Choose a Future!

Issues and Options for Adolescent Boys in India

A source book of

Participatory

Learning Activities

In Collaboration with UNFPA, UNESCO, CARE India, Prerana, BGMS, SPYM, CINI, FPAI & NIPCCD
CEDPA is a women-focused non-profit international organization. Its mission is to empower women at all levels of society to be full partners in development.

Founded in 1975, CEDPA provides management, leadership, and institution-building training programs for women and men; provides financial and technical assistance to partner organizations; and supports policy advocacy and participation to improve the status of women.

CEDPA collaboration with public and private organizations in Africa, Asia, Eastern Europe, Latin America, and the Middle East that work in family planning and reproductive health, maternal and child health, non-formal education microenterprise development, skill-building, and civic participation.
Acknowledgements

The global Choose a Future! Issues and Options for Adolescent Boys training manual grew out of CEDPA’s Better Life Options program, which started in 1987 as a small initiative in parts of rural India. This venture gradually developed into full-fledged adolescent programs and in 1989, CEDPA started implementing a comprehensive adolescent program in Delhi with its key partner Prerana. Within the next few years, CEDPA extended its work to Madhya Pradesh and Gujarat with the Bharatiya Grameen Manap Sanga (BGMS) and the Gujarat State Crime Prevention Trust (GSCPT) respectively. Using an empowerment model that includes vocational skills and life skills development training, non-formal education, reproductive health and family life education, the program has resulted in significant impact on participants’ economic empowerment, self-esteem and confidence, decision making, reproductive health, child survival practices and fertility.

The global Choose a Future! training manual was adapted to the Indian context by individuals and organizations with a deep concern for girls, young women and boys. The process of reviewing and adapting the global manual has been a participatory effort that has laid the foundation for implementing a collaborative program for adolescent boys in India. CEDPA is grateful for their collaboration in making the Choose a Future! Issues and Options for Adolescent Boys in India a culturally appropriate and broad based curriculum that can be widely adapted and applied in a variety of circumstances.

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We hope that the Choose a Future! Issues and Options for Adolescent Boys in India training package will enable many young boys to make choices and options for a healthy, productive and happy life.

Marta Levitt Dayal
Country Director
CEDPA/India
New Delhi

May, 2001
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Self Aware

A boy’s self image is based on positive self worth, supportive feedback from peers and feeling as if he has control and input over the process of his life. “Self Aware” lays the foundation for Choose A Future! The two introductory sessions encourage healthy communication with self and others and help determine hopeful expectations for the future.

Meet the members of the group and share positive qualities. Establish expectations and some guiding norms.
2 hours

Imagine what your personal life and the world will look like 10 years from now.
2 hours

Session one
we’d Like to introduce Ourselves

Session two
Dreaming About the Future
The Oyster

There once was an oyster
Whose story I tell,
Who found that some sand
Had got into his shell
It was only a grain,
But it gave him great pain.
For oysters have feelings
Although they’re so plain
Now, did he berate
The harsh workings of fate
To such a deplorable state?
Did he curse at the government
Cry for election,
And claim that the sea should
Have given him protection?
No - he said to himself
As he lay on a shell,
Since I cannot remove it,
I shall try to improve it.
Now the years have rolled around,
As the year always do,
and he came to his ultimate
Destiny - stew.
And the small grain of sand
That had bothered him so
Was a beautiful pearl
All richly aglow.
Now the tale has a normal;
For isn’t it grand
What an oyster can do
With a morsel of sand?
What couldn’t we do
If we’d only begin
With some of the things
That get under our skin.

Author Unknown
“We’d Like to Introduce Ourselves”

Materials:
- A “Find Someone Who” handout and writing material for each participant
- Chart paper and markers for each participant
- Flip chart, markers
- Scissors, glue or tape for every/every other participant
- Magazines, newspapers from local culture

Activity
1. Welcome the boys. Invite them to sit in a circle.
   Begin with the warm up exercise “Find Someone Who”.

   Explain that you will give each boy a list of questions (see “Find Someone Who” Game).
   The boys are to all mingle with each other and introduce themselves to one another
   while trying to find someone who can answer “Yes” to each question.
   If someone can answer “Yes” get his signature next to the question. If he answers “No”
   go to another question. Collect as many signatures as possible in 10 minutes.

   Make sure everyone understands the instructions - give them 10 minutes and ask everyone to return to their seats. Discuss briefly the following questions:
   • How do you feel about starting this group?
   • Who has a signature for every question?
   • Were there any questions which were hard to find someone who could say “Yes”? Why?
   • Any other comments

2. Give each boy a chart paper and a marker. Instruct each boy to write on the top “This is Me!” and draw a horizontal line dividing the chart paper into an upper and lower half.
   Now give the group a heap of locally available used old magazines and instruct them to
   cut out words, pictures, phrases that symbolise things about themselves or ask them
   to draw what they see themselves as, including their interests and what they like about
   themselves. The boys should attach their pictures and phrases to the upper half of the
   newsprint. Go around to each group and make sure that there are some positive qualities.

Discussion Guidelines
1. Ask each boy to go around and introduce himself by explaining his collage/drawing.
   Include explanations about any positive (likes) and negative (dislikes) images words
   etc. Include why it is important to understand one’s strengths and weaknesses.

2. When everyone has had a turn, ask:
   • Was it easy or difficult to find positive images about yourself?
   • Why was this easy or difficult?
   • How did others feel in the group as people described positive things about
     themselves?

   Affirm that within this group we will attempt to always see positive qualities in one
   another. We will also try to build on each other’s positive qualities and complement
   each other’s skills by using all the strengths and resources available with the group.
   Remember to keep the posters for the next sessions - they will be developed further.

1. Notes for facilitator: You can use other ice breaker games. See inserts in package.
2. Training organizations should do a rapid survey of the type of magazines commonly available.
3. Understanding strengths includes assessing one’s likes and reflecting on how these ‘likes’ can become forces for action. It is also important to know one’s ‘dislikes’ or weaknesses for understanding and introducing ourselves.
3. Outline the schedule and the purpose of the program. Discuss and seek consensus with all participants regarding the time and venue of the program meetings, taking into consideration school and work schedules both in and outside the home.

4. Brainstorm a list of what they hope to gain from the program. Read each item out loud. Ask:
   - Was anything left out? Would anyone like to add something?
   - What would you like to learn from the program?

List their expectations on a flip chart.

5. Brainstorm with the participants norms for group behavior.
   - What are some norms that we wish to establish for ourselves in this group?
   - How will we treat one another, the facilitator?

Be clear that the following are included:
   a. **Passing** - everyone has the right not to participate in any activity but may not interrupt others who are.
   b. **Listening** - one person speaks at a time, be aware of how much you are talking.
   c. **Respecting** - without put downs and personal criticisms of others: appreciate and accept different perspectives, opinions, and views.
   d. **Time Out** - anyone can stop the group for a break when agreements are broken
   e. **Confidentiality** - all things discussed in this group must not be discussed outside the group. Everyone must feel confident that what they say in the group will not be repeated later to others.

6. Introduce the idea of “**one step removed**”. This gives participants an idea about a safe method for sharing their experiences within a group.

   **One step removed:** It simply means that if something is too personal or not appropriate to say there is a range of ways to **share information** without disclosing to the group. One step removed is a process where individuals are encouraged to describe life situations in the third person without disclosing any sensitive personal information. (It can protect the young boy legally and from others in the group). Examples of ways to communicate using **one step removed** are:

   - What would you do if...?
   - What if a friend told you..?
   - Suppose a person ...

   Encourage people if they want to, :
   - Talk to the program leader at the end of a session
   - Arrange a suitable time to talk more privately to the program leader

### Ideas for Action

To end the session, thank the boys for coming and telling about themselves. Remind them that **everyone has strengths and possibilities** and to maintain confidentiality about what happened within the group. Choose A Future! will enable them to find ways to use their strengths - individually and as a group - to improve their lives.
**“Find Someone Who” Game**

<table>
<thead>
<tr>
<th>Find Someone Who:</th>
<th>(Signature)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Has an older sister?</td>
<td></td>
</tr>
<tr>
<td>2. Wants to be an actor like Shahrukh Khan?</td>
<td></td>
</tr>
<tr>
<td>3. Likes a girl or is infatuated?</td>
<td></td>
</tr>
<tr>
<td>4. Used to like going to school?</td>
<td></td>
</tr>
<tr>
<td>5. Would like to play but has to work?</td>
<td></td>
</tr>
<tr>
<td>6. Has only one parent?</td>
<td></td>
</tr>
<tr>
<td>7. Has both parents working?</td>
<td></td>
</tr>
<tr>
<td>8. Has to work for supporting his family?</td>
<td></td>
</tr>
<tr>
<td>9. Ran away from home because of fights or difference of pinion with his parents/guardian?</td>
<td></td>
</tr>
<tr>
<td>10. Has been involved in a physical fight?</td>
<td></td>
</tr>
<tr>
<td>11. Knows what AIDS is?</td>
<td></td>
</tr>
<tr>
<td>13. Is the oldest son in the family?</td>
<td></td>
</tr>
<tr>
<td>14. Likes studying maths?</td>
<td></td>
</tr>
<tr>
<td>15. Rides a bicycle?</td>
<td></td>
</tr>
<tr>
<td>16. Likes studying science?</td>
<td></td>
</tr>
<tr>
<td>17. Likes to sing/dance?</td>
<td></td>
</tr>
<tr>
<td>18. Likes to watch movies?</td>
<td></td>
</tr>
<tr>
<td>19. Has taken care of his baby brother or sister?</td>
<td></td>
</tr>
<tr>
<td>20. Works in a dhaba or a way side hotel?</td>
<td></td>
</tr>
<tr>
<td>21. Works as scooter/car mechanic assistant?</td>
<td></td>
</tr>
<tr>
<td>22. Polishes shoes?</td>
<td></td>
</tr>
<tr>
<td>23. Does ragpicking for a living and works with other boys?</td>
<td></td>
</tr>
<tr>
<td>24. Has travelled to another state or region of the country?</td>
<td></td>
</tr>
<tr>
<td>25. Does not like to do domestic chores?</td>
<td></td>
</tr>
<tr>
<td>26. Is forced to work but his cousins go to school?</td>
<td></td>
</tr>
<tr>
<td>27. Likes to read a newspaper?</td>
<td></td>
</tr>
<tr>
<td>28. Was forced to drop out of school due to any reason?</td>
<td></td>
</tr>
<tr>
<td>29. Was forced to drop out of school because he did not secure good grades?</td>
<td></td>
</tr>
<tr>
<td>30. Wants to join evening school if it is started in his locality?</td>
<td></td>
</tr>
</tbody>
</table>
Dreaming About the Future

Materials:
- Participant’s posters from previous session
- Magazines/newspapers from previous session
- Scissors, glue/tape, marker for every other participant
- Flip chart, easel, markers

Activity
1. Welcome the group and begin with a warm-up exercise.
2. Take the posters developed in the previous session and this time write at the top of the lower half of their poster “This is my future!” Give the group last week’s magazines and tell them to imagine who/what they will be and what they would like to have accomplished 10 years from now. Dream about the future! Examples might include physical traits, parts of the body, clothes, hobbies, careers, accomplishments, travel, wife, children etc. Ask the boys to cut out words and images that reflect how they will be in 10 years, and attach them to the lower half of their poster. They may be asked to draw on chart paper.

