting. The findings suggest that a methodology which involves students in self-reflection has the potential to make a positive difference in attitudes and behaviors. Schools, being spaces for learning, have a role beyond giving knowledge to also foster gender equality and non-violence<sup>2</sup>.

### About this Manual

This manual is based on the experience of conducting GEA with students. It is organized in seven modules, each corresponding to a specific theme. The first three modules were conducted in year 1 and remaining four in year 2.

#### Year 1

1. Gender
2. Knowing yourself – Changing body and hygiene
3. Violence

#### Year 2

1. Gender
2. Relationship
3. Emotions
4. Violence and conflict management

---

<sup>2</sup> For more information, read "Building Support for Gender Equality among Young Adolescents in School: Findings from Mumbai, India"

Each module has three sub-sections –

**Part A: For the Facilitator:** This sub-section contains notes for the facilitators, which has information and references that can be used for conducting the sessions.

**Part B: Opportunities for Integrating:** This sub-section shows the way in which the topics can be integrated into various subjects that are taught in school. This is to help make the topics more relevant for the students.

**Part C: Activities for Students:** This sub-section contains all the activities that need to be conducted with the student.

For few modules, certain additional resource material is also provided.

All the activities for students are based on the experience of actual, real time sessions, that were found to be effective in encouraging them to question, comment or share their thoughts without feeling threatened. Along with this manual, you will also find a “GEMS Campaign Guide” and “My GEMS Diary”. Being familiar with these materials will help you in conducting the sessions effectively.

This manual can be used by teachers or external facilitators to take up discussions on gender with students aged 12-14 years. It can be adapted for out-of-school children also.

## Who can be a Facilitator – Male or Female?

Who should facilitate the group activities with students? Should it be conducted separately? Our experience suggests that this is largely dependent on the comfort level and exposure of the recipients. For example, discussion on certain issues such as body and bodily changes are most appreciated when conducted in the same sex group with a facilitator of the same sex. It encourages participants to overcome their hesitation and be open during the discussion. If you feel that the group is not comfortable or used to discussing together, initial sessions can be conducted separately by the facilitator, followed by creating platforms for learning together. For these reasons, GEMS sessions were conducted separately in year 1, but in mixed groups in year 2.

## How can you be an Effective Facilitator?

It is critical to have a gender perspective and ability to engage a group, to listen to them, to inspire them for effective facilitation. This is not only relevant while conducting sessions but also while teaching any subject. Gender cuts across all subjects, but it is not necessary that while teaching those, discussion on gender will be focused on. Reflection on gender needs special discussion and analysis. Thus, here we are emphasizing the need to conduct focused sessions with students; while, at the same time, it should be integrated in all interactions with students. This can be done in the following ways.

### Perception of Students' Abilities

1. Value the learning abilities of both girls and boys equally.
2. Facilitate both girls' and boys' abilities to learn and progress equally and develop their potential to the fullest

## Students' Attitudes Towards Each Other

3. React cautiously but firmly to unfriendly and potentially gender-biased attitudes that students may demonstrate towards another girl/ boy.
4. Help students question these attitudes in order to prevent these from happening in the future.

## Students' Participation in the Classroom

5. Give both boys and girls equal opportunities to present their views or work
6. Give similar duties to both boys and girls (For example: cleaning, moving furniture etc.)
7. Support and encourage both boys and girls to be class leaders, possibly having one boy and one girl as co-leaders

## Teaching/Learning Environment

8. Use materials that portray females and males in a gender sensitive manner. If not, then invite students to challenge the stereotypes.
9. Display posters on the walls that portray female and male characters in equal numbers and involved in activities together.<sup>3</sup>

## Participatory Methodology

This manual suggests use of participatory methodologies to initiate discussions on gender. Gender discussion is all about pausing and thinking about our everyday behavior/ actions and beliefs. It involves encouraging children to reflect and share their thoughts, discuss views and concerns and analyze situations and most importantly, question attitudes and behaviors and learn new skill sets.

During discussions on gender, it is important to create a safe environment for learners to express and share personal experience, opinions and knowledge. It is equally important to suggest alternatives.

Some of the participatory methodologies that are used in the activities in this manual are briefly discussed below. You may already be familiar with these methodologies; therefore they have only been discussed briefly.

## Brainstorming

Brainstorming is a method of inviting everyone to participate. A brainstorm is an exploration of ideas and is a great way to open up a topic for discussion. During brainstorming, no one should judge or place a value on an answer someone else gives. Each answer is recorded on a flipchart or on a chalkboard for the entire group to see. This activity encourages participants to expand their thinking about an idea and enables them to look at a topic from different angles and perspectives.

---

<sup>3</sup> UNESCO –Promoting Gender Equality in Education

## Case Study or Stories

This method involves the presentation and analysis of an incident, or using a story or scenario that has happened or could happen. These should be simple and based on facts.

The case study technique serves as an effective substitute for reality. The learner analyzes and solves real life challenges without suffering or going through the consequences of failure, or even having to talk about personal difficulties.

Discussing cases/stories in groups enables each student to participate actively and think through what they might do if the problem or challenging situation occurred to them. Case study methods are useful in developing analytical, problem solving and decision making skills.

## Games

Games are a means of passing on knowledge, skills as well as attitudes in a manner that entertains and keeps the students motivated. In this way, learning is fun, yet more effective and permanent. Many games can be adapted from regular games and changed to suit the topic under discussion.

## Group Discussion

Group discussion elicits responses from participants on a particular topic or issue and provides many 'teachable' moments to enhance knowledge and correct misinformation.

The effectiveness of the group discussion often depends on the use of open-ended questions, which are questions that go beyond a simple "yes" or "no" answer. *"What did you learn from this activity?"* is an open-ended question because it invites participants to share their thoughts and reactions. *"How did that activity impact you?"* would be another example of an open-ended question. However, *"Did you learn anything?"* is not an open-ended question, as the participant can simply say a "yes" or a "no".

Another strategy to ensure effective group discussions is to acknowledge the contribution of every participant. Students are far more likely to share their feelings and ideas if they know they will not be judged or criticized for expressing themselves or if others feel the same way they do.

## Role-Play

Performing role-plays in the classroom is an effective method for practicing and modeling new skills in a safe and supportive environment. Since role-plays can potentially be emotional, it is very important to emphasize that participants are playing characters and not themselves. Role-play provides an opportunity to experience a real-life situation without taking real-life risks.

## Supporting Children who have Experienced Violence and Abuse

It is possible that some children will have a very personal connection to violence. They may have observed or experienced violence at home or in school, but have never spoken about it to anyone or accepted it as normal. Others might have experienced sexual harassment but never identified it as sexual violence. Some participants may have been subjected to painful teasing or bullying by peers but never felt comfortable speaking it out. And still others might have been cruel or violent to another person and are having guilt or confused feelings about it. How can you comfort such students? Given below are a few suggestions that you may find useful.

## **Actions that do not Comfort**

- ◆ Do not interrupt or shame a student
- ◆ Do not criticize, mock or blame a student
- ◆ Do not interrogate a student
- ◆ Do not judge a student
- ◆ Do not ignore a student's feelings
- ◆ Do not tell a student how to feel
- ◆ Do not discuss a student's feelings with others publicly

## **Actions that Comfort**

- ◆ Be available immediately to provide a distressed student with assistance
- ◆ Bring the student to a safe place away from the classmates
- ◆ Be non-judgemental. Provide support and information to the student regardless of your own feelings.
- ◆ Listen to what the student has to say. Provide the student with understanding and support. Assure the student that it is normal to feel upset.
- ◆ Always follow-up with the student. This will show you care for the student's well-being.
- ◆ It is necessary to have a counsellor, a child guidance clinic or others professional who can help such students.

## **Before using the Manual**

We hope that you will be excited about reading through and conducting the activities that are there in this manual! Based on our previous experience, boys and girls have truly engaged with and enjoyed the discussions that have brought about many positive changes in their thinking and actions. It is advisable to be:

- ◆ familiar with the entire manual before you start the activities
- ◆ familiar with the session and have materials prepared before-hand
- ◆ sure to end every activity on a positive note with a clear take-away message.

**Hoping that you and the students  
enjoy the journey towards  
gender equality!**

# Year 1

**YEAR 1**

## **Module 1 Gender**

- Understanding Gender
- Gender Division of Labour
- Gender Stereotype
- Patriarchy

## **Module 2 Knowing Yourself – Changing Body and Hygiene**

- Body and Hygiene
- Changing Body and Changing Mind

## **Module 3 Violence**

- Gender Based Violence
- Cycle of Violence



## Gender

### 1.A FOR THE FACILITATOR

#### 1.A.1. Understanding Gender

14 year old Latika goes to a government school. Latika enjoys studying and going to school. She is good in her studies.



#### Questions for Reflection

Is a girl's purpose in life limited to growing up, getting married and having children?

How would this attitude affect Latika's life later?

Social conditioning shapes our thinking on certain matters in a certain way. This thinking gets so ingrained in our psyche that it becomes a part of our daily life. We do not even think twice before taking a decision based on such thinking. For example, when a mother has to take a decision about distributing jobs between her son and daughter, the son will automatically get jobs that are thought to be manlier like fixing a light bulb or buying household items, while a daughter will be given jobs like cooking or cleaning the house.

Many a times we do not realize it, but our social conditioning narrows down the choices that we give our sons or daughters in their life. And the cycle of gender discrimination continues.

When a woman is educated, she helps the family make more informed decisions and is also able to take better care of her family's needs. A career is not the ultimate reason why education is required. How many people think in this manner?

## What is Gender? Is it Same as Sex?

Sex and gender is NOT the same thing. According to the World Health Organization (WHO):

“**Sex**” refers to the biological and physiological characteristics that define men and women.

“**Gender**” refers to the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women.

Thus, while sex is permanent and universal, gender construction varies from one society to another.

To put it in another way, “Male” and “Female” are sex categories, while “masculine” and “feminine” are gender categories.

Some examples of sex characteristics:

- ◆ Women menstruate while men do not
- ◆ Men have testicles while women do not
- ◆ Women have developed breasts that are usually capable of lactating, while men do not
- ◆ Women can give birth to babies, while men cannot

Some examples of gender characteristics:

- ◆ Women are expected to take care of family or domestic duties and remain close to home
- ◆ All men are expected to work and earn money for the family
- ◆ Boys are better in mathematics than girls
- ◆ Boys never cry
- ◆ Girls are very emotional
- ◆ Women usually do more housework than men

The fact that Latika will not be sent to college is not linked to her biological characteristics. Her future is being determined by socially defined roles; i.e., as a woman, she is expected to get married and take care of her family. Had Latika been a boy, what would have been her father and uncle’s reaction? Why do we have different norms/rules for girls and boys? Why are boys allowed to continue higher education while girls are pulled out of studies to either help at home or get married?

Can you think of three examples from your experience where the development of a girl gets restricted because of social norms?



## What is Gender Equality and Gender Equity?

**Gender equality**<sup>4</sup>: Equal treatment of women and men in laws and policies, and equal access to resources and services within families, communities and the society at large.

<sup>4</sup> Source: Gender and Health Collaborative Curriculum Project ([www.genderandhealth.ca/](http://www.genderandhealth.ca/))



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

**Gender discrimination:** Any distinction, exclusion or restriction made on the basis of socially constructed gender roles and norms, which prevents a person from enjoying full human rights.



In our society, discrimination is a common feature in the lives of girls. From the cradle to the grave, women are discriminated against in various ways. Some of them are:

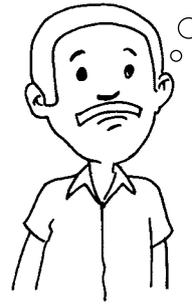
- ◆ Abortion of female foetus through sex determination
- ◆ Denial of sufficient and/or nutritious food
- ◆ Denial of education/proper opportunity for education
- ◆ Denial or delay in accessing healthcare when necessary.
- ◆ Early marriage
- ◆ Eve teasing, rape and sexual harassment
- ◆ Dowry
- ◆ Divorce and destitution for trivial reasons

This discrimination manifests in the following forms -

- ◆ **Adverse sex ratio:** In India, child sex ratio of 914 female per 1000 male (Census 2011 provisional data) is lowest since independence indicating continued strong son preference and daughter discrimination.
- ◆ **Higher female infant mortality rate:** According to the National Family Health Survey (NFHS-3), under-five mortality for males and females was 69.7 and 79.2 respectively in 2005-06.
- ◆ **Poorer nutritional care:** Gender disparities in nutrition are evident from infancy to adulthood. Girls are breast-fed less frequently and for shorter durations in infancy. In childhood and adulthood, males are fed first and better. One study found anemia in over 95 percent of girls aged 6-14 years in Kolkata, around 67 percent in Hyderabad, 73 percent in New Delhi, and about 18 percent in Chennai<sup>5</sup>.
- ◆ **Poor school enrolment:** The NFHS-3 survey revealed that the sex ratio of children attending school was 899 girls per 1000 boys.

<sup>5</sup> Social Watch Report October 2006

Mr. Singh works as a clerk in a bank. He has two daughters, aged 12 and 14 and a 10 year old son. All three children are very good at studies.



It is wise to send my son to the private school and daughters to the government school, as my salary does not allow to send all three children to a private school where the educational opportunities are much better.

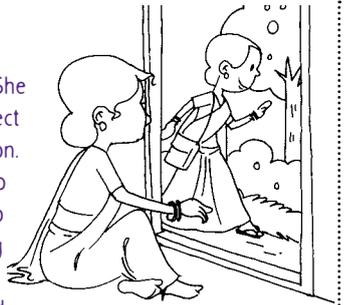
When there is a resource crunch (in this case, Mr Singh's salary), the first priority is given to the male child.

Have you experienced or seen any such discrimination in your personal or professional life?

Why are girls being discriminated? How does it affect her, her family and the society at large?

### 1.A.2. Gender Division of Labour

Sudha is a 40 year old housewife. She is an architect by profession. She has two children who are studying in college. Her husband works in a government job.



Many times, Sudha sees her friend who is working at present and wishes

She had continued working with her previous firm. However, when her children reached a higher class, her husband felt that she needed to give more time to her home. So she left her job to become a full time home maker. Now that her children have grown up and settled down in their studies,



Sudha often feels left out. If only her husband had helped her a little with the household work at that time, Sudha could have easily continued with her work.

Does Sudha's story sound familiar?

Why are household responsibilities meant only for women?

What would have been the typical reactions of Sudha's husband and her children?

What could have been the way out?

There is a clear distinction between what most of us regard as jobs for men and women, be it inside or outside home. Mostly, we have seen women cooking, cleaning, stitching at home, while men as chef, tailor, and washer men outside home. Despite being the same work, there is a clear distinction as who takes it up at home and outside. While men's work outside home is valued, household chores are not even considered real labor. In our society, we can see mostly women occupying jobs characterized by no or low pay, low skill levels, and limited upward social mobility. Conversely, men tend to occupy positions of high pay, high responsibility and greater chance of advancement.

*Why is it so? Is it because biologically, men and women are designed to do distinct work? Is it because biologically, men are superior to women? Or is it because they are socially prepared to take-on certain job responsibilities? What do you think?*

Let's take a closer look at the lives of girls and boys in our neighbourhood and society at large. While girls are prepared to do household chores and take care of her family in future; boys are sent to schools, taught skills to face the world to be the breadwinner for the family. In the households, boys are discouraged to enter the kitchen and help in household chores. With the same understanding, Latika's father and uncle were not keen to continue her education. Even Mr. Singh decided to send her daughters to a government school, when he faced financial constraints; as education for girls was not a priority for him. Thus, in the same household, while boys get all the opportunities to grow and develop, girls are deprived of the same.

Different social institutions (including schools) perpetrate stereotypical gender division. During school programs, while boys are given responsibilities to plan and organize the events, girls are asked to sing welcome songs. In the classroom, boys are asked to move 'heavy' tables and chairs, while girls are asked to do the cleaning. Boys are encouraged to participate in different sports, while not many schools have such activities for girls. Through sports, boys not only develop their muscle power, but also learn skills like negotiation, decision making and several others, which girls are deprived of. The truth is; nobody is born with skills, these are taught and learnt.

You may have seen gender discrimination at your home or in neighbourhood. Why does it happen? Patriarchal values are the root cause of this, which will be discussed in the coming sections.

When given equal opportunities, girls have shown their potential and joined professions/ fields earlier considered for boys only and contributed in the overall development of the society and the nation. It is important that girls and boys should be given equal opportunities to learn and develop their potential and have options to choose their future path based on their interests and skill sets and not based on their sex. Denial of equal opportunities to girls is not only gender discrimination but also violation of their human rights.

*Have you seen girls being given equal opportunities for development and growth?*

### **1.A.3 Gender Stereotypes**

What was discussed above relates to beliefs held about characteristics, traits, and activity-domains that are "deemed" appropriate for men and women. This refers to 'gender stereotyping'. As children grow up, they constantly absorb messages that the society throws at them through families, schools, media, friends etc. and try to mould themselves in those roles. This process of socialization begins at a very early age. As a child, boys get toys like trucks, guns and super heroes while the girls are given dolls and cooking sets. This conditioning manipulates young minds into believing that they must act within their "given place" in the society.

Girls who do not conform to stereotypical expectations can experience criticism, ostracism and even violence. This also puts unwarranted pressure on boys who love to read, dislike fighting, or dislike sports or mechanics. Similarly, it hurts girls who struggle with body image, and who wish to excel in sports. Gender equality benefits both boys and girls. Working toward gender equality will enable both boys and girls to be themselves, instead of being bound by rigid gender roles.

## Gender Stereotyping in School

As mentioned earlier, gender stereotyping exists very much in schools. A study showed teachers more often evaluate boys positively if they are dynamic, aggressive, independent, explorative and competitive, while girls often receive positive feedback for being obedient, kind, gentle, passive and positive to the community<sup>6</sup>. This is also visible in the kind of responsibilities they are given in school. Furthermore, text books also propagate gender stereotyping. Of late, tremendous efforts have been made to modify text books to make them more gender sensitive.

