

# KNOW YOUR BODY KNOW YOUR RIGHTS

A Comprehensive Sexuality Education Curriculum  
for adolescents aged 9-13 years old



KNOW YOUR BODY

KYBK YR

KNOW YOUR RIGHTS

# CONTENTS

<b>ACKNOWLEDGEMENTS</b>	01	
<b>REVIEWER'S NOTE</b>	02	
<b>PREFACE</b>	04	
<b>SESSION 0</b>	34	Know Your Body Know Your Rights
<b>SESSION I</b>	48	Change is Constant
<b>SESSION II</b>	61	Our Changing Bodies
<b>SESSION III</b>	78	More About Bodies
<b>SESSION IV</b>	90	Community Around Me
<b>SESSION V</b>	101	Many Moods of Mine
<b>SESSION VI</b>	118	What is Attraction?
<b>SESSION VII</b>	134	My Sense of Self
<b>SESSION VII</b>	148	Violence
<b>SESSION IX</b>	164	Diversity
<b>SESSION X</b>	174	Closing & Sources of Information



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# ACKNOWLEDGEMENT

The Know Your Body Know Your Rights CSE curriculum for adolescents between the ages of 9-13 years is a collaborative effort of colleagues, partners and supporters of TYPF over the years advocating for adolescent sexual and reproductive rights. This curriculum is prepared as a practitioner guide for comprehensive sexuality education trainers, practitioners and youth leaders and for allies who believe in the issue. Our sincere gratitude to all the team members who have worked hard to bring together their experience, knowledge and efforts in shaping the curriculum. The YP Foundation is thankful for everyone who has contributed to continuous support, participation and partnerships.

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# REVIEWER'S NOTE

*from TARSHI for TYPF's KYBKRYR curriculum*

TARSHI congratulates The YP Foundation (TYPF) on this curriculum they have developed for 9-13-year-olds as part of their Know Your Body, Know Your Rights (KYBKRYR) programme. Comprehensive Sexuality Education (CSE) provides children and young people information that they need to grow up happy and healthy, and this curriculum from TYPF lays the foundation for children and young people to understand and treat with respect changing bodies, mental health, and decisions related to gender and relationships – their own and others'.

It is an unfortunate reality that it is difficult to this day for children and young people across India to access rights-based, non-judgmental information and perspectives about their bodies, gender, and sexuality. This KYBKRYR curriculum is rights-based and places children and young people's right to know about their bodies and rights at its centre. Information has been presented in a simple but not simplistic way, giving care to the evolving capacities of children and young people to understand varying levels of information and perspectives as they grow older. The YP Foundation has taken care to not overwhelm the facilitator or the programme participant with too much information, while also not missing out nuances such as diversity in families, mental health, awareness about the self, consent, and being non-judgmental of one's (and others') appearances, experiences, identities, or choices. This emphasis can help children locate themselves better in their ecosystem, while also building their own capacities to become more empathetic to diverse life experiences.

It is adults' responsibility to give children and young people the information and tools needed to be safe, healthy, and happy – even if that requires adults to talk about sensitive, taboo subjects. This responsibility includes equipping ourselves with accurate information and tools to provide the information and tools to children and young people in an age- and stage-appropriate manner.

Facilitating sessions on CSE with young people is challenging, even if one starts out with the best of intentions. Facilitators need to learn accurate information, reflect on their own attitudes and values, and be mindful of the contexts in which their potential participants are based, and therefore, what they can say and how to say it. The curriculum has been written by young facilitators, for young facilitators, both those who have experience transacting CSE and those who may be new to it but are interested in taking rights-based messages on gender and sexuality to children and young people. It helps facilitators understand how to demystify and simplify messages on sexuality education for children and young people in an age-appropriate, responsible manner.

Notes in the curriculum detail various aspects of preparing and facilitating sessions on sexuality education. It includes tips to keep the young participants eager and engaged, while also offering facilitators suggestions on things to look out for, simple errors that can be avoided, and more. It encourages facilitators to experiment with methods to be responsive to the participants' needs and gives them flexibility with the methodology, but also spells out essential key messages that are to be conveyed with each section. It can boost the confidence of young people from different backgrounds who want to facilitate sessions on sexuality education.

The curriculum also details the preparation required by organisations and facilitators who wish to facilitate such sessions. This includes engaging with teachers/parents pre-implementation as it is important to get their support and to ensure that conversations on rights-based sexuality go on even after the sessions are over. Other important preparatory suggestions include encouraging the facilitators to study the Protection of Children from Sexual Offences (POCSO) Act (2012) to better help their session participants, creating a referral plan, resources such as a list of child-friendly helplines and services, and suggestions to be mindful of the facilitators' mental health. Keeping with the times when it was drafted, piloted and released, the curriculum also accounts for virtual facilitation and other tips to keep the implementation COVID-19 safe.

The curriculum has been successfully piloted with several groups and if used as suggested - with suitable preparation by the facilitator and their organisation, with the consent and assent of stakeholders, and a referral plan and resources in place - it promises to fill a valuable gap in CSE for the age group 9-13. We wish TYPF and anyone who wishes to use this curriculum the very best in their attempts to build a safe, inclusive and self-affirming environment for children and young people.

**TARSHI Team**



## PREFACE

*"I saw blood on a toilet seat at a shopping mall once and my mother told me that the person who used the toilet before has a disease.*

*When I got my periods, I was convinced that I had got the same disease and worried for an entire year"<sup>1</sup>*

*"I used to have a 'hard-on' when I was 5 years old. I've never got wet dreams. I wondered if I was weird"*

*"I thought it was because of the way I looked or the way I was that I was being touched. I wish someone had told me it was not my fault"*

We all have stories about this from our childhood; some funny, some confusing and some scary. We received funny, inaccurate answers because adults around us were convinced that we were "not yet ready...all in good time." Perhaps, it was the adults around us who were not ready – or didn't know what to say. As a result, there it was – the golden motto - "When we have to learn it, we will".

So, is there a right age to start talking about bodies, reproduction and all things sexy? Experts now say Comprehensive sexuality education can start at as young as 3-5 years old<sup>2</sup>. No, it doesn't mean teaching a 3 year old about the act of sex, pregnancy and contraception. **Comprehensive Sexuality Education (CSE)** is not just about "sex". "Sex is only a small part of who we are as sexual beings. And even people who are not having sex are sexual beings"<sup>3</sup> This is probably the hardest thing for us adults to accept that children, even as young as 5 years old, are sexual beings too.

[1] Real incidents shared by people spoken to during the making of this curriculum

[2] <https://www.teachwire.net/news/sex-education-should-start-in-the-early-years>

[3] [http://www.srcp.org/for\\_all\\_parents/definition.html](http://www.srcp.org/for_all_parents/definition.html)

Let's pause and look at the word 'sexuality'.

1. Sexuality is much more than body parts and sex (though it includes these things, too)
2. Sexuality includes our gender identity (the core sense of how we feel about our bodies and identity)
3. Sexuality includes gender role (the idea of how we should behave because of our biological sex)
4. Sexuality includes our sexual orientation (who are we attracted to), our sexual experiences, thoughts, ideas, and fantasies.
5. Sexuality includes how we feel about our bodies. We call that "body image," and poor body image can have a profound effect on our ability to have healthy relationships.
6. Sexuality includes how we experience intimacy, touch, love, compassion, joy, and sorrow.
7. Sexuality includes the way in which the nation state, law, policies, education, media, family, friends, religion, age, life goals, and our self-esteem shape our sexual selves.

*(Source: Adapted from Sexuality Resource Centre for Parents)*

Thus, Sexuality is an integral part of who we are and starting a conversation about it early can help us raise a confident, comfortable in their bodies and less biased generation perhaps! CSE looks at teaching about sexuality holistically. In this curriculum, physical, emotional and social changes during puberty have been covered. The idea is to orient young people (9 to 13 years) to the changes that are to come and help be more prepared for it.

### **Well, isn't there enough material out there already on this?**

Yes, there most certainly is. The literature and curriculums available are typically designed to be implemented with young people over 13 years of age. We don't need to be an expert to know that there is a stark difference between the learning capabilities of a 6th grader and a 10th grader. Needless to say, the same content and activities may not be relevant for participants younger than 14 years. The available curriculum for 9-13 years is scarce and needs upgrading. Moreover, the conversations around sexuality education for a younger age group tend to be limited to 'safe and unsafe touch' and hygiene.



The YP Foundation has been successfully imparting CSE for the last 10 years across Delhi NCR, UP and Bihar for youth between the ages of 14 and 25. When the same curriculum was implemented with younger participants, they were not adequately engaged and subsequently did not demonstrate the desired learning outcomes. Hence the decision was taken to develop a separate curriculum.

### Why start younger?

“ ...

the important focus is to support young children in their sexual development in order to empower them to make responsible and healthy decisions related to their sexuality now and later in life, with respect to others. **In addition, CSE, at any age, is fundamentally about the right of children and young people to access information.**”<sup>4</sup>

The UNFPA Evaluation study of two international programs for children aged 4-12 concluded that 10-12 is an ideal age group to start CSE. Overall it had positive effects on knowledge increase and assertiveness in young children.

The concurrent evaluation of adolescent education program (AEP) found that “a high proportion of students (52%AEP, 38% non-AEP) responded in favour of introducing AEP to students below the age of 14 years, i.e. 9-13 years. At present, the class for introducing AEP is Class 9, i.e. approximately 14 years age. More girls than boys favoured lower age of initiation of AEP. In favour of initiating AEP at class 6, a girl has said, ‘6th, as changes start from this age’; whereas in favour of initiating AEP from class 9, a boy noted, ‘9th as students are mentally prepared’.”<sup>5</sup>

With the increase in access and availability of media and internet, it is not incorrect to say that young people are exposed to heavily sexualised content more than before. Rather than controlling content, we can prepare the generation to make healthy decisions and feel free about their body and sexuality.

Before you read further, we invite you to take a pause and think back to when you were at that age and answer the following questions:

1. When, where and how were the first instances when you learnt or tried to learn about growing up, your body, sex and romance?
2. Was there anything you were super curious about and something that you were absolutely disgusted by?
3. Is there anything you wish someone had told you about your body and changes of puberty when you were growing up?

If you are going to be facilitating the sessions, it is essential you sit down and think about these questions. This is as close as you can get to be in the shoes of the participants you will be meeting.

[4] UNFPA. The Evaluation of Comprehensive Sexuality Education Programmes. Ch 5.1 Evaluating CSE for Young Children” – Sanderijn van der Doef, Rutgers. p.34

[5] UNFPA-Sambodhi, Concurrent Evaluation of Adolescent Education Program: Report. 2010-11. p. 205

## Understanding POCSO

Since this curriculum is going to be implemented with young people under the age of 18, the facilitators need to make sure that they are following all the guidelines stated under the POCSO act. The facilitators also need to orient both participants and their guardians with the content of the curriculum and take written consent from both parties before beginning implementation. Please refer to the 'engaging with stakeholders' section of the preface to read further about this.

*Protection of Children against Sexual Offences (POCSO) Act, 2012 safeguards person below the age of 18 years against sexual offences such as abuse, pornography or harassment. You can find a brief summary of the Act from the links here:*

<https://wcd.nic.in/sites/default/files/POCSO-ModelGuidelines.pdf>

<https://www.cry.org/resources/pdf/POCSO-%20FAQs.pdf>

There can be likelihood of disclosure of sexual abuse from the participants who are below the age of 18 years. It is therefore important for the facilitator to be well informed with the specificities of the act. We strongly recommend that a referral and redressal mechanism training is conducted prior to the implementation of the curriculum and a list of emergency numbers be readily available to those on the frontlines of implementation. We recommend consulting [HAQ's Center for Child Rights](#) on forming a redressal mechanism as well as to have capacity building sessions around addressing child sexual abuse (CSA) cases.

It is advisable to follow the reporting protocol at all times to avoid further harm of reliving the incident to the survivor with different people. It is vital to ensure confidentiality of the participant by not disclosing their identity or details of abuse in a public institutional setting. As a facilitator, you can ask the participant if they need any support from you. However, refrain from making false promises. Reiterate that it was not their fault and there is no shame in asking for help.

The organisations/individuals working with children should have a Child Protection Policy with clear procedure, guidelines and standards to protect children from any kind of intentional or unintentional violence or discrimination. The policy should aim to create a safe and enabling environment for children. You can refer to TYPF's Child Protection Policy [here](#).

**NOTE:** All of the information given in the sessions is strictly for educational purposes. It is the facilitator's responsibility to convey to all the stakeholders involved that this engagement is strictly for educational purposes on adolescents' health and well being and in no way encourages or advises the participants to engage in any sexual activity. The facilitator needs to ensure that participants are not suggested or forced to take any kind of advice that might be harmful or detrimental to their rights and well being during the sessions.

Disclosure of abuse can be triggering for the facilitator. It is therefore important to have a process of regular debriefs and check-ins with their supervisor/team or reach out their support system to ensure their mental well-being. The facilitator should be provided support wherever needed and understand that they can take a break whenever overwhelmed or burnt out.

## Understanding Participants

The curriculum is designed for young people in the age group of 9-13 years. This particular manual is designed for school going children but activities can be adapted to suit other groups. This age group is considered to be in the 'middle' years - they aren't a child anymore and not yet teenagers either. It's a transition period into the puberty years. This group also shows a lot of variation in terms of physical, emotional and sexual maturity. According to the Indian schooling system, 9-10 year olds attend 'primary' school and 11-13 year olds attend 'upper primary' or 'elementary' school. It is important to distinguish these two groups as their typical developmental capacities are different.

We found **Michigan State University Extension's guidelines** for this age group very useful. We have shared it below to act as a practical guide to understand our participants. Since it is not written for our context, we are bound to find some variations.

"For a point of reference, physical development refers to the growth of the body and development of motor skills. Social development is the interaction between children and their ability to function in social settings. Emotional development looks at how youth handle their feelings and express them. Finally, intellectual development is all about how individuals learn."

[6] [http://msue.anr.msu.edu/news/9\\_to\\_11\\_year\\_olds\\_ages\\_and\\_stages\\_of\\_youth\\_development](http://msue.anr.msu.edu/news/9_to_11_year_olds_ages_and_stages_of_youth_development)

## FOR 9 TO 11 YEAR OLDS

How are they developing?	How best to plan activities for them?
<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• They experience a steady increase in large muscle development, strength, balance and coordination</li> <li>• They are very active, with a lot of energy</li> <li>• There will be different maturation rates between the sexes; girls will tend to mature faster than boys</li> <li>• They will experience an increase in small muscle coordination</li> </ul>	<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Plan activities that allow them to move about</li> <li>• Vary activities – don't rely solely on sports, general physical activities are important as well</li> <li>• Avoid initiating competitions between genders</li> </ul>
<p><b>Social</b></p> <ul style="list-style-type: none"> <li>• They generally see adults as authority</li> <li>• They follow rules out of respect for authority</li> <li>• They are loyal to groups, clubs, gangs, etc.</li> <li>• They enjoy code languages and passwords</li> <li>• They identify with individuals of the same gender</li> <li>• They prefer to work in groups in cooperative activities</li> <li>• They approach solving problems with a negotiating style, compromising with peers</li> </ul>	<p><b>Social</b></p> <ul style="list-style-type: none"> <li>• Clarify and enforce reasonable limits</li> <li>• Plan plenty of time to be with individuals from their same gender</li> <li>• Group activities are important</li> </ul>
<p><b>Emotional</b></p> <ul style="list-style-type: none"> <li>• They are accepting parent/family beliefs</li> <li>• They admire and imitate older youth</li> <li>• They are developing decision-making skills</li> <li>• They are beginning to question authority</li> <li>• They need involvement with caring adult</li> <li>• They find comparisons with others difficult to process</li> </ul>	<p><b>Emotional</b></p> <ul style="list-style-type: none"> <li>• Provide correction (if necessary) quietly – one-on-one</li> <li>• Give positive feedback and look for successes</li> <li>• Avoid generalized praise</li> <li>• Be present at group activities, be visible but be in the background</li> <li>• Provide safety net of an adult that will maintain boundaries</li> </ul>
<p><b>Intellectual</b></p> <ul style="list-style-type: none"> <li>• Their academic abilities vary greatly</li> <li>• They have an increased attention span, but many have interests which change rapidly</li> <li>• They are learning to use good judgment</li> <li>• They judge ideas in absolutes, right or wrong not much tolerance for middle ground</li> <li>• They have interests in collections and hobbies</li> </ul>	<p><b>Intellectual</b></p> <ul style="list-style-type: none"> <li>• Youth in this age bracket still very much enjoy “hands-on” activities</li> <li>• Help youth form groups/clubs with common interests or hobbies</li> <li>• Vary the activities offered to engage rapidly changing interests</li> </ul>

## FOR 12 TO 14 YEAR OLDS

How are they developing?	How best to plan activities for them?
<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• They exhibit a wide range of sexual maturity and growth patterns between genders and within gender groups</li> <li>• They experience rapid changes in physical appearance</li> <li>• Changes in their appearance can occur at different rates, causing great concern</li> </ul>	<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Provide honest information for the sexual questions and issues they have</li> <li>• Plan activities that are not weighted toward physical powers</li> <li>• Be patient with grooming behaviours that may seem excessive</li> </ul>
<p><b>Social</b></p> <ul style="list-style-type: none"> <li>• They are interested in activities involving individuals of other genders</li> <li>• They are looking more to peers than parents</li> <li>• They seek acceptance and trust</li> <li>• They tend to reject ready-made solutions from adults in favour of their own</li> <li>• They question authority and family values</li> </ul>	<p><b>Social</b></p> <ul style="list-style-type: none"> <li>• Encourage involvement in teen councils and planning boards</li> </ul> <p>Find time to talk with them individually to help them work through problems or discuss issues</p>
<p><b>Emotional</b></p> <ul style="list-style-type: none"> <li>• They compare themselves to others</li> <li>• They are concerned about physical development</li> <li>• They see themselves as always centre stage</li> <li>• They are concerned about social graces, friends, being liked, etc.</li> <li>• They strive for independence, yet want and need adult approval</li> <li>• They seek privacy</li> </ul>	<p><b>Emotional</b></p> <ul style="list-style-type: none"> <li>• Plan activities that do not compare one youth with another</li> <li>• Avoid singling them out in front of others</li> <li>• Provide opportunities to learn skills</li> </ul>
<p><b>Intellectual</b></p> <ul style="list-style-type: none"> <li>• They find justice and equality to be important issues</li> <li>• They are developing skills in the use of logic</li> <li>• They can solve problems that have more than one variable</li> <li>• They are ready for in-depth, long-term experiences</li> <li>• They want to explore the world beyond their own community</li> </ul>	<p><b>Intellectual</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities to ask and question ways of doing things</li> <li>• Plan activities that require some length of time to complete</li> <li>• Ask questions to encourage predicting and problem solving</li> <li>• Let them serve as assistance</li> <li>• Offer more complex games</li> </ul>

## ABOUT THE CURRICULUM

### The approach

#### Holistic, Rights-based and Trans\*-Feminist

The entire curriculum has been designed keeping these three lenses central to every activity and session. **The aim is to incorporate issues of the most marginalised sexual and gender identities in the curriculum in a manner which is not tokenistic and/or exclusionary.**

**Below is a list of commonly used words and phrases that we have consciously tried to abstain from using.** We understand that it might be difficult and may feel inauthentic to alter your articulation during your natural facilitation. Moreover, participants may continue using these words/phrases due to social conditioning. However, we encourage you to persist with changing your articulation, so that with time, you could bring about a positive change.

#### **"All boys and girls" --> "All - girls, boys, intersex and trans\* persons"**

Facilitators are encouraged to find opportunities to plug in the words trans and intersex while indicating "all children". This is simply to increase opportunities to build familiarity and also to represent the adolescent constituency more accurately!

#### **"Normal/ Natural" --> "happens with many people/ biological"**

We highly discourage use of "normal" as it is one of the easiest and seemingly benign ways of 'othering'. Even when used in the most well-intentioned manner, it inevitably sends out a subtle message that 'what is majoritarian, is what is normal'.

#### **"Good touch and bad touch" --> "safe and unsafe touch"**

"We attach emotions to every word we use. Good and bad are loaded with feelings of acceptance, righteousness at one end to feelings of rejection, guilt and stigma at the other end. Children may transfer the 'badness of a bad touch to themselves and assume that they have become bad in the process – especially since the touch involves parts of the body that people seem to consider dirty/ sinful or bad anyway. Safe and unsafe carry emotions of security, confidence at one end to caution and danger at the other end. These emotions can be used to help children report abusers."<sup>7</sup>

[7] <http://enfoldindia.org/prevention-of-child-sexual-abuse/safe-and-unsafe-touch-not-good-and-bad-touchwhy/>

### “Love” --> “Attraction”

Media especially cinema, as well as the public sphere are rife with standardised narratives of heterosexual ‘love’ or ‘romance’. However, we prefer the word ‘attraction’, as attraction is an umbrella term and it is necessary to recognise that every instance of attraction is not tantamount to this singular idea of love. And every time we use the words ‘love’ and ‘attraction’ interchangeably, we reinforce a very narrow but dominant idea of attraction, whilst diminishing diverse experiences of the same. Let’s start undoing this!

### “Help” --> “Support”

It is advised that facilitators refrain from using the word ‘help’. Rather use the word ‘support’ or ‘learning from each other’. ‘Help’ as a word can sometimes result in undermining the agency of the participants which directly hinders the objective of the programme. Using ‘support’ and ‘learning from each other’ makes the participant an equal stakeholder of the programme.

### What’s covered in the curriculum?

The content aligns with the age-appropriate content and learning outcomes outlined by the Revised Edition of the ‘International Technical Guidance on Sexuality Education: An evidence-informed approach’ (UNESCO, 2018).

**Note:** This curriculum does not mention certain topics like contraceptives, pleasure, abortions or STIs because the TYPF team found these concepts to be a little complicated for adolescents between the ages of 9-12 years. This is not to say that the mentioned topics should not be included. They have been introduced in another CSE curriculum catering to the adolescents of 14 years and above (to be launched soon). If you wish to conduct the session on the mentioned issues, you can adapt it from that curriculum.

Topics as per the Technical Guidance	Addressed in this curriculum in:
1.Relationships	Session 6 & Session 9
2.Values, Rights, Culture and Society	Session 4, Session 6, Session 7 & Session 9
3.Understanding Gender	Session 4
4.Violence and Staying safe	Session 8
5.Skills for health and well-being	Session 5 & Session 7
6.The Human Body and Development	Session 2 & Session 3
7.Sexuality and Sexual Behaviour	Session 6
8.Sexual and Reproductive Health	Session 2

A '**spiral curriculum approach**' has been followed where aspects and elements of a theme have been repeated across the curriculum to reinforce and cement understanding.

Each session focuses on

- increasing **knowledge** of the participants
- provide a framework to develop positive and healthy **attitudes** towards the topic
- building **skills** of the participants for self-awareness, expression and accessing their rights

## Session Flow & Brief

**Note** : Each session in the curriculum is to be implemented within an hour, in both offline as well as online settings. In order to ensure that the sessions are concluded in time, it is important to communicate to the partner organisations to mobilise the participants well in time, so the session can begin without delays or interruptions. For virtual sessions, it is important to ask the participants to join the link to the call at least 15 minutes in advance, so any internet connectivity issues or lags could be resolved prior to the session. In case there are issues in mobilising participants, following up with partner organisations to resolve these issues ahead of the sessions would be helpful.

### 0. Know Your Body Know Your Rights (Shareer Apna Adhikar Apne)

This session sets the tone for the entire curriculum and explains the objectives of the program. That change is normal, constant and inevitable is the key message here. It is being used as a starting point so the participants are clear about why we are doing what we are doing

#### 1.Change is constant

This session introduces the concept of puberty and adolescence, and discusses different external changes in the human body during puberty. The key message here is that everyone experiences puberty differently and that is okay.

#### 2.Our changing bodies

This session discusses physical changes during puberty like menstruation and nightfall. It also provides the participants with a basic introduction to conception/reproduction.



### **3. More about our bodies**

This session explains how changes occur in our bodies and the role hormones play in puberty. Participants are introduced to intersex bodies in this session and starts breaking the binary of male/ female body.

### **4. Community around me**

This session introduces biological sex and gender identity and the possibilities that can exist. This session also discusses gender roles, social norms and shows how people go beyond them as well. Through inspiring stories it highlights self-efficacy and support available for each one of us in difficult times.

### **5. Many moods of mine**

This session introduces feelings and encourages young people to express their emotions. The focus is not on 'emotional control' or 'anger management'. Rather, the session focuses on the importance of acknowledging our feelings, assessing them and the hidden needs causing them.

### **6. What is Attraction? (Kuch Kuch Hota Hai)**

This session explains attraction, consent and healthy relationships. It acknowledges desire, pleasure and masturbation, and discusses how to say no as well as how to deal with rejection. The session does not include information on sexually transmitted infections as such technical information is beyond the scope of the stated objectives, and may exceed participants' capacities to absorb information.

### **7. My sense of self**

This session questions a homogenous notion of 'beauty' and demonstrates the contradictory and dynamic nature of beauty norms. The session also creates a space for participants to spend time examining what they like about themselves and others.

### **8. Violence**

The session discusses the different types of violence and spends time on unpacking the concept of violence. It discusses sexual violence faced by children and young people, busting myths around the same and opens space to discuss how they can take action against violence

### **9. Diversity**

Through a discussion on families, diversity in families is introduced. The session aims to reinforce diversity expressed in sex, gender and attraction roles. Presenting possibilities through the trans mother story for going beyond the notion that a family can be a family only if it is "complete (heteronormative) and has blood relations"

## 10. Feedback & Sources of Information

Time is spent in this session to take group feedback for all the nine sessions and also revise the key messages from each in the process. This session has been included so that young people's voices are heard and can help inform revision of this curriculum. Trusted sources of information for further learning are also suggested to participants in this session.

### Structure

The curriculum exists in two versions - the first version consists of pedagogical tools, methods and processes which are to be undertaken the curriculum is being implemented on-ground, the while the virtual version is suited for implementing session online. The decision to develop two separate sections was propelled by the need to adapt to shifting context brought forth by COVID-19 crisis.

The sessions are written in a format which can help you visualise the session. The parts covered are:

- 1. Objectives:** This addresses the aims of the session. It is crucial that you understand and remember the objectives and key messages well as you will have to adapt according to your group and context. It is perfectly okay to not follow the activities 'to the T' as long as you ensure the objectives are being achieved. It will also help you lead discussions and help you make decisions about when to stop a discussion and when to change activities
- 2. Snapshot:** This gives an overview of the entire session with the time taken for each activity and its key messages. It can be useful to keep a copy of the snapshot with you during a session.
- 3. Resources required:** Use this as a checklist the day before the session. Replace or modify resources with care. There are various videos recommended in different activities. These resources are in Hindi, we recommend you to find context relevant videos that will work with your cohort better.

Note that some of the resources mentioned are the tools created by TYPF team, make sure to download and print them before implementing the sessions. The tools can be downloaded from TYPF's website.

One specific tool is called the 'Flipbook' which is to be used while explaining bodily process or anatomy. The tool is in Hindi, however, one can still use the illustrated images to visually support the session's content. Below is the translated list of body parts and processes in English that can be used to explain the flipbook. We have also added rights based translation for key words in Hindi from our experience to encourage a rights based use of language across contexts.