Discussion Guidelines
1. Go around the group inviting each person to explain their picture
2. Explore the pictures with the following questions:
   - What are the common themes emerging? Give them a name. (Write the themes on a separate flip chart) Examples might be: everyone wants to play cricket, or lots of people want to be a movie star.
   - What are the differences among the pictures? Point out that although there are commonalities in our visions there are differences too, based on our different hopes and interests.
   - Are there any major differences between how you see yourselves now (the picture from the last session) and how you see yourself in 10 years? Why?
3. On a separate flip chart explore with the group the factors that influence the boys’ sense of the future.
   - What factors influence what we want to become?
   Possible answers will be family, peers, school teachers, role models, money, television newspaper, culture, marriage, work, caste, class, education and religious institutions
4. Boys should be asked to recall any interesting success stories from within their family or friends. Share with them the interesting Case Study- ‘To track down my dream’ and the two stories from the panchatantra.

Ideas for Action
During the next week, ask the boys to think about ideas they have for increasing their own influence in their future. Tell the boys that it is important to build a positive self-image and believe in it. Having a positive self-image, an inner strength and valuing themselves ‘now’ will help them towards dreaming for the future.

Ask the boys to think of what can they do to help achieve their dreams and vision?
To Track Down My Dream

It was the district track meet - the one we had been training for all season. My foot still hadn’t healed from an earlier injury. As a matter of fact, I had debated whether or not I should attend the meet. But there I was, preparing for the 3,200-meter run.

“Ready...set...” The gun popped and we were off. The other girls darted ahead of me. I realized I was limping and felt humiliated as I fell farther and farther behind.

The first-place runner was two laps ahead of me when she crossed the finish line. “Hooray!” shouted the crowd. It was the loudest cheer I had ever heard at a meet.

“Maybe I should quit,” I thought as I limped on. “Those people don’t want to wait for me to finish this race.” Somehow, though, I decided to keep going. During the last two laps, I ran in pain and decided not to compete in track next year. It wouldn’t be worth it, even if my foot did heal. I could never beat the girl who lapped me twice.

When I finished, I heard a cheer - just as enthusiastic as the one I’d heard when the first girl passed the finish line. “What was that all about?” I asked myself. I turned around and sure enough, the boys were preparing for their race. “That must be it; they’re cheering for the boys.”

I went straight to the bathroom where a girl bumped into me. “Wow, you’ve got courage!” she told me.

I thought, “Courage? She must be mistaking me for someone else. I just lost a race!”

“I would have never been able to finish those two miles if I were you. I would have quit on the first lap. What happened to your foot? We were cheering for you. Did you hear us’’?”

I couldn’t believe it. A complete stranger had been cheering for me - not because she wanted me to win, but because she wanted me to keep going and not give up. Suddenly I regained hope. I decided to stick with track next year. One girl saved my dream.

That day I learned two things:

First, a little kindness and confidence in people can make a great difference to them.

And second, strength and courage aren’t always measured in medals and victories. They are measured in the struggles we overcome. The strongest people are not always the people who win, but the people who don’t give up when they lose.

I only dream that someday - perhaps as a senior - I will be able to win the race with a cheer as big as the one I got when I lost the race as a freshman.

Ashley Hodgeson

The stories from the Panchatantra given in the inserts are for use by facilitators. These stories can be told to the group for generating interest among the boys in the activity at hand.

- **The Brahmin’s Dream** - This story is about a poor brahmin who dreams about becoming rich but ends up breaking his only pot of wheat flour.

- **Three Fish** - Two story is about how three fish who are close friends react differently to the same situation.
Three Fish

There lived three big fish in a lake. They were close friends, but quite unlike one another. One of them was wise. Whatever he did was after careful thought. Another was intelligent and resourceful. Any problem he had, he would use his brains and find a solution. He was always cheerful.

The third fish believed in fate. Whatever was to happen would happen, and nobody could stop it.

One day, the wise fish was leaping about in the water. He heard a fisherman telling another, “What a find one that is, and big, too. This lake is full of good fish. Let us fish here tomorrow.”

On hearing this, the fish rushed to his friends. “Let’s leave this lake. The canal here will take us to another lake.”

“I don’t think I will leave this place,” said the resourceful fish. “If the fishermen come, I shall find some way of saving myself.”

The third one said, “I have been here since I was born. Why should I leave the place of my birth? Whatever will be, will be.”

The wise fish did not want to take any risk. He left the lake by the canal and went to another. The fishermen came the next morning and cast their net. The two friends who had not left the lake were caught in it, along with many other fish.

The resourceful one immediately thought of a way out. He pretended to be dead. The fishermen threw him out with the other dead fish. He managed to crawl to the edge of the lake and jump in.

The fish who believed in fate kept jumping up and down in the net. One of the fishermen struck him dead.
**The Brahmin’s Dream**

Long, long ago there lived a poor Brahmin, who had to beg for a living. Sometimes, he had to go without food for many days. Often he had barely a handful to eat. But, one day, he got a potful of wheat. He was very happy. He took the pot home and hung it up near his bed. Then he lay down on the bed and gazed lovingly at his pot of ‘wheat’.

“I wish I were rich,” thought the Brahmin. “Then I need not beg from door to door.” And the man began to dream.

“There is a lot of wheat in that pot,” he said to himself, “and it will last me for some days. But shall I keep it? Or shall I sell it? Suppose there was a famine in the land, I could sell it for a very good price. I would go to the market and call out, ‘Who will buy my wheat?’”

“And many people will come forward.

“I will buy it for ten rupees.’ a man will say.

“Here is fifteen,’ another will shout.

“ I will buy it for twenty rupees,’ a third man will say, and I shall sell him the wheat for twenty rupees.

“Now, what shall I do with my twenty rupees? Shall I buy a pair of shoes and a ‘dhoti’? No. no I shall not buy any of those.

“With my twenty rupees, I shall buy a pair of she-goats.

Then I shall feed the goats on green grass and leaves. Soon the goats will have little ones and, in a few years, I shall have at least ten goats. Now, what shall I do with those ten goats? I shall sell them in the market.

“Goats, goats, who will buy my plump goats? I shall shout in the market.

“Just the thing I was looking for, says a villager with a red turban and a blue shirt, and he buys my goats for one hundred rupees. Yes, for one hundred rupees!

“Now, what shall I do with those hundred rupees? Shall I buy a red silk coat? Or shall I buy a beautiful bed? No, no I shall not waste my hundred rupees like that. I shall buy two cows. The cows will have calves, and the calves will grow up and become cows, and then all the cows will have more calves. And there will be lots of lots of milk. And I shall sell milk and butter and cream. And I shall make burfi, rasgulla, and gulabjamun. And have a shop of my own, with sweets piled up.

“Sweets, sweets, who will buy my sweets?’ I shall call out. ‘Who will buy my fresh sweets? Juicy sweets, sweets, sweets!’

“And along will come children with silver coins in their hands, and their mouths watering. And there will be men and women, too, waiting for their turn to buy my sweets.

“And I shall do good business and I shall get richer and richer.

“Now, what shall I do with all the money I get? Shall I buy an elephant? Or shall I build a temple? No, no. I know what I shall do. I shall trade in pearls and diamonds. Yes, I shall buy pearls, diamonds and many other precious stones”.

“Then I shall put on a lovely blue coat and a bright red turban and go to the King.

“Pearls, diamonds, rubies all for your Majesty,’ I shall say. ‘Pearls, diamonds, all the very best.’

“Aha! The King will say. ‘Just what I want for my queen.’

“And I shall do more and more trade in pearls and diamonds and other precious stones. And I shall become a very rich man.
“Then I shall build a large house with beautiful big lawns and lovely mango groves. And there will be rare roses in the garden and pools full of red and blue and yellow and white lotus flowers. And white swans will be swimming about.

“Then many rich men will come to me and ask me to marry their daughters. Shall I marry one of those girls? Oh, no. Along will come the King himself and he will ask me to marry his daughter. Yes, then the beautiful princess with her long hair and lovely eyes will be my bride.

“And soon we shall have a son, and another, and then a daughter. And I shall play with my children in the garden. When I feel tired, I shall ask my wife to play with the children while I go and take rest. But my wife will be busy doing other things and the children will follow me. I shall not permit the children to disturb me when I am resting. I shall shout at them to go away. But children will be children. As they become more and more troublesome, I will get angry. I will pick up a stick and beat them, and beat them, and beat them!”