Gender sensitivity is not about comparing girls to boys. On the contrary, any education that is gender sensitive, benefits members of both sexes. It helps them determine which assumptions in matters of gender are valid and which are stereotyped generalizations. Gender awareness opens up the widest possible range of life options for both women and men and builds their capacities to be more wholesome and humane.

Allow boys to express their emotions, encourage them to be expressive. Involve them in activities like gardening and cooking. Expose girls to role models of women in business, especially those outside the stereotype, like lady doctors, lady scientists and lady leaders. These role models will help girls to see themselves in professions outside the normal stereotypes. Encourage girls to find answers on their own; and express confidence in their abilities so that they develop self-confidence.

### 1.A.4 Patriarchy

The word "Patriarch" literally means the rule of the father or the patriarch and was originally used to describe a specific type of male dominated family. It is used to define male domination in our society, to the power relationships by which men dominate women and to characterize the system where women are kept in a subordinate position in various ways.<sup>7</sup>

This manifests in many ways:

"I heard my family was unhappy when I was born. They wanted a son". (*Son preference*)

"My brothers could demand food; they could stretch out their hands and take what they wanted. We were told to wait for it to be given. We sisters and our mother had to make do with whatever was left". (*Discrimination against girls in distribution of food*)

"I have to help my mother with the household work, my brothers don't". (*Burden of household work on girls*)

---

<sup>6</sup> Benokraitis, N.V. (2002). *Marriages and families: Changes, choices, and constraints*. Upper Saddle River: Pearson Education, Inc.

<sup>7</sup> "What is Patriarchy? *Gender Basics*" by Kamla Bhasin

"I could not go out with my friends to play".

"My brothers come back at any time, but I have to be back before it gets dark". (*Lack of freedom and mobility for girls*)

"Its difficult to claim share in my father's property. My husband's property is also not mine". (*Lack of inheritance or property rights for women*)

As we reflect on these cases, we realize that somewhere they weave together to keep women in subordination. A system is formed, which is built out of values that have not been questioned, but accepted down the ages, so much so that they have become a part of our psyche. This system of male domination and superiority keep women as subordinates.

An analysis of the main institutions in society shows that they are patriarchal in nature. The family, religion, media and the law are all pillars of a patriarchal system and structure.

**Family:** The institution of the family, that basic unit of society; is probably the most patriarchal. A man is considered the head of the household; within the family, he controls women's sexuality, labor, reproduction and mobility. The family is the core from where the next generation of patriarchal values are socialized and perpetuated. The extent of male control in a family may vary, but it is hardly absent.

**Religion:** Most modern religions are patriarchal, defining male authority as supreme. They present a patriarchal order as being supernaturally ordained. The feminine principle of power which existed before the evolution of institutionalized religions has been gradually weakened; goddesses have been replaced by gods. All major religions have been created, interpreted and controlled by upper caste men. They have defined morality, ethics and behaviors; they have laid down duties and rights for men and women and have influenced state policies. Research shows that almost all religions consider women to be inferior, impure and sinful.

**Legal system:** The legal system in most countries is both patriarchal and bourgeois; i.e., it favours men and economically powerful classes. Laws pertaining to property, marriage and family are all closely linked with the patriarchal control over property.

**Economic institutions:** Within a patriarchal system, men control the economic institutions, own most of the property, direct economic activities and determine the value of different productive activities. Most work done by women is neither recognized, nor paid for. A woman's role as producers and bearers of children is not recognized as an economic contribution.

**Political system:** Almost all political institutions in society at almost all levels are male dominated. There are only a handful of women in political parties or organizations which decide the fate of our country. Even when some women do assume important positions, it has been because of their association with a strong male political personality.

## 1.B OPPORTUNITIES FOR INTEGRATING

Teachers must recognize the power of positive reinforcement. The subject offers a wide range of opportunities for integrating gender concepts.

- ◆ Mathematical word problems can be worded with a positive discrimination towards women.
- ◆ General Knowledge can have more questions on women in all spheres of life.
- ◆ Science can look at how men and women have only biological differences and how these are in place so that the functions of reproduction can be carried out.
- ◆ History can look at women leaders and how women have been in the forefront in all battles for independence.
- ◆ Geography can show how women over the world, battle with odds of nature and emerge as winners.
- ◆ English and other languages can have stories which depict women in a positive frame. Teachers should take extra efforts to analyse and inform stories from a woman's perspective.

## 1.C ACTIVITIES FOR STUDENTS

### Activity 1: What is Gender? What is Sex?



#### Aim

To make students understand that gender is socio-culturally constructed



#### Learning outcomes

After this activity, students will demonstrate

- ◆ An understanding of the word 'gender'
- ◆ An understanding of the difference between 'gender' and 'sex'



#### Time

45 minutes



#### Methodology

Free-listing



#### Note for the facilitator

During free-listing of words associated with boys and girls, use the language spoken by children. Students may use words or adjectives that could hurt or disturb others. Handle this situation with care and tactfully.



#### Materials needed

Chalkboard, chalk



#### Classroom activity

Draw a straight line on the board, dividing it into two halves. Write 'girl' on the top of one half and write boy on the top of the second half. Initiate a discussion on the questions given below. Write down the answers of the students in either the 'girl' or the 'boy' section on the blackboard. The answers will form the background for discussions.

Pose the following questions to the students:

- ◆ When you hear the word 'girl', what are the thoughts and images that cross your mind?
- ◆ When you hear the word 'boy', what are the thoughts and images that cross your mind?

As the students answer, record the same in the appropriate column on the blackboard.

Illustrated below are a few possible answers given by the students

Girl	Boy
Beautiful	Strong
Charming	Naughty
Fashionable	Body building
Helpful	Earning member
Emotional	Aggressive

Give about 10 minutes for free-listing of words. Once the list of gender traits and biological differences is ready, you should start the discussion based on the questions given below.



### Questions for discussion

- ◆ What are the similarities between girls and boys?
- ◆ What are the differences between boys and girls?
- ◆ Which of these similarities/differences are biological?
- ◆ Which of the above features are socially constructed?
- ◆ What are some of the features associated with boys that can also be adopted by girls? What are some of the features that girls will not like to adopt and why?
- ◆ What are some of the features associated with girls that can also be adopted by boys? What are some of the features that boys will not like to adopt and why?



### Let's think together

Wrap-up the session with following points –

- ◆ There are more similarities and less biological differences between boys and girls. The biological construction is called '**sex**'.
- ◆ The other differences between boys and girls – like their dressing style, behavior and education are all social or cultural differences and are not the same in every family and society. These social and cultural definitions of men and women are called '**gender**'.
- ◆ People may question that being emotional or aggressive is biological. The fact is that emotions are biological and common to everyone. As children, both boys and girls cry but as they grow up, boys are constantly told that crying is a sign of weakness and that they should not cry. Boys who cry are made fun of and so they avoid crying in public. Similarly, boys are encouraged to be aggressive, while girls are taught to be submissive.

Inform the students that in the next session, we will discuss how these social and cultural definitions influence the lives of girls and boys, women and men.

### Key Messages

- ◆ No one gender is superior.
- ◆ Given a chance, both genders can perform complementary roles.
- ◆ Different people and cultures have different ideas and beliefs about gender roles and responsibilities.

### Let's talk together



**GEMS Diary Activity** - Suggest the students to take up the Activities "Is this possible? Can women play cricket and men cook food?" on page 5, and "What is a Boy? What is a girl?" on page 7.

The comic strip "Give Me Five" on page 18 is a good follow-up activity for this session. The comic strip discusses how boys and girls should share work at home.

Ask students to think and share in the next class a personal example where s/he feels that the social definition of girl/boy has affected her/his life.

## Activity 2: Division of Labor



### Aim

To help students understand how society shapes the roles men and women play in public and private lives.



### Learning outcomes

After this activity, students will demonstrate

- ◆ An understanding of the conventional patterns of division of work that we learn to associate with each sex
- ◆ That it is important for both men and women to share house-hold work



### Time

45 minutes



### Methodology

Discussion



### Note for the facilitator

- ◆ Usually people are not able to differentiate between sex and gender. Ensure that this difference is understood.
- ◆ Many expectations stem from an individual's sex. A man is expected to behave in a certain way and so is a woman. Explain that such expectations are made by us and are not an outcome of our being a male or a female.
- ◆ Use language that is understood by the students.
- ◆ Be sensitive to the needs of the students; try to draw them out so that they contribute positively to the discussions.



### Materials needed

Blackboard and chalk or chart paper and marker



### Classroom activity

On the black board or on a chart paper, draw a table similar to the one given below. The table shows a list of jobs which are done at home and done outside. Ask the students who (man/woman) usually does these at home and as a job outside.

Work/ Job	Man (does this at home)	Woman (does this at home)	Man (does this outside)	Woman (does this outside)
Tailor				
Cook				
Cleaner				
Waiter (someone who serves food)				
Washing clothes (Laundry)				
Teacher				



### Questions for discussion

Start the discussion with the following questions. The text in italics below are to help you facilitate the discussion.

- ◆ Why is it that house hold related work is done by women, and the same work when done outside the house is performed by men?  
*(Social conditioning, how some jobs are traditionally looked upon as a man’s job or a woman’s job in a certain cultural setting. It is okay if a sweeper sweeps the street and the sweeper is a male. But if the same work is done by a man at home, he is looked down upon.)*
- ◆ Is any work done at home of less importance? If so, which one and why?  
*(Every job has a reason and must be done. Cooking, cleaning, washing clothes etc., are looked upon as jobs requiring not much of skill and therefore can be managed by women even with lesser qualifications. However, a job that earns money and requires qualification is looked upon as more important.)*
- ◆ Does being born as a boy or girl decide the type of work an individual does when she/he grows up? Why?  
*(Again the social conditioning of what a man’s job and a woman’s job is; what women can do traditionally; the soft skills required for some jobs that suit women better.)*
- ◆ Can girls/ women take up work that is normally considered done by boys/ men? Which ones can be taken up and which ones cannot be done? Why?
- ◆ Can boys/men take up work that is normally considered as done by girls/women? Which ones can be taken up and which ones cannot be done? Why?



### Let us think together

At the end of the discussion, re-emphasize the following points:

The work that does not earn money or are lowly paid are mostly done by women, e.g. household work. Work which involves care-giving is thought to be women related; e.g. nursing, *Anganwadi worker*, and nursery school teacher. Men are expected to go out and earn for the family. They are expected to take up jobs which are considered masculine.

The reality is that once a child is born, she/ he does not know how to do any work. As children grow up, they learn to do various works. But, society encourages them do certain specific work, e.g. girls are asked to help in cooking and cleaning, while boys are asked to go to market or repair certain things. This distribution of labor is based on sex, and not on individual capacity or skill sets. This affects girls and women adversely. Since girls are expected to take care of the family and household, their education is not a priority for the family.

Both boys and girls should be given equal opportunity to learn different skill sets based on their interest and to grow.

Household chores are not only women’s responsibility, it is household’s responsibility and all family members should contribute to it.

#### Key Messages

- ◆ Every member of the family should share house work
- ◆ Boys should take up household responsibilities
- ◆ Girls and boys should be given equal opportunity to develop their skill sets and grow



### Let’s talk together

**GEMS Dairy Activity:** Suggest students to read “Division of Work” on page 13 as a follow-up to this session and share their views in the next session.



# Year 1 Module 2

## Knowing Yourself – Changing Body and Hygiene

### 2.A. FOR THE FACILITATOR

#### 2.A.1 Body and Hygiene

In this module, we have discussed about body changes and how it affects girls and boys. Major physical differences between girls and boys start becoming obvious during a certain period. This period of growth is called puberty. On an average, girls start experiencing physical changes when they are 10-13 years of age, when they suddenly start growing faster. Boys experience the same at the age of 12-15 years.

#### Everybody is Different

Children need to be explained that each person enters puberty at a different time and with a different speed. A girl's breasts may develop slower than those of her friend, but she may start to menstruate at an earlier stage. Or, a boy might have a friend whose voice becomes deep by the time he is 13 years of age. Make children understand that everyone is different, and that these changes happen at the right time for that individual.

#### Hormones

What controls these changes in the body? What makes children develop faster or slower than others? What causes development? The body is constantly producing **hormones**, which are *special chemical messengers* that tell the body how and when to change and to grow. Growth spurt is caused by a growth hormone, which is released by the brain in increasing amounts. In addition to the growth hormone, sex hormones also get released during puberty. For girls, the sex hormones are produced in the ovaries; while for boys, they are produced in the testicles. These sex hormones cause the differences in the shape of a man and a woman's body.

When girls enter puberty, their hips begin to grow. Their hips usually grow faster than their shoulders. The hips become wider and rounder and their waists seem smaller and narrower in comparison. The breasts also begin to grow. They start menstruating.

For boys, these sex hormones cause their shoulders to broaden and their arms and legs to become thicker and more muscular. Boys' breasts do not change as dramatically as girls' breasts do at puberty, but they do change. Some boys experience some swelling of their breasts during puberty, but this usually goes away with time.

Hormones also affect emotions. Many adolescents feel very intense emotions. One minute they may feel happy and excited, but the very next minute, they may feel like crying. They may feel great about themselves one day and feel bad the very next day. This is normal.

### Stress on the Following

*Puberty is a time when the bodies of boys and girls change— they grow bigger and taller, genitals develop, body hair appears and girls start menstruating. Puberty happens because new chemicals—**hormones**—are developing in the body, and this is part of a natural process.*

*Usually, puberty starts between ages 10 and 13 in girls and between ages 12 and 15 in boys, although some young people start puberty earlier or later. Onset of puberty also indicates that a girl is capable of becoming pregnant and that a boy is capable of fathering a child.*

### Body Hair and Skin Changes<sup>8</sup>

There are changes in the skin and body hair during puberty. For most adolescents, the skin becomes oilier. The simple skin of childhood is gone. This can lead to pimples, which are common problems for adolescents.

Another sign of puberty is hair in new places on the body. Both boys and girls may notice hair growth on their legs and arms. In addition, boys may see hair on their private parts, face, chest, and in their armpits. Girls also find hair on their private parts and under their armpits. The hair in the private parts is called pubic hair. Some people have lots of pubic hair. Others only have a little. Pubic hair helps to keep the genital area clean, which is very important because the skin in the genital area is delicate. The pubic hair helps to hold sweat and other secretions away from the sensitive skin in the genitals.

For boys, facial hair is usually the last new body hair to appear. Hair starts growing on the corners of a boy's upper lips. Sideburns may start to grow at the same time. The hair above the upper lip (moustache) continues to grow. Hair also begins to grow on the upper part of the cheek and just below the middle of the lower lip. Finally, it grows on the chin. Hair doesn't usually start growing on the chin until a boy's genitals are fully developed. For most boys, facial hair starts growing between the ages of 14 and 18, but it may start earlier or later.

### Menstruation<sup>9</sup>

The menstrual cycle is controlled by the female sex hormones. The entire cycle, from the beginning of one period to the beginning of the next takes about 28 days for most women and girls. But, for some it may last longer or shorter ranging between 24-35 days. The cycle starts on the first day of the monthly bleeding. During this period, blood and tissues that have built up on the inner lining of the uterus flow out of the vagina. This is menstruation and can last from 2-7 days. The last day of the menstrual cycle is the day before the next monthly bleeding starts.

After menstruation, the girl's body starts releasing hormones that signal the uterus to get ready to receive a new egg. At about the same time hormones prepare an egg to be released from the ovary. A woman's egg is released once a month, usually about midway between two menstrual periods. Although the exact timing is difficult to predict, women with 28-day cycles are most likely to be fertile between days 8 and 15 of each cycle.

If the egg is not fertilized by a sperm during this time, the lining, blood and dissolved egg leave the body through the vagina as the next menstrual cycle begins.

<sup>8</sup> Source : You, your Life, Your dreams : A book for Adolescents, Family Care International

<sup>9</sup> Sakhi Saheli- Promoting gender equity and empowering young women- A training Manual. Population Council. 2008

## Hygiene

Keeping the body clean is an important part of being healthy and help feel good about oneself. Caring about the way one looks is important for the self-esteem.



### Some Tips for Adolescents to Maintain Hygiene

*Clean skin:* Body odour becomes strong when children reach puberty. Regular washing under the arms and around the genital areas is important. This helps keep your skin clean and you actually smell clean.



*Clean clothes:* Wear clean underclothes. Change your school uniform after going back home immediately. Do not wear your dresses again without washing.



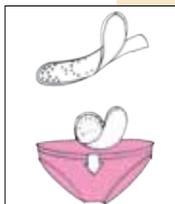
*Clean Feet:* Wash your feet atleast once a day and wipe them dry to avoid fungal growth.

*Clean hair:* Sweat glands in the hair and dust make the hair oily and smelly. Keep the scalp clean by shampooing regularly and rinsing well.

*Clean Teeth:* Brush your teeth twice daily and rinse your mouth well after every meal.

*Clean penis:* Use soap and water every day to clean the penis while bathing. After urinating, lightly jerk the penis and remove the last one or two drops of urine. A white substance forms and collects under the foreskin of penis. This can cause difficulty in pushing the foreskin back and can also cause infections. Gently push the foreskin back and clean regularly with water. Consult a doctor if this is painful. If your underwear gets wet, change it immediately. Do not use any other person's towel or underwear.

*Menstrual hygiene:* Menstrual hygiene is important to prevent problems like itching and infections. During menstruating, use readymade pads, which can be bought from the market. If this is not possible, make a pad out of soft clean cloth and use it. When the pad is soaked, replace it with a fresh one. Wash the used pads and dry them out in the sun. Keep the pads in a bag so that they can be used again. Pads usually need to be changed 3-5 times in a day. However, this can be decided based on the bleeding. Some experience heavier bleeding and need to change more often, while some other who have a lighter bleeding may need to change only once or twice in the day. Always wash your genitals after passing urine and after changing a pad.