Original word (English)	Rights-based translation (Hindi)
Breasts	स्तन
sexual and reproductive organs	यौन और प्रजनन अंग
genital	जन्नांग
Male	मेल
Female	फ़ीमेल
adolescence	किशोरावस्था
puberty	यौवनारंभ
sanitary pad	sanitary pad
menstrual cup	menstrual cup
tampon	tampon
fetus	भ्रूण
egg	अंडाणु
sperm	शुक्राणु
cell	कोशिका
uterus	गर्भाशय
vagina	यौनि
hymen	झिल्ली
penis	लिंग
breast	स्तन
aerola	स्तनमंडल
nipple	निप्पल
Fat layer	वसा का जमाव
milk producing gland	स्तन ग्रंथियाँ
milk duct	दूध नलिकाएँ
periods	माहवारी
ovary	अंडाशय
Fallopian Tube	डिंबवाहि नलिका
uterus	गर्भाशय

Original word (English)	Rights-based translation (Hindi)
ovulation	डिंबोत्सर्जन
Fertilization	निषेचन
Implantation	गर्भाशय की दीवार में चिपकना
blood	खून
tissue	ऊतक
semen	वीर्य
Scrotum	अंडकोश की थैली
Foreskin	फोरस्किन
testes	अंडकोश
Urethra	मूत्रमार्ग का द्वार
ejaculation	स्खलन
Glans	ग्लेंस
Shaft	छड़
anus	गुदा
Clitoris	तिटनी
Vuvla	वल्वा
outer labia	बड़े होंठ
inner labia	छोटे होंठ
cisgender	cisgender
transgender	transgender
mental health	मानसिक स्वास्थ्य
sexual attraction	यौनिक आकर्षण
masturbation	हस्तमैथुन
homosexual	समलैंगिक
heterosexual	विषमलैंगिक
bisexual	द्विलैंगिक
asexual	अलैंगिक
genes	genes

Original word (English)	Rights-based translation (Hindi)
sexual abuse	यौन हिंसा
consent	सहमति
power	सत्ता
identity	पहचान
violence	हिंसा

**4. Session Flow:** This takes you through each activity within the session. They have been divided into 'steps' and bullet points further divide the steps and points to note for each step.

**5. Notes:** There are colour coded notes throughout the session flow of the following types:

- Facilitation Notes: To help guide through implementation of session/ particular activity.
- Watch Out: These are caution notes that you should not miss at all!

There are also 'Overall Notes' that appear at the end of the session.

**6. Variations:** Where appropriate and relevant, variations for primary and upper primary school are given. It is essential that you read the entire session well and decide what you are going to do with your group. It is a recommended variation but you are going to the best judge of which activity will suit your group the best. Consider the time, location and maturity level of your group.

**7. Reading up:** There are links/ resources given in the sessions. Read them well to increase your knowledge on the subject. The information may not be used in class but it is important for you to be thoroughly prepared on the subject to handle queries and lead discussions. We encourage you to read up beyond what is given!

**8. Icebreakers and energisers:** These have been chosen to function as an ice-breaker/ energiser as well as to help reinforce or introduce the topic. If you want to change an energiser, try and find something that is well known in your context. You could also adapt the activities as per your group's needs. They need not involve physical movement or in pairs or groups, but remember to always take consent from participants before beginning any ice-breakers and energisers.

**9. Jamboards:** The virtual version of the curriculum has links to draft jamboards (an online Google tool) that the TYPF team used to facilitate sessions virtually. Note that these jamboards are in Hindi but can be adapted to any language or context as per the need.

## A NOTE ON FACILITATION

### Assess yourself

At the age, more than the content, the affirming attitude that a facilitator can have will have a far greater impact. For that you need to assess yourself on two things:

1. How comfortable are you with this subject?
2. How are your facilitator's skills?

Note: This curriculum is not a capacity building resource for facilitators. The information in the curriculum is limited to what needs to be disseminated on ground. To get to know more information, facilitators can refer to the resources mentioned in the references at the end of the preface.

Below are two quick assessments to help you gauge where you are before you start facilitating and you can keep coming back to this. It is not critical that you score extremely high on both but being self-aware is crucial. What you will say and how you say it will be taken as gospel truth many times with participants at this age.

Note: It is possible that as a facilitator, your personal opinions might differ from what is articulated in this curriculum. It is important to remember that as a facilitator, our job is to make sure we are disseminating evidence based information with an intersectional perspective. This is not only a journey for the participants but also an opportunity for us to reflect on our own thoughts and perceptions. So stick to the curriculum in the spirit it has been framed by setting aside any personal values that might come in the way.

**While using words in any other language, it is important you make sure the language refrains from prescriptive-based and imposed decision making choice of adolescence. The facilitator should be mindful of using rights based words in all languages to avoid change in the meaning of the sentence. Use gender neutral terms such as "they/them" or "करते हैं", "होते हैं" (in Hindi, for example) in case gender of the character is not mentioned in case studies. Don't assign gender of the character by yourself.**

GOAL = an area you would like to work on and need support with

OK = an area you are doing so-so in

GOOD = an area you feel comfortable with

GREAT = an area you feel a level of excellence

<i>Attitude/ Perceptions/ Thoughts</i>	OK	GOOD	GREAT	GOAL
I am comfortable using words like sex, penis, vagina, breasts, periods in front of young people				
I am comfortable with the idea that young people have and express sexual feelings at age 9.				
I am confident I can deal with a participant using cuss words involving body parts without getting angry or moralistic				
If a child discloses violence, I am confident that I'll be able to follow the above mentioned suggestions.				
I have a good understanding of concepts like gender, sex..				
I am able to understand LGBTQI issues				

<i>Facilitator's Skills (Source: Adapted from Play for Peace Manual)<sup>8</sup></i>	OK	GOOD	GREAT	GOAL
1.Able to plan and organise				
2.supportive/ co-operative				
3.proactive, flexible, adaptable				
4.attentive				
5.engages group / able to hold their attention				
6.energetic / enthusiastic				
7.fun and caring				
8.faces and accepts challenges				
9.can debrief / lead discussions				
10. makes connections to life / uses relevant examples				
11. able to present in front of a group				
12. confident				
13. relaxed				
14. friendly				
15. eye contact				
16. body language				
17. responsible for others' safety during the session				
18. open minded / respect opinions different than mine				
19. creative				

[8] Practice Peace Session Activities Booklet: A List of Activities and Tips for Play for Peace Session. 2nd Edition Draft Version 2014



### Before a session...

- Have you read the session well? Have you read up on the content?
- Do you understand the goals of the session?
- Have you prepared tentative changes and adaptations for the session?
- Have you prepared relevant examples from the participants' context?
- Do you have all your resources required for this session?
- Are you wearing a watch or have easy access to a clock in the room? (checking time on mobile phones is not allowed!)
- Did you re-confirm the timing of the session with the principal/ teacher/ adult stakeholder?

### After a session...

Maintaining a regular record post implementation on details serves as a good practice to gauge the challenges faced by the facilitator before or during the session. You can refer to the document [here](#) to record the implementation.

### Safety First

Follow the **PIES**<sup>9</sup> to build a safe learning environment for your participants.

<b>Physical:</b>	Is the room safe - any objects that can obstruct movement or hurt? Is everyone following the rules of touch?
<b>Intellectual:</b>	Are the activities planned appropriate for the age group - not too hard and not too boring?
<b>Emotional:</b>	Do the participants seem comfortable to step out of their comfort zone? Is there respect and confidentiality to personal information? Do participants have a space to make a choice about sharing without pressure?
<b>Social:</b>	Are examples and conversation inclusive and sensitive? Are there any examples or jokes used that are stereotypical and targeted towards a particular social group?

[9] [Source](#)

*Insights from the field...*

In October 2018, 9 KYBK YR facilitators (18 – 24 year olds) were trained to pilot the first draft of the curriculum across 4 centers<sup>10</sup> in Delhi. A review of this implementation was undertaken in February, 2019. Below we have included some important insights gained about working with this age group and innovations our facilitators did on ground.

**Young people are a curious lot:**

A *sawaal-samvad* peti (question & communication box) was used in the design of the program to create a safe, anonymous space for participants to share and ask questions about the subject. Overall, this tool has been found to be useful to gauge group needs and helped plan for the next sessions as well. Below are some of the questions and notes that came through the box. It is to be noted that among these questions, our facilitators also found random riddles, jokes, unrelated questions and even appreciation notes! Facilitators used their discretion to answer in group or individually depending on the relevance and level of question for the group.



[10] 1. Udaan Home for Girls (Kamla Nagar): an institutional care for girls. 2. The Community Library Project, Sheikh Sarai: a community library for the young people from the Jagdamba community. 3. The community library Project, Sikandarpur: a community library for the young people from the Sikandarpur village. 4. The Kutumb Foundation community centre: a centre for building life skills capacities for young people from the Sundar nursery community.

Why do periods happen?

What is the difference between hijra and intersex

What are testes?

How does sperm reach the female body?

Why does the back hurt during periods?

How are twin babies born?

Why can't boys grow their hair?

Why don't girls grow beard?

Can a person with intersex variations get pregnant?

Why isn't pickle allowed during periods?

Can boys also do classical dance?

What is intersex?

Do mosquitoes reproduce?

How do you know that it happens to us and why are you telling us about it?

What is the difference between sex and intercourse?

How can we see the reproductive organs of intersex people?

Where does sperm come from?

Why do breasts grow?

Can transgender reproduce?

Is love part of social rules, if not, why?

## Notes from our facilitators about working with this age group:

These were found to be helpful, especially if one is to facilitate with a mixed group:

- Splitting into smaller groups: this helps manage discussions and give opportunity for more quality discussions. In a mixed age group, balancing the older ones across the small groups helped maintain pace and discussion
- Making some processes competitive: this gave impetus for the participants to do activities
- Sitting on the floor with them with a chart/ paper in the middle to explain difficult concepts
- Making them repeat things
- Asking follow up questions to their response of “Yes, we understood” as this group tends to say they understood even when they have not
- There is no need to focus on getting the participants to memorize the terms; there is a greater need to focus on conceptual understanding
- Using analogies and stories worked well (E.g.: Hormones as soldiers, bed for baby to grow in uterus).
- Using role-plays as a method also works really well and becomes an immensely engaging method of facilitating the session.
- Raising curiosity among participants until next session by not answering all questions and providing some space and time also to figure out by themselves as well
- Be attentive towards the energy of the group and if you feel anytime that the participants are getting restless, introduce an energiser.
- Being patient! Unlearning of certain ideas may take time, don't try to impose anything on adolescents

## Notes from our facilitators for virtual implementation:

- Ensuring that participants are in a safe space before beginning the session. It could be anywhere where they can attend the session peacefully without anyone listening into the conversation. Encourage them to use earphones during the session.
- Encourage the participants to use the chat box option and make sure you are constantly checking the messages. This helps in making sure that each participant is able to engage.
- Encourage the participants to raise their hands before speaking to ensure that no one is speaking over each other.
- Always give a warning before sharing any content on screen to ensure they are in a safe environment.
- In case you notice that certain participants are not able to speak certain terms or that it's hindering their participation, code them. Put a number or letter to each post-it on the jamboard and encourage the participants to call out numbers/letters assigned to each word.
- Asking them to repeat information: since it is difficult to gauge the participants' understanding, when implementing virtually, asking the participants to repeat the information delivered ensures that everyone is listening.
- Engaging each participant: it helps to call out different participants during the session to make sure they are all listening and one participant is not taking over the space.
- Energisers: they help whenever you find the participants are not responding. Since the participants have a lot of different things that can distract them on their end, energisers help to get their attention.
- Encourage them to turn on their videos: this helps to see the participants and ensure they are listening to you.

## **A final word on facilitating with this age group...**

- Your instructions have to be concise and clear. An instruction like “do whatever you want” can lead to chaos.
- You also have to be careful as this group tend to take things in a very literal sense and would find ways to apply it everywhere. Be conscious that you are not implying or suggesting in any way or form for participants to engage in any sexual activity. Always emphasise on informed decision making and the importance of understanding individual contexts before taking any decisions. Giving them a countdown and having a fun way to maintain silence will be helpful in preserving your energy and your voice. It will also help maintain calm without dampening the energy and excitement of the class
- Your participants are likely to be very ‘chatty’ and would love to share in detail. Be conscious of this; be firm, polite and respectful while managing their expectations and achieving session objectives. You could say, “I see you are very excited to share. I would love to listen to you after... now we shall..”
- It might also be the case that few participants are not engaging at all. You can initiate the conversation by giving examples from your own life. This makes you relatable and accessible and will encourage participants to open up more.
- Remember to be inclusive. If you find that there are only a few who keep answering and raising hands. Don’t tell them to keep their hands down or tell them “not you again”. Instead, to invite others, you could say, “Let’s hear from someone who has not spoken yet...”
- They are going to laugh, giggle in many sessions. Smile with them and keep moving.
- There might be situations where participants confide in you with personal problems. Ensure that you are treating that information with utmost sincerity and maintain confidentiality. In case, you get to know of any abusive or violent incident that a participant has gone through, please reach out to the organisation you are affiliated with or get in touch with child rights organisations (a list has been provided in appendix section) to take this forward in a manner that will ensure the safety of the participant.
- If the participants have asked questions that you are unsure about, please let them know that you will get back. Please don't try to guess the correct answer.

## Journey as a facilitator...

While many reported feeling unsure before the implementation, as the curriculum neared ending, all found themselves to be comfortable, convinced and confident. Here are some of their experiences shared by the facilitators:

*"We learnt and realized a lot about these kids individually as well. We saw that the elder ones in the group actually wanted to also help the younger ones in understanding better"*

*"We don't have to drill the message that this is important, they already know this is important and my job as a facilitator is to ensure these questions keep coming up. There is no need to force information"*

*"After the Sense of self session, the participants were giving compliments to each other and came to us and told us as well that we were looking lovely. It felt nice"*

*"Even though we saw some negative comments being passed between participants, we see it as opportunity to discuss bullying, gender etc."*

*"It made me rethink many familiar concepts as now I had to think of explaining to a 9 year old. Then you realise how much you still need to learn about that concept/ subject.. makes you think.*

*"One question in the sawaal peti made us laugh a lot – machchar bachche paida karte hai kya. We actually had fun and made the boy think about it on his own and even gave him homework to find out its lifespan.*

*We were worried as we had siblings in our group but much to our surprise, the brothers discussed openly and were quite free."*

*"We started preparing for sessions keeping in mind what kind of questions could be asked by the most inquisitive in the group. But we also realized that we had grown as facilitators in this process"*



## ACTIVITIES OUTSIDE THE SESSION

While it is important to learn about disseminating this information to adolescents and young people across context, it is equally necessary to understand that adolescents and young people do not exist in a vacuum. Therefore, it is important to also engage with the surrounding stakeholders to create an enabling environment where participants are able to take their learnings forward. To do this, we strongly encourage the facilitators to have capacity building sessions and meetings with relevant community members.

### Engaging with Stakeholders

The facilitator will have to orient parents/guardians/teachers/concerned organisations with the contents of the curriculum before beginning the implementation with adolescents. This can be done in a form of an interactive session which is specially designed to make them understand the need and importance of comprehensive sexuality education for adolescents. You may come across certain concerns such as “they are too young for this information”, “this may corrupt their mind and give them wrong ideas”, “they will learn when time will come” or similar thoughts. You can explain this by giving examples from a child rights and informed choices perspective. Encourage the stakeholders to think about their own experiences. Use the structure from the PPT below to motivate the stakeholders to remember about their struggles and if they would like things to change for young people today. In our experience, we have found that empathy goes a long way in building a buy in from these stakeholders. Another point to make is about the easy access to the internet that young people have today. Online sources are not the most reliable and most of the time end up disseminating wrong information. In times like these, it’s become more important than ever to make evidence based information easily accessible and available to adolescents and young people and that is what this curriculum strives to do. You can conclude by saying that access to comprehensive information is important in order to capacitate adolescents and young people to make informed decisions. This information will equip adolescents and young people with a vocabulary around violence and consent, which is important for everyone to learn.

You can refer to the following documents to design the agenda:

- [Agenda](#) for an orientation session with parents, you could also see this sample [PPT](#) that TYPF developed to orient the parents virtually
- [Agenda](#) for an orientation session with teachers

If the implementation is being carried in a community or virtual setting, it is pertinent to take written consent of parents before beginning the core sessions after the orientation session. Participants should give their written assent once they are oriented with the curriculum.

**Note:** Consent (participant's or parent's) can be revoked at any point during the course of implementation. You can refer to the consent form and assent forms from TYPF [here](#).

### **Question-Communication Box:**

This should be an essential component of the curriculum. Before setting up the box

1. Talk to teachers/ adult stakeholders about it
2. Decide location, time and place of opening

Avoid opening the box in front of the participants. It is advised that the **box** be checked periodically, once before and after a session and once in the middle of the week. Use the questions to inform your delivery of the sessions. If there are some questions that you feel cannot be addressed in the stipulated number of sessions and time allotted, plan for an extra session or see if it can be addressed in an Open Day. If there are questions that are not relevant, announce in class that you won't be able to answer on topics like... (mention topics)

### **Open Day**

1. Speak to the school/organisation/community stakeholders and organise an open day where you can set up a table and the participants can come up and have a chat with you on any topic discussed in the sessions
2. It's alright if you set up and no one comes to talk to you. It is important they learn that they have a free, personal space with you to discuss any matter
3. If a participant comes to you and doesn't have much to say; you can ask them for feedback and what are they liking or not liking about the session
4. Organise one in the middle (after session 5 or 6) and one you can organise a week or two after the program has ended

## REFERENCES

**Apart from the references mentioned in the document as footnotes, the following literature has informed the designing of the curriculum:**

Fernandes Audrey; Kale Medha. *Body Literacy for Children. Book 1, 2, & 3.* Tathapi Trust, 2009

Bhasin Kamla. *Kishorawastha se Peheli Mulakat: Jiye toh Kaise Jiye*

The Red Book: What you want to know about yourself. TARSHI, 2014

Websites:

Intersex Society of North America <http://www.isna.org/>

**CURRICULUM FOR  
ON-GROUND  
IMPLEMENTATION**



**KNOW  
YOUR BODY  
KNOW  
YOUR RIGHTS**

## Session 0

# Know Your Body Know Your Rights

## I. SESSION OBJECTIVES

1. To assess knowledge levels and perspectives of the participants prior to the intervention by administering a baseline questionnaire.
2. To orient them about the objective of the programme and establish ground rules that we will follow for the program to be successful
3. To introduce the participants to the idea that change is neither good or bad and that 'change is constant'.

## II. TOTAL TIME

60 minutes

## III. RESOURCES

- Black/White Board
- Question box with a lock & Chits of Paper
- Chart for Ground Rules
- Baselines
- A4 Sheets & Pens



## IV. SNAPSHOT

Title	Duration	Activity Details	Key Message
Icebreaker/ Energiser	5 mins		
Sharing objective and intent of the program (KYBK YR)	10 minutes	Participants will be explained the objective and intent of the program focusing on the 'why' and 'what' aspects.	CSE is necessary to bridge the knowledge gaps about the changes that occur during adolescence by providing evidence based information about it
Baselines	20 minutes	Participants will be given baselines to fill in order to check their knowledge on varied aspects of CSE	
Ground Rules and <i>Sawaal Samvad Peti</i>	10 minutes	<p>-Participants will be introduced to ground rules which will be followed throughout the sessions</p> <p>-They will also be introduced to <i>Sawaal Samvaad Peti</i> that can be used by them to ask questions throughout the program</p>	<p>-The classroom during sessions is a safe space</p> <p>-We want you to feel comfortable</p> <p>-It is okay to ask questions</p> <p>- It is our job to make this room a safe space for everyone by ensuring that whatever we share here, remains here.</p>
Changes Around Us	15 minutes	The participants will see and note all the commonly observed changes around them (Rapid Fire)	<p>-Change is constant</p> <p>-Change is neither good or bad</p> <p>-it is important to have information about changes which will enable us to deal with it properly</p>



## V. SESSION FLOW

### Activity 1:

## Icebreaker/Energiser : Name-Action Activity

**Time:** 5 minutes

**Resources:** NA

### Step 1:

Participants will be curious to know who you are and why are you here? Tell them your name and age along with an action/dance step

### Step 2:

**For classroom set-up:** Ask participants to stand up one-by-one on their respective seats and say their name and age by doing any action or dance step

**For informal set-up:** Ask participants to stand in a circle and shout out their names and age one-by-one by doing any action or dance step

### Facilitation Notes :

1. This activity allows active participation of everyone. If you have a smaller group you may choose another naming game such as Name-Favorite Food or Name-Ambition where participants say their name and favorite food or name and their ambition.
2. Be careful of the time and not let it go for a long time
3. Keep energy as high as possible in this activity as it is the first activity of the program





## Activity 2:

# Objectives of the Program

**Time :** 10 Minutes

**Resources:** NA

### Step 1

- Introduce the participants to your organisation with its name and a brief work description. For example: “I work in The YP Foundation (TYPF). It is a youth-led organisation which works with young people on issues related to their health and rights. We are working under a program, ‘Know Your Body, Know Your Rights with adolescents and young people across different contexts and geographical location.” We believe that every young person has the right to have access to evidence based information on their bodies and rights, and that is why we are here today.”
- You could also ask the participants to remember the conversation their guardians had with you about the content of the programme. Reiterate that you have taken appropriate permissions (from them and their guardians/school/organisation) to run the curriculum with them.
- Now start introducing the objective. You could say: “You celebrate your birthday every year, what does it signify? (You can expect answers such as “we get to know that we are growing up”) You can respond: “Yes, our body is growing every year and **especially our bodies undergo rapid changes from 10-16 years of age. We want to talk to you about why that happens, what all will happen and how you can take care of yourself.** When we were growing up, we had little information on bodily changes and experiences in this period and hence, were very unprepared to understand and deal with changes in and around us. This makes us believe that you and everyone should know what to expect in this period and prepare with adequate information to enjoy this period and be safe.”



## Step 2

- After this, ask them “what do you think? Should this be done?”
- You might get answers: “Yes, we should” or you might face a complete silence as the information is completely new for the participants.
- Go on saying: “This information will help us understand, accept and realise our human rights. That is why the programme we will go through is called ‘Know Your Body Know Your Rights’ ! Announce the name of the program again and ask everyone to repeat loudly “Know Your Body Know Your Rights!”
- End with, “Over the next 9 sessions (mention if it will happen once a month etc.), we are going to learn and discuss our changing bodies and minds. We are going to do this through games and activities.”
- Establish the fact that you are not their ‘teachers’, you are their friend and they should address you as “ sister, brother or friend” or by your names.

### Facilitation Notes :

It might happen that participants may articulate strong disinterest in attending the session or might be skeptical of the content, relating to “dirty talks” or that “these bad things that you are trying to us”. Remember that this might be the first time they have heard someone referring to this information as important to know rather than stigmatising it, so handle these questions with an open mind. You can ask them to try attending the first few sessions before making up their minds about the content. But do tell them that at any point of time they feel uncomfortable, they can decide to come and talk to you directly. Participants also have the option of leaving the session in case they find it hard to be the class/room. They can also leave their feedback in the sawaal samvad peti(question box) that you will introduce later in the session.



## Activity 3

### Baselines

**Time:** 20 minutes

**Resources:** Baseline Forms

#### Steps

- Distribute the baselines<sup>1</sup> to the participants
- Make sure to inform them that this is not any kind of exam and this is just for us to know how to frame the sessions and know them in a better way.
- Tell participants that they have 20 minutes to complete the baselines
- Inform them that if they have any doubts, they should raise their hands or call your name so that you can go and help them

#### Facilitation Notes :

Do not explain the meaning of any term to the participants. You can help to translate the word and if they ask the meaning, tell them that in the coming sessions they will be getting to know all these terms

## Activity 4

### Ground Rules & Sawaal-Samvad-Peti

**Time:** 10 minutes

**Resources:** Ground Rules Chart, Question Box and Chits of paper

#### Facilitation Notes :

Ideally, the forming of ground rules should be a participative process. If you feel making the rules together can be done within the time you have or if you have an extra day with the students, do go ahead and do that instead. Ensure that the 4 rules given below feature in that list. There can be inputs from your side as the rules are for the facilitator to follow as well!

[1] [Here](#) is a sample that TYPF used to map the impact on ground. One can adapt it to their context as they see fit but remember that instructions remain the same.



## Step 1

- If time permits, the ground rules should be a participative process. You can discuss what 'rules' are and ask "why do you think we need them?". Then you can take suggestions and write them down.
- If you are short on time then there are some non-negotiable rules and hence you can explain that "for these sessions to be enjoyable for everyone, there are a few things we ALL will have to follow: Me included!"
- Put up the ground rules chart and ask each one to be read out.

### Facilitation Notes :

Tell the participants that you wouldn't be taking any of the discussions happened in the session to any of their guardians and/or teachers. In case there is something that needs to be shared with any of them, we would always let you know first.

### Facilitation Notes :

You can tell the participants that if they want to share any of this factual information outside of the classroom, they can talk to trusted individuals in their circle. But make sure that they don't take anyone's personal experiences shared in the sessions, outside.

*This is to encourage participants to develop a circle of trust outside these sessions too.*

- Each one will speak for and speak about themselves only. No one will force participation.

- Whatever personal is shared in these classes will remain in this room only, nobody will talk about them outside the session.

- Respect each other, no answer or question is either right or wrong. It is not okay to laugh at anyone. In order to ensure that everyone is feeling safe enough to share their thoughts, we need to provide a non-judgemental space for everyone.

- Only one person will speak at a time; we will all listen when any one of us is speaking  
 Ask questions! (Here also reinforce that no question is a bad/stupid/wrong question)



## Step 2

- You can briefly explain each one with an example. Emphasise that these rules apply to you too. For the last rule, introduce the question box.

## Step 3

- You can say, “To help you with this last rule, we have this wonderful box! This will be at (mention the place) and it will be locked. You are free to put in any questions you have regarding the topics we discuss. If you didn’t get a chance to ask during the session or if you are not comfortable asking out loud, you can use this box. You don’t have to write your name. Only I (and if another facilitator is there) will open and read the questions. We will try to answer all the questions. We would encourage you to write questions anyway!”
- Add, “this box is not only for questions, if you want to share something with us through the box, you are welcome to”

## Step 4

- Give participants 5 minutes to write questions about growing up and put it in the box. You can invite them by saying “In fact why don’t we start now!” Say that they can start putting their questions right away but this does not mean they cannot put them in later. They can put in their questions whenever they feel comfortable.
- If you feel that the participants are unsure about the activity, You can decide to leave it open and let them figure it out over time (which they will) or you can ask them guiding questions like “is there anything you are curious about your body? About any changes you are experiencing right now or that you have seen in your elder sibling?”
- Inform the participants that while you will try to answer all the questions from the box at the beginning of each new session. There might be a few questions that will get answered as we move forward with the curriculum.



## Activity 5

# Changes Around Us

**Time:** 15 minutes

**Resources:** Black/White Board, A4 sheet, Pens

### Facilitation Notes :

1. This activity is about orienting the participants towards change. The idea of 'change' – that change is constant and it is continuously happening around us. Throughout the curriculum, we use change as the hook to explain this phase of life – puberty and adolescence and the psycho-socio-biological changes that we undergo. Kamla Bhasin in her book "Kishoravastha se peheli mulakat" writes, "Our bodies are always changing. Change is the only constant." You can use this line to explain objectives at the end of the activity, if you think it will be helpful for your participants.
2. The current version of the activity requires participants to write the changes on paper. In case you have a group of participants that aren't too comfortable with writing. You can also do this activity orally. Ask the participants to raise their hand to say their answers for each topic. You can note it down on the board for everyone to see. In case you don't have a board in your session, you can note down the answers in your notebook and read it out loud to everyone once you are done with the activity.