Imagining he was beating the children, the Brahmin began to beat the air with his hand: Suddenly, one hand struck against the pot of wheat. Crash! The pot fell down and was smashed into a hundred pieces. The wheat was scattered all over the floor.

“What was that noise?” said the Brahmin, jumping out of the bed.

He looked around him, but could see no princess, no big house, no lovely garden, no mango groves and, of course, no children! Only the broken pot, and the wheat spilled all over the sandy wheat.
Values Identification

Values permeate a person’s identity, family and society. It is vital for boys to understand values and how they are used. Through contemplation, discussion and active games, boys identify the feelings and meanings that accompany values. They explore how values shape family and society. Through discussion and writing, the boys examine the importance of choice in values and the consequences of those choices.

Using a worksheet, identify and discuss what values we learn and absorb from our family and society.
2 hours

Using a life-auction game, understand that we can choose our values and the implications of those choices.
2.5 hours

Three activities to examine your behaviours and see if they match with your values.
2.5 hours

Module 2

Session one
What are Values?

Session two
Understanding My Own Values

Session three
How My Values Affect My Behaviour
What are Values?

Materials:
- Two “Exploring Values” worksheets and a pen or pencil for
  - Flip chart, easel, markers

Activity 1
1. Begin with a 5-7 minutes exercise on distinguishing between behaviours, social norms and values with the large group. Ask the boys to define what they understand by the different terms, giving examples for each. With the assistance from the group categorize the examples into behaviour, social norm and value.

2. Next discuss the link between these three terms. Explain that you and the rest of the group will be doing an exercise to understand ‘values’, as the society in which we all live gives us several messages about what we should value.

3. Get the boys to form groups of 5-6 members. Give them the ‘Exploring Values’ worksheet and ask each group to discuss how important the values are to our community, society and family. Ask the boys to rank each value with a different number even if they feel that some values are equally important. After the groups have completed their individual rankings go through each value with the whole group (add the numbers assigned from each group for each value) and ask the boys to determine values they perceive as being most valued and least valued in our society. Use guidelines provided for discussion.

Discussion Guidelines
In the large group discuss the following:
• Are there any values that everyone agrees on?
• If yes, what are they and why do you agree?
• Do you agree with all of our society’s values?
• Did the group leave out any key societal values?
• Which values ranked highest within the family? List on flip chart
• Which values are ranked lowest within the family? List on flip chart.
• Do you agree with all of your family values? Why or why not?

Activity 2
Before starting Activity 2, do a warm up exercise. Give each boy an Exploring Values Worksheet and ask them to individually rank each of the values for its importance. Ask them to select the one with the maximum rank and write it in big bold letters on a separate sheet of paper. Get the boys to paste their paper on a colour chart paper and make a beautiful collage of values as a wall hanging for the Training Centre.

Discussion Guidelines
Tell the group that we have identified different kinds of values in our community/society, family and ourselves as individuals. Take a relook at the definitions provided by the boys at the beginning of the session and ask them to try and collectively develop their own definition of ‘values’.

Objectives
By the end of this session, participants will be able to
1. Define behaviour, social norms and values and discuss the links between these terms.
2. Identify what their societal / community values are.
3. Identify what their family values are.
A sample definition: A value is a belief that something is good and desirable. It defines what we believe to be important, worthwhile and worth striving for. It reflects what we are for and what we are against. Values give us a direction to go in when we make decisions, set goals and act out behaviours.

Ideas for Actions

Ask the boys to talk to their other friends (who are unable to come to these sessions) about their values, tell them about their own and make a paper collage in the form of a kite. Ask them to make a nice kite with values written over it and fly it!

Ask the boys to think about what they value most as an individual and share their values with their friends.
## Exploring Values Worksheet

Please rank each value according to how important it is to your society, community, your family and to yourself. Rank them from 1-10 with 1 being the least important.

<table>
<thead>
<tr>
<th>Value</th>
<th>In my Society/Community</th>
<th>In my family</th>
<th>Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being Honest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finishing secondary school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting married</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Being healthy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respecting elders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being environment friendly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helping the needy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having good friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respecting diversity (culture, religion, age, class, caste)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respecting each other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating in community activities (shramdaan)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assisting mother in the house</td>
<td></td>
<td></td>
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<tr>
<td>Taking care of grandparents</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Assisting father in the shop or in the fields</td>
<td></td>
<td></td>
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<tr>
<td>Empathising with others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visiting a sick neighbour/friend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being adjusting to other people’s needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being humble.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Extending moral support to friend or family members</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respecting cultural norms of society</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting parents when they are old</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working as a team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Owning a scooter or a car</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reference note for facilitator on socialization, norms and values

Socialization

The process by which individuals learn the culture of their society is known as socialization. Primary socialization, probably the most important aspect of the socialization process, takes place during infancy, usually within the family. By responding to the approval and disapproval of its parents and grandparents and copying their example, the child learns the language and many of the basic behaviour patterns of its society. Besides this, there also exists the educational system, the occupational group and the peer group - a group whose members share similar circumstances and are often of a similar age. Within its peer group, the young child, by interacting with others and playing childhood games, learns to conform to the accepted ways of a social group and to appreciate the fact that social life is based on rules. Socialization however is not confined to childhood. It is a lifelong process. Without socialization, an individual would bear little resemblance to any human being defined by the standards of his society. An example of this is a documented case called the ‘wolf-children of Midnapore’. Two females, aged two and eight were reportedly found in a wolf den in Bengal in 1920. They walked on all fours, preferred a diet of raw meat, they howled like wolves and lacked any form of speech. Whether these children had been raised by wolves or simply abandoned and left to their own devices in the forest is unclear. The example indicates that socialization involving prolonged interaction with adults is essential not only for fitting new members into society but also to the process of becoming human.

Norms and Values

Every culture contains a large number of guidelines, which direct conduct in particular situations. Such guidelines are known as norms. A norm is a specific guide to action, which defines acceptable and appropriate behaviour in particular situations. For example, in all societies there are norms governing dress. Norms of dress provide guidelines on what to wear on particular occasions. Norms of dress also vary from society to society. Norms are enforced by positive and negative sanctions, that is rewards and punishments. To reiterate, norms define appropriate and acceptable behaviour in specific situations. They are enforced by positive (a word of praise) and negative (embarrassed silence) sanctions which may be formal or informal. The sanctions that enforce norms are a major part of the mechanisms of social control, which are concerned with maintaining order in society. Unless norms are shared, members of society would be able to co-operate or even comprehend the behaviour of others.

Unlike norms, which provide specific directives for conduct, values provide more general guidelines. A value is a belief that something is good and desirable. It defines what is important, worthwhile and worth striving for. Like norms, values vary from society to society. For example, among Indians, a high value is placed on serving guests. Many norms can be seen as reflections of values. A variety of norms can be seen as expressions of a single value. For example, norms defining acceptable ways for settling an argument or dispute usually exclude physical violence and manslaughter. Similarly, safety regulations in a workplace. Thus the variety of norms concerned with the health and safety of members of society can be seen as expressions of the value placed on human life. As like for norms, without shared values, members of society would be unlikely to co-operate and work together. With differing and conflicting values, they would often be pulling in different directions and pursuing incompatible goals. Thus an ordered and stable society requires shared norms and values.

Adapted from ‘The sociological perspective’
The Values Tree

The tree depicts society, the roots as ideology, thinking, beliefs and values, the trunk social institutions (Family, Education, Religion, Politics, Media, Workplace, etc.), the branches norms, and values, the flowers and leaves as reward systems and finally the fruits as behavior and actions.

Like the roots of a tree, which are hidden under the earth, every society forms its own set of values that shape its norms and beliefs. These values, norms and beliefs govern how people should act/behave. These norms and beliefs form the roots of social institutions.

The trunk denotes various social institutions that run the society, namely religion, family, politics, workplace and media. People learn values and norms in these institutions. Their behavior and relations are formed as a result of their experiences in these institutions that are depicted by leaves and fruits in the tree. Finally the fruit gives birth to a seed. That is a new generation. The seed either falls back into the same soil or moves away to another land.

Similarly every generation leads to a transformation in the society. This transformation needs to be directed in order to improve existing relations. In order to ensure germination of the seed we need to add manure and take proper care. The manure will be a new set of values, norms and beliefs, which improve roles and relations in the society.
Materials: • Play money for each participant (or photocopies of Rs. 1, 5, 10, 50, 100 currency notes) or marbles/pebbles
• Small cards to stick on wall
• Tape to stick cards to wall
• Values voting sheet

Activity 1

Life-Auction Game: Count the number of participants. Multiply that number by 1.5, and cut out at least that number of small cards that can be stuck on the wall. On each card write something that people generally want out of life; ask the boys to call out examples. They should be both tangible and intangible things. Examples might include: beautiful wife, close friends, be loved in your community, be famous, home, good job, honesty, riches and wealth, daughters, car, travel, many friends, many girlfriends, clothes, alcohol, a long healthy life, happy life, career success, etc.

Distribute the play money/marbles/pebbles equally among the participants. Start an auction where people bid against one another for each item. Name an item and then ask what the boys are willing to pay until you get the highest price that anyone is willing to pay for that item. Once a person spends his money, he must settle for what he bought and cannot change it. Continue the auction until all the items are sold or all the money is spent.

Discussion Guidelines
1. Ask the boys to discuss their “purchases”. Find out which items collected the most money (i.e., which were most important or valued.)
2. Ask the Group:
   • Who managed to buy what he wanted?
   • How did it feel?
   • Who did not manage to get what he wanted?
   • How did that feel?
   • Was anyone surprised by what they bought?
   • Were there any cards that did not get bid on? Which ones?
   • What does it say about these values?
   • If you played again, would you use your money differently? Why?
   • What did the auction tell you about what you value or what is important to you? About what you do not value?
   • If there were girls playing the game do you think different things would have been bought? How? Why?
   • If you were not in a group and others weren’t watching you bid, would any of you spend your money differently? How? Why?
   • If you died tomorrow, and everyone remembered you only for the items that you bought in this exercise, how would you feel?