**Clean body, clean clothes and clean hair will make you feel good.**



## Emotional Support during Puberty

During puberty, boys and girls undergo changes in the bodies. Many of them do not know who to ask for support. Many of them may not even have elder brothers or sisters with whom they can discuss. Parents may sound to be preaching. This is the time when he/she stands at the threshold of adulthood and needs to be supported. There are many questions, issues they would have regarding themselves and on their sense of identity:

- ◆ *Moodiness, anger, and depression*
- ◆ *Need for more independence and privacy*
- ◆ *Relationships with friends and opinions of others become more important*
- ◆ *More concern or worry about appearance and body*
- ◆ *Worry about the future (school, family, job, etc.)*
- ◆ *New “crushes” on movie stars, pop artists, teachers or peers*
- ◆ *Curiosity about sexual organs*
- ◆ *Feeling sexually attracted to people*

### Stress on the Following

*All of these new emotions are normal. Feeling anxious about growing up is normal. Having sexual feelings is normal and there is nothing to feel guilty about. Acting on such feelings, however, is a big responsibility. All people are sexual beings. Talking to parents and other trusted adults about sexuality can be helpful.*

## 2.A.2 Changing Body – Changing Mind

During puberty, adolescents tend to feel confused or have strong emotions that they've never experienced before. Just as hormones create changes in the way the body looks from the outside, they also create changes inside. Along with the body, the mind also adjusts to all the new hormones. Feeling anxious about how the changing body looks and feeling overly sensitive or becoming easily upset is part of this 'growing up process'. Some teens lose their temper more often and get angry at their friends or families during this phase.

Some of them may worry excessively about:

- ◆ their school performance
- ◆ their appearance, physical development and popularity
- ◆ the possible death of a parent
- ◆ being bullied at school
- ◆ school violence
- ◆ not having friends
- ◆ drugs and drinking
- ◆ hunger and poverty in the country
- ◆ nuclear bombs and terrorists attacks on the country
- ◆ the divorce of their parents
- ◆ dying

Sometimes it can be difficult to deal with all these new emotions. A teen should be made to understand that it is not family or friends who are the cause of anger — it might be the new "puberty brain" trying to adjust. And while adjusting can be difficult in the beginning, it will gradually become easier. Talking to someone and sharing the burden of this feeling — a friend or, even better, a parent, older sibling, or adult who's gone through it all before would definitely help the teen.

Many young teens are very self-conscious. And because they are experiencing dramatic physical and emotional changes, they are often overly sensitive about themselves. They may worry about personal qualities or "defects" that are major to them, but are hardly noticeable to others. S/he may believe that s/he is the only person who feels that way and no one else, particularly her/his family, can understand it. This belief can contribute to feelings of loneliness and isolation.

Adolescents also confront problems because of their inability to properly manage the sudden development of their interest in the opposite sex. The tendency to distance themselves from their parents and to become deeply involved with the peer group creates apprehensions and anxiety in them. In the absence of any well-informed adult intervention to help them understand and appreciate the problems and issues, they turn towards their peer group. Generally, adolescents are vulnerable to peer pressure and a number of them are pushed into action without giving any thought to the consequences of their actions. Many of them are found experimenting with smoking, alcohol, tobacco or drugs and also with sex for various reasons including peer pressure.

In order to look for information, they tend to fall back upon their peer group that itself is ill-informed or refers to cheap literature, which leads them astray. This leads them quite often to risky and irresponsible behavior.

## 2.B OPPORTUNITIES FOR INTEGRATING

The discussion on body and hygiene can very easily be integrated into science, particularly biology. At the same time, the emotional aspect of puberty can be part of the Moral studies class. If there are stories in languages – Hindi, Marathi, English, etc, that talk about the importance of one's body or how that helps, the activity can be integrated with this.

At the same time, Physical Education teachers can stress on the importance of a clean and fit body for an all round personality development for a young girl or boy.

## 2.C ACTIVITIES FOR STUDENTS

### Activity 1. Body Mapping



#### Aim

This activity will make children aware of the terms used for different parts of the body.



#### Learning outcomes

Students will demonstrate an understanding of the correct terms for body parts



#### Time

45 minutes



#### Material required

A large piece of chart paper or join small chart papers to make a large sheet so that a student can lie on it, and marker pens.



#### Note for the facilitator

The session may be taken separately with boys and girls to make the students feel comfortable. Despite being in same sex class, students may not be comfortable in labeling the body chart particularly genitals. Help them in putting those labels. Stress on the use of scientific names.

Be sensitive to the feelings of the students.

Try to draw out the shy ones, but do not insist on someone who is not willing to come forward and share.



#### Methodology

Body mapping and discussion

Body mapping is an activity that helps in understanding one's body and how to take care of it. In its basic form, it involves drawing (or having drawn) one's body outline onto a large surface and using colors, pictures, symbols and words to represent experiences lived through the body. Actual drawing and labeling of a human body will be of interest to adolescents and reduce the degree of shyness during discussion.



#### Classroom activity

- ◆ Take a big piece of chart paper and ask a student volunteer to lie down on it.
- ◆ Ask another student to sketch the outline of the body on the paper.
- ◆ Ask each student to draw one body part inside the outline.
- ◆ Label the body parts.
- ◆ Ask them to label the body parts they relate to sexuality and reproduction.



### Questions for discussion

- ◆ What are genital organs called in the local language?  
*(Use the body parts chart to go through the names of the body parts so that students know the correct terms.)*
- ◆ Where do we learn these words?  
*(Friends, peers, family members)*
- ◆ Are we using correct terms for the different body parts, in particular the genitals? Why? Why not?  
*(Most of us feel embarrassed and therefore will use a term that will stand for the body part)*
- ◆ Have you observed any change in your body? What are those?
- ◆ Why do these changes occur? Are these natural?  
*(Refer to notes on changes in the body)*
- ◆ Does everyone grow at the same time and at same rate?
- ◆ Who could young people approach with questions or worries about puberty?  
*(Encourage them to talk to parents, facilitators, teachers, doctors, etc.)*



### Let's think together

At the end of the discussion, re-emphasize the following points:

- ◆ Adolescents do not begin puberty at the same age. For girls, it may take place anywhere from the age of 10 to 13; in boys, on average, it happens about two years later. This is the time period when students' physical characteristics vary the most within their classes and among their friends.
- ◆ Whatever the rate of growth, many young teens have an unrealistic view of themselves and need to be reassured that differences in growth rates are normal.
- ◆ If there are changes taking place in your friends, do not tease them. It is a normal occurrence and many young people would not feel comfortable with their own bodies.

### Key Messages

- ◆ Know your body and be comfortable with it – you are special
- ◆ All physical and emotional changes during puberty are natural
- ◆ Each person develops at an individual pace, some early, some late. It is important not to tease or make fun of others who may develop earlier or later
- ◆ Young people often feel uncomfortable, clumsy, or self-conscious because of the rapid changes in their bodies

## Activity 2.A. Changing Body and Hygiene (For girls)



### Aim

This activity will make children aware of the changes that are occurring due to puberty and also importance of maintaining hygiene and how to do it.



### Learning outcomes

Students will demonstrate

- ◆ An understanding of menstruation and body hygiene
- ◆ An understanding of the relationship between body hygiene and health



### Time

45 minutes



### Material required

Chart with body map prepared in the previous session, newspaper, and resource material on menstruation.



### Note for the facilitator

Prepare sessions separately for girls and boys, as girls' session will focus on menstruation. Despite being in the same sex class, students may not be comfortable in discussing this initially. Encourage them to discuss and share their concerns. Refer the handout given in the GEMS diary as an additional resource.



### Methodology for session with girls

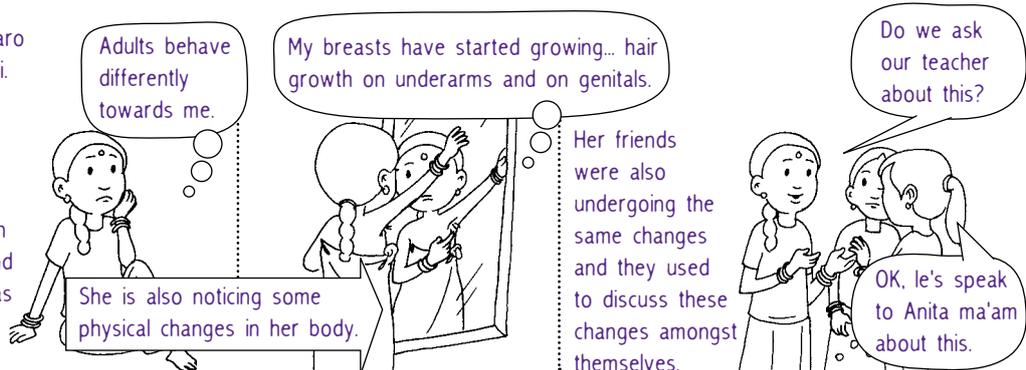
Story telling and discussion



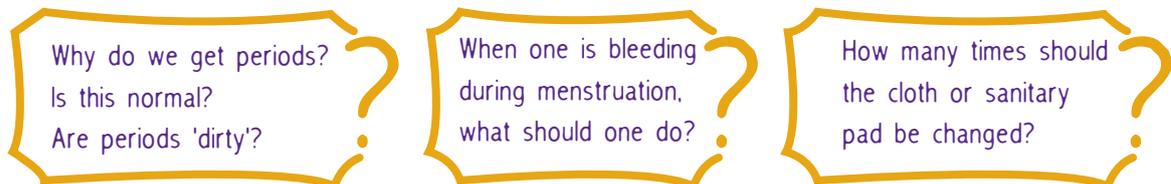
### Classroom activity

Tell the story of Paro.

12 year old Paro lives in a basti. For the past few months, Paro has not been able to concentrate on her studies and chores and has lost interest in playing.



Some of the questions they asked were





### Questions for discussion

- ◆ Did some of these questions cross your mind? What were those questions?
- ◆ Why do we get periods? Is this normal?
- ◆ Are periods 'dirty'?
- ◆ When one is bleeding during menstruation, what should one do?
- ◆ How many times should the cloth or sanitary pad be changed?
- ◆ What care should young girls take in keeping their genitals clean?
- ◆ Which other parts of the body become dirty?  
(Look at the chart you have prepared with the students on the body parts)
- ◆ How can we keep our body clean?  
(facilitator can encourage students to answer on clean feet, clean hair, clean nails, clean clothes, etc)

### Key Message

- ◆ Know your body and be comfortable with it – you are special
- ◆ All physical and emotional changes during puberty are natural
- ◆ Different girls start menstruating at different time and it is normal. There is nothing dirty about menstruation
- ◆ It is important to take good care of our body. Hygiene plays an important role in maintaining good health. A healthy body has a healthy mind.

## Activity 2.B. Changing Body and Hygiene (For boys)



### Aim

This activity will make children aware of the changes that are occurring in their mind and importance of maintaining hygiene and how to do it.



### Learning outcomes

Students will demonstrate

- ◆ An understanding of puberty and the need to maintain body hygiene
- ◆ An understanding of the relationship between body hygiene and health



### Time

45 minutes



### Material required

Chart with body map prepared in the previous session and newspaper.



### Note for the facilitator

Prepare sessions separately for girls and boys, as girls' session will focus on menstruation. Despite being in same class, students may not be comfortable in discussing this initially. Encourage them to discuss and share their concerns. Be prepared to respond to questions related to erection, wet dreams and attraction towards girls. You can use the handout given in the GEMS diary as an additional resource.



### Methodology for session with boys

Game and discussion



### Classroom activity

- ◆ Spread the chart with the body map developed in the previous session.
- ◆ Give boys small pieces of newspaper and ask them to stick at those places, where dirt is likely to accumulate more. For example, the facilitator says: “the person had ice-cream and didn’t wash his hands: where will the dirt accumulate?” Then, the participants place the little pieces of paper in the areas that got dirty.
- ◆ Encourage the group to do this with the various parts of the body.
- ◆ Then, discuss the consequences of inadequate hygiene on health.



### Questions for discussion

- ◆ Which other parts of the body become dirty?  
*(Look at the chart you have prepared with the students on the body parts)*
- ◆ What could happen if it is not cleaned?
- ◆ How can we keep our body clean?  
*(Encourage students to answer on clean feet, clean hair, clean nails, clean clothes, etc)*
- ◆ How can you clean your penis?
- ◆ Do you notice changes in your body and mind after 12-13 years of age?  
What changes? Why do these changes occur?
- ◆ Do children witness these changes at the same time? Should this be a cause of worry?
- ◆ Do these changes affect us in any way? How?
- ◆ Do you have any question on bodily changes?

### Key Message

- ◆ Know your body and be comfortable with it – you are special
- ◆ All physical and emotional changes during puberty are natural
- ◆ It is important to take good care of our hygiene. Hygiene plays an important role in maintaining good health. A healthy body has a healthy mind
- ◆ Changes in the body and mind are natural. Don’t feel shy or be ashamed. If you have any questions on bodily changes/puberty, feel free to ask or consult some trusted adults *(Parents, facilitators, teachers, doctors, etc.)*

## Activity 3. Respect one’s Body and Others



### Aim

This activity will make children cognizant of the fact that while it is important to know and respect your body, it is also imperative to respect others body. Any disrespect is violation of other’s rights.



### Learning outcomes

Students will demonstrate

- ◆ An understanding of being comfortable and respectful to their body
- ◆ Sensitivity and respect for others’ body and an understanding that disrespect is violation of other’s rights



### Time

45 minutes



### Methodology for session with boys

Game and discussion



### Note for the facilitator

Conduct these sessions separately for girls and boys, as they may not be comfortable with each other. Encourage them to discuss and share their concerns. Emphasize that these are important issues of our life and there is nothing embarrassing about it.



### Material required

Chart with body map prepared in the previous session, red and black color markers.



### Classroom activity

- ◆ Spread the chart with body map developed in the previous session.
- ◆ Ask each student to put a circle using the red marker at those places which give them pleasure when touched.
- ◆ Then ask each student to put a circle using the black marker at those places which give them pain.
- ◆ Encourage participants to mark as much as possible.
- ◆ Ask following questions to initiate the discussion.



### Questions for discussion

- ◆ After looking at this map, what comes to your mind?
- ◆ Which parts give pleasure when touched?
- ◆ Which parts give pain when touched?
- ◆ Without knowing others, can you say which the place of pain and pleasure is for that person?
- ◆ If someone shows disrespect to your body, what will do?
- ◆ How can we prevent disrespect to anyone's body?

### Key Message

- ◆ Your body is only yours. Nobody has a right to touch it without your permission.
- ◆ If someone violates it, it is not your fault. It is the fault of the person who does it.
- ◆ Be assertive and clearly convey your views to the person trying to violate.
- ◆ Inform a trusted adult such as parents, teachers, facilitator or elder siblings regarding this.



# Year 1 Module 3

## Violence

### 3.A FOR THE FACILITATOR

#### 3.A.1 Gender Based Violence

In 1993, the UN Declaration on the Elimination of Violence against Women offered the first official definition of gender-based violence:

Article 1: Any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivations of liberty, whether occurring in public or in private life.

Article 2 of the Declaration states that the definition should encompass, but not be limited to, acts of physical, sexual, and psychological violence in the family, community, or perpetrated or condoned by the State, wherever it occurs. These acts include: spousal battery; sexual abuse, including of female children; dowry-related violence; rape, including marital rape; female genital mutilation/cutting and other traditional practices harmful to women; non-spousal violence; sexual violence related to exploitation; sexual harassment and intimidation at work, in school and elsewhere; trafficking in women; and forced prostitution.

It is a harsh reality that women in India have been ill-treated for ages in a society that has traditionally been dominated by males.

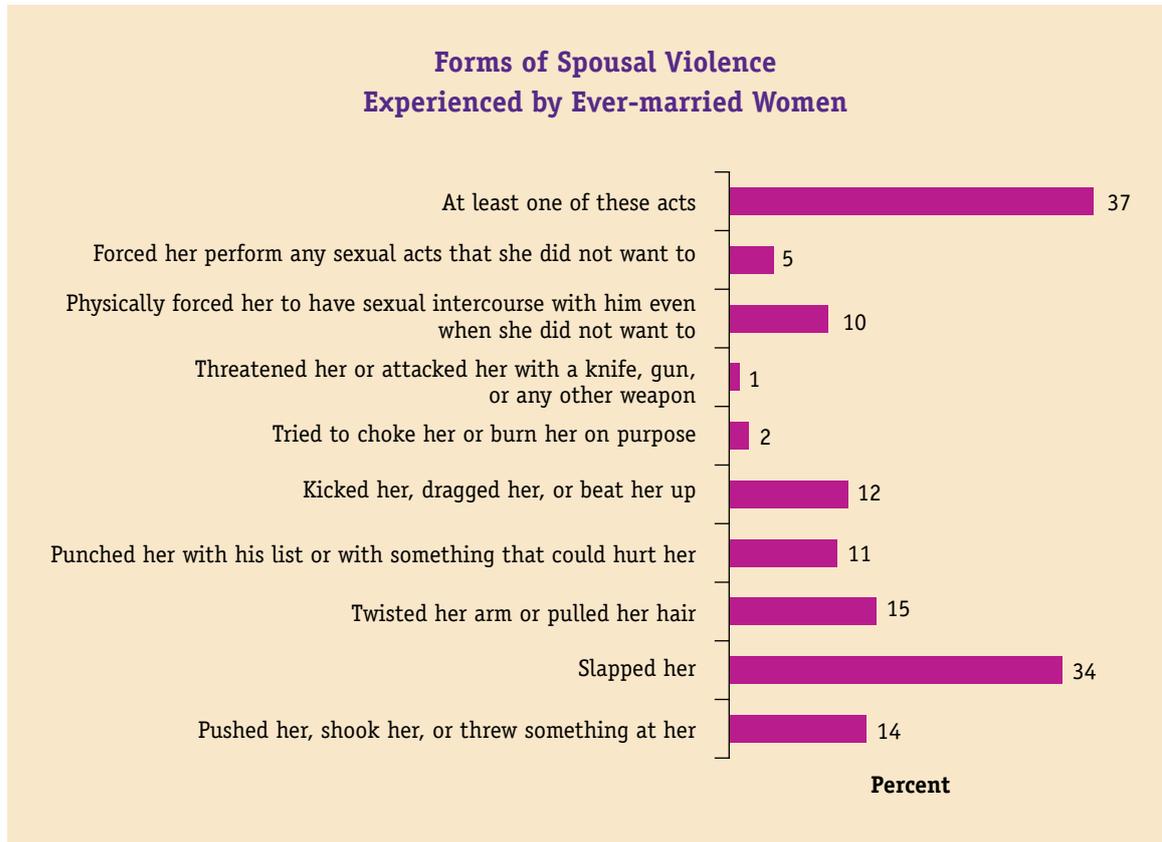
She is deprived of her independent identity and is looked down upon as a commodity. She is not only robbed of her dignity and pride by way of seduction by the men outside, but also may become a victim of cruelty within the four walls of her own house. The atrocities committed on women cover a whole range of acts of violence namely; physical, sexual, mental, social, emotional and intellectual. Other forms of violence include denial of education, access to health facilities, etc. However, her trauma does not end here. It may even go up to the extent of forcing her to commit suicide or she may be burnt to death for various reasons including that of dowry.