### Step 1

Ask the group if they have heard the word 'change' before. Ask them "What does it mean?" Take 3-5 answers. The participants might give examples instead of defining. Listen to the answers, acknowledge and appreciate if they are appropriate examples. But do push them by saying "But what is change?"



## Step 2

If it hasn't come from the group yet, define change in a simple line like this: "something that is different from what it was or new in form". After this, you can say something like "Now, let's see how many changes we can observe around us and in us, ready?"

## Step 3

- Ask participants to bring out their sheets and tell them that we are going to play a quick game called 'Rapid Fire'.
- Instruction: "I will be giving you a theme and you have to write out as many changes as you can related to that theme in under a minute." Check with everyone if they've understood the game; you can give an example of 'changes you see in nature' and give just 1-2 examples

Topics:

- Changes in nature
- Human-made changes
- Changes in your school
- Changes in yourself (from when you were a baby to now - has anything changed?)

## Step 4

- Now you can start by asking the group how many changes each one managed for theme no. 1, no. 2 etc. Just let the answers be shouted out or you could even ask how many got 5, how many got 6 etc. and ask the participants to raise their hands
- After this, ask 2-3 participants to share for each theme. You could even ask them to be shared one by one and to avoid repetition, ask the group if anyone has something different yet that hasn't come up.
- Spend more time and take more answers for the last round (changes in yourself). You could even ask and share your own at this point.



## Step 5

You can intersperse and/or end the session with two key messages about change:

- Change is constant - it is inevitable and we can't really stop it. We are changing every minute, actually countless skin cells die and grow every day. It is neither good or bad - we may like some changes and we may hate some but 'change' itself is not good or bad. It is important how we deal with change, learn to adapt and to our advantage that matters the most because, as we just discussed, change is constant

### Facilitation Notes :

1. Try and ask the participants to tell you the key concepts that they learned about today rather than you articulating them.
  2. Note that their articulation may differ from what has been written here. As long as they have got the concept right, there is no need to correct their articulation.
- In case, you think that the participants are not speaking up, you can begin by saying the first key message and encourage them to add to it!

- Everybody experiences these changes differently. Each one of us has differences in, where we live and hence, will also experience these changes differently and that is okay!
- It is okay to have questions around change and we should ask them!

## Activity 6

### Closing

**Time:** 2 minutes

**Resources:** NA

#### Steps

- End the session with a big clap and tell them when you are going to see them next.
- You could tell them to go and learn more about change by interviewing their guardians about their childhood and compare it with theirs.
- The participants can ask their adults about how they experience change even today and their feelings around it.





## OVERALL NOTES

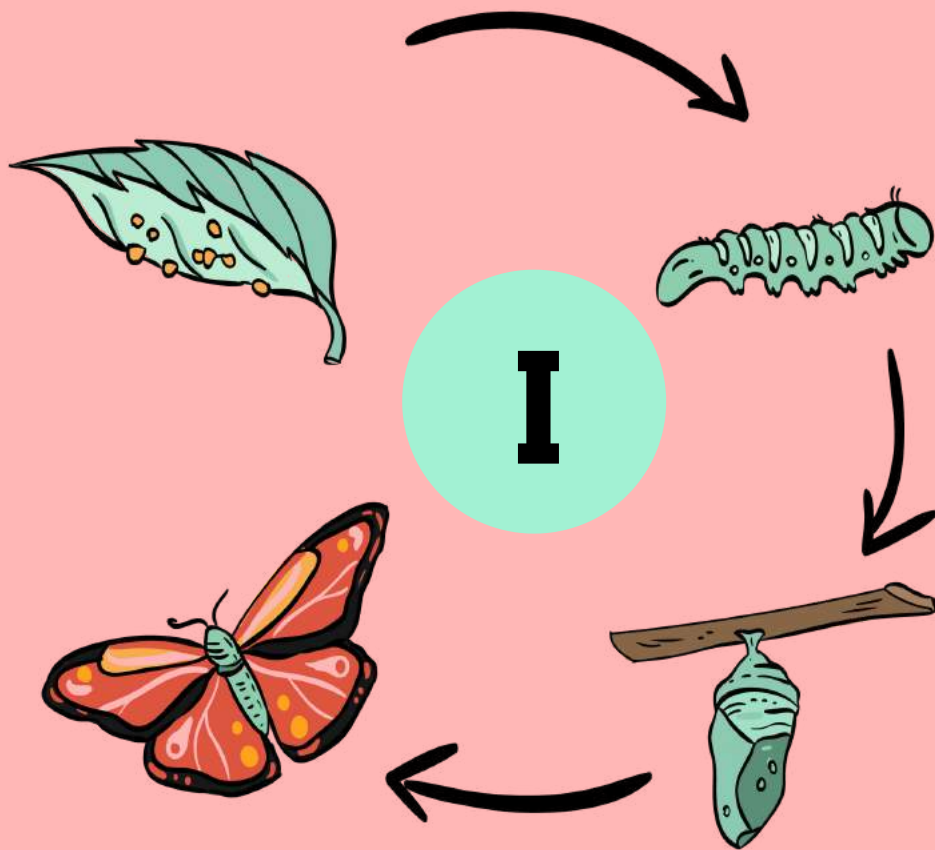
- This session is extremely crucial to set the tone and context for the entire program. Your focus should be to build rapport with the participants but since we have very limited time you should also cut to the topic very quickly and make the objectives of the sessions very clear to the participants.
- For that initial familiarity and rapport building, we would suggest that once the school is fixed and when you go to meet the principal, teachers, meet the participants as well (just say hello, and if the opportunity comes play some games with them). Meeting them and making them familiar with your face before the sessions start will be great and will cover up the fact that you have only 60 minutes to deliver each session.
- Use this session to understand the space you have with you to conduct the future sessions. See if the space has room for physical activity or if the room is equipped for AV resources to be used in sessions. This will help in planning the activities better and in time (in case you feel the need to tweak the methodology a bit to accommodate the space opportunities or restrictions)
- Use this session to gauge the grasping and engagement level of the participants. You will also learn about the group's ability to follow instructions and how much time they take to organise themselves. Accordingly in the next sessions, you can change and adapt your energisers and transition games and even plan how you want to distribute material etc.
- It is okay if you have to deviate from the plan and cut a few things out; what is important is that the key message of change is delivered, the objectives of the program are made clear and the ground rules and question box are introduced. If you can't, then you will have to introduce the question box in the next session before the session starts.



- The most important thing is that you have to make the participants comfortable and excited!

- The sessions are designed to be delivered within 60 minutes, if you feel that any activity may take longer or you may need a recap in any session where it is not accounted for, it may be helpful to negotiate for extra time from implementing partners and participants in advance. Recap can be done in a few different ways: quizzes, true and false statements, fill in the blanks type questions, or a simple statement like: "what do you remember from the previous session?"





**CHANGE IS  
CONSTANT**

## Session I

# Change is Constant

## I. SESSION OBJECTIVES

1. To introduce the participants to the concept of puberty and adolescence
2. To understand that everyone experiences puberty differently and that is okay
3. To explain the external changes during puberty

## II. TOTAL TIME

60 minutes

## III. PREPARATION / RESOURCES

- A4 Sheets
- Pens, crayons etc.
- Simba Cards
- [Flipbook](#) or Black/White Board/chart paper



## IV. SNAPSHOT

Title	Duration	Activity Details	Key Message
Icebreaker/ Energiser	5 mins	Kanpur/Jaipur	
Puberty and Adolescence	20 minutes	The participants will understand puberty and adolescence through discussion and analogies.	Adolescence is a period of transition from childhood to adulthood. The event during which your body begins to experience changes is called puberty.
Mapping Physical Changes	25 minutes	Participants understand the number of physical changes that occur in our bodies externally, during puberty. They map these changes on the outline of a body.	<ul style="list-style-type: none"> <li>- Changes during puberty happen to all of us and at different times.</li> <li>-No two people have changes in the same way</li> <li>- There is no need to worry</li> </ul>
Closing/ Question Time	10 minutes	<ul style="list-style-type: none"> <li>-Participants get time to discuss, give feedback and ask/write questions</li> <li>-Session ends with a fun slogan</li> </ul>	-Slogan "It's okay!" reiterates the message that each of us will experience puberty differently and it is all okay!



## V. SESSION FLOW

### Activity 1:

## Icebreaker / Energiser

**Time:** 5 minutes

**Resources:** Simba Cards

### Step 1

Ask participants to stand up in their respective places. Inform them the following:

1. When you hold your nose, it is Nagpur
2. When you hold your ear, it is *Kanpur*
3. When you twist your waist, it is *Dungarpur*
4. When you make horns on your head, it is *Singhpur*

### Step 2

Tell the participants that you are going to be saying the above names and do the actions. They have to follow you and you will be confusing them by mixing action and names but they have to do it correctly. Participants who are able to follow the commands correctly will continue to stay in the game. Those who couldn't follow the commands will leave the game and help you to monitor others better! This will go on till we have clear winner(s).

### Activity 2

## Puberty & Adolescence

**Time:** 20 minutes

**Resources:** Simba Cards



### Step 1 :

Ask the class “We have a question for you, are you ready?” Wait till you hear a nice, energetic response and ask the following question to the group.

Q. Does the baby become adult size in one day?

Discussion: No, we have several stages of growth. What are we going to discuss today, any guesses? This stage that you are going to go through is the most important. Different animals take different times to grow. In humans, from the age of 9-16 years, there are many, many changes that occur in one’s body.

### Step 2

- Share the Simba images with the students, pick the cards showing changes in lion and explain how the change is a step-by-step process. The idea here is to emphasise on the significant bodily changes the lion goes through. Also, try to reiterate the messages from Session 0 about change being constant and neither good nor bad and that everyone experiences these changes differently.

#### Facilitation Notes :

In case you find Simba cards to be not suitable for your cohort, you can also choose to show any other life cycle pictures. Butterfly’s life cycle works pretty well with the upper primary cohort.

#### Facilitation Notes :

Take answers one by one (establish a system of responding). Discussion points are given below. Be wary of the time and don’t spend too much time on this (not more than 5 minutes)



- This is for you to primarily showcase the different phases - childhood, adolescence and adulthood.

### Step 3 :

- Once the participants are clearly able to notice the difference in all three stages, tell them: "Just as Simba has undergone bodily changes, human beings also witness such changes." Bring in the aspect of adolescence, define this clearly for them - Adolescence is a period through which one transitions from a child to an adult and stretches from 10-19 years of age.
- Then, bring up Puberty and clearly define it as a time period when the human body undergoes rapid physical, mental and emotional changes. It starts between 9-16 years of age. For female bodies it happens from 9-15 years and in male bodies from 11-16 years.

### Facilitation Notes :

There is a difference between the words, 'puberty' and 'adolescence'. Adolescence is a period from 10-19 years of age while puberty is a time when the human body starts undergoing rapid physical changes. Be wary when you use these words but there is NO need to get caught up teaching the participants the correct terms at this point.

## Activity 3

### Mapping Physical Changes

**Time:** 25 minutes

**Resources :** [Flipbook<sup>2</sup>](#) or Black/White Board



[2] Note that the flipbook has been labelled in Hindi but you can access their translations in the preface





### Watch Out :

*There may be a lot of giggling and many participants could be shy or uncomfortable as well. There may be some (especially in the 9-10 years group) who might feel disgusted by the topic and may not want to engage at all (remember it is also the age group where these things are “yucky/uncomfortable/inappropriate/shameful” to discuss). Avoid getting angry or upset with such behaviour. It may also come across as them making fun of you (or they might actually also!) but don’t let it get to you. It is typical for this age group to respond like that. You have to ensure you don’t feel shy while saying some words or concepts. Once they see you use it “matter-of-factly”, they will start to do that as well.*

### Steps

- Explain it to the participants that these changes occur at different times in everyone and the series of changes is also not similar between any two people.
- On the board/chart paper, draw an outline of a body. Divide this body into 3 zones by drawing lines across it: Upper (till neck), Middle (till waist), Lower (below waist). Say, “Now, let’s look at each zone and you are going to tell us what all changes have you noticed that take place during puberty. Let’s start!”
- For the next 10-12 minutes, take each zone and discuss all the changes. Let them come from the participants first. You have to keep emphasising that every person goes through changes differently and at different times.
- Introduce words of these body parts during the discussion: breasts, vagina, penis, bum with a simple “what do we call them?” and follow up with “ these are also part of our body and it is important to learn what they are called.”



**Facilitation Notes :**

You have to lead this short discussion and you can also use it to dispel some social norms like girls shouldn't have facial hair and should remove them. Keep the conversation relevant. You can ask them if they have older siblings and ask them to think of changes they've seen in them if the group is silent.

**UPPER ZONE CHANGES:**

**1.Acne/ Pimples** - because of changes in bodies and increase of certain chemicals, our oil glands become larger and we get pimples and oily skin. It's typical of/ common for this age and some get it more than others and some don't at all. It's because all our bodies are uniquely composed and react differently

**2.Oily Skin** - covered above

**3.Facial Hair** - discuss that during puberty, male bodies tend to get a beard and moustache. Also the fact that a lot of girls also get facial hair, a lot of males don't get as much. We will learn more about why it is different. Lay an emphasis on: girls getting facial hair is not at all weird or a cause of worry.

**Facilitation Notes :**

You can add that it is important to wash your face with clean water regularly when you have acne. Don't pick at them, it will make it worse. But remember, it is completely okay to have acne and you need not to worry about it. Always iterate the fact that these changes happen differently in everyone.

**4.Voice changes** - For most male bodies, they experience a change in their voice. Their voice deepens over time. It's also called 'cracking of the voice'. The Adam's apple also becomes prominent. It's not so common with female bodies.



## MIDDLE ZONE CHANGES:

**1. Hair under the arms** - we start getting hair on our armpits. They are usually coarse and harder than hair on the rest of the body.

**2. Darkening of the skin colour under the arms** - Skin of our armpits become darker than rest of the body. There is no need to worry about it.

### Facilitation Notes :

- Here tell the participants that hair growth occurs pretty much all over the body (including arms and legs) during puberty! This happens to all of us; some more than others. It is alright for girls to get more hair as well.
- Inform that participants that the societal beauty standards have been set such that bodily hair is always looked at as bad or unattractive, especially for women. It is important to understand that it is each person's personal decision to remove it or not.

**3. Sweating & Body odour**- Sweat glands under armpit become active during puberty. Sweat helps our body to cool down.

- Everybody has body odour which becomes prominent during puberty. We can use deodorants and talcum powder to reduce the smell. It is advisable to drink plenty of water to keep yourself hydrated.

**4. Breast development** - Use the flipbook to explain the various parts of breasts.



Move to page 3 of the flipbook and describe as follows:

- Breasts are present in male and female bodies, however their development takes place in female bodies during puberty. It is possible that sometimes one grows more than the other, there is nothing wrong with that. Sometimes male bodies can also develop breasts and it is normal in most cases. Many people experience hair growth around their nipple, it is completely normal.
  - Nipple: Milk is released from here during breastfeeding.
  - Areola: It surrounds the nipple and helps in the extraction of milk from it during lactation. The color of areola might darken during adolescence and one might also experience slight pain during development of breasts.
  - Fat layer: It is the deposition of fat tissue which is responsible for shape and size of the breast. Therefore the size of breasts can vary for different people.
  - Milk producing glands: Here the milk is produced and gets transported to milk ducts.
1. **Hair around the belly button/ on the stomach**
  2. **Hair on chest** - Male bodies can develop hair on chest.
  3. **Increase in height and weight** - many experience a growth spurt during puberty. It starts in female bodies before male bodies usually.

### LOWER ZONE CHANGES:

1. **Pubic hair** - All bodies develop hair on their genitals (between their legs)
2. **Darkening of skin colour in the pubic area** - Skin around genitals become dark colored in all bodies than the rest of the body.
3. **Development of sex organs** - Explain development of various parts of human genitals such as the vulva and penis through flipbook

#### • Male bodies:

- Go to page 2 of the flipbook. Point to the following parts of the top image.
- **Scrotum:** The scrotum is a sack of skin that covers the testicles below the penis. This skin also darkens after puberty. Inside the sacks are two testicles that produce sperms.
- **Penis:** Enlargement and darkening of skin around penis are one of the characteristic changes that takes place during puberty. Penises vary considerably in colour, size and shape.
- **Foreskin:** Foreskin is a thin layer of skin that covers the penis. However, it can be removed or cut during circumcision in some people.
- **Urethra:** It is an opening which is used for urinating as well as for ejaculating semen.



Point to the following parts from the image at the bottom:

- **Glans:** This is the head of the penis which is rich in nerve endings. It can be stimulated to experience pleasure.
- **Shaft:** The shaft helps to give shape to the penis.
- The scrotum looks like this from the front.
- **Anus:** The faeces of the body come out of the anus. It is also used for having sexual intercourse.

• **Female bodies:**

- Move to page 4 of the flipbook. Pointing to the top image, say, “Now we are going to talk about female sexual and reproductive organs. This image is of the external female sexual and reproductive organs which is also known as vulva. When viewed from the front it looks something like this.”
- Point to the image at the bottom and say, “when viewed from close up, its different parts are seen in a clear way. Explain the parts of the vulva as follows:

- **Clitoris:** It is a small pea shaped part of the vulva which is rich in nerve endings. It can be stimulated to experience pleasure.
- **Urethra:** It is the top opening in the vulva and is used for urinating.
- **Vagina:** The vagina is the second opening in the vulva which starts developing at onset of puberty. It has 3 main functions: menstrual blood comes out of it; it is used for sexual intercourse; and babies are born through it. Inform the participants that we will be discussing some of these changes in the next session.  
 At the onset of puberty, vagina develops and starts producing discharge to keep itself healthy and clean.
- **Hymen:** The hymen is a thin piece of tissue that surrounds or partially covers the opening of the vagina. It is not visible and may or may not be present in all female bodies.
- **Anus:** The faeces of the body come out of the anus. It is also used for having sexual intercourse.
- **Outer and Inner Labia:** Folds of skin that cover and protect the vulva and vagina.

Explain that these are some of the many changes that humans go through during puberty. Tell them, “we will be discussing many more changes over the next 9 sessions”.

**Watch Out :**

*Discuss all changes of the body that occur in puberty (externally). If the participants say our hair grows longer, you can put it down but also remind that hair growth on the head starts and continues since a young age, it is not particular to puberty. If a 9 or 10 year old has brought it up, you can let it pass also. It is not necessary that they learn every technical detail; the objective and idea is to discuss changes in our bodies.*



## Activity 4:

### Closing / Question Time

**Time:** 10 Minutes

**Resources:** NA

**Step 1:**

Do a check in with them. Ask the participants to give you a quick feedback of the session with their thumbs. If they liked it, they give a thumbs up, if they didn't then a thumbs down and if they thought it was okay-okay, then a sideways thumb. Then ask them how much did they understand and again do a show of thumbs.

**Step 2:**

- Open the space for questions. Remind them they can write questions as well.
- If you think some questions require more time; tell them you will get back to them after discussing time with their teacher. Or if you find that some questions on attraction, pheromones etc. are going to be addressed in later sessions, then tell them that these topics are going to be covered soon.

**Step 3:**

- Slogan: ask the class for those who have understood and comfortable doing a slogan, let's repeat one together. Show an example and then begin The class has to shout: 'It's okay" at the end of each sentence. Sentences could be like:

- I have a moustache now!
- I don't have a moustache!
- I have big breasts!
- I have small breasts!
- I am the tallest!
- I am the shortest!

- You can make this fun by acting concerned or scared of each of these developments and calming down (like feeling accepted) when participants shout, "its okay!"

**Facilitation Notes :**

Always take questions at the end of every session and try to incorporate them in the same session or in the next session as per the requirement.



# OVERALL NOTES

- Read this session and the notes given in between well before the session.
- It is important to remember that we are only going for conceptual clarity and there is no need to get too technical with the concepts.
- There may be a lot of giggling and many participants could be shy as well. There may be some (especially in the 9-10 years group) who would be disgusted by the topic and may not want to engage at all (remember it is also the age group where these things are “yucky” to discuss). Avoid getting angry or upset with such behaviour. It may also come across as them making fun of you (or they might actually also!) but don’t let it get to you. It is typical for this age group to respond like that. You have to ensure you don’t feel shy while saying some words or concepts. Once they see you use it “matter-of-factly”, they will start too.
- We are deliberately keeping it binary so far - with males and females but in the second half of third session, intersex (biological sex organ) is introduced and in the fourth, the idea of transgender (identity). This has been based on our experience. Do read these two sessions properly as well before taking this one.



**II**



**OUR  
CHANGING  
BODIES**



## Session 2

# Our Changing Bodies

## I. SESSION OBJECTIVES

1. To explain the process of menstruation; maintaining hygiene and busting myths around the same
2. To explain the process nightfall and bust any myths around it
3. To introduce hormones as the drivers of puberty and the process of reproduction

## II. TOTAL TIME

60 minutes

## III. RESOURCES

- [Flipbook](#)
- Black/White Board
- Sanitary napkin
- Menstrual cup
- Tampon



## IV. SNAPSHOT

Title	Duration	Activity Details	Key Message
Where do we come from?	10 minutes	<ul style="list-style-type: none"> <li>-In the first part of the activity, participants have to match animal parent-baby partners</li> <li>-Clarifying the basic idea of reproduction and why our bodies goes through puberty</li> </ul>	<ul style="list-style-type: none"> <li>-All mammals reproduce by internal fertilisation and body has to be prepared physically, mentally and emotionally to do so</li> <li>-All living things reproduce, that is nature's cycle</li> </ul>
What happens inside our bodies during puberty?	30 minutes	Participants understand the number of changes that start internally in our bodies during puberty. Participants understand menstruation and nightfall, and also why they happen.	<ul style="list-style-type: none"> <li>-Female bodies start menstruating during puberty</li> <li>- Nightfall is an involuntary ejaculation that can occur during the period of adolescence.</li> <li>- Both these events are normal and there is no need to worry</li> </ul>
How do humans reproduce	15 minutes	A basic anatomical introduction to conception and reproduction is given to participants.	Our bodies start preparing itself for reproduction during puberty
Closing/ Question Time	5 minutes	Participants get time to discuss, give feedback and ask/write questions	



## V. SESSION FLOW

### Activity 1:

## Where do we come from?

**Time:** 10 minutes

**Resources:** Black/White Board

### Step 1

- Form the group into a circle (for a smaller group) or ask the participants to stand in their places.
- Greet them, ask “how the day is going” or “how has it been since the last time we met.” This is extremely quick; do not take it into longer conversation
- Ask “Does everyone remember what we have learnt the last time?” Pause for responses, you can note these responses on the board and then you can say, “We are going to learn where we come from and more about puberty today!”
- To start the session, you could say “So shall we start?” (wait for a nice and loud yes and if it isn’t loud enough ask them to say it louder)

### Step 2

- Make two columns on the blackboard and write names of adult animals in one column and their infant version in another column on the board.
- Make sure that you write names in either column and the other column is left blank (See table for reference)



**Adult**

Dog

---

Lion

Duck

---

Cow

---

**Child/baby/infant**

---

Kitten

---



---

Chick

---

Lamb

### Step 3

- Ask them: “What can you see on the board?” Wait for their response (you may expect response like animal names and their babies)
- Say, “Now can I ask some of you to volunteer and come on the board to fill in the missing columns?”
- You can ask participants to raise hands and choose them to volunteer one-by-one.
- In order to keep everyone else involved, you can say, “Others can tell me if it is the right answer and help your friend”

### Facilitation Notes :

If needed, demonstrate what they have to do. Also, it is important that you remind them to listen to the full instructions. Many participants will be excited to come to the board, make sure you choose only 1 and ensure the rest that they will be getting many more chances in the coming sessions.



### Facilitation Notes :

At this point, it is important to understand that we are only using reproduction as a rationale on changes and why they happen. This is not in any way to say that reproduction is the sole purpose of one's body.

### Step 4:

- Once paired up, ask the participants to go back to their seats.
- Bring up the same discussion from the last session. Explain to them that a baby doesn't become an adult in one day and their bodies experience many changes.
- Such changes occur in humans as well at onset of puberty.

### Step 5

- Ask, "Why do all these changes happen? What is our body trying to do?" Take answers and ask them to discuss it with their bench partners
- Ask, "How do you think an animal is born? How were you born?" Take answers one by one, ensuring that no one is speaking over the other.
- Draw from their responses, they may be somewhat accurate or grossly inaccurate. The idea here is to clarify that a infant is born from a mature body. You can say something like this.

- Almost all living creatures like tigers, elephants, hens, ants, fish, insects and even plants begin life from an egg or a seed.

- Some animals lay eggs and some give birth directly. The ones who are born from inside the animal (for example - lion, cat, dog) are called mammals. What do you think humans are? Wait for response and then say, "Yes we are mammals too!"

- You can ask, "So tell me, how are we born?" (you can address any misconception here but do not point out the participant who said it). OR if they did not have any gross misconception, you can ask with humour "So does a baby get delivered on the day an adult decides they want a baby? Or does a baby pop out of the sky and land on earth? No, right? It's nothing like that. A baby is born from an adult's body.

- We are going to learn more about it today by understanding various processes that one's body goes through at the onset of puberty!



## Activity 2:

# What happens inside our bodies during puberty?

**Time:** 30 minutes

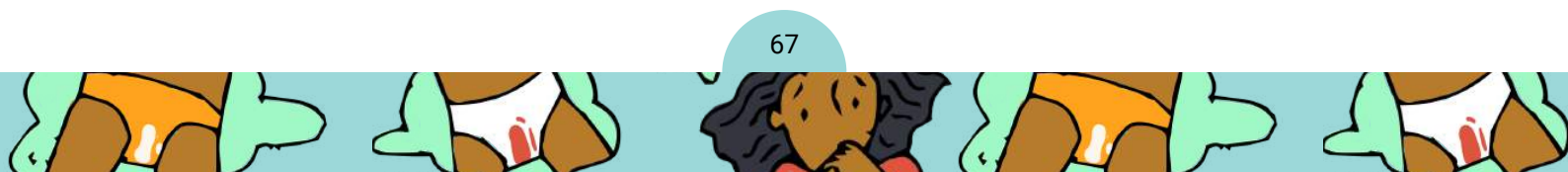
**Resources :** Flipbook or Black/White Board, Sanitary Napkin, Menstrual Cup and Tampon

Say, “Just like the previous session where we have learnt about external changes, today we are going to learn about changes in internal body during puberty. Different bodies experience different changes, it is important to remember that we understand these processes

### 2.1 MENSTRUATION

#### Step 1

- **Menstrual Cycle:** In the lower zone changes, the participants may have already mentioned periods in the previous session.
- If they connect and say “You mentioned periods in the previous session, we are going to learn more about them, what happens and why it happens”.
- You could also ask, “What is the big change that happens in female bodies?” Wait for their responses. They may be shy to answer.
- You can begin with asking them if they have watched the movie “Pad Man”. Take a few responses. You can ask 2-3 participants to narrate the story and what it was about.
- You can also show sanitary napkins and ask if they have seen this before and know about them.