Objectives
By the end of this session, participants will be able to:
1. Identify some of their values
2. Feel more condition in sharing their values
Activity 2

1. Explain to the group that in this activity they will be asked to express their feelings about certain values. Create three places in the room and place one of the following signs at each place: “Agree”, “Unsure”, and “Disagree”. Then, using the “Values Voting” sheet, choose approximately 10 value statements and read them aloud. After reading each statement, the boys move to one of the designated areas that best describes how they feel about that value. The votes can be recorded.

2. Explain that you will then ask several volunteers to describe their feelings about the statements. Also explain that being able to share publicly one’s personal values is a key factor in being able to live them out, and that one should not be afraid or embarrassed to say what one believes.

Make it clear that there are no wrong or right answers, there are only opinions.

3. Remind participants that they can “pass” if they do not wish to share with the group.

Tell them that they can change their vote at any time, and may decide to do so after hearing participants speak from a different perspective.

Discussion Guidelines

• Did you know immediately how you felt about each statement or did you have to think long and hard about each one?
• If you changed your mind, what were some of the influencing factors in that change?
• Did any of your votes surprise you at all?
• Did anyone else in the group influence your vote?
• Does your behavior back up what you believe?
• Do you think that you will change your values over your lifetime? Why?
• How do you get your values?

Ideas for Action

Ask the boys to think about their three most important values and try to identify where they learned these values, or, how they came to be their values. Who in your life was important in adopting these values? If this person or these people are accessible, tell the boys to tell them about how they influenced their values.

Also, ask the boys to think through whether they can really “buy” values in real life.
Values Voting

Here are some suggested statements to use in the Values Voting Activity. Choose as many as are appropriate for your group and for the time you have. Add others if they seem relevant.

**With all age groups :**

- You can get a good job without finishing secondary school.
- Men can make good secretaries and nurses.
- In a family, the man should be responsible for financial support.
- Drinking can help to deal with life’s stresses/troubles.
- Attending religious services is important for spiritual well being.
- People should help care for those less fortunate in wealth or health.
- Adults should always be respected, particularly one’s parents.
- Love is an integral part of a happy relationship
- Honesty is more important than wealth.
- There’s no point in planning since life is a game of chance.
- Young people should not have children unless they are able and willing to take care of them.
- You should only have sex with someone you are married to.
- It’s not OK for a man to show emotions like fear, tenderness or vulnerability
- Getting pregnant proves that a woman is in love with a man.
- If a woman uses it birth control, means that she plans to have sexual intercourse with lots of men. (15-19 years)
- Women should not get jobs that men have always had.
- Having a job that you like is more important than making a lot of money.

**With boys 15-19 years old (In addition to the ones mentioned above)**

- Using birth control is a woman’s responsibility.
- Men who father children should share the responsibility of caring for them.
- A boy who has not had sex by the time he is 21 is weird.
How My Values Affect My Behaviour

Materials:

• Flip chart, easel, markers
• Paper, pen or pencil for each participant

Activity 1

1. Remind the group that values are things that we believe in, things we are either for or against.
2. Ask the group to name men or women (they know personally or have read about or heard of) in sports or in the media, at home, in school, in the panchayat, in politics, on television, films or books- historic stories, freedom struggle, who have believed in something strongly and have acted because of their values. Allow plenty of time for the boys to think of someone. If necessary give an example to get the group going.
3. As the boys provide answers, write the names of the men and women, their values (principles and beliefs) and their specific behaviour on a flip chart in three columns titled “Person”, “Value” and “Behaviour”.

Discussion Guidelines

• Which man or woman on the list do you really admire for their values and behaviours? Why?
• What could such a man or woman be called for setting an example to others? (role model)
• Which of these men or women is a role model for you? How will you change your behaviour to show your values, and to be more like your role model(s)?
• Are there reasons a person might show good behaviour, but not have the values to inspire such behaviour? (ulterior motives)

Activity 2

1. Ask the participants to write at least two examples of values that have influenced their lives in some way. Give a couple of examples of a behaviour that has resulted from a value such as:
   • giving money to someone in need because I believe in the value of sharing; or
   • resisting peer pressure to smoke cigarettes because I value my health and know smoking is unhealthy.
2. Then ask the group to write at least two times when their behaviour in some way did not reflect their values. Examples could be:
   • believing that one should go to school everyday but believing that it is all right to go to the movies sometimes by bunking classes.
   • believing that one should not have children before marriage but having unprotected sex before marriage.
   • knowing that the legal age at marriage for girls is 18 but marrying off your sister at 16 years if you find a suitable boy.
   • believing that girls should be respected but slapping or screaming at a girl when you want her to do something.
   (Facilitators are encouraged to think of similar examples).
Discussion Guidelines

- What are some examples of your behaviour being in line with your values?
- What factors or influences led to your behaviours being consistent with your values?
- Give some examples when your behaviour was not in line with your values?
- What were the factors which led to your behaviour not being consistent with your values?

Activity 3

The facilitator will read aloud several statements, followed by a series of questions. Do not read out the answers. The participants should write down their answers and when all the questions are finished the group can discuss.

Read aloud the following statements and questions (or change them appropriately)

1. Your health is important to you.
   - Do you exercise regularly?
   - Do you eat healthy food?
   - Are you a non-smoker?
   - Do you avoid the use of alcohol and other drugs?

2. Men and women should have equal opportunities
   - Would you encourage a female friend or your sister to take advanced math or science classes?
   - Would you encourage a male friend to take a class offering sewing lessons?
   - Would you feel OK if a woman were your boss or supervisor at your job?

3. Making money is important
   - Do you want lots of money?
   - Would you make money by unfair means like manipulating bills and vouchers?
   - Would you accept a gift as a bribe?

Discussion Guidelines

1. Ask the group to reflect on their answers for a few minutes and then write an ending to the following sentence:
   “Sometimes boys or young men don’t behave according to their values because...”

2. Discuss the groups responses and the following ideas and questions:
   - If your values and behaviour are different, which should you take another look at - your values, your behaviour, both, or something else?
     Discussion will probably explore the need to look at both. We need to evaluate whether the value is a good one - if it is we need to look at the behaviour. If the value is one that we feel the need to re-evaluate then the value needs to be looked at.
   - How does it feel when our values and behaviour are consistent?
     Discussion will reveal that it feels good, one’s sense of integrity develops, sense of worth increases, it is less confusing and energy draining, and one can be a good role model.
   - How does it feel when our values and behaviour are inconsistent?
     Discussion will explore that one feels guilty, angry, confused, conflicted, or numb (trying to forget). Discussion will also make one realise that at times the circumstances in which we are living or working are beyond our control and hasty decisions may result in inconsistency between value and behaviour.

3. Finally ask the group
   - Do you think values will change as you get older?
Ideas for Action

To end this session, ask the boys to make a list of some of their own personal values. Tell them to observe whether their behaviours back up what they value or believe in. Evaluate if they need to change any of their behaviours to support their values. **Do they need to rethink any of their values?**

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**I Am Home**

*Peace, like charity, begins at home*

You know how some people say that they never realized how much they loved childhood until after they grew up? Well, I always knew that I was having a great childhood while it was happening. It wasn’t until later on, when things weren’t going so well, that I clung to the memories of that happiness and used them to find a way back home.

I grew up on a farm with a huge family. There was lots of love, lots of space and lots to do. From gardening to cutting hay, from working the horses to doing household chores, the work “bored” never found its way into my vocabulary - I loved it all and none of it seemed like work to me. Peer pressure was non-existent, since the only “gang” I ran around with was the gang of animals on the ranch. My family and I were very close, and living so far out in the country kept us all at home most nights. After supper, my brothers and sisters and I would play games or tell stories, laughing and having fun until it was time to go to bed. Falling asleep was never a problem for me. I just listened to the sounds of chirping crickets and dreamed of another day on the farm. This was my life, and I knew I was lucky.

When I was 12, something tragic happened that would change my life forever. My father suffered a severe heart attack and underwent a triple bypass. He was diagnosed with hereditary heart disease, and it became a terrifying time for all of us. The doctors informed my dad that we would need to drastically change his lifestyle, which meant no more horse training, no more tractor driving.... no more ranch life. Realizing that we couldn’t keep up the place without him, we were forced to sell our home and move west, leaving behind family and friends and the only life that I knew.

The dry Arizona air was healing for my father, and I was adjusting to a new school, new friends, and a new way of leaving. Suddenly I was going on dates, “cruising the mall” and dealing with the pressures of being a teenager. While things were different and strange, they were also exciting and fun. I learned that change, even when it is unexpected, can be a good thing. Little did I know that my life would be changing again, and in a very big way.

I was approached by a personal manager from Los Angeles who asked me if I had ever thought about acting. The idea had never crossed my mind, but now that it did, my interest was sparked. After giving it some thought and talking it over with my mom and dad, we decided that my mother and I would move to L.A. for a while and give it a shot. I had no idea what I was getting myself into!

Thank goodness my mother was right by my side from the very start. Together, we approached it like an adventure, and as my career grew, so did I. By the time that Beverly Hills, 90210 had become successful, my mom and I both decided that it was time for her to return to Arizona and the rest of the family. The little girl from the farm was disappearing and being replaced by the grown-up woman in the big city.

I truly love my job and my success was more that I could have every dreamed of. And yet... something was missing. Slowly a dark void found its way into my heart and began to eat away at my happiness.

I tried to figure out what was missing. I tried working harder, then working less. I made new friends and lost touch with old ones. Nothing I did seemed to fill the void. I realized that I wasn’t going to find the solution to the problem while going to clubs and endless parties, and living the fast lane. I tried to remember when I was happiest, when the things in my life...
mattered most. I asked myself what was important to me. Finally, I had the answer. I knew what I had to do to be happy. Once again my life was about to change.

called my mom and dad and said, “I miss you too much. I need my parents back. I’m buying a place out here and I want you to move to California.” My father wasn’t too keen on the idea of being back in the rat race but I assured him that this time, it would be nothing like that. So we began looking for a place outside the city - a place complete with animals running all around and a garden full of vegetables just waiting to be picked for the supper table. A place that could be the family home where everyone could visit. A gathering place for the holidays. A haven, safe from the outside world. A place just like I remember growing up in.