#### Domestic Violence

Domestic violence can be described as a situation when an adult in a relationship misuses power to control another. It is mostly used in the context of women being victims of domestic violence. It is the establishment of control and fear in a relationship through violence and other forms of abuse. The violence may involve physical abuse, sexual assault and threats. Sometimes it's more subtle; like making someone feel worthless, not letting them have any

money, or not allowing them to leave home. Social isolation and emotional abuse, as well as physical violence, can have long-lasting effects.

**According to NFHS-3**, 37 percent of women reported experiencing spousal violence<sup>10</sup>. This figure translates into millions of women who have suffered, and continue to suffer, at the hands of their husbands.



### How are Children Affected by Domestic Violence at Home?

- 1) Children can get physically abused or hurt.
  - ◆ Children often try to intervene to protect their mothers, which puts them in a dangerous situation.
  - ◆ Children might copy the violent behavior they witness, both as children and as adults
- 2) Witnessing violence actions can be mentally damaging
  - ◆ They may develop stress-related problems
  - ◆ They can lose self-confidence, be afraid/angry, and blame themselves for what is happening or feel guilty.

<sup>10</sup> Acts of physical violence by the husband against his wife include: pushing, shaking, throwing something at her, slapping, arm twisting, hair pulling, punching, kicking, dragging, beating, trying to choke or burn her on purpose, and threatening her or attacking her with a weapon. Acts of sexual violence by the husband include physically forcing the wife against her will to have sex or perform other sexual acts that she did not want to perform.

What do you think are the effects of violence that children witness at home? In your experience, have you come across children from disturbed homes?

---



---

How can such children be helped?

---



---

## Violence at School

School-related gender-based violence is any form of violence or abuse that is based on gender roles and relationships. It can be either physical, sexual or emotional, or a combination of the three. It can take place in school, on the school grounds, going to and from school or in the school dormitories. It includes, but is not limited to: rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying and verbal harassment. This violence can be perpetrated by teachers, students or community members. Both girls and boys can be victims as well as perpetrators. It can affect educational and health outcomes adversely.

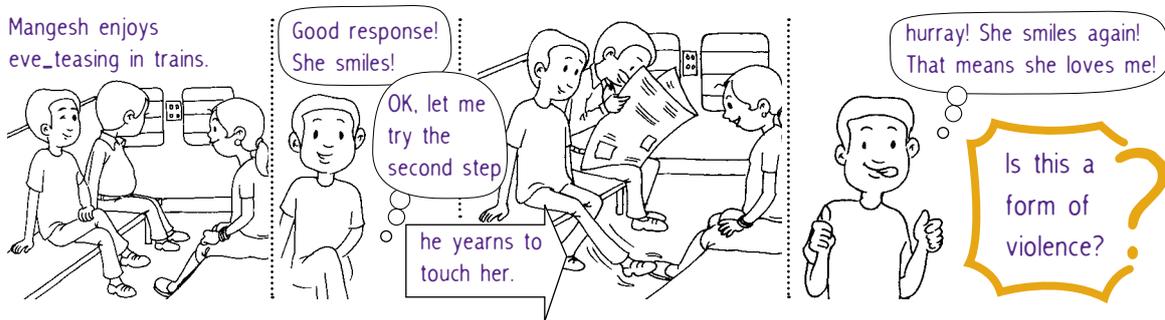
During the survey with students in GEMS program, two-thirds of boys said they experienced at least one form of violence in the last three months at school. Physical violence and emotional violence were common, affecting 61% and 49% of boys, respectively. Although fewer girls reported experiencing any form of violence (42%), the rates for physical and emotional violence were still of grave concern (38% and 26%, respectively). Students - both boys and girls - also reported being perpetrators of violence at school; the figures are somewhat less than what they reported as victims.

Although the consequences of violence for children may vary according to its nature and severity, the short and long term repercussions are very often grave and damaging. Verbal abuse and physical assault are significant contributors to irregular attendance of children and low self-esteem. Violence may result in greater susceptibility to lifelong social, emotional, and cognitive impairments and to health-risk behaviors, such as substance abuse and early initiation of sexual behavior.

## Is it Violence?

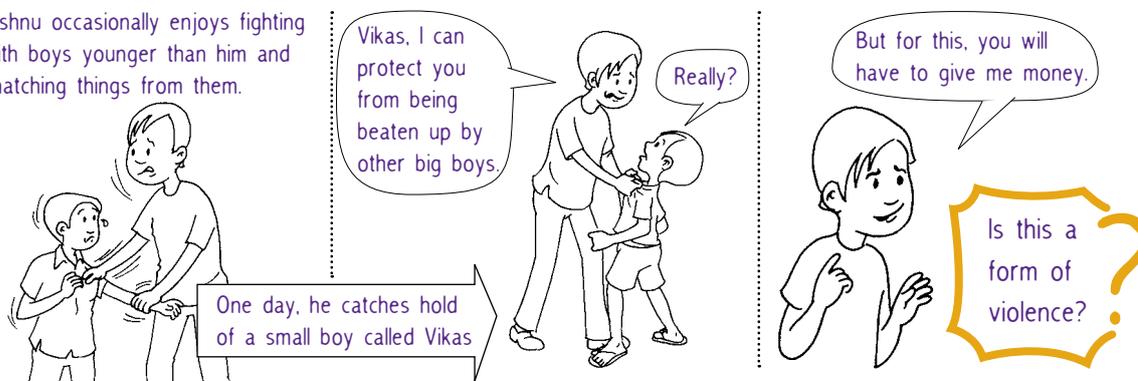
### Mangesh's story

Mangesh enjoys eve\_teasing in trains.



### Vishnu's story

Vishnu occasionally enjoys fighting with boys younger than him and snatching things from them.



## Labeling

Labeling and teasing is a form of violence that can leave children scarred for the rest of their lives. For example a fat child may be labeled “fatso” or a thin child “Lakdi”. Teachers may also use labeling by announcing certain students as intelligent or brilliant. Students who are unable to score good marks may be labeled dull.

Labeling usually creates an image of being defective and this can lead to low self esteem and hinders the development and progress of a student. Labels like “item”, “*chhakka*” can get very emotionally upsetting.

### 3.A.2 Cycle of Violence

The cycle of violence refers to repeated acts of violence in a relationship. It starts with minor incidents and moves on to more serious levels of violence. The cycle of violence may start in a child who is a victim or witness to violence and may be repeated when the child becomes an adult. The impact of being a victim or a witness to violence on a child is traumatic. It can make a child scared, unhappy, lonely, lose self-confidence, blame themselves, lose sleep, and pick up fights with peers.

Children should understand that having conflicts is alright. But resolving conflict through violence is not right. When children understand that violence is not acceptable, they will grow up into adults who respect other people.

What role does the school have in ensuring that children understand the negative effects of violence?

---

---

What role do teachers have in controlling the misuse of power and in reducing violence?

---

---

### 3.B OPPORTUNITIES FOR INTEGRATING

The subject of violence is very sensitive, and at the same time, very important. Power is available and displayed by many people at various times and in various ways. Therefore, it is important for a teacher to use every opportunity presented to him/her in showing how power can be used in the right manner to bring about a positive outcome for any act.

Therefore, this discussion is something that transcends across all topics. However for greater emphasis, history, as a subject will show the wars that were fought, their results, their victims and how all these could have been avoided.

Similarly, in games and sports, the right use of power to achieve a victory can be used by the Physical Training instructors to show how power can be used positively.

In languages, the teacher can use examples from lessons and stories to show how misuse of power can result in violence.

The school, as an institution, should set up a committee on harassment to prevent and respond to the issue of violence. There is a plan to setup a Committee Against Sexual Harassment (CASH) in all Brihanmumbai Municipal Corporation (BMC) schools. Making provision for complaint boxes also helps in dealing with the issue of violence.

## 3.C ACTIVITIES FOR STUDENTS

### Activity 1: What is Violence?



#### Aim

To enhance the capacity of students to recognize violence



#### Learning outcomes

Students will demonstrate

- ◆ A better understanding of the concept of violence



#### Time

40 minutes



#### Methodology

Freelisting



#### Note for the facilitator

The session is on violence and power. Children need to be sensitized to hidden forms of violence or recognize the violence when it is perpetuated in different forms.

Facilitators must be sensitive that some topics may be emotionally disturbing for some students. Such students must be counseled separately.

Do not impose your opinions on the students. It would also be helpful to share facts and figures on violence.



#### Materials needed

Blackboard and chalk



#### Classroom activity

- ◆ Ask students what is the first thing that comes to their mind when they hear the words "Violence" and "Harrassment".
- ◆ List down their answers on the blackboard
- ◆ From the list, ask students if they think that it is sexual violence, physical violence or emotional violence – help them by referring to what is sexual, emotional, physical violence.
- ◆ Put these down next to the examples that have been listed on the board
- ◆ Now ask the students to try and define violence.
- ◆ Help them to come out with a definition that encompasses all the points.
- ◆ Refer to your notes on the definition of violence.
- ◆ The text in italics below are to help you facilitate the discussion.



#### Questions for discussion

- ◆ What is violence according to you?  
(*Any act that will cause harm (mental, physical or emotional) to another person against whom the act is directed. Denial of rights that a person has is also violence*)

- ◆ What are the forms of violence?  
(Physical, mental, sexual)
- ◆ Why do people use violence?  
(People with power use violence as a means to control the powerless or people with less power)
- ◆ What forms of violence are seen more and what are seen less? Why?  
(Physical violence is more noticeable, but the silent mental or emotional violence will not be noticed. Similarly, sexual violence is not discussed because of various restrictions that the society places on women)



### Let's think together

At the end of the discussion, re-emphasize the following points:

- ◆ Any act that results in, or is likely to result in, physical, sexual or psychological harm or suffering, including threats of such acts, coercion or arbitrary deprivations of liberty, whether occurring in public or in private life is violence.
- ◆ Violence can be physical, emotional or sexual
- ◆ Violence in any form is not acceptable.

### Key Message

- ◆ Violence can be physical, emotional or sexual
- ◆ Violence in any form is not acceptable

### Let's talk together



**GEMS Diary Activity** - Suggest student to read activity "What is violence?" on page 30 and share their thoughts in next session.

## Activity 2: Is it Violence?



### Aim

This activity is designed to help children understand various forms of violence that they encounter. It will help them understand the most likely victims of violence. Children will also start thinking about how violence can be overcome.



### Learning outcomes

Students will demonstrate

- ◆ A better understanding of the concept of violence and the forms it can take in the society



### Methodology

Story telling



### Material needed

3 stories, 3 chart papers, marker pens, cello tape, scissors



### Note for the facilitator

- ◆ When you start the activity, encourage the students to participate but don't pressurize them.
- ◆ Children need to be sensitized to hidden forms of violence or recognize the violence when it is perpetuated in different forms.
- ◆ Facilitators must be sensitive that some topics may be emotionally disturbing for some students. Such students must be counseled separately.
- ◆ Try not to allow students to discuss any incidents in detail in the group as the information they share may be sensitive and could be misused against them at a later point.



### Time

40 minutes



### Classroom activity

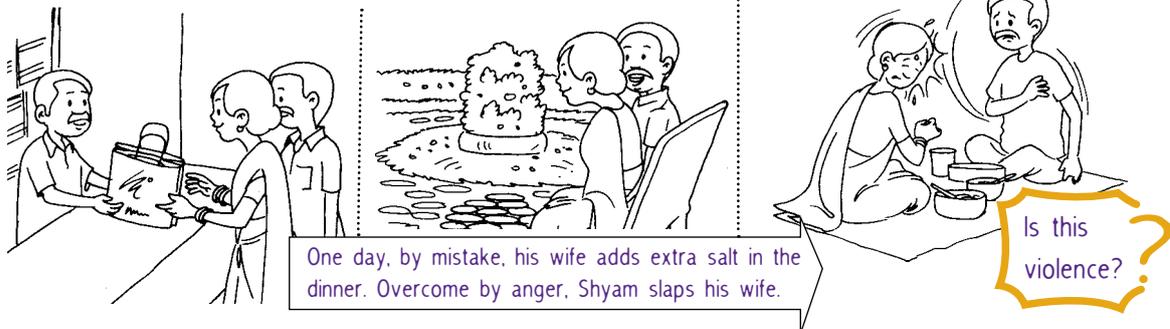
- ◆ Read the stories slowly, so that students can understand them properly.
- ◆ After the story is read out, start discussing the story by sticking 3 chart papers on 3 walls. On one chart paper, write "This is violence"; on the second chart paper, write "This is not violence"; and on the third chart paper, write "I don't know". Ask the students to go and stand next to the chart which they feel conveys their position on that story.
- ◆ Start the discussion at this point on why few considered that as violence, while others did not, on what is violence and how we should recognize violence. After your discussion, read out the remaining stories.

## Stories

One story is family related, the next one is based in a school and the third one is about the neighborhood.

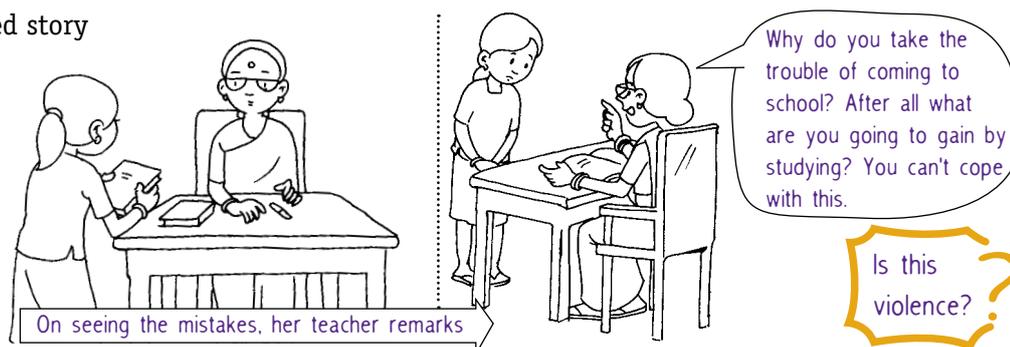
### Family based Story

Shyam loves his wife a lot. He takes good care of her, takes her out for shopping and to parks and *melas*.



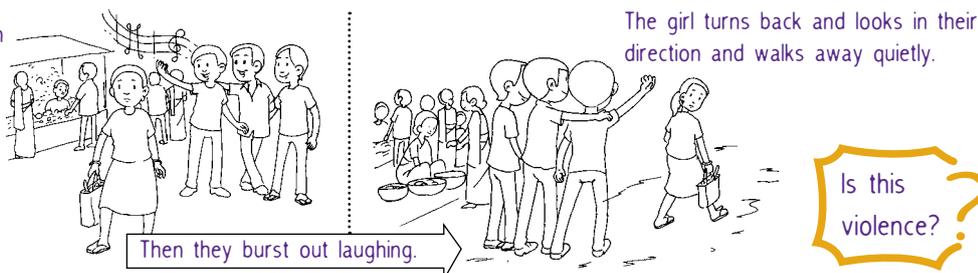
### School based story

One day Usha takes her Maths notebook to the teacher.



### Neighborhood based story

A girl is walking in the local market. A group of boys see her and start passing remarks and humming a film song.



Initiate discussion on each story after it is read out.



### Discussion

- ◆ Are these incidents realistic?
- ◆ Have you seen or experienced such incidents?
- ◆ What types of violence do you see in the stories? Emotional violence, physical violence, sexual violence?
- ◆ What are the effects of such violence?  
(Refer to facilitator notes for emotional and physical violence)
- ◆ Who faces violence?  
(Anyone can face violence at different times in their life However the ones who are in a position of less power, such as women are more prone to being abused)
- ◆ Is violence justified?
- ◆ What can we do to stop violence?  
(Discuss various ways in which children can take the lead in stopping violence)



### Let's think together

At the end of the discussion, re-emphasize the following points:

- ◆ Violence is not limited to physical violence alone. Violence takes different forms which we experience in our daily lives.
- ◆ Violence in any form is not justified. It should be stopped.

### Key Message

There is no justification for violence



### Let's talk together

**GEMS Diary Activity** - Ask student to read "Violence against children" on page 31.

### Activity 3. Labeling



#### Aim

To enhance the capacity of the students to understand labeling as a form of violence and its effect on others.



#### Learning outcomes

Students will demonstrate

- ◆ A better understanding of labeling as an act of violence and the harm that it may cause.



#### Time

40 minutes



#### Methodology

Play



#### Material needed

Labels with various names like “Monkey”, “Fatso”, “Blackie”, “Joker” etc. written in bold letters, safety pins to put the labels



#### Note for the facilitator

- ◆ It is a very sensitive session. Choose only strong students to play the role. Explain to the students that this is only a role play.
- ◆ Invite only those who are willing to do it.
- ◆ You can choose the labels that you had generated during free-listing in the gender session.



#### Classroom activity

- ◆ Tell the students that this activity would be very sensitive and serious. However, it is only a role play and should be treated as such.
- ◆ Students who play the role should not be teased later as then we will not have understood the concept of violence.
- ◆ Ask for volunteers.
- ◆ Put up the labels on the volunteers, behind their backs such that they cannot see what is put up.
- ◆ Ask other students to now behave with the student in the way that is written on the label. They have 5 minutes to do this and cannot use any verbal communication. The student has to now recognize what has been written on his/her back.
- ◆ End the exercise after 10 minutes.