### Facilitation Notes :

1. The movie “PadMan’ is a bollywood hindi movie. Try and find similar examples from your context in case participants have not heard of or seen the movie.
2. *Remember to keep it conceptual and yet accurate. Information to be given has been written in the easiest way possible making an analogy to a bed for potential fetus. Also encourage the use of words, ‘fetus/भ्रूण’. Tell them that we only use the word baby once the fetus is delivered from the pregnant person’s body because before that it is completely dependent on the pregnant person for food and development.*



**Our facilitators have found that sitting down on the floor (i.e. at the same level as the participants) and explaining really helped. While you may not have that kind of space to sit in a circle on the floor, you could try to see how you can break the distance and get closer. For example, if you are using the black board, you could invite a few participants to help you draw. Use eye contact and body language to draw the participants in.**



## Step 2

- Here you can draw a diagram of the internal reproductive system of a female on the board or use the flipbook (page 10-11) to showcase them. Explain what happens before, during and after menstruation.
- For explanation, say:

“This is what is inside most female bodies.” Point to the ovaries and say, “This is where ‘eggs’ are stored”, and pointing to the uterus, “this is where a fetus grows”. Say, “Egg is a cell in the female body which helps in reproduction.” You can add that this is where we all started out first!

Say, “Thousands of eggs are present in the ovaries since birth. Between the ages of 9-15, one of these (pointing to the ovaries) starts releasing one mature egg every month. This process is called **ovulation**. And before this happens, the uterus thinks that if the egg is fertilised with sperm (which is produced in males) and grows into a fetus, it will need a place to grow in and stay safe in. So its walls become thick with blood and other nutrients - it’s like it’s making a nutritious bed for the fetus! This process of thickening of uterine lining also takes place every month.”

Say, “But sometimes, when due to various reasons the egg is not fertilised and there is no fetus, there is no need for the nutritious bed that the uterus has made. In such situations, the egg breaks and is absorbed by the body. The bed made out of blood and tissues also breaks, and comes out of the vagina. This process of the blood and tissue coming out of the vagina occurs every month and takes about 2-8 days, and this is called periods or menstruation.” *(You can show image on page 15 of flipbook to make participants understand the process of menstruation)*

## Step 3

- Explain to the participants that not all females start menstruating at the same time. Some might menstruate as early as 9 years while some may start to menstruate at 14 years of age. It is okay!
- Also explain that the menstrual cycle varies from person to person. Some may menstruate for 7 days while some may menstruate for 2 days.
- Try to establish the fact that there is no need to feel shy or ashamed because you menstruate. It is a biological process!
- Explain it to the participants that our period cycle is irregular in the beginning as our bodies are trying to adjust to the new change. For some people it may take 1 year to get well regulated periods. There is no need to worry about it! When one’s periods are set on a regular cycle, they can also plan and carry whatever product they use with them in their bags.



### Watch Out :

- You might get a question that when does the egg become a fetus or how does a fetus grow. Depending on your comfort, time, level of your participants you can choose to answer it in a group or take it up individually. You will have to say something in class though to address the question at that time itself. For that, here is what you can say:
  - “It happens when a sperm that grows in a male’s body meets the egg . It’s the same in animals. You need to know that females start having periods because of this process and it’s completely alright”.
 In case there is a question around how sperm and egg meet, you can say that it is something we will learn about at a later stage.

### Step 4

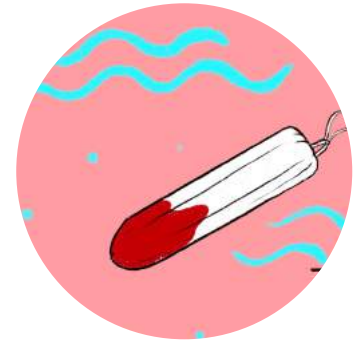
Say, “It is during periods that female persons use sanitary napkins, cloth etc.” You can show the various menstrual products (sanitary napkins, tampons, menstrual cup, cloth) and discuss:

- **Menstrual Cloth-** A reusable piece of fabric (generally cloth) worn externally to absorb menstrual flow. They can be reused, but should not be used for more than 1 year. They should be washed properly.
- **Reusable pad-** Reusable pads are worn externally to the body in the underwear to absorb menstrual flow. They are similar to disposable sanitary napkins but made of cloth and can be reused. They require proper washing before being reused. They can be reused for 1 year.

### Facilitation Notes :

Explain it to the participants that all these products are worn in a way that they exactly cover vagina. If you don’t have these products, use the illustrations of the same.





- **Disposable Sanitary Napkin**- They are worn externally in the underwear to absorb menstrual flow. They are made of layers of plastic, rayon, petroleum based absorbent and cotton. They should be disposed of after 6 hours of use or depending on the flow of the concerned individual.
- **Tampons**- They are absorbent materials made of cotton or rayon that are inserted into vagina to absorb menstrual flow. Can be worn and make sure to change it every 6-8 hours or earlier depending on their flow
- **Menstrual Cup**- It is non absorbent which is inserted into vagina to collect menstrual flow. It needs to be emptied after every 6-12 hours, after which it is rinsed and re-inserted. A single menstrual cup can be used for 5-10 years.

## Step 5

Use this space to discuss myths around periods. These are the following key messages regarding periods:

- Do you think “Periods are dirty and make the person impure”? Have you heard this before? What do you think? Periods are part of the body’s biological process - nothing is impure about that! It’s not dirty either - after all, it’s a nutritious bed that all of us have lived in for nine months, no?!”
- Another common myth we hear is: When one is on periods, it is said that they should not touch pickles, sit separately, and not enter religious places and/or kitchen. They are not allowed to cook. This is completely baseless, like we discussed the period blood is not impure and neither can it make our body impure.
- Myths such as when a person is menstruating, they should not touch plants, otherwise they will die are also common.
- Curd and tamarind are believed to disrupt menstrual flow



- We should not take bath during menstruation as it disturbs the menstrual cycle is also a myth.
- Females are prevented to carry out physical activities during menstruation
- These are customs and beliefs having no scientific basis. Say: “We should have proper facts before believing such myth
- Change your underwear everyday and always wear a clean one. Wash them thoroughly with water and detergent, and dry in sunlight.

### Watch Out :

*Be careful dismissing these as just superstitions and know that the participants may not be able to break or confront these rules at home. Just say something like “We should try to think harder on why these practices were initiated in the first place” Then you can challenge some of these notions with counter examples of women working in pickle factories, some religious places allowing women to enter during periods like Gurudwaras. With changing times, we change too and so can our customs. Women on periods also play sports now.*

### Facilitation Notes :

You could talk about cramps and fatigue that one can experience during periods. It is okay to rest for that. People around us can also be supportive and sensitive. Usually we don't tell our peers that we are in pain because of periods. You could also ask boys in the session how they think they can help their sister, mother or their classmates if a person around them is not feeling well during periods. You could also talk about common issues that those who menstruate face in spaces like teasing school or community sessions in case of stained clothes or for carrying sanitary products like sanitary pads or tampons.



## Step 6

Discuss hygiene to be maintained during periods:

- Say it to them, “it is a good practice to take bath every day during menstruation”
- If you are using disposable pads or tampons, change it every 6-8 hours or earlier depending on their flow. They should be disposed-off by wrapping in a newspaper and thrown in a dustbin. Sanitary Napkins should not be flushed in toilets as it clogs the sewage system.
- If you are using cloth or reusable cloth, it is necessary to wash the reusable cloth thoroughly with water using a detergent and it should be dried properly in direct sunlight.
- Wash your hands with soap every time you use a menstrual product.
- Vaginal area should be washed with clean water nicely and we should not use soap or any other chemicals as vagina is self-cleansing. It should be kept dry.
- There might be vaginal discharge which is a natural process to help keep the vagina clean. If there is excessive vaginal discharge and the discharge looks like lots of white lumps, you must consult a doctor. If the discharge from the genitals is yellowish or greenish, you should see a doctor.
- The sweat combined with your natural genital odour can create a musky scent, which is okay. If the smell is strong accompanied with itching, burning or pain in and around your genitals and burning when you urinate, then you should consult a doctor. Do not use douches or perfumes on the genitals.
- Change your underwear everyday and always wear a clean one. Wash them thoroughly with water and detergent, and dry in sunlight.

## 2.2 NIGHTFALL

### Step 1

- Revise the changes a male body goes through during puberty.

- Enlargement of testes and penis takes place
- Hair begins to grow in the pubic area and later on the face and underarms.
- During this time, their voice also deepens.
- They also have a growth spurt during puberty as they reach their adult height and weight.
- The male body also starts to produce semen.

### Step 2

- Through the flipbook (pages 7 and 8), explain the following processes:

- **Testes:** Point to the testes and say that both the testes start producing millions of sperms in males at onset of puberty. Explain it to them that a sperm is a cell which helps in reproduction

- **Semen:** Sperm combined with fluids that are energy and nutrient rich is called semen. It is whitish in color. These nutrients help sperms to swim. It is produced continuously by male bodies.



- Process of release of semen from penis is called ejaculation. Millions of sperms are released in one ejaculation.

### Step 3

- Ask them if they have heard of the term 'Nightfall'? Then say, "this is not a disease" Usually male bodies experience it once they hit puberty.
- Sometimes, a small amount of semen is ejaculated involuntarily when the person is sleeping, they can't control it, it's biological and there is nothing wrong with that.
- There is nothing to be embarrassed or ashamed of nightfall.
- A big myth around nightfall is that it leads to weakness or loss in sex drive. It does not lead to weakness or loss of semen because semen is produced continuously in the male body after puberty

#### Watch Out :

Gauge the comfort level and age of your cohort while talking about loss in sex drive. If the participants don't relate then you can also choose to cover this briefly and move on.

- Another important myth to address is that sometimes nightfall is also taken for someone who is "obsessed with sex" or "always thinking dirty thoughts". It is important to reiterate that this process is natural and it is involuntary so it is important for us to not stigmatise it further.

## Activity 3

### How do humans reproduce

**Time:**

**Resources:** Flipbook

#### Steps

- Ask the participants, "You must have been curious to know how humans reproduce?" Wait for their response.
- Say, "This happens when a sperm meets an egg as told to you previously, it may get developed into a human!"

#### Watch Out :

At this time, participants will be curious to know how an egg meets a sperm! Here, depending on your comfort level with the participants you can follow the steps mentioned below



- This happens when penis enters the vagina and semen is ejaculated there. The process is called sexual intercourse.
- Then, sperms travel all through the uterus, towards fallopian tubes to meet the egg.
- If the ovary has released the egg and it is present in the fallopian tube, one of the sperms may meet it and the process is called fertilization.
- The fertilized egg travels all the way from the fallopian tube towards the uterus and gets implanted in its thick wall which is rich in nutrition.
- This is where a fetus develops for 9 months.

### Facilitation Notes :

Remember to not draw analogies of husband-wife while discussing intercourse. Use neutral words like partners or male and female bodies or two partners.

### Watch Out :

Participants may feel shy at this time. Explain it to them that this is how we are born and there is no need to feel so. You should convey it to the participants that one should only have sexual intercourse when they are physically, mentally and emotionally prepared for it. You can use the analogy that just like a 2 year old child is not ready to have *gol gappa* and may not be able to tolerate the spicy water, similarly people might not be ready to have intercourse.

### (For 12-13 year olds)

- You can explain it to 12-13 year old participants that sexual intercourse is not only for reproduction but also for pleasure. Various parts of female genitalia (clitoris, vagina and anus) and male genitalia (glans, penis and anus) have nerve endings which make them sensitive to touch and it feels good when touched.

- Lay an emphasis on the fact that consent is the building block to come in a sexual relationship with anyone. If someone forces or pressurizes you do so or engage in sexual activity against your will, then that is violence.



- You can also inform them that there are methods that can be used to prevent pregnancies. They are called contraceptives. There are various kinds of contraceptive methods available for everyone to use. The most readily available one is male condoms. You can tell the participants that we will learn about these methods in detail later.

### Facilitation Notes :

1. This is a sensitive, information heavy session and can be triggering for participants. Make sure you keep checking the enthusiasm of participants through their response and energy during the session. Try to encourage talking about sexual organs as normally as organs such as eyes, hands, mouth are discussed.

2. Inform the participants that in India, the age to give or take consent is 18 years old. Anyone who engages in sexual activity before the age of 18 can be charged for violating the POCSO Act.

## Activity 4

### Closing Time and Questions

**Time:** 5 minutes

**Resources:** NA

#### Step 1

Check in with the participants if they understood the session. Ask them to give you a quick feedback of the session with their thumbs. If they liked it, then a thumbs up, if they didn't then a thumbs down and if they thought it was okay-okay, then a sideways thumb. Then ask them how much they could understand and again do a show of thumbs.

#### Step 2

- Open the space for questions. Remind them they can write questions as well.
- If you think some questions require more time; tell them you will get back to them after discussing time with their teacher. Or if you find that some questions on attraction, pheromones etc. are going to be addressed in later sessions, then tell them that these topics are going to be covered soon.
- You can ask them that they can come to you separately for any queries after the session.



## OVERALL NOTES

1. While it may seem like an information heavy session, it can be delivered easily by ensuring your sentences and explanations are just enough and what is needed.
2. Ensure that you tell the participants that you disseminating this information does not mean you are encouraging them to experiment sexually. Make sure that you inform them about POCSO and the age of consent.
3. There may be a lot of giggling and many participants could be shy as well. There may be some (especially in the 9-10 years group) who would be disgusted by the topic and may not want to engage at all (remember it is also the age group where these things are “yucky” to discuss). Avoid getting angry or upset with such behaviour. It may also come across as them making fun of you (or they might actually also!) but don’t let it get to you. It is typical for this age group to respond like that. You have to ensure you don’t feel shy while saying some words or concepts. Once they see you use it “matter-of-factly”, they will start too.
4. It is very important to remember that we are only going for conceptual clarity and there is no need to get too technical with the concept
5. You can refer to <https://www.unicef.org/wash/files/UNICEF-Guide-menstrual-hygiene-materials-2019.pdf> to find more information on different types of menstrual products.
6. You can refer to [Menstrupedia](#) for more information on menstrual hygiene:





# III

# MORE ABOUT BODIES



## Session 3

# More About Bodies

## I. SESSION OBJECTIVES

1. To introduce hormones to the participants, and the role they play in the human body.
2. To elaborate on the diversity of bodies, and help participants learn more about bodies with intersex variations.

## II. TOTAL TIME

60 minutes

## III. PREPARATION / RESOURCES

- Black/White Board
- Ribbons or Dupattas



## IV. SNAPSHOT

Title	Duration	Activity Details	Key Message
Energiser/ Recap	10 minutes	Participants perform an action song, followed by a quick quiz which enables recall from previous sessions.	- Revision of the previous sessions.
Murti-Kalakar : Introduction to Hormones	10 minutes	Participants are introduced to 'hormones'.	- The changes in our body at the time of puberty are induced by hormones, and it is not something we can control.
Messengers of Puberty : Understanding Hormones	10 minutes	Participants learn more about hormones and the primary sex hormones in our bodies - oestrogen, progesterone and testosterone through an activity.	<ul style="list-style-type: none"> <li>- There are three sex hormones which are primarily responsible for the changes that are experienced during puberty.</li> <li>- These hormones are called oestrogen, progesterone, and testosterone.</li> <li>- All three hormones are present in all bodies in varying quantities.</li> </ul>
Understanding Bodily Diversity	20 minutes	Participants are introduced to bodies with intersex variation.	<ul style="list-style-type: none"> <li>-There are more than 2 sexes and that's more common than we thought it to be</li> <li>- Society has not respected persons with intersex variations and their rights. We don't have as much information about bodies with intersex variations and their issues as we have for male and female bodies.</li> </ul>
Rainbow Revolution	10 minutes	Participants perform an activity to understand diversity better.	-We are all on a spectrum, it is important to recognise and respect everyone's diverse experiences.



## V. SESSION FLOW

### Activity 1:

## Energiser - Action Song & Recap

**Time:** 10 Minutes

**Resources:** NA

### Step 1

Ask the participants to form a circle or ask everyone to stand up in their places. Tell the participants to follow you - they have to do what you're doing, and say what you're saying.

### Step 2

Perform the action songs 'Aju Guja' or 'Arush Chacha' or 'Boogie Woogie'. Clap loudly together once the song is over.

### Step 3

Before you begin the session, ask the participants, "Shall we do a quick quiz? We'll read out some statements, and you have to answer whether you think the statement is true or false, okay? If it is true, you raise both your hands. If it is false, you cross your hands and shake your head 'no'."

### Facilitation Notes :

1. Ensure that you are lively and comfortable with your body. The intent behind doing this action song is to make the participants open up and be comfortable with their bodies as well. However, gauge the comfort level of the participants and do not force them out of their comfort zones.
2. Also if you have any other songs from your own context that are well known by the participants then you can go ahead and use those! Remember this exercise is just to energise the cohort before beginning the session.



**STATEMENTS:**

**i) Puberty happens when you are five years old.**

-False, puberty starts anytime between 9-15 years.

**ii) Puberty begins and ends differently for different people ; for some it can start at 9 years and for some it can start late and that's okay.**

-True! Puberty is a subjective experience, and the experience can vary from one body to the next!

**iii) Periods make girls impure and nobody should touch them.**

-False, this is a myth. Menstruation is not impure, it is a natural bodily process, like breathing and sleeping. There is a lot of stigma and shame attached to reproduction because it is a gendered process, tied to reproduction.

**iv) Periods occur approximately once a month and can last up to 2-8 days.**

-True, this is the common range, although it can differ for some people. In the beginning, the menstrual cycle can take some time to adjust, and each cycle might vary. There are also conditions like PCOD/PCOS that can alter the menstrual cycle, in any case it is always good to see a doctor/gynaecologist.

**v) Babies are born from the sky.**

-False, babies are born from adults' bodies.

**Facilitation Notes :**

Take a minute to discuss each point and clarify participants' doubts/answers. Use this space to gauge understanding, attitudes. This will also help you with facilitating the sessions to come. This activity can also act as an M&E tool.

**Activity 2**

**Murti Kalakar:  
 Introduction to Hormones**

Time: 10 Minutes  
 Resources: NA



### Step 1

Ask the participants to pair-up. Let them choose their partners according to their comfort levels. Make pairs if there are any participants left.

### Step 2

Now tell the participants that one participant in the pair will act as the statue, and the other will act as the sculptor. Tell the participants that the sculptor, without touching the statue, can change the statue's outline to whatever they wish by telling the statue and the statue will have to take the shape accordingly. The statue must do as the sculptor dictates.

### Step 3

Demonstrate this with the co-facilitator. Ask each pair to take two minutes before they can switch the roles and the statues can become the sculptors and vice versa. Give the participants 5 minutes in total to finish this activity. Finally, get everyone back into a circle or the positions they were in.

### Step 4

Debrief the participants on the sculpting activity. Ask them their experience of being sculpted. Could they preempt the sculptor's action? How did the uncertainty of not knowing what might happen make them feel? Collect responses and see if any participant mentions feeling controlled. It doesn't only have to be mentioned in a negative way.

### Step 5

Link this to the changes that hormones make in our bodies, by emphasising that just like the sculptor's actions, during puberty, there will be many changes that occur in our body over which we will have no control. The way this activity made you feel, when you were made into statues, might resemble the way you will experience puberty. Segue into the next activity by asking, "Shall we learn more about what induces these changes in our body during puberty?"



## Activity 3

# Messengers of Puberty: Understanding Hormones

Time: 10 minutes

Resources: Black/white board

### Step 1

Do a quick transition activity like the Rain Clap. Tell the participants that we are going to make it rain in the class. On one hand hold up one finger and clap, then make it two fingers, then three, four and finally you clap normally loudly. This should sound like the beginning of a heavy shower. Do it twice if needed and if received well. You can also do any other energiser that your group will like or likes/ knows. It should be for just 2 minutes.

### Step 2

Tell everyone to settle down and announce that it is time to learn more about hormones.

### Step 3

Say, "There are some chemicals in our body that are like little messengers with messages for our body parts." In order to explain this better, use the following example :  
"Suppose a giant snake comes into this class right now, what will you do? How will you feel? When we are frightened or we perceive a situation to be dangerous, our body reacts and releases a chemical named "adrenalin" that sends messages to our legs to run fast, which helps us escape. Adrenalin also makes us feel excited and happy. Like when we watch a cricket match and our favourite team wins. It makes our whole body feel energetic."

### Step 4

There are many different types of messengers like "adrenalin" in our bodies. These messengers are called hormones. There are 3 particular messengers/hormones which tell our body to begin changing during puberty. We discussed some of these changes in the last session - like underarm and pubic hair growth, growth of testicles, beginning of the cycle of menstruation etc.

### Facilitation Notes :

Ensure that you keep the session lively by asking lots of follow-up questions, and maintaining levels of interest. Ask questions like, "Should I tell you why?" or "Do you want to know?" especially if you think the participants are getting fidgety and losing interest.



### Step 5:

Write PET on the board and say, “these hormones are called Progesterone, Estrogen and Testosterone”. Say these words slowly, breaking them into syllables and repeat them a couple of times with the participants. Don’t focus too much on the word, if the participants are finding it hard to pronounce or remember. Abbreviate and say “the PE hormone” and “T hormone”.

### Step 6:

Say “All of our bodies have all three hormones present in different quantities, and the quantities of each hormone varies from one body to the next. It is commonly understood that male bodies produce larger quantities of testosterone, while female bodies produce larger quantities of progesterone and estrogen. Testosterone in male bodies is primarily produced by testes, and oestrogen and progesterone in female bodies is primarily produced by ovaries. All three of these hormones are also produced by adrenal glands in all bodies in varying quantities.

### Step 7:

Tell the participants that it is also possible for these hormone quantities to differ from one body to the next, and it is possible for bodies with some male sexual and/or reproductive organs to contain larger quantities of progesterone and oestrogen and for bodies with some female sexual and/or reproductive organs to contain larger quantities of testosterone.

### Step 8:

Before moving on the next activity, ask the participants to recall everything they learnt in this activity. Ask them to repeat the names of all the three hormones, where they are produced, and the changes they bring.

## Activity 4

# Understanding Bodily Diversity

Time: 20 minutes  
Resources: NA

### Step 1

Ask the participants to recall earlier sessions on puberty and change. Begin this discussion by asking, “When a baby is born, how does a doctor know whether this baby is a girl or a boy?” Take all responses, but focus on the fact that the doctor looks at the baby’s genitals, and thereby determines the baby’s gender. If the baby has a vagina, the doctors call it a girl, if the baby has a penis, the doctors call it a “boy”.





## Step 2

Now tell the participants that there are also babies who are born with genitals that neither look like a typical penis, nor a typical vagina. These babies are not born with typical “female” or “male” sexual organs. For instance, there might be babies who are born with an enlarged clitoris or flat testes or without a vaginal opening. However, given the society’s binary preferences, doctors end up assigning specific sex and therefore, gender by what the organs look closest to (either male or female).

## Step 3

Tell the participants that this variation of sexual organs and this diversity in bodily make-up is called “intersex”.

### Facilitation Notes :

At this point, participants might bring up ‘Hijra/ Kinnar’ community and say/ask that they are the same as persons with intersex variations. Ensure you tell them that they are not the same. There may be some from the Hijra community who are intersex but not all will be and similarly not all who are born intersex are part of the Hijra community. If the participants do not bring this up on their own, you can also address this.

In case any questions around Hijra community, you can say the following:

Hijra is an umbrella term used to describe a community. It is possible that some people from the Hijra community identify as transgender. The community often includes people who are transgender, intersex as well as cross-dressers and others. Often, hijra people also identify as kinnars, which is another term for this community.

## Step 4

Ask the participants to recall the previous activity on hormones. Now tell the participants that in bodies with intersex variations, it is also possible that the hormones produced in the body at puberty might not correspond with the sex assigned to the body at birth.



### Facilitation Notes :

Emphasise that bodies with intersex variations are diverse, just like all other bodies, and the experience of changes induced by puberty by persons with intersex variations concomitantly are also diverse and differ from one body to another.

Another point to emphasise on is that intersex variations in bodies are not always visible. Given that variations happen in hormones as well as chromosome, they might not be visible or noticed by persons with intersex variations.

### Step 5

Tell the participants that children with intersex variations and young people growing up have to face a lot of discrimination and stigma because their bodies are different though often visibly not. But reiterate that bodies can be of different types, and everybody, including persons with intersex variations, we all deserve to have information about our bodies, so we have the ability to make our own decisions and assert our rights.

### Step 6

At this juncture, you could ask the participants to loudly repeat the slogan of the KYBKYP programme - **“Shareer apna adhikaar apne” (Our Body Our Rights)**.

## Activity 5

### Rainbow Revolution

**Time:** 10 Minutes

**Resources:** Ribbons or Dupattas

#### Step 1

Ask everyone to get up and make a line or circle or stand at their benches in a way that they stand in two parallel lines facing each other. Hand out the ribbons individually and there will be more than 2 people holding one ribbon/dupatta (assuming a class of 35-50).

### Facilitation Notes :

The next step is to be done with you speaking and moving the participants accordingly.



## Step 2

While they are in a line together but still holding dupattas separately, say, “Let’s assume that at one side of the cloth are those born with vagina, and on the other side are those born with penis and between these sides, there are multiple intersex variations. If you take a ruler, you’ll see that there are tiny measurements and different measurements, similarly even all the penises and vaginas are different looking and unique to each individual. So while we might be different from each other but aren't still on the same ruler?”

## Step 3

Continue, “But society pushes us to be on one side”. Now while saying this, start making the dupattas/ribbons (sections) move away from each other. Continue, “and divides us like this. This is why a lot of people face discrimination and violence because they don't want fit on one particular side”

## Step 4

Ask, “do we want to stay divided?” Start bringing them close again and ask them to tie a knot between all the ribbons/dupattas to bring them all together to form a rainbow of sorts. You can say “Now the rainbow is complete, no? Isn't it looking beautiful? If we start accepting and understanding everyone for who they are, our world could be just as beautiful!”



# OVERALL NOTES

- We have deliberately discussed only in terms of girls and boys up until here as we found in our pilot that it was quite a lot of concepts to handle for the facilitators and the participants. But from this session onwards, the rest of the sessions you will have to be actively keep bringing their attention to thinking/talking beyond the binary and the rest of the sessions are designed keeping that in mind so don't worry! You will have enough cues of how to do this in the session. Feel free to explore new ways of being inclusive... just ensure you are being simple and aiming for conceptual understanding.
- Again, it is alright if the participants don't learn the exact names of the hormones, convey the idea of hormones and how it aids in puberty.
- If you feel there is something you are not comfortable addressing in a group, invite the participant to take it outside class or tell them you will get back to them.



**IV**



**COMMUNITY  
AROUND ME**

## Session 4

# Community Around Me

## I. SESSION OBJECTIVES

1. To introduce the participants to the concept of gender, and the discuss gender stereotypes, norms, and roles.
2. To encourage the participants to recognise the adverse impact of gender stereotypes, norms and roles on their life, and assertion of their human rights.