Then one day we found it: the perfect ranch. Nestled in a warm and sunny valley. My dream had become reality. The dark void that gnawed inside me began to fade, and a sense of balance and serenity returned to my soul. I was home.

Jennie Garth
Actress, Beverly Hills, 90210,
A U.S. TV. Serial
भविष्य का पुनाव

विचार का..

नतीजा.. चुने..

CHOOSE A FUTURE
Gender Awareness

Throughout their lives, young men are bombarded by messages from family, media and society regarding gender and sex roles. These messages tell them how to act and how they should treat other men and women. These men need to understand that they have a choice in constructing a gender identity, as do the young women - and other men - in their lives. The exercises in this module use visual charts, writings and discussion to restructure the limiting gender roles created by society.

Create societal identities of men and women. Discuss the differences between sex and gender.
3 hrs

Explore gender stereotypes and how they limit choices for both women and men.
2.5 hrs

Session one
Act Like a Man : Look Like a Man

Session two
Challenging Stereotypes
Module 3
Session one

3 hours

Objectives:
By the end of this session, participants will be able to:
1. Describe the difference between sex and gender.
2. Examine beliefs about being a man in our culture.
3. Evaluate whether the belief fits with their dreams of the future.

Materials:
- Flip chart, easel, markers
- Coloured pens or markers
- Posters and pictures of heroes and villains from movies
- Pictures of characters considered ‘effeminate’
- Sex/Gender chart from Activity 3

Activity
1. Title a large piece of paper “Act Like a Man: Look Like a Man” (ALAM:LLAM) and ask the question: How are men expected to act and appear in our society? Include ideas of how men are not supposed to act.
2. Brainstorm and list on paper. Initially let the group see what it comes up with. If they are stumped use the discussion guidelines given below to help explore this identity.

The worksheet includes the following questions:

<table>
<thead>
<tr>
<th>Question</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does his body look like?</td>
<td>What emotions does he show?</td>
</tr>
<tr>
<td>How does he solve his problems?</td>
<td>What does he think of sex and romance?</td>
</tr>
<tr>
<td>What does he think of marriage?</td>
<td>What does he wear?</td>
</tr>
<tr>
<td>What type of drugs does he use, if any?</td>
<td>What type of job does he have?</td>
</tr>
<tr>
<td>How does he treat children?</td>
<td>What does he think of housework?</td>
</tr>
<tr>
<td>What recreational activities does he enjoy?</td>
<td>What food does he eat?</td>
</tr>
<tr>
<td>How does he treat his mother and sister?</td>
<td>How does he treat women outside the home? How does he treat his wife if married?</td>
</tr>
</tbody>
</table>

3. Draw a box around the brainstormed list and refer to it as the “Act Like a Man: Look Like a Man” identity.

Discussion Guidelines
Put up the ALAM: LLAM poster identifying the ‘stereotypical man’ Also. display the Hindi Cinema Posters or a magazine cover (macho image of hero. hero fighting, badly beaten up) and lead the discussion using the following questions as a guide:

- Why do men act or look like the poster identity?
- How is this identity created?

Ask the group to identify the influencing factors which lead to the creation of the “Act Like a Man: Look Like a Man” identity. List them on a flip chart. Explain that there are many variations of how to be a man as a result of such influences. They depend on the influences of: nationality. racial and ethnic heritage, religion, age, ability, physical appearance, economic status, sexuality. education, and media.

- Do men always have to act, or look like the poster identity?
- Have you seen men act or look differently from this poster identity? If so, who and in what ways have they been different? (Prompt them if necessary by mentioning examples of Gandhiji, Sardar Patel, Arjuna. Alternately, you could ask them to think about ‘effeminate men’ from Hindi Cinema.)
Activity 2

1. Create another poster titled “Act Like a Woman : Look Like a Woman” using steps 1 and 2 from Activity 2 but describing how women are expected to act and appear in our society.

Discussion Guidelines

• Why do women act or look like the poster identity?
• How is this identity created?

Ask the group to identify the influencing factors which lead to the creation of the “Act Like a Woman: Look Like a Woman” identity. List them on a flip chart. Explain that there are many variations of how to be a woman as a result of such influences. They depend on the influences of: nationality, racial and ethnic heritage, family, societal norms, religion, age ability, physical appearance, economic status, sexuality, education and media.

• Do women always have to act, or look like the poster identity?
• Have you seen women act or look differently from this poster identity? If so who and in what ways have they been different? (Prompt, if necessary, by mentioning examples of Indira Gandhi, Mother Teresa, Kiran Bedi, Kavita Chawla, etc.)

Be sure to summarise that the identities are not given; they are determined primarily by societal influences.

Activity 3

1. Introduce the poster:

<table>
<thead>
<tr>
<th>Sex</th>
<th>Gender</th>
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</thead>
<tbody>
<tr>
<td>Is Biological</td>
<td>Is socially constructed</td>
</tr>
<tr>
<td>You are born with your sex</td>
<td>You are not born with your gender identification</td>
</tr>
<tr>
<td>It can not be changed.</td>
<td>It can be changed</td>
</tr>
</tbody>
</table>

2. Explain that the two sexes are male and female.

• Sex is a biological distinction that you are born with, being male or female.

3. Explain that the two genders are masculinity and femininity.

• Gender can be defined as the socially constructed roles, responsibilities, constraints and privileges that are assigned to women and men in a given culture or location.
• Gender is learned and changes over time.

Discussion Guidelines

• How much of the “Act Like a Man/Woman: Look Like a Man/Woman” posters are about sex and how much is about gender? Use different coloured pens to circle the sex and gender aspects in the two posters.
• Do you know women who do things in the “Look/Act Like a Man” poster?
• Do you know men who do things in the “Look/Act Like a Woman” poster? (This reinforces that these roles are not gender specific and can be changed.)
Ideas for Action

Ask each boy to evaluate their poster from module 1, session 2 about “Dreaming about the Future”.

• *How similar is your personal poster to the “Act like a Man: Look Like a Man” identity?*
• *How different is it?*
• *Are there things in the “Act Like A Man” poster that you don’t want to follow?*
• *Are there things in the “Act Like A Woman” poster that you are interested in?*

Tell them to think about any changes they would like to make in their “Act Like a Man: Look Like A Man” identity to match who they are and what their future is.
Challenging Stereotypes

Materials:
- Flip chart, easel, markers
- The “ALAM:LLAM” identify poster from previous session
- Four cards and two pens or pencils
- Worksheet: Consequences of “Act Like a Man: Look Like a Man”

Activity 1
1. Distribute two cards to volunteer secretaries from the group.
2. Have two boys from the group volunteer to leave the room. Tell them that they will be part of a role-play when they return; they must agree to act according to the role-play.
3. Ask the remaining boys to think of a situation they have seen when a boy or a man has not acted like a boy/man, and has been criticised, beaten, ostracised, etc.
4. The group should agree on a simple role-play from this experience, assigning actions to at least five or six group members, and to the two volunteers outside of the room.
5. The secretaries should write the roles of the two volunteers on the cards, the roles may be different, but should be simple roles not traditionally those of boys/men; e.g. not playing sports, helping mother with her domestic chores, crying when they are hurt, running from a fight.
6. When the group is ready to act out the role-play, invite the volunteers back into the room. The secretaries will give the cards to the boys and instruct them to carry out the activity on the cards (along with the others assigned to the role-play) until the role-play is finished.

Discussion Guidelines
- (Ask the two volunteer boys.) What happened and how did you feel? Why do you think the other boys in the role-play did what they did/said what they said? Was it fair? Did you want to stop the role-play at any point? When?
- (Ask the boys not involved in the role-play.) How did you feel watching the role-play? Did you feel closer to the two volunteer boys, or to the others? Why?
- (Ask the five or six boys) How did you feel during the role-play? Did you feel that the two boys deserved what they got?
- (Ask entire group.) What are the stereotypes for boys/men that were broken by the two boys?

Activity 2
1. Hang the “ALAM:LLAM” identity poster on the wall.
2. Title a piece of paper “Names.” Ask the group to think of names that boys or men are called when they act differently from the poster identity. List these names on a flip chart. (The list may include such names as chakka, darpok, ladki jaise, fag, sissy, nerd, etc.) Hang this list up next to the “ALAM:LLAM” identity poster.
3. Ask the group: What are the consequences to boys and men who do act differently from the male poster identity? List these on a flip chart. Title this flip chart “Emotional and Physical Violence”.
   (Responses may include being ignored, ridiculed, ragged, bullied, threatened, left out, having malicious rumours spread about you, arguments, being beaten up or murdered, forced to play sports when you don’t want to, being sexually abused or discriminated against).
4. Point out that many of these consequences are not only emotionally hurtful but many are actually physically violent and can injure a person.
5. Hang this list up next to the “ALAM:LLAM” identity poster.

Objectives:
By the end of this session, participants will be able to:
1. Identify stereotypes for boys and men.
2. Explored the consequences of challenging gender stereotypes.
3. Explored how stereotypes limit choices for women and men.
Discussion Guidelines

- What is the purpose of this name calling and other actions against a person?
- Is this behaviour more from other males, from females, or both?
- How might a boy feel when he is called these names or is a target of these other emotional or physical hurtful actions?
- Do these feelings encourage men to conform to the “ALAM:LLAM” identity? If so, why?
- What do such names and actions tell us about being close to other men?
- Why might someone feel the need to call a boy/man names or be mean to him if he isn’t acting like she thinks he should? What does it say about that person?