#### Questions for discussion

- ◆ What happened in the exercise? How did the labeled student feel?  
(*Sensitively take answers for this, feelings of the labeled students will be discussed*)
- ◆ Is this related to our lives? How?  
(*Incidents of labeling, are they party to labeling other students? Family members like younger siblings?*)

- ◆ How do we encourage labeling in our day to day lives  
(*Chottu, buddhu, bandar etc are commonly used words that we answer to readily. If we do not assertively communicate our displeasure at being labeled, this will continue, thus encouraging the perpetrator*)
- ◆ What are positive and negative labels and how do they affect us?  
(*Positive labels may make us feel good, but negative labels can affect us mentally. Gendered labels like “ladki ki tarah rota hai, kya maal hai” etc, can be demeaning*)
- ◆ Are women labeled more than men? Why and how?
- ◆ How can we address this issue of labeling in our lives?  
(*Be assertive*)



### Let's think together

At the end of the discussion, re-emphasize the following points:

Labeling is a form of violence that can leave children scarred for the rest of their lives. Labeling usually creates an image of being defective and this can lead to low self esteem and hinders the development and progress of a student.

We must oppose it.

#### Key Message

Labeling is a form of violence and must be opposed

### Let's talk together

Ask students to observe different labels used and share if they intervene to stop it.

## Activity 4. Cycle of Violence

This activity starts with enabling children share their experiences of violence. The activity then explores the cycle of violence and how we can intervene at the right time to stop this cycle.



### Learning outcome

Students will demonstrate

- ◆ A better understanding of how a person is affected by violence
- ◆ A better understanding of why violence in any form should not be tolerated.



### Methodology

Story telling and discussion



### Material needed

1 Paper for each student, pen/pencil



### Time

45 minutes



### Notes for the facilitator

- ◆ When you start the activity encourage the students to participate but don't pressurize them.
- ◆ During the discussion, explain the cycle of violence. The one who experiences violence today can in turn become violent tomorrow. The cycle of violence should be stopped.
- ◆ Respect the feelings written by the students. Don't laugh or make fun of them.
- ◆ Try not to allow students to discuss any incidents in details in the group as the information they share may be sensitive and could be misused against them at a later point. If the student requires counseling support, this must be provided after the activity.



### Classroom activity

On each paper write the three points for discussion –

1. I have seen violence.
2. I have experienced violence.
3. I have acted violently.

Distribute a sheet of paper to each student.

Ask a student to read out the statements.

If the students have understood the questions, ask them to close their eyes for 2 minutes and think about the statements.

They can then put down their thoughts on paper.

Let the students keep the paper with them and refer to it during the discussion.



### Questions for discussion

- ◆ How do we feel when we perpetrate violence?  
*(At that particular moment, maybe very powerful; but it has repercussions later on)*
- ◆ How do we feel when we observe violence?  
*(Sometimes scared, as we may also be in a position to be at the receiving end of such treatment. Sometimes frustrated, as we feel we cannot do anything. Sometimes motivated to make a change in the system, depending on how we have taught ourselves to think)*
- ◆ How do we feel when we experience violence?
- ◆ What can we do when we see elders indulging in acts of violence?  
*(Talk about it to someone who can help stop this, and seek support for the person who is at the receiving end of the violence)*

- ◆ What are the different types of violence faced by girls and boys?  
*(Refer to the notes on violence)*
- ◆ Can violence be measured? Is it justified to say that violence can be more or less? Who decides?  
*(Refer to the notes on violence, We have national policies on violence like the CEDAW or the Domestic Violence Act which lay down the definitions of violence and procedures to recognize violence)*
- ◆ Do you experience any kind of violence quietly? Why?  
*(Sometimes one may be doing this if one does not recognize the act as a violence or if one is scared)*
- ◆ How can we stop violence? What are the different ways?  
*(Refer to the earlier discussions on violence from Activity 2)*
- ◆ Who faces maximum violence in society and why?  
*(Refer to the notes and discussions on power relationships)*
- ◆ Do you think that when a person has more power, he or she can be in a position where s/he can inflict violence on others? For example, a higher class student on a lower class student? A boy on a girl? A teacher on a student?



### Let's think together

At the end, summarize the discussion by emphasizing on the following points –

At some point or the other, we may find ourselves being a perpetrator or victim of violence. It is important to understand and remember the feeling of being a victim.

Violence in any form and in any situation cannot be justified. Always remember, if someone is violent towards you, it's not your fault. Don't take violence silently. If you are not able to oppose actively, talk to someone whom you trust and seek help to address the problem.

### Key Messages

- ◆ Violence in any form is a crime.
- ◆ Violence increases if we remain quiet about it and don't discuss it or raise our voice
- ◆ Violence cannot be measured. Violence is always wrong.
- ◆ Violence should be stopped at home, school and in society.
- ◆ If anyone violates you, it's not your fault.

## Activity 5. From Violence to Understanding

After explaining various forms of violence, it is important that children understand what should be done to overcome violence.



### Learning outcomes

Students will demonstrate

- ◆ A better understanding of how dialogue between people helps to overcome violence.
- ◆ A better understanding of how respect and love within any relationship curbs violence and fosters a healthy relationship.



### Material needed

Open space in a classroom



### Note to the facilitator

- ◆ At this stage, the students are being helped to understand how to deal with violence, and how to stand up to violence against someone.
- ◆ Motivate the students. Tell them how they can work together, how they need to support each other and stand by each other in case help and support is needed.
- ◆ However, be sensitive not to impose your opinions on the students. Help them to discover their own ways. Your role is that of a facilitator who can show them the way. The decision to walk on the path is theirs.



### Time

45 minutes



### Classroom activity

Role play and discussion

Invite 10-12 students and divide them into two groups to perform a role play. Ask the first group to play the role of a family disturbed by violence. Give them 5 minutes to prepare for the play.

After the play, ask the other group to enact the family, which resolves their conflicts without being violent in the same situation. Ask other students also to think of other non-violent ways. Initiate the discussion using the following questions.



### Questions for discussion

- ◆ Did the role plays show real life situations?
- ◆ Have you seen these incidents happening around you?
- ◆ Why does violence happen in families or within relationships?
- ◆ Is it possible to resolve conflict without being violent? How?



### Let's think together

At the end of the discussion, re-emphasize the following points:

Conflict within a relationship or within a family is natural but not the use of violence to resolve it. We should never accept violence as a means to resolve conflict or control others. Communication and respect can be effective ways to resolve conflict without being violent.

#### Key Message

Say 'No' to violence. Conflicts can be resolved without being violent.



### Let's talk together

**GEMS Diary activity:** Ask student to read the comic strip "Say No to Violence" on page 34 and share their thoughts in next class.



# Year 1 Annexure 1

## ADDITIONAL RESOURCE

### Additional Resource on Violence

Bullying is a big problem. It can make kids feel hurt, scared, sick, lonely, embarrassed and sad. Bullies might hit, kick, or push to hurt people, or use words to call names, threaten, tease, or scare them.

A bully might say mean things about someone, grab a child's stuff, make fun of someone, or leave a kid out of the group on purpose.

#### Why Do Bullies Act That Way?

Some bullies are looking for attention. They might think bullying is a way to be popular or to get what they want. Most bullies are trying to make themselves feel more important. When they pick on someone else, it can make them feel big and powerful.

Some bullies come from families where everyone is angry and shouting all the time. They may think that being angry, calling names, and pushing people around is a normal way to act. Some bullies are copying what they've seen someone else do. Some have been bullied themselves.

Sometimes bullies know that what they are doing or saying hurts other people. But other bullies may not really know how hurtful their actions can be. Most bullies don't understand or care about the feelings of others.

Bullies often pick on someone they think they can have power over.

*Rekha told her mother that there were some girls who teased her because she had thick hair but which was very curly. They called her a goli worm. She was scared of going to school now and did not enjoy her class.*

*One day, Rekha met Hema her elders sister's friend who worked in a five star hotel. Hema told her that she wished she had lovely curly hair like hers. Hema also taught her how to take care of her hair. Rekha confided in Hema and talking to her made her feel better. Gradually she learnt to ignore the taunts from the girls and instead be proud of what she had.*

### Preventing a Run-In With a Bully

**Don't give the bully a chance.** As much as you can, avoid the bully. You can't go into hiding or skip class, of course. But if you can take a different route and avoid him or her, do so.

**Stand tall and be brave.** When you're scared of another person, you're probably not feeling your bravest. But sometimes just acting brave is enough to stop a bully. How does a brave person look and act? Stand tall and you'll send the message: "Don't mess with me." It's easier to feel brave when you feel good about yourself. See the next tip!

**Feel good about you.** Nobody's perfect, but what can you do to look and feel your best? Maybe you'd like to be more fit. If so, maybe you'll decide to get more exercise. Or maybe you feel you look best when you have a clean bath in the morning before school. If so, you could decide to get up a little earlier so you can be clean and refreshed for the school day.

**Get a friend (and be a friend).** Two is better than one if you're trying to avoid being bullied. Make a plan to walk with a friend or two on the way to school or recess or lunch or wherever you think you might meet the bully. Offer to do the same if a friend is having bully trouble. Get involved if you see bullying going on in your school — tell an adult, stick up for the kid being bullied, and tell the bully to stop.

## If the Bully Says or Does Something to You

**Ignore the bully.** If you can, try your best to ignore the bully's threats. Pretend you don't hear them and walk away quickly to a place of safety. Bullies want a big reaction to their teasing and meanness. Acting as if you don't notice and don't care is like giving no reaction at all, and this just might stop a bully's behavior.

**Stand up for yourself.** Pretend to feel really brave and confident. Tell the bully "No! Stop it!" in a loud voice. Then walk away, or run if you have to. Kids also can stand up for each other by telling a bully to stop teasing or scaring someone else, and then walk away together. If a bully wants you to do something that you don't want to do — say "no!" and walk away. If you do what a bully says to do, they will likely keep bullying you. Bullies tend to bully kids who don't stick up for themselves.

**Don't bully back.** Don't hit, kick, or push back to deal with someone bullying you or your friends. Fighting back just satisfies a bully and it's dangerous, too, because someone could get hurt. You're also likely to get in trouble. It's best to stay with others, stay safe, and get help from an adult.

**Don't show your feelings.** Plan ahead. How can you stop yourself from getting angry or showing you're upset? Try distracting yourself (counting backwards from 100, spelling the word 'turtle' backwards, etc.) to keep your mind occupied until you are out of the situation and somewhere safe where you can show your feelings.

**Tell an adult.** If you are being bullied, it's very important to tell an adult. Find someone you trust and go and tell them what is happening to you. Teachers, principals, parents, and elder siblings can all help to stop bullying. Sometimes bullies stop as soon as a teacher finds out because they're afraid that they will be punished by parents.

# Year 2



## YEAR 2

### **Module 1 Gender**

- Privilege and Restrictions
- Gender and Power

### **Module 2 Relationship**

- Healthy Relationship

### **Module 3 Emotions**

- What is Emotion?
- Managing Emotions

### **Module 4 Violence and Conflict Management**

- Communication
- Assertive Communication
- Collective Response to Violence



## Gender

### 1.A FOR THE FACILITATOR

In the first year, students have worked on and understood the meaning of Gender, focused on gender discrimination and how it affects girls. In the second year, the students will focus more on how privileges are apparent in day-to-day lives of the children and how power structure affects the way relationships are constructed between men and women.

#### 1.A.1 Privilege and Restrictions

The write-up briefly explains how the norms of our society regarding privilege and restrictions for boys and girls vary. Only when students perceive these norms as privileges and restrictions, will they start thinking differently and bridge the gender gap.

The birth of a boy is celebrated with a lot of joy and happiness. The family offers prayers and their gratitude to God for being blessed with a boy. As the boy grows up, he is admitted to a good school. He may be sent for tuitions. As for a girl, even if she is sent to school, her parents discontinue her studies after she finishes the seventh class. Her parents see the meager education sufficient for a girl after which she is asked to give a helping hand in the household chores.

That is not all. The choice of schools and courses for a boy vary from that for a girl. The family is willing to spend more on sending a boy for higher education compared to what it is willing to spend for a girl.

When a girl is allowed to attend school, she will face further discrimination in subjects. Language will be the forte for the girls while Maths and Science will be the prerogative of boys. Similarly for girls, sports will not have much demand while for boys, it will be a natural choice.

This narrow thinking and close mindedness of the Indian society is shown in different interactions between the genders. The venturing out of women by themselves is looked down upon. A girl is not allowed to go on a picnic. Whereas, if a boy asks his father for money to go for a picnic, the father happily gives him the money. Similarly, when a boy comes home after playing with his friends, his mother gives him milk to overcome his fatigue. But if a girl asks for milk after finishing the household chores, she is refused and told that she must learn to control her diet.

*From your experience can you think of how norms vary for boys and girls? In your own personal life how has this affected you? Do you see this happening in the school?*

---



---



---

It is a well known fact that at present, girls perform lesser than boys in our schools. This is due to a number of reasons, which could be:

- ◆ Teachers have negative attitude towards girls
- ◆ Parents tend to support boys than girls in education
- ◆ Gender biased teaching/ learning materials
- ◆ Girls are less confident and have a lower self-esteem
- ◆ Long distances to school
- ◆ Poor sanitation in school prevents girls from attending schools
- ◆ Harassment at school and on the way to and from school

*What do you think are some other reasons why girls have poorer academic results than boys?*

---



---



---

### **1.A.2 Gender and Power: Role of Power in Gender Relationships**

Children should understand that misusing power is not correct. Our society is made up of different kinds of relationships wherein we can see that one person exerts more power than the other. Such relationships are easily seen in, teacher–principal, teacher–student, older child–younger child, boys and girls and in employer–employee cases. Unfortunately, sometimes in these relationships because of an imbalance in power, the weaker person has no say and becomes a target of abuse. The victim’s feelings and emotions are never understood. When we look carefully at such relationships, we realize that in some situations, we are victims of misuse of power and in other situations, we misuse the power and do injustice. It is important to reflect on this power struggle and strike a balance. Only this can bring peace at home and in the society.

It is easy for teachers to get caught in power struggles with their students, particularly students who have problems with maintaining discipline. Teachers have to make a conscious effort to develop a relationship with students who have a problem with maintaining discipline. Building a positive relationship with your students is extremely crucial.

However, it is important to remember that power by itself is not bad. Power means strength and it is how we use this strength that makes the difference. The activities in this manual are focused on promoting young people’s power to understand and assert their rights in their lives and relationships, as well as to promote positive changes in their communities and societies.

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

**POWER OVER:** This implies having control over someone or a situation in a negative way, generally associated with the use of repression, force, corruption, discrimination and/or abuse. This type of power takes something from someone else and then uses it to dominate and impede others from gaining access and winning it.

**POWER WITH:** Having power based on collective strength – having power with other people or groups, finding a common territory among different interests and constructing a common goal which benefits all in the relationship. This type of power joins the talents and knowledge of various individuals and is based on support, solidarity, and collaboration.

**POWER FOR:** This type of power refers to the ability to confirm and influence ones’ own life. It refers to having resources, ideas, knowledge, tools, money, and the ability to convince oneself and others to do something. With a large group of people having this kind of power, we form “power with”.

**INTERIOR POWER:** This relates to the ability of self-evaluation and knowing oneself. It refers to the ability of a person to imagine a better life for himself or herself and having hope that s/he can change the world, and the feeling that s/he has rights and self-confidence and the feeling that they are valued because of who they are.

In conclusion, women and children are people who have the rights to make decisions about their body, life, health, sexuality, work, and social participation. We should not let women, or anyone, be treated just as mere objects.

*As a teacher, what are the situations in which you can get involved in such power struggle with the students?*

---



---



---

*What do you think are the situations in which there can be power struggles between girls and boys in your class?*

---



---



---

*How can ‘power with’ be developed and strengthened within the school? How and for what can it be utilized?*

---



---



---

## 1.B OPPORTUNITIES FOR INTEGRATING

When teachers are working on lessons in Languages, many stories may show a typical characteristic for a girl or a woman and similarly for a boy or a man. Stop and ask students if they can think of a reason why the author would have put such characteristics for the man or woman.

From the experiences of students, ask them to think of men or women who they think are different or stand out from the ones they have seen in their everyday life. What do they think are the differences?

History lessons are a rich source of examples for power relationships and how women have been delegated to an inferior position or used only as objects and means to gain control over larger territories.

In biology, the physiological and physical differences between men and women can be used by the teacher to highlight the gender versus physiological differences in men and women.

## 1.C ACTIVITIES FOR STUDENTS

### Activity 1. Gender Recap

In the first session do a recap of what students remember from the sessions on Gender conducted in the previous class by asking the following questions:

1. What is Gender?
2. How will you differentiate gender from sex? Give two examples.
3. What are the similarities between boys and girls?
4. What are the differences between boys and girls?
5. How is gender socially constructed?
6. What are some of the characteristics of a girl that can be associated with that of a boy?
7. What are some of the characteristics of a boy that can be associated with that of a girl?
8. What is gender discrimination?
9. Who faces gender discrimination?
10. In what forms is the discrimination manifested?
11. Can girls take up work which is normally associated with boys? Give examples.
12. Can boys take up work which is normally associated with girls? Give examples.

### Activity 2. Privileges and Restrictions

This activity will help children understand the privilege and restrictions given to boys and girls and how these influence their lives.



#### Learning outcomes

Students will demonstrate

- ◆ An understanding and appreciation of giving equal opportunities to both girls and boys.



#### Time

45 minutes



#### Material needed

Open space in a classroom or outdoors



#### Note for the facilitator

- ◆ Ensure that the girls and boys understand each step that they have to follow during the game.
- ◆ In case the statements are not understood by the students, explain it to them once again.
- ◆ Encourage participation from the students.



#### Methodology

Game



### Classroom activity

#### Power walk

Inform the students that they are going to play a game. Call 4-6 students (2-3 girls and 2-3 boys) and ask them to stand in a row. Make them stand in a manner so that everyone can observe them. Read the following instructions to the students who are participating in the game.

Instructions: I am going to read out a few questions to all of you.

- ◆ If you think, being a girl or a boy, you can do a particular thing, please come one step ahead. If you think you cannot do that, stay at your place.
- ◆ Remember, you are the representative of the girls and boys. So when you think about the statement, think about all boys and girls, and act accordingly.