## II. TOTAL TIME

60 minutes

## III. RESOURCES

- White/Black board
- A4 Sheet & Pens
- Photos of Trailblazers



## IV. SNAPSHOT

Title	Duration	Activity Details	Key Message
My Identity and I	15 minutes	Through an activity, participants understand the concept of 'identity'.	<ul style="list-style-type: none"> <li>- Young people have many identities ; they might be a student, a resident of a particular area, followers of a certain religion etc.</li> <li>- Likewise, gender is also one such identity.</li> </ul>
Rahul and Anjali's Birthday	20 minutes	Participants choose gifts for Rahul and Anjali, and have a discussion on gender and the rules and norms associated with gender.	<ul style="list-style-type: none"> <li>- Gender is an identity which is given to us at birth by society based on the genitals or the sexual and reproductive organs that we are born with.</li> <li>- There are many rules and norms associated with each gender identity.</li> </ul>
Case Studies	25 minutes	Through two case studies, participants understand 'cisgender' and 'transgender' identities.	<ul style="list-style-type: none"> <li>- Gender is not just an identity which is given to us at birth, but it is also something that we determine for ourselves.</li> </ul>
Trailblazers (Upper Primary)	5 minutes	Through 3 real stories, participants are exposed to people who have broken gender norms or challenged the gender identity given to them at birth, and have achieved their dreams of living happy and fulfilling lives.	<ul style="list-style-type: none"> <li>- Breaking the norms of gender and challenging the identity of gender given to us at birth are two different experiences.</li> </ul>



## V. SESSION FLOW

### Activity 1:

## My Identity & I

**Time:** 15 minutes

**Resources:** Black/White Board

### Step 1

Compile a few questions on a white/black board along the lines of - “what is your favourite colour?”, “what is the name of your school?”, “what are your hobbies?”, “what is your religion?”, “what class do you study in?”, “how old are you?”, “what is your favourite cuisine/” etc. Ensure that you have as many questions as the participants in your cohort.

### Step 2

Now tell the participants that each of them have to pick one question from the white/black board and pick a participant who they want to ask the question to. They can pick the facilitators also! Tell the participants that when they are asked a question, they can respond and then they get to ask the next question and pick the participant they want to ask it to.

### Step 3

Also tell the participants that if they do not want to answer the question, they can simply refuse to answer. They will still be the next participant to pick another question and ask their fellow participants.

### Step 4

Once all the participants have asked and answered the questions, conclude the activity by telling the participants that some of the questions they asked and answered today are questions they often have to answer on forms - say government identity card forms or admission forms to schools, colleges etc. Ask them if they have ever filled such forms.

### Facilitation Notes :

This activity can get quite lengthy if the participants in your cohort are too many. If this is the case, restrict the number of questions to five and the facilitators can just read out the questions and ask the participants to respond. Take only one response per question.





## Step 5

Tell the participants that these questions are often asked on forms because they are used to “identify” us in society. Thereby, our name, religion, age, gender, nationality etc. are different identities that combine to make us who we are, and are used to identify us.

## Step 6

Segue into the next activity by telling the participants that we will discuss one of these identities, the identity of “gender” in detail today.

## Activity 2

# Rahul and Anjali’s Birthday

**Time:** 20 minutes

**Resources :** Sketch Pens, A4 Sheets

## Step 1

Separate the participants into two equal groups. Tell the participants that they have to imagine that it is Rahul and Anjali’s fifth birthday, and they are twins. Tell one group that they are Rahul’s friends, and another that they are Anjali’s friends. All of them have been invited to Rahul and Anjali’s birthday party.

## Step 2

Tell the participants that each of them have to draw one gift that they would like to give Rahul and Anjali. Participants in the first group have to draw a gift for Rahul, while participants in the second group have to draw a gift for Anjali. Each group has only 5 minutes to complete the activity.

## Step 3

After all the participants are finished with the task, ask a few of them to share the gifts that they have drawn. Identify the similarity and differences in the gifts. Lead a discussion by asking the following questions and try to take at least 2 responses and add from the following discussion points-



i) Why did you choose certain gifts for Rahul and certain others for Anjali?

- Tell the participants that one of the reasons why we chose certain gifts for Rahul and certain others for Anjali is because of the identity of gender.

- Tell the participants that gender is an identity that is given to us at birth by society based on the sexual and reproductive organs that we are born with. If we are born with a vagina, we are categorised as “female” and the gender identity given to us is that of a “girl”. If we are born with a penis, we are categorised as “male” and the gender identity given to us is that of a “boy”.

ii) Why do you think a person with a particular gender will like one type of gift? Where did you get this idea from?

- Tell the participants that the gender identities of “girl” and “boy” given to us at birth by the society dictate our behaviour, our likes and dislikes, the way we dress, and the way we live our lives. This is because there are a lot of rules, norms, and expectations that are attached to these identities.

- For example, if we are given the identity of a “boy” at birth, we are expected to like the colour blue, we are expected to be good at sports, we have to wear pants and shirts, our hair should be short, and when we grow up - we should go out and work and earn money for our family. Similarly, if we are given the identity of a “girl”, we are expected to like the colour pink, we are expected to play with dolls and kitchen sets, we have to wear frocks and skirts, our hair should be long, and when we grow up - we should stay at home and do housework.

- Encourage the participants to list some other common rules, norms and expectations that are attached to the gender identities of “girl” and “boy”.

iii) Ask the participants if it is possible for Rahul to like Anjali’s gifts and for Anjali to like Rahul’s gifts?

-Tell the participants that the rules, norms and expectations related to the gender identities of “boy” and “girl” given to us at birth do not accurately reflect our likes and dislikes, our preferences, and the way we want to lead our lives. It is possible that we do not agree with the rules, norms and expectations related to the gender that is given to us at birth.

-Encourage the participants to think of other ways in which they might have seen gender norms, rules and expectations being challenged by those around them. You can ask them if they have ever seen women/girls who enjoy playing sports, or men/boys who like to dance or paint. Here, you can list some norms (like “men have short hair”, “women have long hair”, “women are bad at maths”, “men don’t cry”, “all women like pink”, “women are bad at sports”), and then ask them if they have seen these norms being broken around them.



**Facilitation Notes :**

Emphasize here that we are not here to question everyone's habits or likes and dislikes. Rather we want us to think a little deeper about where these preferences come from. The focus is on not discriminating against those who don't want to follow the same societal rules and norms.

iv) If Rahul plays with Anjali's toys and Anjali plays with Rahul's, what do you think will happen?

-You can use examples from the gifts that the participants have chosen to discuss this question. For instance, if the participants have chosen a doll for Anjali, ask them what will happen if Rajesh wants to play with the doll.

-Tell them that society often ensures that people follow gender norms by rewarding those who follow them and punishing those who do not. Use the instances from the rules and norms listed above. For example, if the participants have discussed that they have seen that boys play cricket more, or like to play cricket more - tell them that when boys show interest in cricket, they are not punished for it. But if a boy wants to play with a doll, he is made fun of, or he might even be scolded or beaten.

**Facilitation Notes :**

For 12-13 years old, you could talk about how even the system of rewards and punishment is so gendered. We have talked about how boys face discrimination if they try to do anything outside the box especially those activities which are looked at as "feminine" or "girly" by society. However, if we think about this the other way around, we see that anytime a woman does anything which is considered "masculine" like playing cricket, they are appreciated for it! They are considered as "empowered" women.



v) Who decides that Rahul will like certain gifts only and Anjali will like certain others?

-Tell the participants that family and the surrounding environment assume the 'gender' of the baby and give it a gendered name, clothes, toys etc. Like we discussed that a female baby is gifted a 'soft toy', thereby encouraging 'soft' or feminine behaviours whereas boys are typically gifted 'tough' toys (cars, guns, building blocks etc.) so as to encourage influencing rough and tough behaviours. In this manner, by assigning particular behaviours to each sex since birth, society enforces, what we call, gender stereotypes

-Encourage the participants to identify the ways in which society, collectively all of us, decide that certain genders like certain things. Ask them to tell the group 1 gender stereotype they often see around them but do not believe in.

#### Step 4

Segue into the next activity by encouraging participants to share some instances of gender norms, roles or stereotypes being broken by themselves. At this point, you can also share your experiences with the participants if you feel comfortable.

### Activity 3:

## Case Studies

**Time:** 20 minutes

**Resources:** Case studies

#### Step 1:

Read out the following case studies to the participants:

.....

#### Mohan's story

Mohan is a 10 years old boy. Born with a penis, he was assigned man as a gender at birth. He likes playing football, wearing a saree and a lot of jewellery. One day Mohan went to play football with bangles in hand and everyone around him started teasing him saying, "he is a girl!". Mohan felt quite bad hearing all of this since he is not a girl.

.....



Zoya's Story

Zoya is a 13 year old boy who was born with vagina, based on which he was assigned female at birth and therefore, was given 'woman' gender identity. Zoya is often referred to as a girl and he does not like it at all. His mother also tells him, "You are a girl, you cannot become a boy just by calling yourself one!"

Step 2

After the first case study, ask the following questions - "What are the rules of gender that Mohan is breaking?", "Have you ever seen this happening around you?" After the second case study, ask the participants if there is a difference between Zoya's and Mohan's experience. Encourage all responses.

Facilitation Notes :

It is possible that the participants are not able to identify the difference - that is okay, this question is just supposed to give a direction to the discussion, allowing you to introduce trans\* identities.

Step 3

Now, on the board write the words 'cisgender' and 'transgender'. Tell the participants that the difference between Zoya and Mohan is that while Mohan was breaking some rules related to the gender identity of a boy, he still identifies as a boy. But Zoya, while given the identity of a girl, does not identify with being a girl.

Step 4

Tell the participants those people who agree with/are comfortable with the gender identity that they were assigned at birth are cisgender people. Those people who do not agree with/are not comfortable with the gender identity that they were assigned at birth are transgender people.

Step 5

Conclude this conversation by telling the participants that breaking rules of gender like Mohan did, or determining one's own gender like Zoya did - both of these things are absolutely okay. Tell the participants that in the next activity, we will take a look at some of the people in real life who did both of these things.



## Activity 4:

# Trailblazers

**Time:** 5 minutes

**Resources:** Photos of Trailblazers

### Step 1:

Set up the photos of the trailblazers (See Appendix I for further information). Ask the participants, “Do you know any of them?”

The three stories are to be told one after the other. “This is Surekha Yadav, Atul Agnihotri, and Manabi Bandhopadhyay. All of them faced challenges because they were different from what society expected them to be/they broke the box of gender.”

I. Surekha is India’s first woman train engine driver. When Surekha was growing up, girls were not allowed to study much and not at all allowed to work outside. At that time (1988), the railways had never even thought of hiring a train engine driver who was a woman!

II. Atul Agnihotri has been a ‘house-husband’ for 15 years. He takes care of the entire home, cooks and looks after his daughter also. His wife works in an office and she earns the money for the house. Atul is often teased and called names like “*joru ka gulam*” or “wife’s slave”.

III. Manabi is the first transgender woman in India who became principal of a college in Kolkata and who completed a PhD. Her father did not support her and actually harassed her and even hit her. She was raised as a boy, so she hid her identity as a woman, and taught. But people still made fun of her because she seemed different.

### Step 3

Tell the participants that while society discourages us from breaking rules of gender or challenging the gender identity given to us at birth, there are people in the past who have done those things, and there will continue to be people who do those things. They found others who supported them in life in different ways, and we will find those people too! We can also attempt to extend our support to those in our lives who we see breaking rules of gender or challenging gender identities given to them at birth.

### Step 4

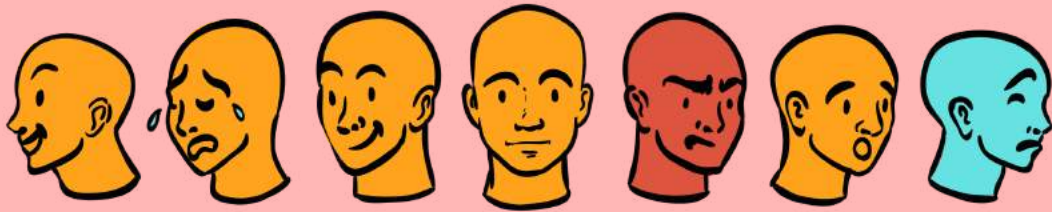
Tell the participants that discriminating against someone or violating someone because of their gender or the way they choose to express their gender is not okay! Conclude the session by asking the participants if they have any questions, or if they want to share their experiences.



# OVERALL NOTES

- It is important to ensure that participants experientially understand the concept of gender as a social construct, even if they might not remember or retain the technical terms or definitions. Encourage the participants to share as many experiences around gender as they are comfortable. This will also make the session lively, and they will be able to relate it to their own lives.
- There might be participants who are resistant to the idea of self-determination of gender, or they might make comments which can act as triggers. Ensure that the discussion remains comfortable (go back to the ground rules chart if need be), and does not cause the participants or the facilitators any discomfort - before the session, the facilitators can also introduce trigger warnings which can be applicable to both the participants and themselves.
- Ensure that the participants recognise that not everybody is able to challenge the norms of gender, or the identity given to them at birth. There can be many reasons for this but it is important to know that all of us live our lives in different contexts, with different possibilities of exerting our agency.





**MANY MOODS  
OF MINE**



## Session 5

# Many Moods of Mine

## I. SESSION OBJECTIVES

1. To encourage participants to express emotions and expand their vocabulary for it
2. To demonstrate links between emotions and gender stereotypes
3. To explain about the emotional changes that occur during puberty

## II. TOTAL TIME

60 minutes

## III. PREPARATION / RESOURCES

- Emoji Cards
- Handouts with Helpline numbers (Appendix 2)



## IV. SNAPSHOT

Title	Duration	Activity Details	Key Message
Emotion Express	10 mins	This is a fun activity to introduce the participants to the session, and make them feel comfortable.	Emotions can be expressed through our bodies.
Emoji Mingle	30 minutes	Through group and pair discussion, participants are introduced to some basic concepts about feelings/emotions, and their understanding is further cemented through a round of sharing personal stories and examples.	<ul style="list-style-type: none"> <li>- Emotions can have physical manifestations, and we can become more aware of our emotions by noticing and being aware of our bodies.</li> <li>- Emotions can be expressed and communicated through physical reactions and cues as well.</li> <li>- Emotions can have a biological basis, and we do not have any control over the way we experience our feelings/emotions.</li> <li>- Experiencing emotions is uncontrollable, but their expression and manifestation in behaviour can be controlled.</li> <li>- Emotions are very useful in indicating to us our own needs and wants.</li> </ul>
See-Saw	10 minutes	Through a see-saw game, the participants understand the emotional changes during puberty, and learn healthier ways of expressing and coping with these emotional changes.	- During puberty, our mood can go up and down quite often, just like a see-saw. Due to many hormonal changes, we may feel very moody.



Title	Duration	Activity Details	Key Message
Closing : The Importance of Mental Health	10 mins	Participants understand the importance of mental health, and challenge the stigma around seeking help for mental health concerns or related issues.	<p>Mental Health is as important as physical health, and it requires care and attention.</p> <p>It is okay to reach out for help to a counsellor or a therapist, or even to a trusted friend and/or adult.</p>

## V. SESSION FLOW

### Activity 1:

## Emotion Express

**Time:** 10 Minutes

**Resources:** NA

### Facilitation Notes :

There is no single way to do this activity; the facilitators can choose to do it in a way that suits their location and group the best (based on the age of the participants, and their context), and does not take up too much time. The main aim is to get the participants to 'act out' emotions with their whole body and have fun!



### Step 1

Ask the participants to stand in two parallel lines with one line at one end of the classroom and the one on the other end, such that the participants in the two lines are facing each other.

### Step 2

Now tell the participants that they have to walk across the room, but it has to be a special kind of walk. Say, "I will be announcing a name of an emotion, and you have to walk by acting out this emotion." Follow this up with an example. Say, "The emotion is happiness." Perform a walk across the room with an open body posture, a big smile, add a few skips and hops while you walk. After you reach the end, turn around and stop.

### Step 3

Say, "So this is what you have to do. Did you see how I used my whole body to show that I am happy - I was skipping, I was moving my hands. This is what you have to do too, are you ready?"

### Step 4

Announce the following list : Sad, Angry, Scared, Shy, Brave, Shocked, Excited.

**Facilitation Notes :**

If there is paucity of space and time, the facilitators can choose to do the activity in the form of the variations detailed below.

## Emotion Express (variations)

### VARIATION 1:

Instead of forming parallel lines, the participants can stand huddled in a circle. The facilitator could begin enacting emotions, and ask the participants to follow their lead. The emotions could be - Sad, Angry, Scared, Shy, Brave, Shocked, Excited, etc. This is a much quicker way to do this activity.



OR

**VARIATION 2 :**

Ask the participants to stand in two parallel lines with one line at one end of the classroom and the other on the opposite end. The participants in the two lines should be facing each other. Ask three or four participants from one line to walk across the room enacting the emotions, and ask the rest to act standing in the lines, instead of walking. This can be useful if you feel the activity will get too chaotic in the space that you have.

OR

**VARIATION 3 :**

If there is no space to walk or form a circle, ask the participants to stand in their place or if allowed, on their benches, and then ask them to act out the emotions.

**Activity 2**

**Emoji Mingle**

**Time:** 30 minutes  
**Resources:** Emoji Cards

**Facilitation Notes :**

Please note that this activity is not designed to enable an understanding of the difference between emotions, moods and feelings, as the participants are young, and might get confused. The activity outlined below uses these terms interchangeably.



## Step 1

Do a quick countdown to 5 and ask the participants to get into a circle or back to their places quickly. Say, “So far we have covered the physical changes that happen during puberty. Can you guess what we are going to talk about today? Pause for answers. Then say, “Today, we are going to understand emotions and the emotional changes that we go through during puberty. Emotions are an important part of our lives. So, ready?”

## Step 2

Distribute the Emoji Cards (Happy, In Love, Sad, Angry, Confused, Laughing). Get each participant to quickly pick out an emoji cut-out (you can spread them on the floor or put it in a basket in the middle or pass the basket around). The facilitators should also pick one. If there are more participants in the cohort than the cards in your emoji deck, group the participants into twos or threes and ask them to share one emoji card between them.

## Step 3

Ask the participants to hold up their emoji. Say, “So has everyone seen these emojis before? You might have seen them in your phone messages, or WhatsApp messages etc. What are they used for?” Pause for their responses. Then say, “Emojis are used to express emotions or feelings .”

## Step 4

Continue, “Does everyone understand the card they have got? Let’s look at each card and quickly try to name them.” Go through the entire set of emoji cards by asking the participants to hold up the cards they have picked, and name each card . If there is any confusion, clarify. Emphasise that one emoji can also express multiple emotions sometimes. Don’t spend too much time debating on the meanings of the emojis, but ensure that everyone has seen and named all the emojis once, and there is a general agreement on each emoji and the emotion/feeling it represents.

## Step 5

Say, “So now, we know some of these feelings are pleasant and makes us feel very nice, and some are unpleasant.” Ask the participants with the emojis that represent unpleasant feelings to line up on the right side of the facilitator, and the participants with the emojis that represent pleasant feelings to line up on the left side.



## Step 6

Continue, “Emotions are not good or bad. There are some emotions we enjoy and like and there are some we don’t like but no emotion is ‘bad’ or ‘wrong’ to have. We all have all these emotions! Our different emotions add colour to our life and make life more interesting and they also help us in understanding ourselves and our needs and wants.” Make the whole cohort repeat loudly after you, Emotions/ Feelings are not good or bad!” Say, “In fact, they are important for us to express our wants and needs, like a child cries when they are hungry.”

## Step 7

Tell the participants to pair up. Say, “Now we have to share a recent incident when we actually felt the emotion that our emoji represents. If you are not comfortable sharing your own incident, then you can share an instance of seeing this emotion represented on TV, in your school, at home, etc.” Give an example to the participants by sharing a quick incident associated with the feeling on your own emoji card.

### Facilitation Notes :

It is important here to tell the participants that if they do not wish to share incidences related to the emotion on the emoji card, they can skip their turn. Alternatively, they can go around the room and also pick any other emotion from the other pairs and share an incident with their partner based on the card they pick. Encourage participants to share their experiences maintaining our rule of confidentiality and refrain from taking individual names.

## Step 8

Now tell the participants that after one pair has finished sharing their incidents/instances with each other, they can exchange their emoji cards and go find new partners and start the same process all over again. If two participants get the same emoji, it does not matter. The goal is to try to talk to as many participants as one can.

## Step 9

Allow the participants to finish this activity in five-eight minutes. After they have finished the activity, get the participants back into a circle. Ensure that each participant has had at least two partners.



### Facilitation Notes :

The facilitators should be walking around as well and finding partners. Ensure that as a facilitator, you keep the incidents short and simple to avoid spending a lot of time on one incident. All the participants might want to pair up with the facilitators, so be careful and avoid that from happening. Encourage the participants to pair up with each other, especially the shy ones.

### Step 10 :

Initiate a discussion with the participants by taking cues from some questions and discussion points detailed below

#### QUESTION

Q1. Do we know when we are going to experience a certain emotion? Can we predict our emotions?

#### DISCUSSION POINTERS

Ask the participant with the crying emoji to display the card to the rest of the participants.

Ask the participants, "Can you tell when you are going to cry? How do you know when you are going to cry?"

#### KEY MESSAGES

Emotions can have physical manifestations, and we can become more aware of our emotions by noticing and being aware of our bodies.

*Optional : Our actions and thoughts can also be helpful in recognising and identifying our emotions.*





## QUESTION

Q2. Do we have control over our feelings?

## DISCUSSION POINTERS

Take all responses. Ensure that the participants discuss that one can tell when one is going to cry by noticing bodily cues - like throat choking up, tingling sensation on the nose and eyes, sniffles, etc.

If time allows, ask the participants to act this out as well, and also share more emotions.

Take all responses, but reiterate that we cannot control our feelings. Say, "Remember we spoke about hormones? (Revise the definition once) Sometimes, these hormones and other chemicals are responsible for our emotions, and we cannot really control them."

Read the fact sheet before the session in case the participants ask specific questions about the relationship between hormones and emotions :

<https://share.upmc.com/2016/09/about-brain-chemicals/>

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## KEY MESSAGES

Emotions can have physical manifestations, and we can become more aware of our emotions by noticing and being aware of our bodies.

*Optional : Our actions and thoughts can also be helpful in recognising and identifying our emotions.*

Emotions can have a biological basis, and we do not have any control over the way we experience our feelings/emotions.



## QUESTION

Q3. If we don't have control over our emotions, is it okay to hit someone when we are angry?

## DISCUSSION POINTERS

Take all responses, but reiterate that while we may not have control over the experience of our feelings/emotions, we do have control over the way we express our emotions/feelings.

Ask, "What do you do when you're angry?" Take responses. Lead the discussion towards formulating alternative ways of expressing anger, apart from violent reactions.

Conclude this discussion by saying that anger can be worked out by claiming one's own personal space and time away from the person/situation that is making one angry, but there is no need to express our anger by using physical force or verbal abuse. That way we would be violating someone else's rights and space and it will not help us with our emotions.

Tell the participants that gender-based violence is often justified by using anger as an excuse. For instance, perpetrators of gendered violence often excuse their violent behaviour by claiming they got "angry". However, it is important to remember that anger is never an excuse for violence.

## KEY MESSAGES

Emotions can have a biological basis, and we might not have any control over the way we experience our feelings/emotions, but we do have control over the expression of our feelings/emotions.



## QUESTION

Q4. Are emotions useful?

## DISCUSSION POINTERS

Take all responses, and say, “Emotions are useful, because they help us understand ourselves and our needs better. If we can learn to identify our feelings, we can be more attentive to our needs and wants. Emotions are like the engine of a car - our emotions/feelings drive our behaviour.”

Share an example, “For instance, when we get scared, we look for things that would make us feel safe. When we get bored, we look for things to entertain us. Emotions can therefore drive our behaviour which helps us fulfil our needs and wants.”

Emphasise the importance of expressing our emotions by narrating the following example-

It is important we express our feelings or emotions. If we restrict ourselves in expressing our feelings, we won't feel comfortable. For eg if you want to go to the toilet very urgently but your teacher refuses to give you permission, you feel uncomfortable right? What if you soil your clothes? But when you get the permission to go, then you feel so relaxed right? Similarly, if we suppress our emotions, then they might lead to negative reactions and therefore expressing them will make you feel better.

Emotions are very useful in indicating to us our own needs and wants.

## KEY MESSAGES

Emotions are very useful in indicating to us our own needs and wants.



### Facilitation Notes :

The examples in the activity, as well as the flow of the discussion, could be altered as per the facilitator's discretion, based on the age and context of the participants, as well as based on the understanding of the participants of the session till now. It is also important to share with the participants that two people can express and feel different emotions in a same or similar incident. They should not fear the stigma attached to social identities to express their feelings.

## Activity 3:

### See Saw

**Time:** 10 minutes  
**Resources:** NA

#### Step 1

Ask participants to form a circle or stand up in their respective places. Tell one half of the group to bend on their knees, and the other half of the group to stand, and switch positions when signalled (you can pick a signal like clicking your fingers together). It is important that when one group is bending, the other group has to compulsorily stand.

#### Step 2

Use your hands to signal to the groups. Do this 3-4 times quickly. The facilitators can make this activity even more fun by tricking the participants using mixed signals.

#### Step 3

Now ask everyone to stand up and say, "Have all of you ever sat on a see-saw? When we play on it, this is how it feels right? We go up and down and this happens quite quickly. Similarly, during puberty, our mood can go up and down quite often. Due to many hormonal changes, we may feel very moody. Moody means sudden changes in our moods. You could be very happy and then become irritated all of a sudden. It is okay to have see-saw emotions, but remember, it is not okay to be mean to others."



## Step 4

Continue, “As we grow up, we are expected to ‘control’ our emotions more. If a small five year old boy cries, no one will say anything but can you tell me what will happen if a boy of your age cries? He is told ‘not to cry like a girl’. Do you think that is okay? Actually, boys have a lot of difficulty because of this. Crying is natural, and it is not a sign of weakness at all. It helps calm the body and the mind too sometimes. There may be many rules like this one for emotions, you should remember to do what you feel comfortable with, and don’t hurt anyone else physically or with your words.

## Step 5 (optional)

Say, “Remember when we spoke about hormones in the previous sessions? We discussed that many times our emotions are also driven by different changes in our body that we may not be able to control. Similarly, a lot of other people around us are unable to control how they feel, therefore, it is important to be sensitive to them because we do not know what they are going through or the emotional impact of the changes that their bodies are going through.” For example, you could tell them to imagine if they didn’t start on a good note, like had a fight with a friend and then someone else makes a comment on them, wouldn’t they feel worse? Similarly, we should also try and be sensitive to other people’s emotions.

### Facilitation Notes :

You can emphasise that it is okay to feel sad sometimes, it is not always possible to be happy. But if you feel sad, frustrated or angry all the time and you feel as if you can’t stop it, then you should ask for help. Assure the participants that they can reach out to you, or a school counsellor (if the school has one) for help. If possible, introduce the idea of psychologists - a psychologist is someone who helps us with our emotional well-being, just like a doctor helps us with our physical well-being (cite the example of going to a doctor with a fever).

## Step 6

Conclude the activity by opening up the space for the participants to share anything they liked from the session.



## Activity 4:

# Closing : Importance of Mental Health

**Time:** 10 minutes

**Resources :** Handouts with Helpline numbers (Appendix 2)

### Step 1

Before closing the session, it is important to deliver one last message - “Mental health is as important as physical health. It needs attention and care.” Ask the participants if they know what mental health is? Collect some responses and share the following definition -

**Mental health** includes our emotional, **psychological**, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. **Mental health** is important at every stage of life, from childhood and adolescence through adulthood.<sup>8</sup>

### Step 2

Tell the participants that mental health, just like physical health, is experienced very differently by different people. For instance, some people catch a cold much more easily than others, and some people require less medical help and attention to recover from a disease than others. Just like that, the experience of mental health issues could also differ from one person to another. Tell the participants that there could be several drivers of adding stress and impacting an individual’s mental health. For some it could be related to their relationship with parents or siblings, for some it could be friends. These are stressors that impact a person’s mental health

### Step 3

Emphasise that if the participants ever feel emotionally unwell, they should remember that going to a psychologist or a therapist is a normal and safe way to get help. If going to a counsellor is not an option, they could find someone who they consider trustworthy and share their feelings with this person. Sometimes just sharing your feelings openly with your friends can also help! Be sure to remember that if someone shares something with you, it is important to keep it confidential and not break their trust.