Notes to facilitator: The idea of “challenging” the expected male identity is used because it recognises the pervasive nature of dominant and aggressive masculinity. Any attempt by men to examine and practice different ways to be a man in our society, especially those which are respectful to others and not hurtful to ourselves, needs to be affirmed as successful as they are showing great courage and creativity. There is also a need to keep in mind that any deviation from the ‘ALAM:LLAM’ identity is often interpreted as an indicator of homosexuality. Two things need to be kept in mind by the facilitator in case there is a need/scope for such a discussion. One is that breaking away from the ‘ALAM:LLAM’ identity is in no way an indicator of sexual preference. Secondly, sexual preference (homosexual, heterosexual, bisexual) is not an indicator of a man/boy’s masculinity and each is as ‘normal’ as the other. The facilitator can refer cases to Na/ Foundation India Trust at New Delhi for further details/clarifications.

Activity 3

Brainstorm a list of some of the consequences to ourselves, other boys/men, and girls/women of being conditioned to behave like the “ALAM:LLAM” identity. Record ideas using the following worksheet.

Consequences may include:
- Men not showing emotions except anger
- Having to be seen as tough and strong
- Solving problems through violence
- Women, children and effeminate men being the frequent victims of this violence
- Thinking of sex as a conquest of women
- Not spending a lot of time with children
- Treating women as inferior or as subordinates
- Limited career choices for both men and women
- Treating man who does not conform to the “ALAM:LLAM” identity as inferior or subordinate.
- Refusing to acknowledge personal characteristics resulting in -
  - Guilt, low self esteem
  - Suppression of personal needs and desires
  - Restricting for personal growth

Discussion Guidelines

What happens to people when they experience these consequences over a long period of time? Responses can include stress, exclusion, fear, isolation, continued violence, despair, frustration, depression, and suicide.

Ideas for Action

Ask to boys to describe a time when they challenged a gender stereotype. How did they feel about doing this? Were there positive or negative consequences of their behaviour?
# Consequences of “Act Like a Man: Look Like a Man”

What are some of the consequences of being expected to be like the “Act Like a Man: Look Like a Man” stereotype? Identify:

<table>
<thead>
<tr>
<th>For Ourselves</th>
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<table>
<thead>
<tr>
<th>For Other Boys/Men</th>
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</table>

<table>
<thead>
<tr>
<th>For Girls/Women</th>
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भविष्य का पुनाव

चुनिंदा फ्यूचर

AIDS

CHOOSE A FUTURE
Feelings: Where are they and What do I do?

All too often, families and societies put pressure on boys and young men to deny and submerge their anger and other unpleasant feelings. This may lead to confusion, anxiety and violent behavior. It is vital that young men learn what feelings are and how to communicate them in a healthy manner. Using visualization, discussion and role play, the following exercise module teaches respect for self and others in the vast and varied arena of emotions.

Using drawings and role plays, explore a broad range of positive, negative and neutral feelings that boys and young men can experience throughout different periods of their lives. 2 hours

Using an "iceberg" worksheet, examine how gender identities limit the expression of feelings. 2 hours

Using situational analysis, examine the relationship between feelings, perceptions, and beliefs. Discuss healthy ways of expressing and managing anger. 2.5 hours

Using role plays to practice assertiveness skills. 2.5 hours
Module 4  
Session one

2 hours

Objectives:
By the end of this session, participants will:
1. Develop an awareness of the broad range of feelings that can be experienced in life.
2. Identify which feelings they personally experience easily.

Materials:
- Flip chart, blackboard, markers
- Paper and pen/pencil for each participant
- “Describing Feelings” handout for each participant

Activity
1. Welcome the participants. Invite them to sit in a circle. Begin with a warm up exercise.
2. Brainstorm onto a flip chart a list of words that describe feelings. (Feeling words). If it helps the group use the alphabet as a way of exploring the broad range e.g. A = afraid or angry, B = bold.... (see worksheet for help). When the group has exhausted its list, pass the “Describing Feelings” handout in Hindi, or in other regional languages (as per the language desired by the group) to each person and give them a moment to look through the broad range of feelings.
3. Ask the boys to draw faces expressing as the different feelings. (Listed out in the “Describing Feelings” worksheet).
4. Split the boys into groups of 3 and let each small group choose a feeling that they would like to develop a small role-play around. Ask each small group to try and identify a feeling that the three participants experience most often. The role-play should demonstrate clearly the expression of that feeling.
   Ask the group:
   • How they feel about there being so many feelings available to us?
   • Which feelings does the “ALAM : LLAM” identity allow us to express?
   • Which feelings does the “ALAM : LLAM” identity not allow us to express?
5. Clarify with the group what are positive, negative and neutral feelings Ask
   • When do they have positive feelings? Eg: When the schoolteacher gives them a pat on the back; or if they help someone to cross the road
   • Is it always possible to have positive feelings?
   • Are negative feelings bad to have? Why?
6. Explain that negative feelings are not bad but they are an important way of expressing what may have, or still is, hurting us. Congratulate the group for successfully challenging the “ALAM : LLAM” identity simply by examining their feelings.

Discussion Guidelines
After every group has performed, ask:
• What feeling was being expressed?
• In what ways was it expressed?

If most of the groups expressed a feeling to do with anger and frustration remind the group that these are the feelings that the “ALAM : LLAM” identity encourages and that the challenge is to develop the full range of feelings. If a wide variety of feelings are demonstrated congratulate the group on its challenge of the “ALAM : LLAM” identity.
Expressing Feelings
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<tr>
<th>Feeling</th>
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</tbody>
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Adapted from
Lifeskills Teaching Programmes and Boys Talk. A programme for young men about masculinity
non-violence and relationships
Where are My Feelings?

Materials: • Flip chart, easel, blackboard, markers
    • An “iceberg worksheet” and pen or pencil for each participant

Activity

1. **Welcome** the participants and begin with a warm up exercise.
2. Remind the group of last session’s findings. Revise the broad range of feelings available and the need to examine feelings - they provide meaning and depth. Adolescence is the formative period of one’s life and it is important to understand that there are different types of feelings. Explain to the group that it is good to express one’s feelings. Expression of a feeling is a normal phenomenon and that they should never feel shy to express what they feel.
3. Ask the group what an iceberg is. If no one in the group knows, explain that an iceberg is a huge floating mass of ice found in very cold oceans on earth You can use an ice cube in a glass of water to demonstrate this phenomenon. Explain that only a small portion of this ice mass can be seen above the water and that most of the iceberg lies under the water, submerged, so that it is invisible. Because most of the iceberg is under water and invisible they are very dangerous for ships which may hit them (This is how the famous ship ‘Titanic’ sank in the North Atlantic Ocean in 1912). Another example of ‘feelings’ that remain submerged like most of the iceberg and are harmful is the existence of underwater currents in rivers that otherwise flow along quietly.
4. **Explain** that expressing feelings can be similar to the above two examples. We often feel or express one main feeling with many others submerged below the surface Just as an iceberg or underwater currents can be harmful to a ship and a swimmer respectively, having feeling submerged may be harmful to us mentally and physically and our relationships with friends and family members may be affected.
5. Ask the group:
   • *What are the main emotions the “ALAM:LLAM” identity encourages us to feel?*
   
   The answers will probably focus on being macho, being the decision maker, move about without fear of the dark, earns money for the family, anger and frustration Other feelings like caring for his children, loving his parents, caring for his wife, being helpful in and around the house weigh men down like an iceberg i.e. they are below the surface (submerged) as they are not the common feelings expressed by them. Explain to them that all boys and girls are born alike and have the same types of feelings. It is our societal and family norms that dictate what behaviour and feelings are correct for boys and what is correct for girls. For example in one society boys never express sorrow and girls do not express anger. (Facilitator is to tell the boys that this is incorrect and a myth and both boy and girls should be allowed to express their true feelings.)
6. Ask the participants to form two large groups. Ask them to recall an incident in the recent past where men have hurt others or where men have shown sensitivity and helped others. Alternatively, they can be asked to perform a role play to get effective responses.
   • *What were the main emotions that these men expressed?*
   • *What were some of the men’s emotions hidden under the surface?*
   • *Why did they not express some of their emotions?*
   
   The group will draw a large iceberg on a flipchart and list the main emotions above the surface, as well as list the hidden emotions under the surface of the water.
7. Encourage the group members to recall a situation when they reacted in a similar manner.
   - *What were some of the other feelings hidden under the surface?*

8. Instruct each participant to complete the iceberg worksheet with the main emotion showing on the top and more **hidden emotions** under the surface. When they have finished ask for two volunteers in the group to share what they completed.

**Discussion Guidelines**

- What happens if a person does not recognise what is under the surface?
- What happens in their friendships?
- What happens to their health?
- What makes it hard to show what is under the surface?
- What makes it safer to express other emotions besides anger?

Finish the discussion by affirming that expressing a range of emotions requires **safety**, **support**, **bravery** and **practice**.

**Ideas for Action**

Ask the boy think about some feelings they have that are usually under the surface but that they may want to share with other people in their life.

- How can you begin to do this?
- How do you think sharing more feelings will effect your relationships with friends and family members?

---

Boys are told that they should not cry, only girls can cry. Their feeling for expressing grief is curbed or destroyed as a child. Sharing feelings with your family might improve your relationship with them.
THE ICEBERG MODEL OF FEELINGS

Adapted from Boys Talk - A program for young men about masculinity, non-violence and relationships.
What Do I Do With These Feelings?

Objectives:
By the end of this session, participants will:
1. Examine ways of understanding feelings.
2. Identify the relationship between feelings, perceptions, and beliefs.
3. Explore how to understand and manage our feelings.