After making sure that students have understood the instructions properly, start the game. Read out the following questions –

#### Questions

- ◆ Generally who can stay out even after 7 o'clock in evening?
- ◆ Who does not have to face eve-teasing?
- ◆ Who can wake up late on holidays?
- ◆ Who can get higher education even after failing in the 7<sup>th</sup> standard?
- ◆ Who can go out for 2-3 days on a picnic?
- ◆ Who does not have to cook food?
- ◆ Who gets a chance to express their thoughts?
- ◆ Who can laugh loudly?
- ◆ Who can talk loudly at home?
- ◆ Who can play more outdoor games?

After reading these questions, ask the students to observe and start discussion using on the following points.



#### Questions for discussion

- ◆ What do you see? Who is ahead? Why?
- ◆ Who had to stay behind? Why?
- ◆ Why do boys get more privileges?
- ◆ Do girls have more restrictions? Why?
- ◆ What kind of restrictions do girls have, beside the ones that have been mentioned?
- ◆ Are there any restrictions for girls in schools?
- ◆ Is it right/proper that girls should have restrictions? Why? Why not?
- ◆ What we can do to reduce these restrictions?
- ◆ What will happen if girls also get privileges?



#### Let's think together

At the end of the activity, the facilitator should emphasize the following points:

- ◆ Being born as a boy or a girl should not make a difference to the way in which you are treated.

- ◆ Unfortunately, our society does not view this in the same way. A girl is always looked upon as someone who will go away from the family and therefore, not contribute to the family income.
- ◆ A boy's education is looked upon as an investment for the family's future needs.
- ◆ Boys have privileges while girls face greater restrictions. These restrictions are a violation of their rights and hinder their development and growth.
- ◆ We should all work towards increasing the privileges that girls have and reduce their restrictions. We should think about how each one of us can contribute towards this at our own personal levels.

### Key Messages

- ◆ Girls and boys are different but not unequal.
- ◆ Girls and boys have different access to privileges and have different degrees of restrictions.
- ◆ Restrictions on girls hinder their development and growth.
- ◆ Girls should also get opportunities and privileges. This will help in their overall development and they can contribute to their families and the society.



### GEMS Diary activity

Ask students to do activities “Find the Differences” on page 20 and “Cross the Hurdles” on page 22 of the GEMS Diary and share their views during the next session.

## Activity 3. Gender and power – role of power in gender relationships

This activity is designed to help children understand the role of power in relationships and how this power play can influence their lives.



### Learning outcomes

Students will demonstrate

- ◆ An understanding of power
- ◆ An understanding of how power affects the growth and personality of children.



### Time

45 minutes



### Methodology

Role Play



### Material needed

Open space in a classroom or outdoors.



### Classroom activity

Ask for 12 student volunteers who are interested in presenting the role play. Make six pairs of these students. These pairs will have to enact the following relationships.

- ◆ Teacher and student

- ◆ Principal and teacher
- ◆ P.T. Teacher and student
- ◆ Monitor and student
- ◆ Boy and girl from the same class
- ◆ Student in a higher class and student in a lower class

Allow the pairs to discuss their respective role plays for 5 minutes. Ask each pair to play their relationship in turns. After the role play, start a discussion on the following points.



### Questions for discussion

- ◆ What do you think about the role play?
- ◆ Were these close to real life situations?
- ◆ How did you feel? Powerful? Powerless? Why?
- ◆ What is power?
- ◆ From where do you get power?
- ◆ In the role play where you see that power is being used negatively, do you think this is the only way to use power?
- ◆ What are the positive ways in which power can be used?
- ◆ Who has power at home?
- ◆ Who has power in schools?
- ◆ Who dominates?
- ◆ Who is dominated over? Why?



### Let's think together

At the end of the discussion, re-emphasize the following points:

- ◆ Power is not negative or positive by itself. It depends upon the way it is being used or misused.
- ◆ If power is used negatively, it violates the rights of the person against whom it is used and can affect their relationship negatively.
- ◆ Generally, men have access to more resources due to the gender equations in society, and therefore have access to more power. Through equal opportunities for education and employment, girls can have increased access to power.
- ◆ Power should come with equal responsibility.

### Key Messages

- ◆ Power should not be misused
- ◆ Power should be used for the benefit of all. It should not be used to hurt or offend somebody.

# Year 2 Module 2

## Relationship

### 2.A FOR THE FACILITATOR

#### 2.A.1 Healthy Relationship

There are different kinds of relationships we have. Here we are talking about relationships with friends and family.

There are four basic types of relationships that we share: family, friends, casual and intimate. As children get older, they learn that there are a variety of relationships that they can have with other people.

#### Relationship with Family

We first learn about loving and caring from our families. We feel closest to members of our family. However, families are also often the places where we can first experience the oppression for girls or imbalanced power relationships between men and women. This can be seen in things as small as who gets the larger share of the food, or who gets better resources or better education.

As the process of socialization and discrimination between a boy and a girl begins in the family, we must also address the issue from here. Families are a great source of strength, care and support. It is never too late to begin the process of improving family relationships, even if they are already of good quality—by developing some simple skills.

#### Relationship with Friends

Everyone needs friends. A friend is a person we know well and regard with affection, trust and respect. Friendships may change over time.

- ◆ Making and keeping friends can be particularly tough if one is shy or unsure of oneself.
- ◆ The best way to make new friends is to be involved in activities at school and in the community. Another way is to be friendly and helpful to other people. Talk to people, get to know them and find out if you have something in common with them.
- ◆ Peer pressure can play a major role in friendship. If someone is vulnerable to peer pressure, the relationship is not balanced. Remember that each one has the right and duty to stand up for what one believes is right.
- ◆ Express yourself with your friends. You have the freedom to say “no” if you disagree.

### **Casual Relationship**

Casual relationships are with the people we encounter every day – who are not friends, family members or people with whom we have an intimate relationship. For example, someone in the neighbourhood, or a shopkeeper.

### **Intimate Relationship**

An intimate relationship is one in which you can truly be yourself with someone who you respect and are respected by in return. It is an emotional connection. It does not have to be in the context of a romantic or sexual relationship.

### **Healthy Relationship**

A relationship where there is respect, trust, understanding, love and a space to express oneself is a healthy relationship. Within every relationship, we have certain expectations and responsibilities. While we should have space to stand up for what we believe in, we should also respect others views and feelings. If we are scared of losing a relationship by speaking our mind, we are in an unstable relationship. There is no place for force and violence in a healthy relationship. True friends listen to and respect each other's opinions. We should work towards making our relationship healthy.

Additional resources on maintaining a healthy relationship is provided at the end of this module.

## **2.B OPPORTUNITIES FOR INTEGRATING**

The topic of relationships can be integrated with great sensitivity in a language class. Examples in history of how relationships can be controlled can also be found. In the Socially Useful Productive Work (SUPW) class, this topic can be integrated while dealing with team formations, responsibilities and communication within teams.

## 2.C ACTIVITIES FOR STUDENTS

### Activity 1. Types of Relationships

This activity will give the children an understanding of different types of relationships and the need to value close relationships.



#### Learning outcomes

Students will demonstrate

- ◆ An understanding of the need to nurture relationships
- ◆ An understanding of the role of trust and respect in maintaining relationships



#### Time

45 minutes



#### Methodology

Free Listing



#### Material needed

A small mud pot, fevicol, broom, black board and chalk



#### Classroom activity

As the students gather in the class, start welcoming them to the session. Say that *“Today we are going to be speaking about a very special and important part of our lives. This is a part in which we have to be very careful about what we do, say and deal. We are going to be speaking about our relationships with our friends and family. But before we do that, let us quickly recall what we have done in the last session on Gender and Power”*.

As you come to the closure of the recap, push a pot over the table. Present it as an mistake and that the pot was very valuable to you and that you. Call 3 to 4 students near the table and tell them to fix it with fevicol.

After this, give reference of how power affects relationships, and ask the students to think about the different types of relationships in their life and do a free listing of all relations they can think of.

The listing may include parents, brothers/sisters, uncles/aunts, cousins, friends, etc.

After free listing, start the discussion based on the questions given on the next page. Text in italics are points for you to facilitate the discussion.



### Questions for discussion

- ◆ With whom do you have a good relationship?
- ◆ What do you like about the relationship? What do you dislike? Why?  
*(Ability to confide, support in times of need, emotional bonding, intellectual bonding, sharing of same interests like music, movies, books etc. can be in liking. Dislike could include things like the other person expecting you to be present and available all the time, a feeling of being taken for granted etc.)*
- ◆ What do we feel about each other? Students can choose to speak about any of the relationships they have listed earlier.  
*(Love, caring, respect, trust, security, fear, anger)*
- ◆ Whom did you feel close to when you were younger?  
*(Family, parents and siblings usually and maybe grandparents. Life is uncomplicated when we are younger and our needs are more of love, food and security. Relationships, when we are young, evolve around persons who can provide us these. As we grow older, our needs change so our relationships.)*
- ◆ What should we do to continue healthy relationships?  
*(Ensure that we do not take the relationship for granted; we work to keep it, we respect, care for the other person etc.)*
- ◆ When I entered the class and the pot dropped, some students helped me fix it. Is there any connection between the pot and a relationship? What?  
*(Relationships require care and nurturing, just like you will nurture anything delicate. Like the pot relationships can break if they are not taken care of. Even after mending, the cracks on the pot are still visible. In the same way, relationships may be mended but cracks will always remain and make the relationship very vulnerable)*
- ◆ How can we try to protect relationships from breaking?  
*(See “tips for keeping friends” provided in the ‘additional resources’ section at the end of this module)*



### Let's think together

At the end of the discussion, re-emphasize the following points:

- ◆ Relations are very important. We cannot live alone in a society.
- ◆ If a relationship breaks, it is hard to bring it together again. Many times, people get emotionally hurt, which is difficult to overcome and may take a long time to get the relationship back on track.
- ◆ Every action in a relationship will have a reaction. It is important to keep this in mind.
- ◆ It requires patience, understanding, communication, respect and trust to keep a relationship working.

### Key Message

- ◆ Relationships make us social beings. Relationships should be based on mutual respect and trust.
- ◆ It requires conscious efforts to make relationships last

### Let's talk together



**GEMS Diary Activity:** Ask students to do the activity on “Relationships” on page 27 in the GEMS diary and share their views in the next session.

## Activity 2. Expectations and Responsibilities in a Relationship

This activity will help children understand that every relationship involves expectations and responsibilities and how a mismatch can affect it adversely.



### Learning outcomes

Students will demonstrate

- ◆ An understanding of the importance of taking responsibilities in sustaining a relationship



### Time

45 minutes



### Note for the facilitator

- ◆ As the students play their respective roles, take note of the statements made as you will need these while summarizing the session.
- ◆ Also ensure that students do not become rude or insensitive when they are playing their respective roles



### Methodology

Role play



### Material needed

Open space in a classroom or outdoors



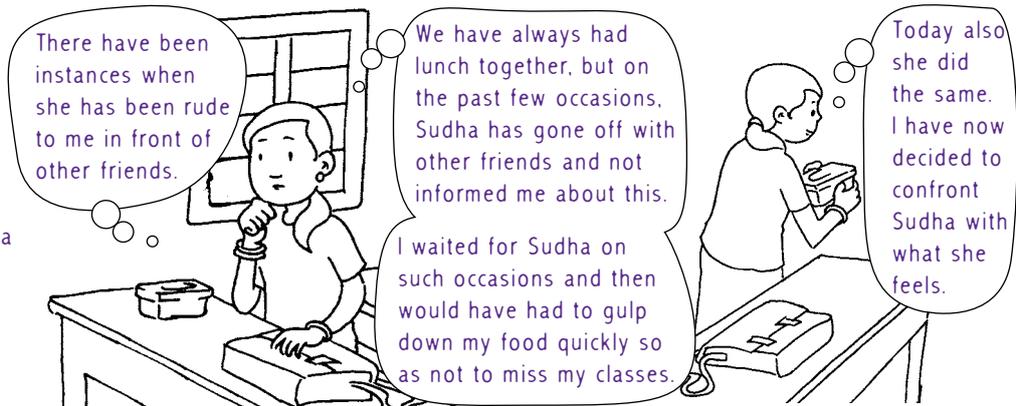
### Classroom activity

Call 6 student volunteers who are interested in role play and group them in pairs. Give each pair one situation as given below. They have to act out the situation. Ask other students to observe the role play and note down their observations.

### Situations for Role Play:

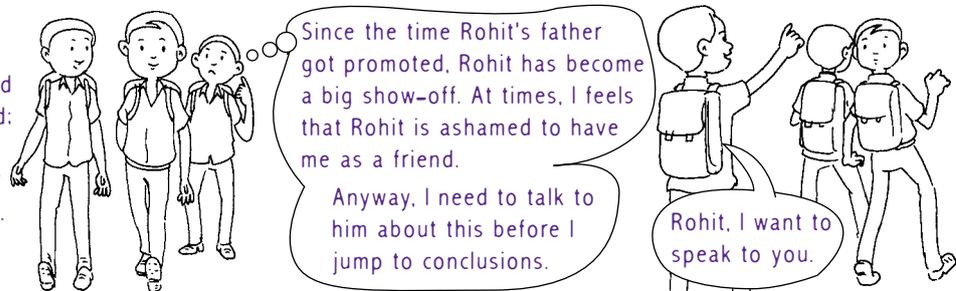
#### Situation 1.

Sudha and Reshma are very good friends. Recently however, Reshma has felt that Sudha has not been talking to her properly.



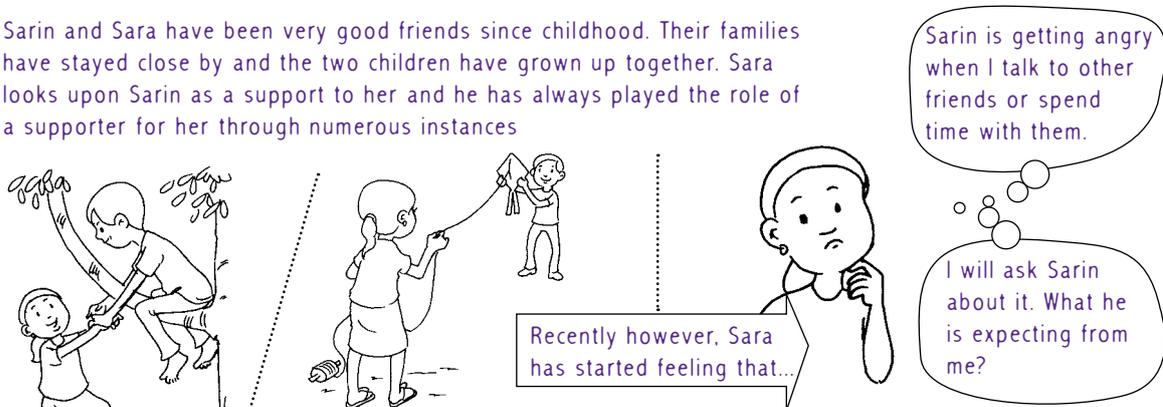
#### Situation 2.

Sameer and Rohit always played together and shared everything they had: books, toys, and tiffin. Rohit's father has been promoted.



#### Situation 3.

Sarin and Sara have been very good friends since childhood. Their families have stayed close by and the two children have grown up together. Sara looks upon Sarin as a support to her and he has always played the role of a supporter for her through numerous instances



After making pairs, ask them to present a role play which will show their relationship.

After the role play, initiate the discussion based on the points given below.

### Questions for discussion

- ◆ What are your observations regarding the relationships shown in Play 1, Play 2 and Play 3?
- ◆ Does this happen and is it close to real situations?
- ◆ What is friendship? Why is it important?  
(How friends help by supporting, caring, being around for us to talk about our problems)

- ◆ What are the expectations and responsibilities from a friendship?  
*(Let students list these freely, but do ask them to list down only those that they think they do or should also be doing as friends. Also refer section on healthy relationships and note on ABC of healthy relationships given as additional resource)*
- ◆ In a friendship, what are the expectations that we should fulfill? What are those which we should not?
- ◆ Can a girl and boy become friends? If not, then why?  
*(Yes of course, they can. Refer to casual and intimate relationships)*
- ◆ How does society look at a boy-girl friendship?
- ◆ What is our responsibility in such friendship?
- ◆ What is our responsibility in the relationship towards our siblings and parents?  
*(Refer section on healthy relationships and note on ABC of healthy relationships)*
- ◆ What should we do to maintain relationships?



### Let's think together

At the end of the discussion, re-emphasize the following points:

A relationship involves a lot of give and take. Just as we expect, respect, commitment and attention, we also have similar responsibilities. Others may have some expectations from us and we should try to fulfil them if they are valid or rational. In any relationship, it is our responsibility to understand and respect others.

#### Key Message

- ◆ A relationship involves a lot of give and take.
- ◆ We should work towards building healthy relationship.



### Let's talk together

**GEMS Diary Activity:** Ask students to do "Know yourself, Know your Friend" given on page 28 in the GEMS diary at home and share their thoughts in next session.

## Activity 3. Conflict Management

This activity will help children understand the need to resolve conflicts without being violent to sustain relationships.



### Learning outcomes

Students will demonstrate

- ◆ An understanding of the need of conflict resolution in sustaining relationships



### Time

45 minutes



### Methodology

Role play and discussion



### Note for the facilitator

As you did in the earlier activity, you need to take care of ensuring sensitivity among the students while they are performing their role plays.



### Material needed

Open space in a classroom or outdoors



### Classroom activity

Call the student volunteers who had participated in the role play in the last session. Ask students to think about the pressure or conflicts they might face in the relationship and the ways they would resolve those. Give them 5 minutes for discussion within their respective pairs and ask them to confront each other and take it forward. See how each pair resolves the conflict without being violent. If they are unable to do it, stop the role play and ask others if they can suggest ways to resolve the situation.



### Questions for discussion

- ◆ How did you feel when the role play was presented?
- ◆ Do you experience these incidents in your day to day life?
- ◆ What were the conflicts that you could recognize from the role plays?
- ◆ What steps were taken to resolve the conflicts?  
(*Trust between people, ability to communicate, open discussion, ability to listen to another persons' point of view*)
- ◆ What else could have been done to handle the situations in the role play?