### Step 4

You can handout sheets with helpline numbers. Say, “following are few numbers that you can call if you ever feel mentally unwell, these helplines are especially for adolescents like you all.”

[8] <https://www.mentalhealth.gov/basics/what-is-mental-health>



## Step 4

You can handout sheets with helpline numbers. Say, “following are few numbers that you can call if you ever feel mentally unwell, these helplines are especially for adolescents like you all.

### Step 4 (optional)

Introduce the idea of self harm. Tell the participants that sometimes people hurt themselves or try to end their life, because they feel emotionally unwell. If they, or someone they know, ever have these kinds of thoughts, they should tell a trusted adult immediately. There is nothing to be ashamed of, and this can be helped. Sometimes, people can feel overwhelmed with certain emotions, it is important for us to understand and reach out to them. You can also suggest to the participants about certain steps that can be taken individually towards mental health care. This could be as simple as meditation or pursuing a mentally calming activity such as painting or something that one enjoys. Tell the participants that creating a safety and support network amongst us can go a long way to ensure we are all with each other and know that they would be heard.



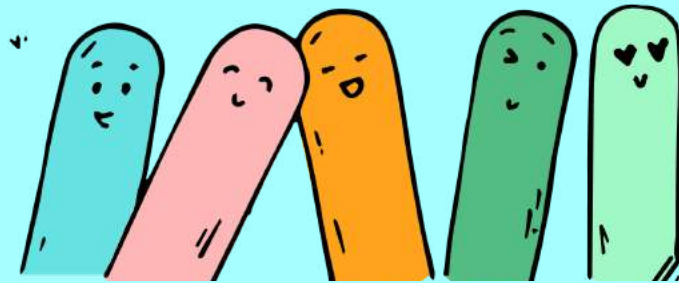
## OVERALL NOTES

- Go through the emojis and feelings list properly and ensure that you understand each of them and the differences between them. Have personal incidents prepared for the emotions as well as you might need it to explain.
- The session is about the participants expanding their 'feelings-vocabulary', so it is imperative that the group has read out all the emojis at least once. Here it is done in the beginning of the session, you can take it up again at the end (especially for primary students).
- During the mingle activity be alert and listen in. You will have to be thorough with the key messages and be ready to insert them anytime during the session when it is appropriate. It is important you read/ gauge your group well.
- To keep the participants engaged, move them and ask for volunteers to show certain emotions. You could even ask the entire group to do a certain emotion together before or after you have spoken about it.
- 'No emotion is bad' is a very important message. Especially anger, which we often term as bad and something we shouldn't have. But feelings are not in our control, we can only control our behaviour. Feelings, needs and behaviours are all connected.
- If the school has a counsellor or a sensitive teacher, talk to them before about this session. It is important that we subtly offer help or let the message pass that sometimes you need external help to help with your feelings and mood.





**VI**



**WHAT IS  
ATTRACTION?**

## Session VI

# What is Attraction?

## I. SESSION OBJECTIVES

1. To unpack the concepts of love and attraction,
2. To explain to the participants that attraction can happen towards anyone regardless of their sexual orientation, gender identity, religious identity, caste and class identity, ability etc. and that is okay! It is also possible to not experience attraction towards anybody.
3. To help participants in understanding consent, healthy ways of expressing interest, accepting rejection, and respecting a 'no'

## II. TOTAL TIME

60 minutes

## III. RESOURCES

- Projector & Videos
- White/Black Board
- Markers



## IV. SNAPSHOT

Title	Duration	Activity Details	Key Message
Love Antakshari	5 mins	Using songs to energise and capture participants' attention for the session. These songs will be useful later to explain attraction and consent as well.	
What is Love?	10 minutes	Engaging participants in a discussion on love and encouraging a broad range of responses.	<p>Love could be of different kinds and types.</p> <p>Love is an experience that could be shared with anybody but It is also okay to never experience or prioritise one type of love over another.</p>
Understanding Attraction	10 minutes	Engaging participants in a discussion on attraction, and encouraging a broad range of responses.	<p>Attraction could be of different kinds and types.</p> <p>Physical/sexual attraction is just one of many types of attraction!</p> <p>It is natural to be attracted to different kinds of people, and it is also natural to never experience attraction towards anybody.</p>
Expressing Attraction	15 minutes	Through a case scenario, participants understand and share healthy ways of expressing attraction.	<p>Attraction can be expressed in different ways, and as long as there is consent of all parties involved, all of these different ways of expressing attraction are okay!</p> <p>It is very important to respect personal boundaries, and to not violate these boundaries while expressing attraction.</p>



## IV. SNAPSHOT

Title	Duration	Activity Details	Key Message
Consent	15 Minutes	Participants understand what consent is and why it is important through a role play activity.	<p>It is possible that one's expression of attraction is not reciprocated. In such a scenario, it is important to accept rejection and deal with it in healthy ways.</p> <p>A no means no; nobody can be forced to reciprocate feelings of attraction.</p> <p>All of us have the right to make decisions about our body, and the right to have our personal space and boundaries.</p>
Closing : Comfort Zone	5 Minutes	Participants play out consent.	<p>Consent means the decision to allow someone to enter your personal space or 'comfort zone'.</p> <p>Consent should not be forced, and should be freely given and asked.</p> <p>Expressing attraction is only fun if there is consent of all parties involved.</p>



## V. SESSION FLOW

### Activity 1:

## Love Antakshari

**Time :** 10 Minutes

**Resources:** NA

### Step 1

Split the participants into two groups of equal number of participants in each. Announce that we are going to play a quick game of Antakshari.

### Step 2

Spell out instructions of the game for the participants. The first group has to sing a song with any of the words '**pyaar**', '**ishq**', '**mohabbat**', '**dil**' in it. It could also be any synonym or variation of these words. The second group will pick up from the last syllable of the song, and sing another song. The game will continue like this.

### Step 3

Tell the participants that the twist in this game of Antakshari is that all songs that are being sung by the groups have to consist of the words '*pyaar*', '*ishq*', '*mohabbat*', '*dil*' or any synonym or variation of these words.

### Step 4

Join in the fun with the participants! Let the game run for the duration of five minutes, or till the participants are energised and their attention has been gathered. Segue into the next activity.



## Activity 2:

# What is Love?

**Time :** 10 Minutes

**Resources :** Black/ White Board and markers

### Step 1

Begin this activity by asking the participants to think through the common element in all the songs that were sung as part of the Love Antakshari. Encourage the participants to establish the words 'mohabbat', 'pyaar', 'ishq' as the commonality in the songs.

### Step 2

Borrowing from this cue, ask the participants what they think these words mean, or what according to them 'love' is.

### Step 3

After gathering the responses from the participants, emphasise that there are different kinds of love that exist - the love we might have for our family, friends, pets etc. But there is another kind of love that exists which is often hinted at in songs that have the words 'ishq', 'mohabbat', 'pyaar', 'dil' in it.

### Step 4

Lead a quick discussion into understanding what the participants think about romantic and sexual love, their ideas, attitudes, and beliefs on this. This discussion will also help in gauging how comfortable the participants are in talking about romantic and sexual love.

The following questions can be helpful in leading this discussion :

- i) Does everyone agree that there are different types of love that exist?

**Facilitation Notes :**

It is possible that participants will give responses that are varied and are not only limited to romantic or sexual understanding of love. Encourage all responses, because this would help in establishing the diverse kinds of love that exist, and also help in emphasising that it is okay to not experience romantic or sexual love for anybody.



- ii) How are these types of love different? Can we explain what the difference is?
- iii) Is it always necessary to experience all different kinds of love? Is it possible that someone might never experience a particular type of love?

### Step 5

Conclude the discussion by quickly summarising the contents of the activity, and emphasise that love is of different types and kinds, and is an experience that can be shared with anybody. Also emphasise that it is okay to never experience a certain kind of love, or prioritise one kind of love over another.

## Activity 3:

# Understanding Attraction

**Time:** 15 Minutes

**Resources:** Black/White Board and Markers

### Step 1

Begin the discussion by asking the participants to list some of the things that they believe are attractive qualities in themselves or another person. Encourage all responses and note them down on the black/white board. If possible, club similar qualities together into categories of 'physical qualities', 'emotional qualities', 'personalities', and any other category that emerges from the discussion

### Step 2

Tell the participants that - "During puberty, as we have discussed earlier, we go through many changes. One of these changes is that we start noticing things about people in a different way. We might feel attracted to different people for their physical qualities, emotional qualities, or their personalities. It could be anything! We might want to touch them, or we might want to be sexually or romantically involved with them in any other capacity."

### Facilitation Notes :

It might be helpful to explain to the participants what "attractive qualities" are, before beginning to collate responses in Step 1. Here, the facilitators can give examples from their personal lives and share the qualities they find attractive in themselves or other people.



### Step 3

Explain to the participants that these feelings are called 'sexual' feelings, and this type of attraction is called 'sexual' attraction. This is a very common experience to have. Emphasise that attraction is a very subjective experience, and different people may find different things attractive, and different people might be attracted to different people, and that is okay.

#### Facilitation Notes :

At this point, you can also refer to the energiser at the beginning, and talk about Bollywood songs, and how many of them are about sexual attraction, or about serenading the person one is attracted to by listing the qualities in them that make them attractive. This recall would particularly be helpful if your participants are confused about sexual attraction, and how expressing sexual attraction is different from expressing affection towards parents, siblings, teachers, etc. Pick out examples from the songs they sang earlier, or give your own examples. 'Main Agar Kahoon' from Om Shanti Om could be an example.

### Step 4

End this discussion by mentioning that while sexual attraction is a very common experience, it is also possible to not feel this kind of attraction towards anyone, and that is okay too. Refer to the earlier activity on love and mention that just like it is okay to not experience all kinds of love, it is also okay to not experience all kinds of attraction.

### Step 5

Segue into the next discussion by asking the participants to list the things they have seen/observed/heard people do when they are attracted to someone, like hugging them, kissing them, holding hands with them, asking them to be their boyfriend/girlfriend/partner etc. Encourage all responses and note them down on the black/white board.

### Step 6

Move into the next activity by telling the participants that "these things that we listed constitute the ways in which we choose to express attraction. We will learn more about expressing attraction in the next activity."





## Activity 4:

# Expressing Attraction

**Time:** 15 minutes

**Resources:** Projector & Video (Optional)

### Step 1

Since the participants are young, live up the case scenario by narrating it like a storyteller. Segue into a Q&A session after concluding the narrative. The case scenario and associated questions are given in the steps that follow. Each question consists of one or two key messages which are also listed below, and these pointers could be used to lead the discussion.

### Facilitation Notes :

It is important to reiterate the principles of establishing a safe space with the participants. If the participants are sharing experiences from their lived realities about expression of attraction in relationships which doesn't seem consensual, note to reach out to the participant confidentiality and inform them about the safeguarding and protection protocol and support. Ensure that any participant who shares about a desire should not be bullied later or should not feel unsafe if it involves someone who is in the same space.

### Step 2

Narrate the following CASE SCENARIO :

A & C are good friends. Both A & C enjoyed spending time together, playing and studying. A started liking C a lot. One day, A decided to tell C that they like them a lot and want to be more than friends. But C did not have any such feelings.



iii) Since A has been such a good friend to C, C must reciprocate A's feelings, and must agree to be A's partner. Do you agree?

- C is under no obligation to reciprocate A's feelings, or to be A's partner.
- Regardless of the friendship A and C share, it is C's decision to make, whether or not C wants to be A's partner.

iv) Should A be angry that C does not reciprocate A's feelings?

- It is true that it must be hurtful for A to know that A's feelings are not reciprocated, and C does not want to be A's partner. But there is no reason for A to get angry because rejection is a part of life and it happens to everybody.
- A should understand and respect C's decision.

v) If C will say no to A's offer to be more than friends, is it possible for A&C to still be friends?

- It might be difficult for A to be friends with C immediately, but it is possible for them to still be friends. A and C just need to be patient and understanding of each other's feelings.
- A might feel hurt and sad for some time, but that is completely natural. Things do get better with time.

### Watch Out :

*There was a young participant of 11 years who brought up feeling hurt after being rejected during this conversation in a pilot run of the curriculum. If your participants are opening up, do acknowledge their feelings and let everyone know that rejection is hard, but it passes. You could reiterate that no matter how hurt one might be feeling, it is important to respect and understand the other person's wishes and decisions.*

### Step 4

Conclude the Q&A by telling the participants that in this case scenario, we do not know A and C's gender. Lead the discussion based on the following pointers -

- It is possible that A identifies as a girl, and it is okay for girls to be attracted to other people, and for them to approach others and be honest about their feelings. Encourage the participants to break the stereotype that men/boys always have to pursue women/girls.



### Watch Out :

There might be strong negative reactions by the participants to this idea. It is important to remain calm, and to let the participants know that you understand their thoughts and feelings. Encourage the participants' recall by connecting this discussion back to the activities on love and attraction, and how we know through those activities that it is okay to love and feel attracted to different people, regardless of their sex or gender. Also remember that you may feel attracted to more than one person at the same time. Emphasise that attraction is a completely natural experience, and we can be attracted to anybody! If the participants still resist the idea, conclude the discussion by saying we can talk more about this later, and begin with the next activity.

It is possible that both A and C are of the same sex and gender. Prod the participants further by asking if they think this is possible, and if they think this is okay.

### Step 6 (Optional)

If there is time and the resources, play the video-song "Love is love". This can help cement and conclude the discussions, although keep in mind the participants' context and decide if you would like to show the video.

### Facilitation Notes :

It is important to touch upon interreligious and inter-caste relationships and marriages as they are commonplace in our context and have a history of stigma, shame and violence attached to them as well. Make references to movies like *Sairat* or ask participants to share any stories that they might know of. Do emphasise that all of these relationships (inter-faith, inter-caste and same-gender) are socially persecuted and discriminated against, and that is the common link.



## Activity 5:

# Consent

**Time** : 15 minutes

**Resources** : Music Player (optional)

### Step 1

Facilitators need to act out the following scenario of an exchange between two students 'A' and 'C' at a school over the course of three days, in front of the participants. One facilitator can play the role of 'A' and the second facilitator can play the role of 'C'.

One day, A is sitting behind C in a classroom. A asks C if A could tie C's hair. C happily agrees and A ties C's hair, and this makes both of them very happy. The next day, C is paying close attention in class. A wants to tie C's hair again, but does not want to disturb C. So A does not ask C, and ties C's hair again. After the class gets over, C notices that C's hair is tied. C is visibly upset about this. The next day, A notices C is sitting in front of A again, so A asks C if A could tie C's hair again. C angrily refuses. A does not listen to C and jokingly ties C's hair again.

### Step 2

Begin the discussion by asking the participants to share their thoughts on the story, and ask them to recall the major events of the story. Lead the discussion towards emphasising on 'consent' as the important thing to focus on in the story. The following questions/pointers can come in handy -

Q.1 Was it okay for A to ask C if A could tie C's hair?

- Ensure that the participants know that it is always okay to ask for consent. In fact, encourage the participants to always ask for consent!
- However, to assume and force someone's decision, like A does in the story, is not okay. Also emphasise that it is not okay, even as a joke, to disrespect someone's decision.

Q.2 Was it okay for C to refuse or get angry or feel upset?

- Participants might say that C was being mean, or that there is no big deal in tying hair, so C was overreacting. Encourage all participants to respond, but emphasise that in the story, it was C's hair, and C has full control and ownership over C's body. It is completely okay for C to refuse A's offer to tie C's hair, and for C to get angry or upset.



### Step 3

After the Q&A, tell the participants that it is possible that we feel attracted towards other people, and we might want to touch them, or hug them, or kiss them, or express our attraction towards them in other ways. But if the people we are attracted to do not reciprocate our feelings, and do not give us the permission to touch them, or hug them, or kiss them, or express our attraction to them in any other way, we must respect their decision and not force them.

### Step 4 (Optional)

Show the following Bollywood song (<https://www.youtube.com/watch?v=zjAeqONA9aY>) and ask the participants what they think of such songs. Repeat the fact that in movies they always show that a girl will say no a few times but eventually will say yes. But we should not take this to be true. A 'no' must be interpreted as a 'no', and we must always be respectful of other people's decisions.

### Step 5 (Optional)

Get the group to loudly repeat 'No Means No'. Add, "All of us have the right to make decisions about our body, and the right to have our personal space and boundaries."

## Activity 6

### Comfort Zone

**Time:** 5 minutes

**Resources:** NA

#### Step 1

Ask the participants to stand-up and get ready for a game.

#### Step 2

The general rule of the game is that the participants will be required to randomly move around the room and every time they cross/pass another participant, they will have to acknowledge them by emulating any of the given gestures.



- They can smile
- They can shake hands
- They can hug

Remember that if someone is not comfortable with the gesture, you should move to another person and do not force your gesture on them.

### Step 3

The participants can repeat the gestures time and again throughout the activity.

### Step 4

Let the participants do this activity for at least 2-3 minutes.

### Step 5

Once the activity stops, ask the participants to raise their hands if they:

- Smiled the most
- Shook hands the most
- Hugged the most

### Step 6

Next, ask them,

- How comfortable were they in touching someone in comparison to being touched?
- Did they consider what the other person wanted when they shook hands or hugged the other person? Did they notice the body language of the other participant?
- Did they ask the other person, with whom they were initiating physical contact, if the other participant was comfortable with it or not?
- Was it easy to assert yourself and say yes or no for any particular act?

### Step 7

Sum up the activity by sharing with the participants that everyone has different comfort zones as everyone is not alike. Some people are comfortable hugging, but others just like to smile just like we saw in the activity with everyone. Some of us were okay with hugging while some were not okay with it and this depended on our comfort level. It is always best to ask the other person what they are comfortable with and what they do not like so that we don't end up intruding in their personal space or violating their consent in any form or way.



## OVERALL NOTES

1. It is very important that you do not take a moralistic attitude in this session. Attraction is a part of growing up. It is good to wait till you are older to make decisions about marriage etc. because we need to be able to handle the consequences and responsibilities as well.
2. The idea of using antakshari and Bollywood is because it is common, popular and can help connect the participants immediately. If you are updated with the popular culture familiar to the participants, then use that. This will differ in each group, so try and incorporate that as much as possible. Be prepared in case the participants feel shy and don't share songs etc.
3. It is important to build upon the pre-existing notions and knowledge participants have about attraction and love, so learn about them first.
4. Do not say opposite sex at any point, only refer as "another person" (*dusre vyakti*). In case a participant brings it up, while responding you use the appropriate term (no need to correct the participant each time but ensure you use it each time). You can find opportunities to subtly keep reminding that people get attracted to the same sex or both the sexes (and no one too!)
5. If participants have questions around masturbation, inform them that masturbation and self-pleasure is a safe and common way to explore your body. It is nothing to be ashamed about! Just as long as it is done in a safe space and doesn't distract you from other priorities in your life such as sleep, socialization and studies, it is completely healthy! Everybody can do it.
6. If a participant asks when is it okay to have sex, you can say: Sex has emotional and physical consequences. One is ready for it when they understand these consequences well, feel comfortable, safe and know that they can handle the consequences. This age differs from person to person and that's okay. Legally, in our country underage sex is not allowed; in other countries it is different. One must remember that a safe and healthy sexual practice involves seeking consent every time and using contraceptives based on available choices and decisions.



a) Contraception can be defined as any method used to prevent pregnancy. There are various kinds of contraceptive methods available for everyone to use. More easily available contraceptive method is male condoms. There are many other options available but it is very important to know about their usage technique or dose routine, therefore, it is always better to consult a counsellor once. We will learn more about different contraception methods in detail later.

(b) You can also use this example - ask the students if they like pani puri (or any tikha famous chat item); ask them to describe how they like it etc. Ask them, "would you give them your pani puri to a very small baby or even a 2 year old? Why not? (Take answers). Ask, "You are eating it so why can't they eat it..." Participants might answer she is small, she doesn't have teeth etc. etc. Then you can add that sex is a bit like that, there comes a time and place for everything. Watch for yourself: Gyaan From Your Gynae Ep 2 : How To Talk To Your Children About Sex [https://www.youtube.com/watch?v=d4x\\_HhFJjAM](https://www.youtube.com/watch?v=d4x_HhFJjAM)

6. Teaching about personal boundaries and respecting them is important and participants might not completely get it. The last activity makes this concrete. It is very important that the other person says, "I respect and understand, It is okay. I will go" to ensure that the message is clear and ; the idea/ message here is that we learn to accept and handle rejection.

7. After the case scenarios, if there is time you can ask the participants to share other scenarios where there can be such dilemmas.

8. Optional: If there is time, you could talk about different ways of expressing love:

- Physical touch
- Words of affirmation
- Receiving gifts
- Quality time
- Acts of service

(This is from a popular book by Gary Chapman)





**VII**

# **MY SENSE OF SELF**



## Session 7

# My Sense of Self

## I. SESSION OBJECTIVES

1. To enable participants to recognise diversity in bodies,
2. To help participants understand that 'beauty' standards are socially constructed and change over time,
3. To help participants appreciate their own bodies

## II. TOTAL TIME

60 minutes

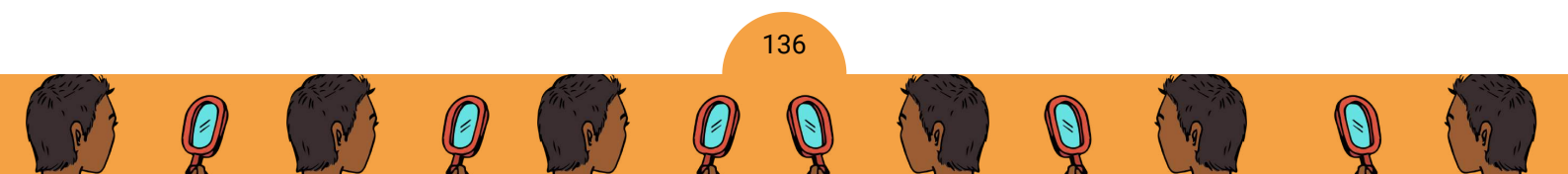
## III. PREPARATION / RESOURCES

- Projector & Video
- Chits (specific type of body Appendix 3)
- Tape or Ribbon (optional)
- Chocolates/Toffees
- A4 sheets, Paints, Crayons, Sketch Pens, Glitter (optional)



## IV. SNAPSHOT

Title	Duration	Activity Details	Key Message
Different Bodies	15 mins	Participants learn how our body structure is influenced by genes, environment and our habits/lifestyle.	Bodies are diverse. There is no correct or ideal type of body.
Beauty Ideals	30 minutes	Participants through ads learn about changing beauty ideals and how they can mislead us about what is actually.	Advertisements are meant to make us insecure and the beauty industry thrives on our insecurity.
"Perfect Body"	10 minutes	Participants understand which bodies are more rewarded in society through an activity that involves them taking up different roles.	Everyone deserves equal opportunity regardless of where they come from and what they look like.
Appreciation Wall	10 minutes	Participants use different material to creatively represent themselves and share what they like about themselves.	Everyone is different in their own way.
Closing	2 minutes		



## V. SESSION FLOW

### Activity 1:

## Different Bodies

**Time:** 15 Minutes

**Resources:** NA

### Step 1

Ask, “We know our bodies are all different from each other. We don’t choose our bodies either, right? So, why do you think our bodies are different from each other?” Take some responses. Then say, “Our bodies are shaped by our genes, environment and lifestyle/habits.” Write these three words on the board/ chart paper with the following sentences :

- **Genes:** What we get from our biological parents who gave birth to us
- **Environment:** Where do we live ?
- **Lifestyle/ / Habit:** What do we eat? How do we live our life? What kind of work do we do?

### Step 2

Explain each of these factors that influence our bodies as follows, beginning with “Genes” and ending with “Lifestyle/Habit”

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### GENES

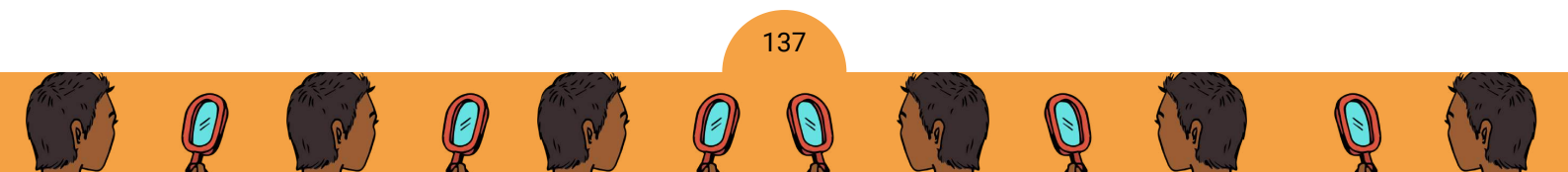
Ask the participants, “Do you know what ‘genes’ are? Have you heard about genes before? (No, we are not talking about the jeans that we wear.)” Wait for their responses.

Say, “Okay tell me, who do you look more like in your family?” Take responses. You can expect answers such as father, mother, grandparents, sister and brother. Also add, “Some of us may not have known our mothers and fathers but we carry some of their features.”

Explain, “Genes are passed on from parents to children. These determine how we look, the colour of our eyes, skin, our height, hair colour etc. This is called **hereditary**.”

Say, “Sometimes we may have some bodily features that are not from our parents, it may be from someone else in the family or it could be our own unique features.”

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## ENVIRONMENT

Explain to the participants, “The climate where we live or have come from also affects our body. People who originate in a hot climate tend to be dark skinned. People who live in colder climates tend to have lighter skin. Our bodies ‘evolve’ partly in response to the environment.”

Facilitators could explain that dark skin color is due to a pigment called ‘melanin’ in our skin. Dark skinned people have more quantity of this pigment, which protects them from the damaging effects of ultraviolet rays of the sun.

Facilitators can give an example of people living near equatorial regions having darker skin, while people living far from the equator are lighter skinned.

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## LIFESTYLE / HABIT

Say, “The things we eat, the work we do and the habits we have also determine how our body will be.”

Say, “Foods determine the shape of our bodies too. People in some situations or environments don’t have access to enough good food. As they gain access to more and better food, people grow taller than before.” Here remind them that we are not just talking about individual food habits, but also keeping in mind the availability of food in the region. If the area in question has food which is low in nutritious value, then it is likely that the entire population will not be very tall or well-nourished.

Ask the participants, “What is your favourite food?” Make a list of the responses on the board. Now ask them, “What will happen if you keep eating this food all the time? Will your body be able to grow properly?” Explain, “Our body needs a balance of all the nutrients in order to grow and function properly. Since your bodies are undergoing so many changes it is important to have a balanced diet ; a diet which contains carbohydrates, proteins, fats, vitamins and minerals.”

**Facilitation Notes :**

For primary students especially, it is not necessary to go into more detail than the discussion points mentioned above. If the participants ask, tell them to put it in the Savaal-Sawaad peti. Some students might be more curious, and would want to know more. But refrain from further explanations as this might confuse other participants.



Say, “Our bodies adapt to the kind of work that we do. The kind of work we do affects our growth and also the shape of our body. Someone who is an athlete will be physically stronger than someone who works at a desk.” Remind that there are always exceptions also, and that’s okay.