Activity 1
1. Invite the participants to sit down and begin the session with a warm up exercise or an icebreaker.
2. Ask the group:
   - How does a person feel if someone sticks a pin into him or her?
   - How does a person feel if he/she has not eaten for two days?
   - On the contrary, how does a person feel if he has not eaten the entire day because it is ‘Shiv Ratri’ or is fasting for all nine days prior to Ram Navmi or is fasting during Ramzan? (This point has been raised here to give the boys an opportunity to think and understand that feelings felt during these periods may be totally different from the above mentioned point when a person did not eat for two whole days primarily because he/she did not get any food. It is an example of how people feel when under stress as against when they undertake activities voluntarily).
   - Generally physical pain and pangs of hunger are reactions the body automatically has when it has been injured or deprived.
3. Ask the group to respond to the following statements:
   - If a person’s team lost a game. She/he feels...
   - If a person is given a gift. She/he feels...
   - If a person is called names. She/he feels...
4. Invite the participants to explore their feelings to the following situations.
   - Scenario 1:
     a. You and your classmate, Rakesh, were suppose to work on a class project together. On the day that it is due you discover that Rakesh did not finish his part of the project so both of you get a low grade from the teacher.
        - Ask participants to list their feelings on a flip chart. Usually the group responds naming feelings such as annoyance, anger, irritation, and frustration.
        - Now inform the group that:
     b. You learn that Rakesh’s mother has recently been involved in a serious accident and he has been spending all his time caring for her and helping the rest of the family. Now how do you feel about the situation?
        - Ask participants to name these feelings. Usually the group responds naming feelings such as guilt, sympathy, empathy, embarrassment.

Materials:
- Flip chart, easel, blackboard, and markers
- An angry looking man poster (ask the boys to draw one)
- Balloons

What’s important in life is how we treat each other.”
Hana Ivanhoe, age 15
Scenario 2:

a. You walk down the street and you see your girlfriend talking with a boy you haven’t seen before and smiling and laughing with him. Write feelings on flipchart.

b. You discover your girlfriend’s cousin is visiting from out of town and she was showing him around town. How do you feel now?

Scenario 3:

a. You walk down the street and you see your sister and her friend talking with a boy you haven’t seen before and smiling and laughing with him. Write feelings on flipchart.

b. You discover your sister and her friend were only talking to a boy who had recently enrolled in their class. How do you feel now?

Discussion Guidelines

1. What has changed from scenario “a” to scenario “b” in each example?
2. Why are your feelings different in the different examples?
3. Can you think of other situations where your feelings or reactions to a situation might have been different if you had known more information about a situation?

Activity 2 Managing Feelings

1. Ask the large group:
   - What are different ways in which anger can be expressed?
     The answer is “From mild irritation to explosive rage.”

2. Ask the group to brainstorm on how expressing anger can be both hurtful and helpful and list participant responses. After creating these lists, tell the group that:
   - In all the three scenarios, a common feeling expressed is ‘anger’. Explain in detail how expressing anger can be both helpful and hurtful. In no way does this undermine the importance of the other feelings that we have in us as humans.

<table>
<thead>
<tr>
<th>Expressing anger can be both:</th>
</tr>
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<tbody>
<tr>
<td><strong>Helpful</strong> -</td>
</tr>
<tr>
<td>• Motivates us to reach goals, handle emergencies, solve problems</td>
</tr>
<tr>
<td>• Protects our health by helping us express stress and tension</td>
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<tr>
<td>• Communicates to others what we are feeling</td>
</tr>
<tr>
<td><strong>Hurtful</strong> -</td>
</tr>
<tr>
<td>• Leads to physical and emotional violence, crime</td>
</tr>
<tr>
<td>• Leads to social isolation and abuse</td>
</tr>
<tr>
<td>• Impairs our health by dominating other emotions</td>
</tr>
</tbody>
</table>

3. Clarify that anger can be hurtful when other emotions associated with it are not expressed (irritation, frustration, disappointment) and when anger is allowed to build up and becomes the only emotion expressed. Anger is especially hurtful when it is expressed violently. Explain the same is true for other emotions, for example jealousy can help motivate us to reach our goals but can be harmful to our relationships too.

4. Designate one end of the room “At present you feel anger very easily” Designate the other end “At Present you never feel anger” Invite participants to stand somewhere on the continuum.
State that many boys believe that exploding with anger is inevitable. This view of anger needs to be challenged. Give each one of them a balloon to blow. Divide them into pairs ask people while standing on the continuum to briefly describe a time when they felt angry or annoyed.

5. While a participant shares his story, his partner will blow up the balloon gradually. Ask them not to burst the balloon.

Discussion Guidelines

While participants are still on the continuum ask them to consider the following questions:

1. **What are some of the different ways we can stop the balloon from exploding?**
   Ideas expressed may involve the following ideas:
   
   **No more air in:**
   We can choose to recognise and sit with our irritation and anger without hurting anybody else. We may choose to wait and explore our feelings at a later time when we know it is better for us.
   
   **Let air out slowly:**
   We may choose to manage the expression of our feelings associated with anger or irritation by gradually exploring our associated feelings and expressing them in a range of appropriate ways.
   
   **Let the balloon go:**
   We may choose to manage the expression of our feelings with anger or irritation in a large release e.g. having a good cry without hurting ourselves or anyone else.

2. **What are some of the ways that people can choose to express their feelings without hurting or abusing other people or themselves?**
   Responses may include:
   - Keep breathing regularly and be aware of their body language
   - Be aware and express other feelings masked by anger and frustration
   - Revisit the iceberg model and the “ALAM:LLAM” identity
   - Talk about feelings - don’t close off
   - Write about what they are feeling
   - Have some time out, go for a walk and appreciate nature
   - Rest and relaxation. Have enough sleep, try meditation and relaxation
   - Listen and reflect back to others if they are involved
   - Play sports, run hard, play football or cricket

3. **Reframing anger:** Direct participants to recall a time when they were very angry but did not hurt anybody or violate their rights. Display the following questions on a flip chart:
   - Where were you?
   - Who were you with?
   - How did your story begin?
   - What happened next?
   - How did you know you were angry?
   - How was your body showing you that you were angry?
   - Did you have any urges to act violently?
   - How were you able to resist those urges?
   - Did you feel proud about acting in a non-violent way?
   - What helped you feel proud?
   - How did the situation end or resolve itself?

Ask someone to share their experience.

Facilitators are encouraged to learn and teach simple yoga exercises to the group to help the boys relax, improve their listening skills and react in a more positive manner. Other sports activities to be included in the package after this session include a game.
of football, cricket, hockey, or any other locally popular outdoor game. The idea is to make these games and yoga classes part of the program and encourage regular participation of boys. It will also bring the facilitator and the boys closer to each other and should result in a better working environment.

Display statement:
It takes practice, courage and understanding not to react violently with emotions such as anger.

**Ideas for Action**
Tell the boys to try to notice their feelings and reactions to different situations and to think about what beliefs and perceptions they hold and how they influence feelings about a situation. Do your feelings change if your perceptions and beliefs change?

During the next week observe how they and others around them express their emotions. What are some useful ways of expressing different feelings to others that are clear and not hurtful to others? **What are others things you observe that are not so useful?**
Throughout my junior year in high school I had been looking forward to the Junior Overnight, a retreat that was offered to the junior girls at my high school. The purpose was to talk about how our lives were going and to discuss our problems, concerns and worries about school, friends, guys, or whatever. We had some great discussions.

I went home from the retreat with a great feeling. I had learned a lot about people that I could put to good use. I decided to put the papers and notes I had received on the retreat in my journal, which is where I keep some of my most treasured items. Not thinking much about it, I set the journal on top of my dresser and finished unpacking.

I was feeling so great from the retreat that I went into the next week with high hopes. However, the week turned out to be an emotional disaster. A friend of mine really hurt my feelings, I had a fight with my mom, and I was worrying about my grades, particularly in English. To top it all off, I was worrying about the upcoming prom.

I literally cried myself to sleep almost every night. I had hoped that the Junior Retreat would have had a deeper impact on calming my nerves and helping me to be stress-free. Instead, I began to think that it had only been a temporary stress relief.

I woke up on Friday morning with a heavy heart and a bad attitude. I was also running late. I dressed quickly, grabbing a pair of socks out of my dresser drawer. As I slammed the drawer shut, my journal fell off the top of the dresser and its contents spilled all over the floor. As I knelt down to pick it up, one of the sheets of paper that had fallen out caught my eye. My retreat leader had given it to me. I opened the folded sheet and read it.

Life isn’t about keeping score. It’s not about how many people call you and it’s not about who you’ve dated, are dating or haven’t dated at all. It isn’t about who you’ve kissed, what sport you play, or which guy or girl likes you. It’s not about your shoes or your hair or the colour of your skin or where you live or go to school. In fact, it’s not about grades, money, clothes, or colleges that accept you or not. Life isn’t about if you have lots of friends, or if you are alone, and it’s not about how accepted or unaccepted you are. Life just isn’t about that.

But life is about who you love and who you hurt. It’s about how you feel about yourself. It’s about trust, happiness and compassion. It’s about sticking up for your friends and replacing inner hate with love. Life is about avoiding jealousy, overcoming ignorance and building confidence. It’s about what you say and what you mean. It’s about seeing people for who they are and not what they have. Most of all, it is about choosing to use your life to touch someone else’s in a way that could never have been achieved otherwise. These choices are what life’s about.

I aced my next English test that day. I had a fun time with my friend that weekend and got the courage to talk to the boy that I liked. I spent more time with my family and made an effort to listen to my mom. I even found a great dress for the prom and had a wonderful time. And it wasn’t luck or a miracle. It was a change in heart and a change in attitude on my part. I realized that sometimes I just need to sit back and remember the things in life that really matter - like the things I learned on my Junior Overnight.

I am senior this year and preparing to go on my Senior Retreat. But that piece of paper is still in my journal, so that I can look at it whenever I need to remember what life is really about.

Kate Leicht, age 17
Assertiveness Skills

Materials:
- Flip chart, easel, blackboard, and markers
- Paper and pens/pencils for small groups
- A “situations for practising assertiveness skills” sheet for each participant

Activity
1. Explain that one of the best ways to deal with anger in a constructive way is to learn the skills of being assertive.