### Let's think together

At the end of the discussion, re-emphasize the following:

It is natural for all relationships to have some pressure or expectations, which may lead to conflicts. It is important to handle this pressure properly, with care or else it can affect the relationship. With trust, respect and open communication, we can handle conflict without being physical. In this context, it is necessary to understand emotions and the roles they play in relationships. We will discuss more on emotions in the next session.

### Let's Talk together



**GEMS Diary Activity:** Ask students to do the activity "Who is Right, who is Wrong?" on page 24 from the GEMS diary and share their views in the next session.

They can also share their personal experience on the following:

- ◆ If they have had any conflicts in their relationship and how they handled it
- ◆ If they have a very nice relationship, how they have maintained it and how it has helped him/her.

# Year 2 Annexure 2

## ADDITIONAL RESOURCES ON RELATIONSHIP

### The ABCs for Creating and Maintaining Healthy Relationships

A is for Awareness, B is for Balance and C is for Conscious choice

#### A is for Awareness

Awareness means using what you know to respect others and demand respect.

Awareness is having knowledge of the consequences of unhealthy relationships (the unequal relationships where you are dominating or being dominated by your friend or partner) and recognizing danger signs, as well as knowing what your boundaries are.

#### B is for Balance

Balance means not having a relationship that is one-sided – meaning that one person has more control or power than the other. Communication is the key to maintaining a balance. Both people need to recognize that they have valuable opinions, and have to work together to balance their desires.

The same is true for family and friends. People can certainly do things together, but remember that they can have different interests too. Make sure you have time to do things which you like. If you change in a relationship and adopt all of the other person's favorite things, hobbies and lifestyle; the relationships become unbalanced. This could be a very bad sign. If you are scared of losing a friendship by standing up for what you believe is right, then you are in an unstable friendship. True friends listen to and respect each other's opinions.

Below are tips for keeping friends.

- ◆ Be supportive
- ◆ Be encouraging
- ◆ Do not tease or belittle
- ◆ Never use language that will hurt
- ◆ Be respectful of the differences in your friends
- ◆ Cooperate
- ◆ Compromise
- ◆ Be considerate
- ◆ Talk openly about disagreements
- ◆ Apologize when you hurt them

## C is for Conscious Choices

Conscious choices include being able to decide what the next step in a relationship is, making sure things don't "just happen". Choices mean being able to take control.

In order to be **aware, balanced, and make healthy choices**, you need the building blocks of "The ABCs": communication, trust and respect. They are the keys to a healthy relationship and are at the base of "The ABCs".

Children need to be explained that healthy relationships are based on respect, caring, trust, and desire to help each other grow.

# Year 2 Module 3

## EMOTIONS

### 3.A FOR THE FACILITATOR

- ◆ What is emotion?
- ◆ Managing emotions

The teenage years can be a very challenging time for children, parents and teachers. Children undergo physical changes as well as lots of emotional changes. They need help and guidance during this phase. However, it may be hard for parents and teachers to recognize when to intervene in their teenager's life.

In this module, let us discuss the whole range of emotions from anger to shyness that teenagers experience and how they can be helped.

#### 3.A.1 What is Emotion?

Have you ever been afraid? Everyone gets scared sometimes. Sometimes thunder and lightning makes someone's heart beat faster. A student's mouth goes dry when a teacher announces a quiz, or the palms sweat when it's time to get the report card after an examination. You would get butterflies in your stomach while appearing for an interview. You could even get angry at a mismanaged sports day in school.

All such feelings of fear, anger, sadness, surprise, happiness and love are called emotions and we experience them in different ways in our lives. These are natural and common to all human beings.

**Happiness** is a mental state of well-being characterized by positive emotions ranging from contentment to intense joy. A variety of biological, psychological, religious and philosophical approaches have defined happiness and identify its sources.

**Fear:** Fear is a distressing negative sensation induced by a perceived threat. It is a basic survival mechanism occurring in response to a specific stimulus, such as pain or the threat of danger. In short, fear is the ability to recognize danger and flee from it or confront it, also known as the 'Flight or Fight' response.

**Sadness:** Sadness is an emotional pain associated with, or characterized by feelings of disadvantage, loss, despair, helplessness, sorrow, and rage. When sad, people often become outspoken, less energetic, and emotional. Crying is an indication of sadness.

**Anger:** Anger is an emotion related to one's psychological interpretation of having been offended, wronged or denied and a tendency to undo that by retaliation.

**Surprise:** This is an unexpected event, fact or thing.

**Love:** Love is an emotion of strong affection and personal attachment. In a philosophical context, love is a virtue representing all of human kindness, compassion and affection. Love is central to many religions. Love may also be described as action towards others (or oneself) based on compassion, or as action towards others based on affection.

### 3.A.2 Managing Emotions

While emotions are natural, expressing emotions are not. In our life, we learn to express emotions in different ways, and it is highly gendered. As an infant, both boys and girls use crying to express several emotions – sadness, fear and anger. As they grow up, boys are taught not to cry, and told to suppress fear. They are encouraged to show aggression, when angry; which is not acceptable for girls. Girls are prepared to behave in a docile way and taught to control their anger. There is no restriction on them to express fear and sadness, and cry. Similarly, when harassed, girls are expected to be ashamed of themselves and not angry with the perpetrators.

It is important to express emotions effectively without hurting others. This module aims to help students understand the importance of expressing their emotions effectively and provide some skills on this.

For details on emotion and anger management, see additional resources given at the end of this module.

## 3.B OPPORTUNITIES FOR INTEGRATING

Teachers should know that 'emotions' is a topic that can be integrated in subjects, but is more important when it cuts across various subjects. This is something that teachers should be sensitized in when dealing with the students.

The teacher should utilize any opportunity that presents itself, especially when s/he comes across situations where this is required.

The situations may be just before exams when children feel fear and anxiety before the results come out, or during activities like sports when children are competing with one another. There may be successes and failures resulting in sadness or happiness. If a teacher comes to know that a certain child is being bullied by his/her classmates or if a certain child is shy and does not mix easily with the others, he/she should help.

## 3.C ACTIVITIES FOR STUDENTS

### Activity 1. Understanding Emotions

To help children understand that during puberty, they may face different kinds of emotions. This is normal. But they should also know how to handle these emotions without hurting themselves and others.



#### Learning outcomes

Students will demonstrate

- ◆ An understanding of the different types of emotions
- ◆ An understanding of how we react to different types of emotions and what are its consequences



#### Methodology

Free listing and discussion



#### Material needed

Chart paper, markers, chits with the statements given below (make two chits for each of the emotions), black board and chalk



#### Time

45 minutes



#### Note for the facilitator

Talking about emotions can be emotionally disturbing to someone. Take care to be sensitive to the feelings of the students.

Ensure that when emotions are shared, other students do not tease or make fun

Do not force anyone into sharing, if the student is willing to share, be sensitive in listening to what he or she has to say.



#### Classroom activity

Ask students to list down the different emotions. As students call out the emotions, the facilitator quickly lists these down on the board.

Call for a few student volunteers and ask them to pick one chit and read loudly. Then ask

- ◆ How they felt while reading their chit?
- ◆ What would they think?
- ◆ How would they react?
- ◆ What could be the possible consequences?

Use the following chart paper to note down their response.

Statements	Emotions	Thoughts	Action	Consequences
	Anger			
	Happiness			
	Sadness			
	Fear			
	Love			

### Statements

- Happiness** – Teacher admires you.  
 You get first rank in exam.  
 Parents give you some gift.  
 Today is your birthday.
- Sadness** – You get less marks in exam.  
 Someone scolded you without reason.  
 Someone close to you has gone away.  
 Someone has come to know your secret.
- Anger** – Someone has insulted you.  
 Someone teased you.  
 Parents hit/scolded you in front of your friends.  
 Something that you want is given to your brother.
- Fear** – Home work is incomplete.  
 You have been left alone at home.  
 Teacher asked you a question and you didn't know the answer  
 You have lost some important thing (at home or school)
- Love** – Your mother makes your favorite dish to cheer you up as you have been feeling depressed in the last few days.  
 Your best friend calls up to wish you on your birthday.  
 Your decides that he will not have a party on his birthday as you have your exams.

Use the following questions to start the discussion.



### Questions for discussion

- ◆ Did you like this activity?
- ◆ What do you mean by emotion?  
*(A feeling that comes as a result of some experience that you have had)*
- ◆ Which emotions did we see?  
*(Happiness, anger, sadness, fear, worry, shyness)*
- ◆ Can you relate these statements to real life situations?
- ◆ Do you pay attention to your thoughts when you feel something?
- ◆ Do you always act according to your emotions?  
*(Sometimes we cannot show the emotions that we feel, and cannot also act according to them. For example, we may be very angry at something, but will not necessarily show the extent of our anger at that moment as it may not be the right thing to do)*
- ◆ When you react to a particular situation how does it affect you and others?



### Let's think together

At the end of the discussion, re-emphasize the following points:

Certain events and situations bring out feelings within us (anger, sadness happiness, etc.). This is called 'emotion'.

When teens are very upset about things, they need to talk with someone who cares and can help, such as parents, elder siblings or teachers.

They may also want to share their anxieties, their happiness, and their fears with someone and teachers can be a good support at this crucial juncture. Teens need guidance and patient listening.

#### Key Message

Emotions are natural to all human beings – boys and girls

## Activity 2. Managing Emotions

To enhance understanding about how to express and manage emotions effectively



### Learning outcomes

Students will demonstrate

- ◆ An understanding of different ways of expressing and managing emotions effectively.



### Methodology

Role play



### Material needed

Black board and chalk



### Time

40 minutes



### Note for the facilitator

Be sensitive about the feelings of the students while conducting this session.

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



### Classroom activity

#### Role play

Give a quick recap of the previous session on “What is emotion”. Ask for 8 volunteers and make 4 pairs. Ask each pair to act out one of the emotions- happiness, anger, sadness and fear.

During the role play, when the student reaches a point where he or she is expressing or showing a particular emotion, then you should freeze his/her action by saying “statue”. When that student stops, you should ask the remaining students what would be the reaction of others to the way emotion is being expressed. Can the response shown trouble others or convey right message? Ask students to suggest other ways of expressing emotions better and call someone to express it, if require.

After the role plays, initiate the discussion using following questions -



#### Questions for discussion

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



#### Let's think together

At the end of the discussion, re-emphasize the following points:

We all experience a variety of emotions. Depending on what is happening in our lives, we can feel happy, sad, afraid or angry. Some feelings, such as fear, can be difficult, but also can help push us to do better in school tests and at recitals. Likewise, happy feelings can cause problems, such as when you share your excitement with a friend while the teacher is taking class. Life without feelings would be impossible and even boring.

Feeling angry is natural but being violent is not. You should able to convey your emotions without being violent, and that is a skill. Express emotions effectively without hurting others.

#### Key Messages

- ◆ Share your emotions with someone you trust.
- ◆ Emotion is natural, not the expression.
- ◆ Don't suppress your emotions. Express your emotions without hurting others.

# Year 2 Annexure 3

## ADDITIONAL RESOURCE ON EMOTION

### What is Anxiety?

When you feel scared but there doesn't seem to be a clear reason, that's called **anxiety**. Other feelings might come along with anxiety — like a feeling of tightness in your chest, a belly ache, dizziness, or a sense that something horrible is going to happen. These feelings can be very frightening.

For some kids, feelings of anxiety or worry can happen anytime. For others, they might occur only at certain times, like when they're leaving their home or family to go somewhere. Anxiety can happen also when you are expecting exam results or when you are going to appear for your exams.

### Dealing with Anxiety

Anxiety can be treated successfully. Children must be encouraged to talk with their teachers or parents if they are worried about something. As a teacher, it is very easy to see if the child is not behaving normally or something is worrying him or her. A good teacher will notice this change and refer to the school counsel outside.

### Anger

Do you lose your temper and wonder why? Are there days when you feel like you just wake up angry?

Some of it may be the changes your body's going through: All those hormones you hear so much about can cause mood swings, resulting in confused emotions. Some of it may be stress. Anger is a normal emotion, and there's nothing wrong with feeling mad. What counts is how we handle it (and ourselves) when we're angry.

### The Five-Step Approach to Managing Anger

If something happens that makes you feel angry, this approach can help you manage your reaction. Each step involves asking yourself a couple of questions, and then answering them based on your particular situation.

Let's take this example: You wanted to go out with a friend to a movie. Your aunt has dropped in with her family and now your mother wants you to stay at home and help her. You start getting angry.

Here's what to do:

**1) Identify the problem (self-awareness).**

**Ask yourself:** What's got me angry? What am I feeling and why? For example in this case: "I'm really angry at my mother because she is asking me to cancel my movie and help her at home. It's not fair!" Your feeling is anger, and you're feeling angry because you might not get to go to the movie.

**2) Think of potential solutions before responding (self-control).** This is where you stop for a minute to give yourself time to manage your anger. It's also where you start thinking of how you might react — but without reacting yet.

**Ask yourself:** What can I do? Think of at least three things. For example, in this situation you might think:

(a) I could complain to my mother and sulk. (b) I could finish doing the work that she wants me to do and then ask if I could go for the movie. (c) I could make excuses for not helping her and go out anyway.

**3) Consider the consequences of each solution (think it through).** This is where you think about what is likely to result from each of the different reactions you came up with.

**Ask yourself:** What will happen for each one of these options? For example:

(a) Refusing, complaining and sulking may get you into worse trouble or even grounded. (b) Helping her out involves work and you may get to the movie late (but maybe that adds to your mystique). With this option, you get to go to the movie *and* your mother is also happy; so you don't have to worry about it for a while. (c) Going out may seem like a real option in the heat of the moment. But when you really think it through, it's pretty difficult as it will only prolong the bad feelings with you sulking first and then your mother also being unhappy, and the later your aunt being at the receiving end of the complaint as to how you are now throwing tantrums and not listening to grown-ups.

**4) Make a decision (pick one of your options).** This is where you take action by choosing one of the three things you could do. Look at the list and pick the one that is likely to be most effective.

**Ask yourself:** What's my best choice? By the time you've thought it through, you're probably past sulking, which is a knee-jerk response. You may have also decided that going out is too risky. Neither of these options is likely to get you to the movie with peace of mind. So option (b) probably seems like the best choice.

Once you choose your solution, then it's time to act.

**5) Check your progress.** After you've acted and the situation is over, spend some time thinking about how it went.

**Ask yourself:** How did I do? Did things work out as I expected? If not, why not? Am I satisfied with the choice I made? Taking some time to reflect on how things worked out after it's all over is a very important step. It helps you learn about yourself and it allows you to test which problem-solving approaches work best in different situations.

Give yourself a pat on the back if the solution you chose worked out well. If it didn't, go back through the five steps and see if you can figure out why.

These five steps are pretty simple when you're calm, but are much tougher to work through when you're angry or sad. So it helps to practice over and over again.

## Other Ways to Manage Anger

The five-step approach is good when you're in a particular situation that's got you mad and you need to decide what action to take. But other things can help you manage anger too.

Try these things even if you're not mad right now to help prevent angry feelings from building up inside.

**Exercise.** Go for a walk/run, work out, or go play a sport. Lots of research has shown that exercise is a great way to improve your mood and decrease negative feelings.

**Listen to music (without disturbing others).** Music has also been shown to change a person's mood pretty quickly. And if you dance, then you're exercising and it's a two-for-one.

**Write down your thoughts and emotions.** You can write things in lots of ways; for example, in a journal or as your own poetry or song lyrics. After you've written it down, you can keep it or throw it away — it doesn't matter. The important thing is, writing down your thoughts and feelings can improve how you feel. When you notice, label, and release feelings as they show up in smaller portions, they don't have a chance to build up inside.

**Draw.** Scribbling, doodling, or sketching your thoughts or feelings might help too.

**Meditate or practice deep breathing.** This one works best if you do it regularly, as it's more of an overall stress management technique that can help you use self-control when you're mad. If you do this regularly, you'll find that anger is less likely to build up.

**Talk about your feelings with someone you trust.** Lots of times there are other emotions, such as fear or sadness, beneath anger. Talking about them can help.

**Distract yourself.** If you find yourself stewing about something and just can't seem to let go, it can help to do something that will get your mind past what's bugging you — watch TV, read, or go to the movies.

These ideas can be helpful for two reasons:

**They help you cool down when you feel like your anger might explode.** When you need to cool down, do one or more of the activities in the list above. Think of these as alternatives to taking an action you'll regret, such as yelling at someone. Some of them, like writing down feelings, can help you release tension and begin the thinking process at the same time.

**They help you manage anger in general.** What if there's no immediate problem to solve — you simply need to shift into a better mood? Sometimes when you're angry, you just need to stop dwelling on how angry you are.



# Year 2 Module 4

## Violence and Conflict Management

### 4.A FOR THE FACILITATOR

#### 4.A.1 Communication

Communication is exchange of information between two people, a group of people or from a source to hundreds of people. Communication may be verbal. This includes speaking and writing as the mode to express. Communication can also be non-verbal. Here body language and gestures are used to express feelings and thoughts. This also includes the way you dress, posture, body tension, facial expressions, degree of eye contact, hand and body movements, tone of voice, the amount of physical space between you and the other person, variations of speech, and any kind of touch. All of these are matters to be considered in the communication process.

#### Listening<sup>11</sup>

Most of us listen at the following levels:

**Passive listening** where we take in, absorb all that the other person has to say without necessarily responding

**Selective listening** or paying attention only to some parts while pretending to listen to the whole. E.g. an adult 'listening' to a child's chatter while reading the newspaper and intermittently saying 'Oh and Aha' to convey the impression of attentiveness

**Active listening** where we nod, seek clarifications, paraphrase the content and respond. Paying attention, responding effectively, asking appropriate questions, seeking clarifications is integral to active listening. The only danger here is that the listener is more often than not preoccupied with his/her response. 'What am I going to say next' is at the back of our heads preventing us from listening fully to the person sitting across.