(Source: Adapted from Body Literacy Book 1 by Tathapi p.6-7)

**Step 3 :**

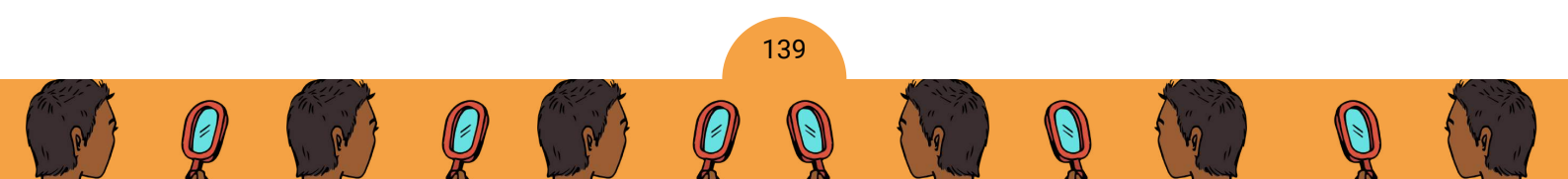
Say, “So, the way our bodies are or will be is not in our control alone. There are some more factors than these three that affect our body types. What we need to know is that just because someone is fat does not mean they are not healthy, and just because someone is too thin, it does not mean they are weak.” Say, “we do not necessarily need six-pack abs to live a healthy life. Our parents or grandparents don’t have those but they live a pretty good life anyway.”

**Step 4**

Explain the importance of eating healthy and exercising regularly. Mention that since they are young and growing, it is important for them to exercise regularly or stay active.

**Facilitation Notes :**

The objective of this activity is to serve as a precursor to the next one. The participants should realise that bodies are diverse in nature. Reiterate the fact that above listed factors (genes, environment and lifestyle) don’t work individually and it is the interplay between these and many other factors as well that decides our body type. The main aim is to make the participants understand that our body types are decided by some factors which are beyond our control. However we can take care of our bodies by ensuring a proper diet and exercise



## Activity 2:

# Beauty Ideals

**Time:** 30 Minutes

**Resources:** Projector and Video

### Step 1:

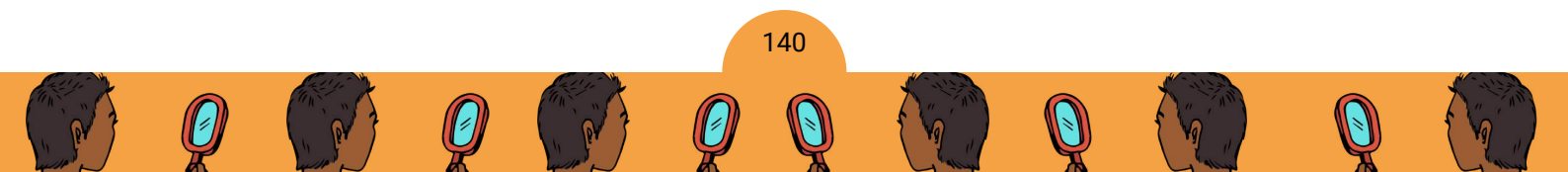
Ask, “Do you look in the mirror? How many times in a day?” Take responses. “Some of us like to look in the mirror more than others, no? That’s typical for this age/ happens with many people. Especially in this age, during puberty, we want to look in the mirror more, we care more about our clothes, we want to hide our pimples, we comb our hair several times, we want to look cool.”

### Facilitation Notes :

Make this discussion fun and lively! Tease the participants by asking them if they have older siblings who do this more, or if it’s them who do this more as compared to their siblings or friends. Add in sentences like, “we all want to look like Ranbir Kapoor or Priyanka Chopra or Dhoni.” Note that this is an indicative list and you might want to use names that are more relevant and relatable.

Say, “This happens to many of us. We tend to get a little self-conscious during puberty.” Show the following three ads to the participants using a projector :

- **Fair & Lovely Dance Audition** : A girl is not chosen as the main dancer despite her talents because she is dark skinned. She uses a tube for 30 days and becomes light skinned and gets all the attention from the crowd even though she is not even dancing. <https://www.youtube.com/watch?v=LDlj8CnxWrw>
- **Fairness Cream for Men** : Shahrukh Khan watches a man in a gym put on fairness cream meant “for women” and tells him to put on a cream that is made for the “tough skins” of men. The man while putting on the pink “female” cream also acts feminine with Pari Hoon Main song in the background. He turns light skinned after using the cream and suddenly all women are attracted to him. <https://www.youtube.com/watch?v=Zv0vhpaB2Zo>



- **Pretty 24 Moisturising Cream** : This ad takes a shot at fairness creams and promotes a moisturising cream for all skin tones. This is an ad released in 2017 by a company called Pretty 24. It is problematic but worth showing in order to discuss the differences. <https://www.youtube.com/watch?v=xuySb5dZlkw>

### Step 3

Ask, “Have you seen such ads before? What do you think these ads are trying to say?” Discuss each video using the discussion pointers mentioned in the table below. Begin with the discussion of the first video, then move on to discussing the other two videos.

### FAIR AND LOVELY DANCE AUDITION VIDEO

Tell the participants that In this advertisement, the fact that the girl is a good dancer is not taken into consideration, but the focus is on her dark skin. The advertisement is trying to say that it does not matter if you are talented or not, only your skin colour and the way you look matters.

Moreover, the advertisement shows that in order to be successful in life, you need to ensure that you are a lighter skinned person. Success is intimately tied to good looks.

The advertisement is also inadvertently claiming that only “lighter” skin is beautiful, and darker skinned people are ugly. This is not true.

### FAIRNESS CREAM FOR MEN

Begin a discussion on this advertisement by connecting it with the previous discussion. In the previous advertisement, the girl had to be light skinned so that she gets success in her life. In this advertisement, the man is using the fairness cream in order to attract women, not to be successful.

In this way, for women their professional success is tied to their appearance and looks, while for men their success is independent of their appearance or looks. Men only need to be good looking in order to attract women.

Emphasise that in this advertisement also, just like the first advertisement, only fair skin is considered beautiful, even for men.





Bring the participants' attention to the fact that while this advertisement talks about beauty for men, the use of terms like "tough skin" ensures that the masculinity of men who use fairness creams "for men" is not challenged. This implies that men who use fairness cream "for women" are not real men.

Ensure that the participants reflect on earlier sessions and emphasise that there is no one way to "be a man".

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### PRETTY 24 MOISTURISING CREAM

Tell the participants that this advertisement is trying to do something different. This advertisement emphasises that it is not only "fair" skin that is beautiful, but everyone is beautiful.

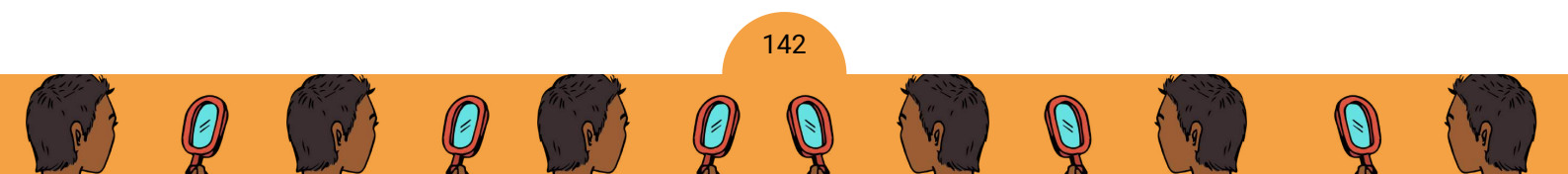
Taking cue from this advertisement, say, "Did you know that in some countries, they have creams to become 'tan' or darker skinned?" Emphasise that the definition of beauty keeps changing and the way we look should not matter when it comes to our studies or work. People often assume that if someone is beautiful, it must mean that they are smarter. But that's simply not true."

Also discuss with the participants that those who look different than others, those who are dark, or have disabilities, are often made fun of. But this is wrong, because everybody is different but equal, and everyone deserves to be treated with dignity and respect.

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### Step 4

Conclude this discussion by telling the participants that all these advertisements are meant to make us insecure about our own bodies so that we keep buying and using beauty products. These ads were just about skin color but there are so many companies selling products to influence the shape of one's body; bodily hair and much more to make us fit into a beauty standard that we personally not even identify with. The beauty industry thrives on our insecurities. These advertisements should not be accepted as "truths" but should be challenged and rejected. One of the justifications for these advertisements is derived from the social stigma around body image where a certain body type can enjoy privileges and certain will always be condoned.



## Activity 3:

# The Perfect Body

**Time:** 10 minutes

**Resources:** Chits (specific type of body Appendix 3) , Tape or Ribbon (optional), Chocolates/toffees

### Step 1

Each participant will receive a chit with a specific type of body written on it. There should be ten variations of these chits (refer to examples given at the end of this session). If your batch of participants is more than ten, divide the participants into ten groups, or pick ten volunteers to participate in the activity, and others to observe.

### Step 2

Distribute the chits among the participants and tell them to keep their chit to themselves. Draw a circle on the floor or make a circle with tape/ribbon and place some chocolates inside it. The chocolates/toffees are meant to represent the rewards a society gives to people with certain “acceptable” types of bodies.

### Step 3

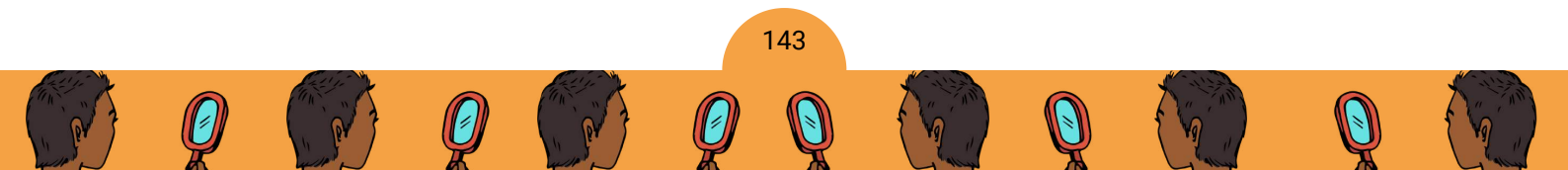
Clearly tell the participants that the circle represents “acceptable/appreciable bodies” and the space outside the circle is for “bodies that are not accepted/appreciated in our society.”

### Step 4

The chocolates/toffees represent the rewards society gives to people who have “acceptable/appreciable bodies.” Tell the participants that the “rewards” could be well paying jobs, promotions, societal respect, easy admission into colleges and universities, easily being able to find romantic partners etc.

### Step 5

Tell the participants that the space outside the circle represents those bodies that are discriminated against, bullied, ridiculed, denied admission or jobs or promotions, etc.



## Step 6

Now, ask each participant with a chit to read it out loud. Ask them to choose whether they would like to stand inside or outside the circle, based on the body they have in the chit. Start a discussion and ask why the participants chose to stand inside or outside the circle. Encourage all responses.

## Step 7

Ensure that every chit is read out loud and that every participant finds a spot they should stand in. After each discussion, emphasise that society tends to discriminate on the basis of body types, and that some bodies are more easily appreciated/accepted than the others. These bodies that are considered “ideal body types” often find it much easier to get the chocolates/toffees or rewards in the society.

## Step 8

Bring the activity to a close by emphasising that everyone deserves equal opportunities in society, regardless of their appearance or body types. However, our society is built in a way that people feel the need to conform to a standard or ideal type of body, which is often shown in movies and advertisements. This is because only these standard or ideal types of bodies get the rewards in our society. This pressurises people to look a certain way, and they can often do harmful things to their own bodies because of this pressure.

## Step 9

Tell the participants that bulimia and anorexia are eating disorders which cause people to do harmful things to their bodies in order to not gain weight like dieting very severely for a very long amount of time, and/or forcibly vomiting to ensure the food they have eaten does not get absorbed by the body.

## Step 10

Move on to the next activity by emphasising that this is one of the many reasons why we must accept and appreciate all bodies. It is important to remember that negative implications of not having an ‘ideal body’ comes from deep rooted socialisation and is important to therefore challenge the norms and be proud of one’s body.



## Activity 4:

# Appreciation Wall

**Time:** 10 Minutes

**Resources:** A4 sheets, Paints, Crayons, Sketch Pens, Glitter (optional)

### Step 1

Distribute one A4 sheet per participant, as well as paints, crayons, sketch pens, glitter to be shared in groups. Ask them if they know each of us have unique fingerprints. Tell them that they have to make their own unique print by painting their palm and imprinting it on the paper. They can decorate it however they want with as many colours as they want. Tell them to write their name on it.

### Step 2

Now tell them they have to come up and say one thing they like about their bodies and then stick their page onto a chart/piece of cloth on the wall. Ensure that all the other participants do the forest clap when each participant finishes the task.

**Facilitation Notes :**

If there are many participants you can split them into groups and ask them to present to each other and then stick their page onto the wall/ cloth. Alternatively, you can also ask them to write what they like about their bodies and stick it on the wall, and then share it with the other participants. The facilitators can join in this activity as well!

### Step 3

At the end, there will be a giant collage of handprints on the chart/cloth. Hang this somewhere where it is visible and could last for the entire duration of the implementation of the curriculum. Say, "When we think about ourselves, we not only think about our body, but many other things like the things we do, things we like and things we are good at. A lot of other things make us, us!"



## Activity 5:

### Closing

**Time:** 2 Minutes

**Resources:** NA

#### Step 1

Ask the participants for a quick round of feedback.

#### Step 2

Gather around and take a group selfie with the Appreciation Wall as background!



## OVERALL NOTES

- Understand how participants perceive beauty, ideas of skin colour - there could be many stereotypes that come up as well that you can address. We often assume that dark skinned people are bad. In movies as well, the villains are usually dark skinned and “ugly”. But this is not true - anyone can be a criminal and anyone can be a hero. You can point out that many dark skinned people are successful in many fields; you can share the example of the dark-skinned contestant who won the Miss USA beauty pageant in 2019.
- Participants may bring up the topic of make-up as well. Engage with them about what they think. Remember we are not saying it is wrong to put make-up but no one should be ‘expected’ to put make-up and we shouldn’t feel we are not beautiful if we don’t have make-up. You can talk about being comfortable in your own skin.
- Taking a selfie at the end will not only generate some excitement; you can also print the photo and give it to the class at the end of the program. It can be a great way for self-affirmation and a souvenir!
- If the group is social media savvy; then, in the beauty ideals section, you can bring up the topic of apps that ‘beautify’ photographs and ask them what they think of that? It distorts reality and actually might make us uncomfortable about our natural self. You can also share cases of how someone became obsessed with the number of likes they got on Facebook/ Instagram and then became very sad when they didn’t get enough likes. You can build up the story to suit the context. Share that Facebook likes don’t mean much and people’s opinions keep changing and they shouldn’t matter; what is important is how you feel about yourself.





# VIOLENCE



## Session 8

# Violence

## I. SESSION OBJECTIVES

- 1.To help participants understand 'violence' as a concept, and to explain its constituents.
- 2.To explain to the participants the link between power, consent and violence.
- 3.To help participants identify the different kinds of violence that one can inflict or experience in life.
- 4.To facilitate a mapping of safety networks.

## II. TOTAL TIME

60 minutes

## III. PREPARATION / RESOURCES

- Black/White Board
- Types of Violence Cards
- Projector & Videos
- A4 Sheets & Pens



## IV. SNAPSHOT

Title	Duration	Activity Details	Key Message
Word web and case studies	8 mins	Participants conceptually unpack and understand 'violence' and 'power' through word-webs.	<ul style="list-style-type: none"> <li>- According to the WHO's definition, "violence is the intentional use of force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation."</li> <li>- Violence can be physical, sexual, emotional, or psychological.</li> <li>- Bullying is a form of violence. Some common forms of bullying are name-calling, especially based on someone's caste, class, gender, sex, religion, ability, age etc, and body shaming.</li> <li>- Violence is intimately attached to power.</li> </ul>
Types of Violence	20 minutes	Participants learn to distinguish between various types of violence through a card sorting activity.	<ul style="list-style-type: none"> <li>- Violence is not just physical, it can be perpetrated through words and gestures as well.</li> <li>- Violence can have adverse physical, emotional and psychological effects.</li> </ul>



Title	Duration	Activity Details	Key Message
Child Sexual Violence	15 minutes	<p>Participants watch a Komal Childline Video, and talk about child sexual abuse in the discussion that follows.</p> <p>Alternatively, as a variation, participants watch Meena Comic Video to discuss bullying in depth.</p>	<ul style="list-style-type: none"> <li>- The perpetrators of sexual abuse can be people familiar and known to us, and child sexual abuse can happen with children of all sexes and genders.</li> <li>- Child sexual abuse is nothing for the survivor/victim to feel ashamed or guilty about. It is never the child's fault.</li> <li>- While it's important to speak up against CSA, and stand up for someone else too; it is important to also remember to ensure and prioritise your own safety. You can take help of people you trust or report to authorities.</li> </ul>
My Safety Network	10 minutes	Participants write down a list of trusted adults they know and a list of adults they might not know but can trust as their safety network.	<ul style="list-style-type: none"> <li>- Every child has a safety network they could approach if they are experiencing sexual abuse. No child is alone, and there are always people who could help.</li> </ul>



## V. SESSION FLOW

### Activity 1:

## Word Web and Case Studies

**Time:** 8 Minutes

**Resources :** Black/White Board

### Step 1

On the white/black board write the words: 'power'. Ask the participants if they have ever heard of this word before. Ask them to share instances or situations in which they have heard this word. Note down their responses on the board.

### Step 2

Tell the participants that 'power' can mean many things, like the different words and meanings that we have noted on the board. Share a simpler definition with the participants

**"We can perceive power as the ability to make decisions, the ability to control the outcome of a situation, and the ability to influence others."**

### Step 3

Share certain examples with the participants and ask follow up questions to enable participants to understand what power means and to enable them to identify when is power misused and against who. For instance - ask them who they think is more powerful between their parents and them, between teachers and students, between principal and teachers etc. And then encourage them to think you might be more likely to use their power against the one who's powerless.

### Step 4

Now move and write the word 'violence' on the board. Ask the participants if they have ever heard of this word before. If they say yes, collect the immediate responses that they can come up with and note them down.

### Step 5

Tell the participants that we will try to understand and discuss 'violence' in more detail through some case studies/stories. The facilitators, based on the context of the participants, can choose any one case study from the three options. After narrating the story, the following questions can be asked -

- i) Do you think there was violence in this story?**
  - ii) Who was being violated?**
  - iii) Who was the perpetrator?**
  - iv) How did the violence impact the violated person?**
- Who in this story had power?**

### CASE SCENARIOS

There are two young boys Rohan and Mohan sharing a bench in a classroom. Rohan accidentally drops water on Mohan's notebook. This makes Mohan very angry, and in a fit of anger, Mohan throws Rohan's notebook on the floor.

Reena is a Muslim girl new in a class of mostly Hindu students. In this new class, her classmates constantly refer to her as a "terrorist" or "jihadi" which makes her feel very bad but she doesn't say anything. Apart from this, her classmates also daily snatch her tiffin and throw it in the dustbin, accusing her of being a beef-eater. She tries to shout back at them, and even tries ignoring them, but they don't stop. There are others in class who don't do these things to her, but they also don't come to her defence, nor do they go talk to her. Reena feels very lonely and hates coming to class.

### DISCUSSION POINTS

- i) Rohan has accidentally dropped water, there is no intent to cause harm or injury.
- ii) Mohan throws Rohan's notebook intentionally, but the perceived likelihood of this resulting in significant harm or injury is very less.
- iii) Rohan and Mohan are perceived equals, and therefore, there is no perceived power imbalance between the two.
- iv) This incident is a one-off incident, and does not signify repeated, routine or habitual behaviour on either Rohan or Mohan's part.

- i) Since Reena is a new student, and is a Muslim student in a class dominated by Hindu students, there is a clear imbalance of power between her and her classmates.
- iv) Reena clearly feels bad, lonely, and starts to hate coming to class. This signifies significant psychological, mental and emotional harm and trauma.
- iv) The classmates also interfere with Reena's ability to nourish herself, because they throw away her tiffin, causing significant physical and bodily harm.



## CASE SCENARIOS

Riya is a trans\* student. Her classmates, and even her teachers, make fun of her by calling her different names (like “chakka”) on an everyday basis. One day, on her way out of class, Riya’s classmates push her and she falls and scrapes her knee. Riya starts to lose her interest in studies, and drops out of school.

## DISCUSSION POINTS

ii) Since Riya is a trans\* student, there is a clear **imbalance of power** between her and her classmates. There is also a clear imbalance of power between her and her teachers.

ii) Riya’s classmates and teachers name-call her, which is a form of bullying, because it can result in **emotional and psychological injury, hurt, harm, trauma**.

iii) Riya’s classmates push her, and she falls and scrapes her knee. This is **physical violence, and it results in physical injury**.

iv) Riya starts to lose her interest in studies and drops out of school, suggesting significant psychological, mental and emotional harm and trauma caused to her.

### Facilitation Notes :

These case scenarios could be triggering for the participants. Always be careful of their level of comfort, and carry forward the discussion accordingly. You can also ask the participants to let you know if at any point in this activity they experience discomfort. In such a situation, you can skip the case scenarios, and focus only on the discussion points. You can also ensure this by observing non verbal, subtle gestures or discomfort among participants and their signs for triggers that will help you navigate the class. The facilitators should also read basic minimum protocols set by the organisation to safeguard the participants and to report incidence of violence.

## Step 6

Wrap up the conversation by telling the participants that through the case studies, we can identify a particular definition or understanding of violence. Share the definition below to further cement their understanding -

**“Violence is the intentional use of force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation.”**

## Step 7

Before concluding the activity, take cue from Reena’s scenario, and bring the participants’ attention to the classmates of Reena who did not make fun of her, but did not help her either. Tell the participants that these classmates in Reena’s situation would be called **“bystanders”**

## Step 8

Explain to the participants that the term “bystander” means a person/people who witnesses violence, even though they might not be the perpetrators or victims themselves. Bystanders have the potential to make a positive difference in a situation that involves bullying or violence by stepping in, interrupting, or speaking out in support of the victim, and against violent behaviour.

## Step 9

Conclude this activity by telling the participants that in order to be able to deal with and respond to violence effectively, it is very important for us to be able to recognise the different types of violence.

## Activity 2:

# Types of Violence

**Time:** 20 Minutes

**Resources :** Types of Violence Cards (Appendix 4)



### Facilitation Notes :

Begin the activity by telling the participants that the things we discuss through this activity, and the session at large, might be painful or tough to deal with, or it might make them feel uncomfortable. Let the participants know it is okay if at any point they feel like they do not want to participate, or want to take a break. Ensure that there is a strong follow-up after the session if any participant is visibly disturbed. It is important that you do face-reading during this session (a second facilitator would be ideal to do that).

### Step 1

Distribute the cards with the different kinds of violence written on them to all the participants, one card for each participant. Ask them to read the cards, and assure them that it is okay if they have not understood what is written on their cards, all cards will be discussed through the activity.

### Step 2

Divide the board into two columns 'Contact' and 'Non-Contact'. Tell the participants that some violence can involve physical contact or touching, but violence can also be perpetrated without touching, or without the presence of physical contact.

### Step 3

Ask each participant to read out the cards they have got. Now ask them if the card they have got contains a contact or non-contact type of violence. Discuss all the cards, regardless of the participants' ability to categorise them as 'contact' or 'non-contact' types of violence.

**Facilitation Notes :**

Ensure that you read each card properly before and keep varied examples and explanations for it in your own language and in a way that you think will help your group the best.

**Step 4**

Introduce the idea of sexual violence. Reiterate that just like other kinds of physical violence like hitting or beating or slapping can occur anywhere, and can be perpetrated by anybody, even a trusted or known person, sexual violence can also occur anywhere, and can be perpetrated by anybody.

**Step 5**

Continue the discussion by telling the participants sexual violence can be both 'contact' and 'non contact' types. Also tell the participants that it is a myth that only women or girls experience sexual violence in their lives. Sexual violence can be perpetrated against all genders, including boys and trans\* people.

**Step 6**

Here, you can even make an image of a tree/umbrella on the board, and explain to the participants that violence is an overarching concept, and the different types of violence - like bullying, sexual violence, child sexual abuse, etc. all fall under the umbrella of 'violence' / are the branches of the tree.

**Step 7**

Conclude the discussion by telling the participants that if they, or anyone they know, is experiencing any kind of violence, they should let a trusted adult know immediately. Also tell the participants that people who experience violence are not at blame for the violence perpetrated against them, and it is nothing to be ashamed of.

**Facilitation Notes :**

For Primary Class, the number of cards in this activity could be reduced and more time could be spent on the Meena Comic video in Activity 3. It might be more concrete and hence easier for participants to watch this video and then have a discussion.





## Activity 3:

# Child Sexual Violence

**Time:** 15 minutes

**Resources :** Projector & Video

### Facilitation Notes :

If you find that participants seem like they need movement and are fidgeting, you can do a quick round of "Hum.Gol.Tum.Gol" or any other action-song. This can help get the group into a circle and also break from the previous activity.

### Step 1

Ask them to sit comfortably for the video. Play: Komal Childline Film (10 minutes)

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

### Step 2

Ask the participants what they understood through the video and what type of violence do they think that was. Ask them if they have been spoken to about this. Connect their responses to the cards from the sorting activity previously.

### Step 3

Engage the participants in a discussion by asking them questions, and getting responses from them like conducting a poll. Some questions and discussion could be led by the pointers mentioned in the table below-



## QUESTIONS

- Ask them, “Was it Komal’s fault?”. Ask them to raise their hands if they think it was Komal’s fault. Then ask them to raise their hands if they think it wasn’t Komal’s fault.

- ii) Ask them, “Do you think this only happens to girls?”. Ask them to raise their hands if they think this is true. Then ask them, “Do you think it happens to boys?” Ask them to raise their hands if they think this is true. Then ask them, “Do you think this happens to trans\* children, children with disabilities or intersex variations?” Ask them to raise their hands if they think this is true.

- Ask them, “Who commits child sexual abuse/sexual violence of this kind? How many of you think that this is only perpetrated by strangers?” Ask those who agree to raise their hands.

## DISCUSSION POINTS

Tell the participants that at no point in the video Komal was at fault. Whether it was hiding about the gola, or playing with the toys, or the delay in informing the mother about the incident - Komal was not at fault.

You can add, “Many times, children and young people find it hard to share these things with their parents or other trusted adults because they are made to feel guilty and keep secrets about things that make them feel uncomfortable.”

Reiterate that this is nothing to feel ashamed or guilty about, and they should always confide in trusted adults. Focus on the support Komal received from her teachers, her parents, Childline and the police.

Tell the participants that it actually happens with all genders and studies have found that in India almost equal numbers of boys and girls reported having been abused. But boys and trans\* and children with intersex variations find it harder to talk about it.

Reiterate that while the video talks about “four areas” of the body that should not be touched by anyone else apart from your parents or trusted adults, it is important to know that the whole body is autonomous and “private”, and nobody can touch you anywhere on your body that makes you feel uncomfortable.

Repeat over here that such type of violence is often done by people known to us. This does not mean they should be afraid of everyone, but that they should know that it is never okay for anyone to do it, even if the perpetrator might be well known to us or our families.

Emphasise that they will always have support, and can reach out for support, regardless of any fear. It becomes harder to speak up against it because of the familiarity of the perpetrators.

### Facilitation Notes :

If possible, you could ask the participants to repeat the “Shareer Apna, Adhikar Apne” or “Our Body, Our Rights” slogan.

## Activity 4:

# My Safety Network

**Time:** 10 minutes

**Resources :** A4 Blank Sheets & Pens

### Step 1

Distribute the sheets to the participants, one each. Ask them to trace out both their palms on it.