**Empathic listening** is when we listen with our eyes, heart and mind. We not only listen to what is said, but more importantly what is not said. We pay attention to all the non-verbal cues. For example, when a woman walks in crumpled clothes, talks in a low voice, sits with her shoulders drooping and downcast eyes but responds with "I am okay" to your question of "How are you today?", your voice and words need to communicate that she doesn't seem so fine rather than moving on with a predefined agenda. She will instantly open up. Listening is both an art and skill that needs to be cultivated. Only then can we truly be effective communicators.

<sup>11</sup> Maitra S. 2010. Importance and scope of communication skills. IGNOU, New Delhi.

## The use of Communication to Express Emotions

Writer James Murray says the ability to be aware of and express one's feelings is an important emotional foundation. Often merely recognizing and expressing a feeling is enough to lessen it, control it, accept it, or shift one's attention away from it. The ability to know and express one's feelings is important for victims of violence. There is no doubt that having an opportunity to talk with someone, to express one's feelings, is a safeguard against loneliness, depression and isolation. To separate feelings of frustration from feelings of anger, and feelings of disappointment from loneliness aids in the process of getting a handle on being emotionally healthy.

### 4.A.2 Assertive Communication

Assertiveness is the skill of clearly representing your thoughts and feelings in a mutually respectful way that does not employ guilt, infringe on others' rights or use emotional blackmail.

Being assertive:

- ◆ is being honest without being rude or hurtful.
- ◆ is about what you really want.
- ◆ allows others to feel safe and get what they want too.
- ◆ is being respectful of yourself and of others.
- ◆ does not intentionally hurt people.

**Assertiveness allows us to take care of ourselves**, and is fundamental for good mental health and healthy relationships

Children and youth face many conflicts at home and at school. The usual response to conflict is 'fight or flight'. What should be a more appropriate response?

Brenda Melton who is a Bullying Special Edition Contributor says assertive communication is how you can let others know about your needs and wants, and at the same time consider the needs and wants of other people. You stand up for your rights while respecting the rights of other people. It is a win-win situation.

### Do all Conflicts end in Violence?

Conflicts between people are common but this does not mean that conflicts must result in violence. This activity shows how to use assertive language to handle conflict in a non-threatening way.

### Communicating Assertively<sup>12</sup>

*What is an "I message"?*

Use "I messages" to intervene when there is a relationship problem (examples: teasing, gossip, arguing, being rude, lying). This is a solution-focused, respectful way of letting the person know of your concerns and what you want to see happen.

- ◆ Use eye contact

---

<sup>12</sup> Adapted from : Excerpts from Assertive Communication: A lesson Plan by Brenda Melton from [www.education.com](http://www.education.com)

- ◆ Tell the person: “I have a problem...”
- ◆ Describe the problem or behavior in a non-threatening way. “When you do this... I feel”
- ◆ Tell the person how you feel about the problem. “I feel...”
- ◆ “I do not want the relationship to get worse....”

*What can I say to a person if I have a concern?*

Assertive Communication “I messages”:

- ◆ “I have a problem and need to talk to you.” (Wait for response.)
- ◆ “When you argue with me after I ask you to stop, it makes me feel frustrated.” (Wait for response.)
- ◆ “If you continue to argue after I ask you to stop, will it make our relationship better or worse?” (Wait for response.)
- ◆ “I do not want the relationship to get worse...” (Wait for response.)

### 4.A.3 Collective Response to Violence

#### Overcoming Violence

Here are some rules for keeping conflicts from getting out of control.

- ◆ Tell the other person what's bothering you - but do it nicely.
- ◆ Don't let your emotions take control.
- ◆ Listen to the other person.
- ◆ Try to understand how the other person is feeling.
- ◆ No name-calling or insults.
- ◆ No hitting.
- ◆ Don't yell or raise your voice.
- ◆ Look for a compromise.

#### Conflict Resolution in a Relationship

Teaching children how to resolve conflicts is a necessary part of their emotional intellect, and critical decision making skills. Conflicts are a typical part of every life – whether simple or complicated.

The first thing that children should understand is that we are all different. We do not always have the same thoughts, believe in the same things, or act in the same ways. These are the things that make us individuals and it is ok to have different thoughts, beliefs, and even act differently. Children should be encouraged to appreciate the uniqueness in each person that we come in contact with. This is the first step in conflict resolution.

The second step in teaching children how to resolve conflicts is to ensure that they understand the importance of their safety, and the safety of others when they become angry. It should be stressed that no one should ever hit, push, or engage in any other act of violence against another person. If a child feels as if they are angry and that they need some type of physical release, they should be encouraged to run, or do some type of other exercise. It is not correct to hurt themselves, or another person.

Thirdly, tell children that if they feel angry or hurt they should communicate. Children should know that it is not appropriate to yell, or get loud in any way with the person that they are angry with. Talking is always much more productive than yelling and losing control.

Children should know that when it comes to being wrong, they should admit it. We all make mistakes. But when we realize that a mistake has been made and it can hurt someone it is better to admit the wrong and express apology. Admitting wrong in a situation is the first step to self improvement and growth. This teaches children responsibility for their actions.

## **4.B OPPORTUNITIES FOR INTEGRATION**

Communication is an integral part of our lives and definitely of our school syllabus. Every subject has an opportunity where communication can be integrated. Maths, History, Geography, Science, languages all have ample opportunity for this.

## 4.C ACTIVITIES FOR STUDENTS

### Activity 1. Verbal and Non-verbal Communication

This activity will help students understand verbal and non-verbal communication



#### Learning outcome

Students will demonstrate

- ◆ A better understanding of the role of verbal and nonverbal communication
- ◆ A better understanding of the use of communication to express emotions.



#### Methodology

Role-play



#### Note for the facilitator

Communication is very important. Facilitators need to stress on the importance of communication.

More than saying and defining, it is better to demonstrate effective communication. Take examples from the everyday lives of students. This will help in building rapport.



#### Material needed

Open space in a classroom



#### Time

45 minutes



#### Activity

Role play and discussion

Make 5-6 chits with various emotions written – anger, sadness, surprise, happiness, fear. The children may remain seated in their places and work in pairs. One student in the pair becomes clay and the other sculptor. The student who becomes the clay cannot talk or move by themselves, but the sculptor can move him/her. For example the sculptor can move the clay's hands or mouth to show different kinds of emotions. After the students have decided their working pairs, give a chit to the sculptor and ask them to prepare their clay to portray the emotion mentioned in the chit. Ask them not to talk. Give two minutes for this activity. Then, ask the sculptors to look around and identify emotions on other clays.

Emphasize that we can express our emotion without saying so. This is non-verbal communication. Ask them, if they can give examples of non-verbal communication.

Before starting the second activity, call 2 volunteers separately. Tell one of them that s/he has managed to find the phone number of an old friend and is very excited to call him/her to share some good news. Next tell the other volunteer that something wrong has happened with him/her which is very upsetting. Even a call from old friend will not be able to excite him/her. He/she wants to share these emotions with

the friend but is unable to do so. After these preparations, ask them to stand back to back, so that they cannot see each other's faces. Then tell them to have a telephonic conversation.

Emphasize that even without looking at each other, we can express our thoughts and feelings with words and tone. However communication means that when one person speaks the other listens attentively. This is verbal communication. Use following questions to initiate the discussion.



### Questions for discussion

- ◆ What are the different ways of communicating?
- ◆ How are we able to understand the emotions of a person even though that person has not said a single word?
- ◆ How do we know what a person wants to say, even if s/he is neither in front of us nor sharing his/her thoughts?
- ◆ How does one listen effectively?  
*(pay close attention, maintain eye contact, nod from time to time to show that you are listening, ask questions where you have a doubt about the meaning)*



### Let's think together

At the end of the discussion summarize the discussion:

Communication is an important means of expressing our emotions. We can express emotions through verbal and non-verbal communication. It is important to listen carefully.

## Activity 2. Assertive Communication

To enhance the capacity of students to understand assertive communication



### Learning outcome

Students will demonstrate

- ◆ A better understanding of how they can use assertive communication to handle violence
- ◆ A better understanding of how assertive communication can be used to express feelings without hurting anyone.



### Methodology

Role play and discussion



### Note for the facilitator

Being assertive is important. One way to ensure assertiveness is to communicate in a firm manner. Ensure that students understand the fine line that divides assertiveness and rudeness.



### Material needed

Open space in a classroom



### Time

45 minutes



### Classroom activity

Call a few students and divide them into 4 groups. Give each of them a situation for role play (given below). After each role play, ask the students whether the response was assertively communicated? If not, ask others to come forward and act in other appropriate ways. See, if students are using “I messages”. If not, help them use this in the situations given below.

#### Situation

- ◆ You are blamed for stealing although you are innocent. How will you communicate?
- ◆ Few classmates are pressurizing you to eat *gutkha*. How will you say no?
- ◆ One boy pushed another boy. How will the second boy stop the first one without being physical?
- ◆ One boy is teasing a girl. How will she convey her displeasure?



### Questions for discussion

- ◆ How can we say ‘no’ effectively?
- ◆ Did you see assertive communication in the role plays?
- ◆ How does this help in our day to day life?
- ◆ How will this help to reduce emotional harm?
- ◆ How will this help in handling relationships?



### Let’s think together

At the end of the discussion re-emphasise the following points:

Assertiveness is a kind of confidence. It is a way of behaving that helps people clearly communicate their needs, wants and feelings without hurting anyone else. Assertiveness allows us to take care of ourselves, and is fundamental for good mental health and healthy relationships.

It is helpful to use “I messages” in communication as in the given role plays, you could have used-

“If you think I have stolen, please tell me what makes you think so?”

“ I have seen many examples of the harm caused by eating gutka. I do not want to do this.”

“I do not think that is good, it hurts.”

“I don’t like this”.

### Key Messages

Convey your message assertively without being rude

### Let’s talk together

Ask students to use assertive communication and share their experience.

### Activity 3. Is it Violence?

To enhance the capacity of students to recognise different forms of violence.



#### Learning outcome

Students will demonstrate

A better understanding of the concept of violence



#### Methodology

Story telling



#### Material needed

Black board and chalk



#### Note for the facilitator

This session is on violence and communication. Children need to be sensitised to hidden forms of violence or recognise the violence when it is perpetuated in different forms. Once they understand the forms, they need to be encouraged and supported to respond positively.

Some topics may be emotionally disturbing for some students. Such students must be counselled separately



#### Time

40 minutes



#### Classroom activity

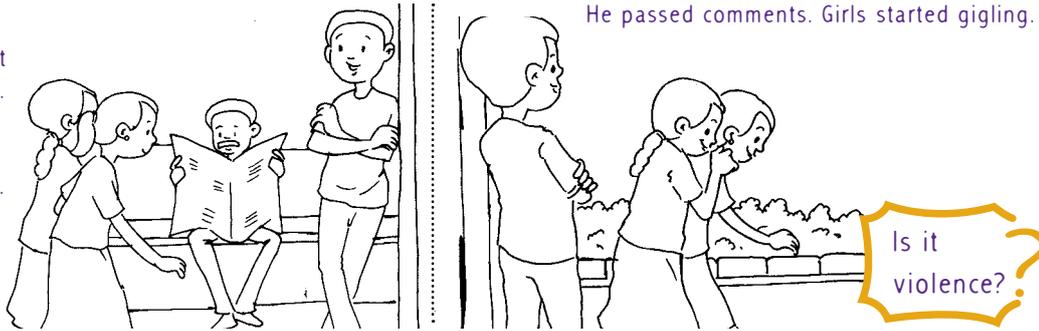
First ask the students to define violence. Write the definition on the black board. If the definition is incomplete, complete it. Then, read out the following stories and ask them whether there is any violence in the given incidents or not?

#### Stories

Ramesh is very clever and always sits on the first bench.



Raju was standing at a bus stop. He saw some girls passing by.



He passed comments. Girls started giggling.

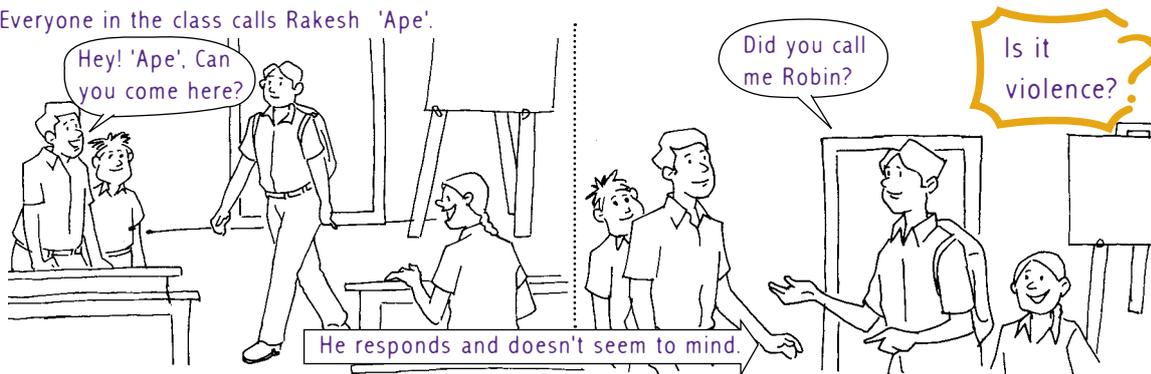
Is it violence?

Kabir has a nice cricket kit which everyone uses during the game. He always bats first and at times doesn't accept if declared out.



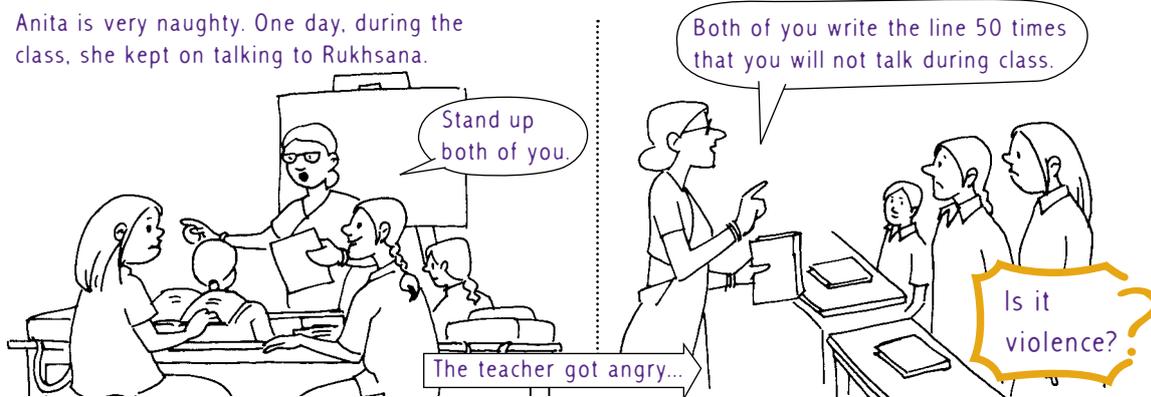
Is it violence?

Everyone in the class calls Rakesh 'Ape'.



Is it violence?

Anita is very naughty. One day, during the class, she kept on talking to Rukhsana.



Is it violence?



### Questions for discussion

- ◆ What is violence according to you?  
*(any act that causes or likely to cause harm (physical, sexual or emotional) to another person against whom the act is directed. Denial of rights that a person has is also violence. Violence has nothing to do with the reaction of the victim)*
- ◆ What is the connection between power and violence?  
*(greater power gives a person more opportunities to misuse it. Any power can be used or misused. When it is misused it causes violence)*
- ◆ What can be done to address violence?  
*(collectively opposing it, seeking help from people at power – parents, teachers)*
- ◆ How can we prevent violence?  
*(sensitivity, respect for differences, understanding, care)*



### Let's think together

At the end of the discussion re-emphasise the following points:

- ◆ Violence is any act that causes or likely to cause harm to another person against whom the act is directed. Denial of rights that a person has is also violence
- ◆ Greater power gives a person more opportunities to use the power. Any power can be used or misused. When it is misused, it will be the cause of violence in some form or the other – emotional, physical or sexual.
- ◆ We need to oppose violence collectively.

### Key Message

- ◆ Violence in any form is not acceptable.
- ◆ It should be opposed

### Let's talk together



**GEMS Diary Activity**–Ask students to do activity “What is violence?” given on Page 30 of GEMS diary and share their views in the next session. Also ask them to go through “Protection against Violence – Safety Tips” given on Page 36 and share the relevance of the tips provided or if they have used any of those in their personal life.

## Activity 4. Collective Response to Violence

### Overview

To enhance the nuanced understanding in students to forms of violence and the need for collective response.



### Learning outcome

Students will demonstrate

- ◆ A better understanding of who are the different players in any act of violence
- ◆ A better understanding of how collective response helps in curbing violence



### Methodology

Story telling and discussion



### Material needed

Story



### Time

45 minutes



### Classroom activity

Read aloud the story given below and ask the students to identify violence, perpetrators, bystanders and victims of violence. Also ask them about the appropriate response required at various point.

### Story

This is a story of Sabina who was a student of class VI. She was a good and attentive student. Lalit, a student in her class was keen on developing a friendship with her and spending time with her. But Sabina was not interested and had told him so. Yet, Lalit kept bothering her. He used to throw flowers and letters at her in the class.

Seeing this, the teacher started telling her that the entire class was getting disturbed because of her. He asked her to even leave the class many times. Her classmates also stopped talking to her.

Sabina was really upset. Her mother also accused her for all this mess. Her elder sister started coming to drop her to school. After the final exam, she was sent to her native village and her studies were discontinued.



### Questions for discussion

- ◆ Do you find any violence in the story?
- ◆ What are the different forms of violence Sabina experienced?
- ◆ Who were the perpetrators?
- ◆ Who were the bystanders? Did they do anything? Why? Why not?
- ◆ Was Sabina responsible for her situation?
- ◆ Who could have changed the situation? How?



### Let's think together

At the end of the discussion re-emphasise the following points:

In any act of violence besides the victim and perpetrator the bystander has a critical role to play, especially if bystander is in the position of power, like the teacher in this story. If the bystander blames the victim, this can scar the victim's life. Timely collective actions can protect the victim and this can have life-long implications. In this story teachers or Sabina's classmates could have intervened and supported her to continue her education.

### Let's talk together

Ask students to share personal experience if any where collective response helped in addressing violent situation.