### Step 2

Ask them to write “People I know that I can trust” on top of one palm, and “People I don’t know but I can trust” on top of the other palm. Now ask them to fill out the palm with names/titles of the people. Tell them that each list can consist of names of people (trusted adults), organisations (Childline etc), and the police.

### Step 3

Tell the participants that these lists are their safety network, and that these people/organisations/police will be there for them, in case they ever feel unsafe or violated.

**Step 4 :**

After they have done listing the names, write down the phone numbers of some helplines and the police on the board (refer to the appendix 4), and ask the participants to note down these phone numbers as well. If possible, the facilitators can also share handouts with the numbers with the participants. Remind them that they could also take down your organisation’s number, and your contact details, if they feel like they trust the facilitators!

**Facilitation Notes :**

If time permits, tell them about child welfare police officers. Under Section 107 of the Juvenile Justice (Care & Protection of Children) Act, every police station is mandated to have a designated Child Welfare Police Officer (Baal Kalyaan Police Adhikaari). Encourage them to visit their police station and meet this designated officer.



## OVERALL NOTES

- Crime Patrol shows are extremely popular and common across the nation so it might be a good hook to start the session. If this is not the case with your students, then you can connect them to police and ask for what kind of crimes does the police try to stop
- Since they are younger participants, it is important to clarify the difference between a regular conflict and violence. There is a need to stress on the fact that violence is on purpose and that it should be stopped. For upper primary students, you can discuss power and control a bit. These concepts could be difficult for the participants.
- Contact and non-contact could be easier categories to understand (especially for primary participants); hence start with that simple distinction. Then move into the other types. Discuss a minute or so on each of the violence. You can club the physical ones into one and discuss to save time and because they'll be the same. Give 10 minutes to sort and use the other time to discuss. Take a reading of the class and if you feel the discussion should happen simultaneously while sorting, go ahead.
- The reason to introduce bullying here is because it is very common in this age group. It starts here and it might be the closest thing to violence they properly understand and commit as well. Of course many of them might be witnessing violence inside their homes and in their neighbourhood but they might not be able to exercise too much control on it. Bullying in school is something they can work on.



## OVERALL NOTES

- There might be disclosures in the class. You need to prepare yourself and discuss with the organisation a proper plan of action in case a child discloses. Avoid getting into detective mode and finding out more information through questions; just be there for the child and ask open ended questions. Ask them if they are in any major threat currently - where they live etc. Ask them what kind of support they need according to them. Do not make any false promises. If you are not aware of what to do, say that you will get back to them with a senior. Inform immediately as these cases are usually very time sensitive.
- Do not demonise the perpetrator of violence but do stress upon the fact that violence of any form needs to stop. It is very important to let participants know explicitly that violence can happen anytime, anywhere and by anyone and it is never their fault.
- The case scenarios could be triggering for the participants. Always be careful of their level of comfort, and carry forward the discussion accordingly. You can also ask the participants to let you know if at any point in this activity they experience discomfort. In such a situation, you can skip the case scenarios, and focus only on the discussion points.



**IX**



**DIVERSITY**

## Session 9

# What is Attraction?

## I. SESSION OBJECTIVES

1. To encourage participants to challenge conventional notions of 'family' and explore and accept diverse family structures.
2. To understand social norms around family, and how these norms and rules can adversely impact young people's fundamental rights.
3. To dismantle and deconstruct patriarchal structures (like family).

## II. TOTAL TIME

60 minutes

## III. RESOURCES

- A4 Sheets Blank,
- Black/White Board
- Sample Symbol List (to display),
- Projector & Video





## IV. SNAPSHOT

Title	Duration	Activity Details	Key Message
Family Tree	25 minutes	<p><b>Activity Details</b></p> <p>The participants draw their families and discuss the many kinds of families that exist.</p>	<ul style="list-style-type: none"> <li>- As long as a family is built on love, care, support, respect, trust, kindness, equality and acceptance, it gets to be called a family.</li> <li>- A family need not be someone we are related to by blood but we can create our own families based on the values that we want to see in our lives and those around us.</li> </ul>
Challenges faced by different families	25 minutes  25 minutes	<p>Through the Gauri Sawant video and the discussion that follows, the participants become familiar with some of the struggles that unconventional families have to go through in order to survive, find acceptance, and even quality as a 'family'.</p>	<ul style="list-style-type: none"> <li>- Heteronormative families, which means families which have father-mother-children who perform a certain set of roles, and fulfil certain expectations of gender (like the father earns the income for the family, the mother takes care of the household etc.), are rewarded in our society wherein the rewards could be easy acceptance, approval, encouragement from the society, as well as structural support from the state (easy access to housing, loans, insurance etc).</li> <li>- On the other hand, those families that are different from heteronormative families have to face discrimination, exclusion, and isolation.</li> <li>- Families are not determined at birth, and could be chosen, like Gauri Sawant and her daughter choose each other in the video.</li> </ul>
Closing : Revisiting the Family Tree and Singing the Action Song	10 minutes	<p>Participants revisit their drawings from Activity 1, and push the boundaries of their imagination and acceptance of different types of families.</p>	<ul style="list-style-type: none"> <li>- Everyone deserves the security of a family and each type of family should be respected.</li> </ul>



## V. SESSION FLOW

### Activity 1:

## Family Tree

**Time:** 25 Minutes

**Resources :** A4 Blank Sheets, Sketch Pens, Black/White Board

### Step 1

Begin the activity with a quick round of “*Bolo Bolo Kitne*” or “*Say how many*”. The facilitator will say “*Bolo Bolo Kitne*” or “*Say how many*” and the participants have to respond with “*Aap Chaho Jitne*” or “*As many as you like*”. The facilitator will then say a number, and the participants have to make groups of that number. Do a couple of rounds of random numbers before announcing the final number of 3/4. Ask the participants to sit in those groups of 3/4

### Step 2

Distribute one sheet to each participant in the group and the material to share. Say, “We are going to do a little drawing now, ready?”

### Step 3

Tell the participants that they have to draw their families or the people they live with/who take care of them. Tell them that they can make a house and draw the people inside. They have to use the symbols you share with them to designate the genders of the people in the house.

### Step 4

Share the list of symbols (use the universal sex symbols of male and female, and write Intersex for bodies with intersex variations) with them and show them a sample of your own family. Also tell them to make a house and decorate it. Give them 10 Minutes to do this. Encourage them to share their drawings and experiences with each other in the group.

### Step 5

After the participants have finished the task, ask each group to present the families they have drawn. One person from the group can share on behalf of the group.

### Facilitation Notes :

Emphasise on the unique aspects of each family to show the participants how each family is different. If any participant has drawn a single-parent family, emphasise that the uniqueness of this family is like any other. If not then as a facilitator you can draw examples for types of families beyond heteronormative ones.



## Step 6

After each group has finished their presentations, draw the different possible combinations of families on the board/ chart paper. Start with a single parent family and push your imagination further

## Step 7

As you draw each possible family, question the participants, “Do you know any family like this? What do you think about this family? Can we call this a family?” etc. This will help you gauge their current understanding, and their comfort levels. Finish this part of the activity by saying, “A family doesn’t always have a mother, a father and children, sometimes they look like this and these are all still families.”

## Step 8

Now ask some participants to narrate some things they enjoy doing with their family, and/or a memorable experience with the family that they have had. Ask, “So what makes a family a family?” Take answers. Participants might point to some variation of “blood relations” as the basis of the family. Encourage all responses.

## Step 9

Lead the discussion into building the understanding that “As long as a family is built on love, care, support, respect, trust, kindness, equality and acceptance, it gets to be called a family.” Ask the participants if all the possibilities of families listed before could also provide these things.

## Step 10

Conclude the discussion by telling the participants that often we are told that a family has to have a mother, a father and children and grandparents and all of these different people are expected to perform certain duties and roles, and fulfil some expectations, based on their gender and their position in the family. Like the father has to earn for the family, and the mother has to run the household etc. But all these roles and duties and expectations can be fulfilled by anyone!



### Step 11

Tell the participants that they should retain the sheets in which they have drawn the image of their families and not throw them away.

### Facilitation Notes :

Ensure that you push the participants to question the existing norms around families. The attempt here is to normalise all these different structures and dismantle the overbearing heteronormative (married-mother-father-children) framework of families. Also ensure that you acknowledge all the different types of families the participants share. Push as much as you are comfortable.

## Activity 2:

# Challenges Faced by Different Families

**Time:** 25 Minutes

**Resources:** Projector & Video

### Step 1

Get the group back into a circle/ask them to sit comfortably for the video. Play Gauri Sawant [video](#)

### Step 2

Discuss the video using the following pointers :

- What are some of the challenges that Gauri Sawant and her daughter might have faced or still continue to face?

- Bring the participants' attention to the fact that there are only certain kinds of families that get recognition and acceptance in the society. Families like Gauri Sawant and her daughter often have to face stigma and discrimination, which has an adverse impact on their access to housing, livelihood and education. This happens because they do not fit into a box of heteronormativity deemed fit by society



- Do you think anyone can be a mother?

- Based on the participants' responses, encourage them to list down the different roles, responsibilities or qualities that they associate with motherhood. Then ask them if they think these roles, responsibilities and qualities can be embodied by anyone, regardless of their gender or sexual orientation?

- If the participants draw links between motherhood and the physical act of giving birth, encourage them to think about different families in which people adopt children, and re-emphasise the key messages from the previous activity about the diversity of family structures.

- Tell the participants that in the video, Gauri Sawant was embodying all the different roles, responsibilities or qualities that are commonly associated with motherhood. Emphasise that it is possible for anyone to be a mother, because motherhood is not something that should be reduced to the act of giving birth. However, society always promotes a heteronormative idea of motherhood, where trans\* parents are stigmatised and delegitimised by the society in so many ways.

- Can we choose our families, like Gauri Sawant and her daughter did in the video?

- Collect all responses. Tell the participants that we are often told that families are only based on blood relations. But as we have discussed in the previous activity, as long as a family is built on love, care, support, respect, trust, kindness, equality and acceptance, it gets to be called a family, even if it is something we have chosen for ourselves.

### Facilitation Notes :

It is possible that older adolescents might point to families that are not related "by blood" as likely to cheat, turn a person out, be untrustworthy, etc. If this comes up, the facilitators can draw the participants' attention to the fact that natal families or families based on "blood" relations are often very violent towards people who marry those outside their caste or religious identities, or those who are queer or trans\*. Ensure that participants are able to challenge the idea that natal families or families based on "blood" relations are inherently better/morally good.

- Share examples of the Hijra community - tell the participants that in the Hijra community, trans\* and persons with intersex variations find love and acceptance, even though they might not be related to each other by blood.



- What other types of families face challenges and why? If they don't respond, bring up :

- Families with Persons living with AIDS,

- Discuss with the participants that families with people living with AIDS are very often stigmatised and discriminated against - they are often pushed to the margins of the society, where they are not invited to social and public gatherings.

-Families with PWDs (Persons with Disabilities),

- Discuss with the participants that families with persons with disabilities are often looked at with pity. The family members are often considered to be "helpless" (bechare), because they have a disabled family member. Or disabled family members are seen as a "burden", therefore ill treated by people around them and/or by their "blood" relatives. ,

- Inter-Caste & Inter-Religious Marriages.

- Discuss with the participants that inter-caste and inter-religious families do not easily find acceptance in our society. Sometimes inter-caste and inter-religious couples are also violated against and murdered in the name of 'honour'. This is because families are only seen to be worthy of acceptance when all members of the family are from the same religion and caste.

### Facilitation Notes :

Use your discretion with the questions and the flow. Ensure that the participants focus on the challenges that Gauri Sawant's family faced and how some don't even consider them a proper family. But there is nothing like a "proper family".

### Step 3

Encourage the participants to think through the rewards that families with a mother-father-children framework get in society. Acceptance and recognition could be some prompts. Tell the participants that often, family is considered to be something we are born into, but that is not true. We can also choose our families, like Gauri Sawant and her daughter did in the video. In many countries, like Australia, a couple is not required to be married to be recognised as a family.



## Activity 2:

# Closing : Revisiting the Family Tree and Singing the Action Song

**Time:** 10 minutes

**Resources :** A4 Blank Sheets (from Activity 1), Sketch Pens

### Step 1

Ask the participants to bring out the sheets in which they had drawn their families before. Ask them to flip the sheet to the blank side.

### Step 2

Now ask them to imagine the different possibilities of families that can exist, and the families we have talked about in this session, and ask them to draw one such possibility that they like the most.

### Step 3

Reiterate that families are meant to provide security and comfort, and everyone deserves to have a family in which they are respected and accepted!

### Step 4

End with the action song “Hariyali Idhar Udhar” as it ends with a loud “Hum Sab Ek”.

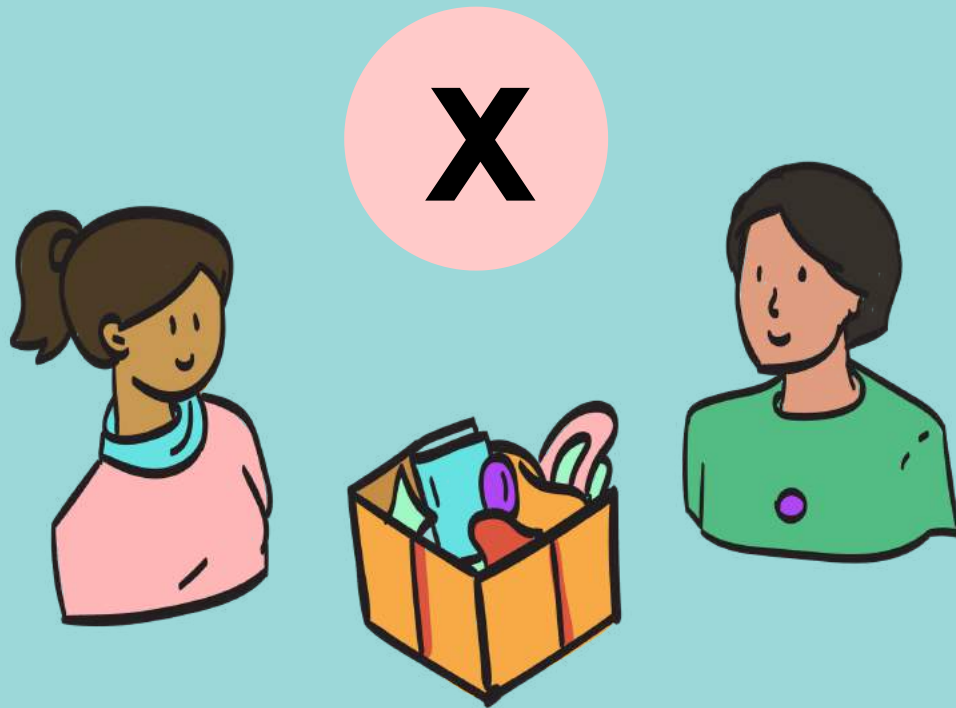


## OVERALL NOTES

- While doing the family tree activity, it will be good to show an example of your own family tree for example. You could also introduce a symbol for animals. Discuss how many consider their pets to be a part of their family - this can also help the kids think that it is not always about biological connection
- Start with single parent families as that is the easiest and most common type. You could even share the example of Sushmita Sen and how she adopted two girls without getting married.
- The idea of same sex parents might be extremely new for some students and even blasphemous. Gauge the situation and introduce the idea. If you were able to cover it in the Love session (session 6), then just connect it to that. You can also introduce the idea by talking about the fact that many people decide to co-parent without being in sexual and or romantic relationship and they are a family too.
- You can mention that in our country people of the same gender are not allowed to marry and have kids but there are many who are getting together and fighting for it.
- We need to respect all types of families and what is important is that there is love, respect and care for each other in the family. Family makes us feel secure and sometimes it happens that a child does not feel secure in their family or has absolutely no one. Here, the government intervenes and tries to provide a safe and secure home for the child (either at the children's home, foster family or through adoption)
- If the group is advanced (especially in upper primary) and you have time, also try and link Gauri Sawant's story to the Gender session (Community around us - Session no. 4) and highlight how Gauri did not find a supporting and caring environment in her home but she made a new family with people from an NGO and her friends.







# **CLOSING & SOURCES OF INFORMATION**

## Session 10

# Closing & Sources of Information

## I. SESSION OBJECTIVES

1. To revise key messages and take participants' feedback.
2. To point participants towards trusted sources of information.
3. To assess knowledge levels and perspectives of the participants after the intervention by administering an endline questionnaire.

## II. TOTAL TIME

60 minutes

## III. PREPARATION / RESOURCES

- 9 cards with session number and name written on them
- 9 chart papers (coloured)
- Endlines
- Markers, sketch pens, pencils, colours etc.
- Camera or Phone camera (Optional)



## IV. SNAPSHOT

Title	Duration	Activity Details	Key Message
Energiser: Handshakes	5 mins	Participants learn 3 different types of fun handshakes.	
Feedback Activity	20 minutes	Participants give feedback for the 9 sessions as a group.	
Endline	15 minutes	Participants will be given Endlines to fill in order to check their knowledge on varied aspects of CSE after the implementation.	
Sources of information	7 minutes	Through a short discussion and demonstration, participants learn about the different sources of information they can turn to	Important to look at authentic information and don't be shy or afraid to ask your trusted adults, teachers or the facilitators for a query in this subject
Closing: Action Song & Pat on the back	7 minutes	Participants choose a song of their choice to end and we end on a positive note	



## V. SESSION FLOW

### Activity 1:

## Energiser: Handshakes

**Time:** 5 minutes

**Resources:** NA

### Step 1

Get everyone in a circle. This activity involves the participants doing 3 different types of handshakes with as many people in the room

- As a facilitator, you will demonstrate one handshake at a time with a volunteer from the group and after the demonstration, you will shout 'Go!' and everyone has to find a partner and do the handshake
- Handshakes:

-Boink

-Caterpillar to Butterfly handshake or Milking the cow

-Popcorn sizzle (group handshake: For this one, 3-5 people can get together)

### Facilitation Notes :

The objective of this activity is to get the participants mingling, have fun and laugh. The activity given below is only an example and is ideal for a group size above 25 participants. Depending on your group, you can choose a game that is appropriate.

### Facilitation Notes :

Ensure that each participant is getting to do the handshake; you also can mingle and do the handshake with some of the participants but be careful because all of them would want to do it with you\* (with younger ones this might be a problem). Keep a track of time, not more than 30-40 seconds for each handshake. If you feel they are getting bored, switch immediately.



## Activity 2:

### Feedback: Scale

**Time:** 20 Minutes

**Resources:** Cards with Session names, Chart paper, Pens, Sketch Pens, Colors

#### Step 1

Split the participants into 9 groups (using bolo bolo kitne or counting). Seat them comfortably in small circles (or around benches) spread out across the room

- Have nine cards prepared with the nine sessions written on them with their numbers. Ask one person from each group to come up and pick a card.
- Ask the participants to read out the card they have got and ask everyone if they remember the session (yes or no)

#### Step 2

- Say, "Now each group will have 7 minutes to write or say what they learnt from that session, or what they liked in the session and what they did not like about the session"
- Remind them that this has to be everyone's opinion and the group has to do this together
- Distribute one coloured chart paper to each group and some pencils, markers, sketch pens, colour pens

#### Facilitation Notes :

Walk around the room and see how the process is going. It will be ideal if you have some volunteers for this session to help be around the groups. You have to ensure they are focussed on the task and are not focussed on whether the handwriting has come out nice etc. Ensure that it is not only one or two people who are speaking and writing, you can intervene and ask the opinion of the participant who is not able to participate in the group. You can tell them to draw also if they want. Remind them repeatedly to write each member's opinions and thoughts down even if they are different. Some things will be common. Remind them when it is 5 minutes.



### Step 3

- Starting from the first group, ask them to present their chart. Each group has about a minute or two to present
- After each chart, clap for the group, thank them and ask others if there is anything new they would like to add to the chart (i.e. for that session)
- If there is anything that the group has presented that goes against our key messages for that session, depending on what is said, present the key message without saying they are wrong. You can say something like “We meant something else in session x” and explain the appropriate key message.

#### Facilitation Notes :

- There are many activities to take feedback. You can change the format to suit your group. It is important that time is given to review and recall each session as the young participants are likely to forget or misinterpret over time.
- It will be a good way for us to understand if we missed something and areas of improvement for us.

## Activity 3

### Endlines

**Time:** 15 Minutes

**Resources:** Endline forms

#### Steps

- Distribute the endline lines to the participants
- Make sure to inform them that this is not any kind of exam and this is just for us to know how to frame the session and know them in a better way.
- Tell participants that they have 15 minutes to complete the baselines
- Inform them that if they have any doubts, they should raise their hands or call your name so that you can go and help them

#### Facilitation Notes :

- Do not explain the meaning of any term to the participants. At this point, participants should be familiar with all the terms mentioned in the endline, in case there is a term that you may have not used during the session you can tell them the term they are familiar with.



## Activity 4:

### Sources of Information

**Time:** 7 Minutes

**Resources:** NA

#### Step 1

Settle back into a large group circle (or in their places)

- Ask, “So, if you want to learn more about these topics or have more questions as you grow older, what are going to do? How will you find out?” Take answers.

#### Step 2

Explain that they can go to their trusted adults but it can be really awkward. Tell them you are happy to be available to answer any major queries; talk about AEP question portal and some books that can be made available in their library

## Activity 5:

### Closing

**Time:** 7 Minutes

**Resources:** Camera or Phone camera (optional)

#### Step 1

Ask which was their favorite action song and do it or you can ask them to teach you a new one or you can take up any other new one.

#### Step 2

If there is time: In a circle, first tell them to pat their own back and say ‘Good job, very good job, very very good job; then turn to their right and at the same time they pat their friends back three times (gently!) and say the same thing and then the whole group turns left and does it to the person on the left. End with applause.

#### Step 3

You can take a picture together as a group. Before taking the picture ensure that the consent of all the participants is taken, they are informed of where the picture will be used. Also note if the participants ask for the photograph to share on social media or any other public platform, they take prior permission from those in the picture.



## OVERALL NOTES

- This session is important as it will help us gauge the effectiveness of the program in a way. The participants might be concerned with making you feel good and that is not completely avoidable so in your own way, try to make them understand why their honest opinions are needed.
- Have fun!





## APPENDIX I

FIND OUT MORE ABOUT THE TRAILBLAZERS :

- Manabi : <https://scroll.in/article/829160/how-somnath-became-manobi-indias-first-transgender-college-principal>
- Atul Agnihotri : <https://qz.com/298223/indias-most-famous-stay-at-home-dad-still-has-to-answer-questions-about-his-salary/>
- Surekha Yadav : <https://www.thebetterindia.com/112547/surekha-yadav-india-first-woman-train-driver/>





# APPENDIX III

## CONTENT FOR THE CHITS :

1. I am a twenty five year old man with a male body, I am six feet tall, and my body resembles that of Hrithik Roshan/Tiger Shroff.
2. I am a person with intersex variations, and have a thin voice and facial hair.
3. I am a thirty five year old woman, my skin is dark and I am called “fat” by my family and friends.
4. I am a forty year old man, I lost my right leg in an accident ten years ago.
5. I am an eighteen year old boy, my hairline is receding very quickly and I have bald patches on my head.
6. I am a thirty year old woman, I was declared legally blind a few months ago.
7. I am a sixteen year old, I have a skin condition that gives me big white patches on my face and body.
8. I am a twenty four year old woman with a female body, and I have long hair and my skin is fair.
9. I am a thirty year old transwoman, my voice is deep and people often mistake me for a man.
10. I am a forty year old man with a male body, and I am 4.5 feet tall.



## APPENDIX IV

### 1. CONTENT FOR VIOLENCE CARDS :

- Physically harming someone :
- Name Calling (like “Chakka” or “Meetha”) Isolating Someone in Particular
- Touching or Rubbing Against Another Person’s Body without their consent Threatening to Physically Harm Someone
- Showing someone your Sexual Organs Without other person’s consent
- Watching Someone in private situation without their consent
- Making Lewd (Sexually Explicit) Gestures
- Sending Sexually Explicit messages
- Teasing and Bullying someone
- Taking or Breaking Another Person’s Things

### 2. HELPLINE NUMBERS :

- Childline : 1098
- Police : 100
- Haq (Centre for Child Rights) : +91-11-26677412  
+91-11-26674688
- Nazariya QFRG (11AM-6PM) : 9818151707



### 3. Extra Video and Suggestions

#### Step 1

Ask them to sit comfortably for the video. Play “Meena Comic” Video : “Who is Afraid of the Bully? (11 Mins)

<https://www.youtube.com/watch?v=z52c6oncnIU>.

#### Facilitation Notes :

Since this video is in English, if the participants are predominantly Hindi-speaking, the facilitators can skip the video and instead narrate the story of the video to the participants in Hindi.

#### Facilitation Notes :

If you know and feel that your participants are oriented on ‘Safe & Unsafe Touch’ and ‘Child Sexual Abuse’ by their school or other organisations in the school and you want to focus on other aspects of violence then you can go ahead with this flow. Bullying is a huge part of school life especially during this age and it is also a topic that gets seldom discussed. You can take a call of which video to show.

*Variation (1) : For Upper Primary, instead of using the “Meena Comic” video, you can also use the following story - Behind the Lie (Jhooth ka Parda).*

*This story is on Domestic Violence, and children’s intervention.*

You can either take large prints of the story, or take copies of the story for them to read in groups of 2-3. Discuss the story, focus on why it was difficult for the mother. You can even ask what the participants think about why the father beats the mother. Discuss how it ends, as it has an open ending, which gives room for the father to improve. Reiterate that violence is not justified in any situation but help can be given to both parties.



*Variation (2) : For Upper Primary, this video is a silent video with types of violence (physical, sexual, emotional, and economic). It's only 3 minutes but is effective and simple. You might have to explain the economic type of violence and here you can also add that often women are paid less than men for the same work they do. [https://www.youtube.com/watch?v=o9usl\\_emisA](https://www.youtube.com/watch?v=o9usl_emisA).*

## Step 2

Ask the participants what they understood through the video and what type of violence do they think that was. Ask them if they have seen, read, or heard about such kind of violence. Connect their responses to the discussion on bullying in Activity 1.

## Step 3

Lead the discussion to their thoughts on the solution Meena and her friends come up with. Use the pointers below to inform their responses.

### DISCUSSION POINTS :

- It's important to speak up. It is important to stand up for someone else too. But remember to also ensure your own safety. You can take help of people you trust or report to authorities. It's easier to do this together.
- A bully can change; see how Meena and her friends taught the bully a lesson but didn't isolate him and became friends immediately, they didn't hit him either. It is important to stand up to bullies but they might be doing this without understanding too so talk to them.
- But if it is not working out, then tell an adult immediately - don't wait for things to get worse!

### Facilitation Notes :

You could even ask the participants to share other solutions, or their thoughts on what Meena and her friends could have done.



# APPENDIX V

## 1. DIFFERENT POSSIBILITIES/IMAGINATIONS OF FAMILY

- Single Parents (due to Divorce/Separation/Widowhood/Adoption)
- Same Sex and/or Same Gender Parents
- Trans\* Parents
- Foster Parents/Adoptive Parents
- Non-Parent Relative(s) or Guardians (Grandparents, Uncles, Aunts etc)
- Inter-Caste or Inter-Religious Families (people of different nationalities or race too)
- Families with PWD (persons with disabilities) Members
- Families without Children (discuss Infertility, also Families that choose to not have Children)