2. Distribute the “Developing Assertiveness” information sheet and present definitions. Explain that one of the keys to developing good assertiveness skills is the skill of expressing feelings assertively. In small groups of three or four people, talk about what makes an assertive person, a passive person and an aggressive person. Write down the ideas of the group on chart paper under the headings “Assertive”, “Aggressive” and “Passive”. Have each group read out their lists and briefly discuss the similarities and differences in the lists.

3. Explain that assertively expressing your feelings involves “I” statements. These statements begin with a person expressing how he/she honestly feels, then states when or under what circumstances he/she feels this way and why, and then what he/she needs or would like to change.

   I feel when you ...because and I would like/want

   Examples of “I” messages are:
   - I feel upset and angry when you call me stupid and I would like you to stop calling me names.
   - I feel uncomfortable when you try to pressure me to use drugs (or smoke) because I have made the personal choice not to use drugs (or smoke) and I would like you to stop doing that.

4. Discuss any questions about this skill. Ask group members to develop their own “I” messages based on a real life or imaginary situation. Share them out aloud and discuss whether the statements are clear and assertive expressions of feelings.

5. Present the “Situations for Practising Assertiveness Skills” sheet. Ask for six volunteers from the group and ask them to choose one of the situations on the sheet to perform a role-play. Two people in the group act out the situation in a passive way, two in an aggressive way, and two in an assertive way.

   Give people a few minutes to prepare role plays and then perform them.

Discussion Guidelines
After each role-play discuss the following questions:
- Was this passive, assertive, or aggressive response to the situation?
- Was the reaction effective? Why or why not?
- What were the beliefs behind each character’s behaviour?
- What can we learn about real life situation from the role-play?

For the people in the role-play:
- How did you feel doing this role-play?
- Would you adopt this character in real life? Why or why not?
After all the role-plays are completed end the session with the following questions:

- How can assertiveness skills help you handle different situations in your life?
- How can it especially help deal with anger constructively?

Explain that our goal might be to develop assertive behaviours but most of us find it very difficult and we usually revert to submissive and aggressive behaviours. Developing successful assertive behaviour takes time, practice, and patience.

**Ideas for Action**

Ask the boys to practice using “I” statements during the following week when they want to express their thoughts or feelings about a situation. **Were you more effective than in the past in getting your message across?**
Situations for Practicing Assertiveness Skills

(Facilitators are encouraged to develop more examples and repeat practice sessions during the course of the program to help boys understand and develop strong assertive skills in their formative years.)

- A group of young men are teasing your friend because of his appearance. They look to you to join in. They say ‘Isn’t this guy a real idiot?’
  You say:
  Aggressive response ...
  Submissive response ...
  Assertive response...

- You are in a shop with a friend. You see him steal some sunglasses and put them in his pocket. Your friend says casually, “Why don’t you take a pair as well, are you scared?”
  You say:
  Aggressive response ...
  Submissive response ...
  Assertive response...

- You bought a pair of expensive sports shoes at a road side shop two days ago and they have already started to come apart at the sides. On taking it back to the shop you ask the sales person for a refund or replacing these with a different pair, commenting that you think the shoes were poorly made.
  The sales person says “You didn’t wear them properly. And anyway, its not our policy to give refunds or replace. I told you on the day that you purchased it that we do not refund or replace the items once sold”.
  You say:
  Aggressive response ...
  Submissive response ...
  Assertive response...

- You are spending an evening with your friends. Everyone is being offered cigarettes, drugs and alcohol and some people agree to take them. You choose not to take any of them. Some starts to call you ‘ a coward’.
  You say:
  Aggressive response ...
  Submissive response ...
  Assertive response...

- You lent some money to a friend about two months ago, and have phoned twice to ask for it back. You run into him in the street, and ask for the money to be returned in 24 hours.
  He says ‘Oh, don’t worry, I’ll give it back sometime I guess.’
  You say:
  Aggressive response ...
  Submissive response ...
  Assertive response...

Adapted from: Boys Talk. A program for young men about masculinity non-violence & relationships.
Developing Assertiveness

People with submissive behaviour
- Deny their needs and puts themselves down
- Do not express their real feelings
- Often feel hurt and anxious
- Allow others to choose and seldom get what they want

*Their message is ‘I’m not OK. - You’re OK’.*

People with aggressive behaviour
- Achieve their ends at the expense of others
- Express their feelings but hurt others
- Make choices for others

*Their message is ‘I’m OK. --- You’re not OK’.*

People with assertive behaviour
- Honestly express their feelings
- Go for what they actually want
- Do not hurt others intentionally
- Allow others to achieve their goals
- Respect themselves and others

*Their message is ‘I’m OK. - You’re OK’.*

How to express feelings assertively

I Feel ........

*Say how you feel without generalizing*

When you- because...

*Describe the event without generalizing*

And I would like/ want...

*State openly and exactly your need while considering others*

Adapted from: Boys Talk. A program for young men about masculinity, non-violence and relationships.
Communication Skills

The issues of problem solving, resolving conflict and maintaining positive relationships are vital to the lives of young men and women. If a young man learns the skills of negotiation and reducing violence he will have more success and comfort in his personal and professional life. The exercises in this module involve discussion, behavior change and positive and negative role plays. They illustrate how valuable communication skills are between young men and their female friends, coworkers and family members.

Use a simulation exercise to practice listening skills.
1.5 hour

Understand how life problems affect us physically and emotionally. Use the “STAR” model to solve different scenarios presented as real-life situations or problems.
2 hours

Discuss the different ways of resolving conflict and practice “win/win” negotiation skills.
3 hours

Use role plays to explore the fact that it takes more courage and bravery to walk away from violence than to participate in it.
2.5 hours
Objectives:
By the end of this session, participants will:
1. Be able to practice listening skills.

Materials:
- Flip chart, easel, blackboard, markers
- Blindfolds for half the group
- Index cards for two-thirds of the group, prepared according to Activity 1
- Listening skills handouts for the entire group

Warm up Activity
1. Ask the group to pair off. One person is the guide and the other one shuts his eyes or is blindfolded. The guides must then say to the blind people “Trust me”. The guides then lead the blind people. Care must be taken of the blind people.
2. Swap roles after a while. Ensure that all the pairs have a safe experience. Ask the group:
   - How did it feel to try to trust someone when you could not see?
   - How did you feel when the person said “Trust me”?  

Activity
1. Before the session, the facilitator should prepare index cards with instructions for the listeners. Write different negative listening behaviours on some of the index cards (two behaviours on each card) and different positive listening skills on the other index cards, two per card. Refer to handouts: “Negative Listening Behaviours” and “Positive Listening Skills”
2. Form groups of three by having participants count off “1”, “2” and “3”. All “ones” will be speakers, while “twos” and “threes” will be listeners.
3. Speakers are to talk for 3 minutes on any problem, one that is not too personal. It might be a conflict within the family, a fight with a friend, a problem at school or at work. It could also be a happy experience.
4. Number “twos” will be the negative listeners and number “threes” will be the positive listeners, but do not tell the listeners or the speakers this. Simply give the number “twos” one of the index cards with negative listening behaviours and the number “threes” one of the cards with instructions for positive listening skills. Instruct the speakers to start talking. Instruct listeners to start listening to the speaker and after a little while, begin to do what it say ones” that they have to speak for 3 minutes.
5. After a few minutes, bring the group together and ask the speakers how they felt about their friends’ listening skill. Ask the speakers which listeners made them feel most “listened to”. Have those listeners read the instructions on their index cards. List these positive listening behaviours on a flip chart and add other listening skills from the list below. This way the group will make their own list of positive listening behaviours. Do a role play with two of the group members and repeat the positive listening behaviour skills. Ask the group to identify which of the positive listening behaviours were demonstrated.
6. Next, ask speakers which listeners made them feel the least “listened to”. Be clear that the bad listeners were simply following instructions. List the negative listening behaviours on a flip chart. The group will thus have a list of negative listening skills.
Discussion Guidelines

• What makes one a good listener?
• When have you used negative listening skills?
• What happened and what was the outcome?
• When have you used positive listening skills?
• What happened and what was the outcome?
• Which of these positive listening skills can be used practically in life?

Ideas for Action

Ask the boys to practice using positive listening skills with their family members and friends;

Does it seem to help in the communication?

Please Listen

When I ask you to listen to me and you start giving me advice, you have not done what I asked. When you ask me to listen to me and you begin to tell me why I shouldn’t feel that way, you are trampling on my feelings. When I ask you to listen to me and you feel you have to do something to solve my problem, you have failed me, strange as that may seem. Listen! All I ask is that you listen, Don’t talk or do – just hear me. Advice is cheap; 20 cents will get you Agony Aunt in the newspaper. And I can do for myself; I am not helpless, Maybe discouraged and faltering, but not helpless. When you do something for me that I can and need to do for myself.

you contribute to my fear and inadequacy. But when you accept as a simple fact that I feel what feel, no matter how irrational, then I can stop trying to convince you and get about this business of understanding what’s behind this irrational feeling. And when that’s clear, the answers are obvious and I don’t need advice. Irrational feelings make sense when we understand what’s behind them. Perhaps that’s why prayer works, sometimes, for some people – because god is mute, and he doesn’t give advice or try to fix things. God just listens and lets you work it out for yourself. So please listen, and just hear me. And if you want to talk, wait a minute for your turn – and I will listen to you.

Author Unknown
NEGATIVE LISTENING BEHAVIOURS

1. Give advice even if you aren’t asked for it - say something like “You should or “If I were you....”
2. Interrupt the speaker while she or he is talking.
3. Try to top the speaker’s story with a better one of your own.
4. Put the speaker down by criticizing her or his behavior, saying things like “That’s dumb” or “Why would you do that?”
5. Change the subject to something unrelated to what the speaker is talking about.
6. Lean over and start whispering to someone else while the speaker is talking.
7. Listen carefully at first, then begin to look bored: gaze around the room, sigh, look at your watch, roll your eyes.
8. Disagree with the speaker: each time she/he says something, challenge it and say what you think she/he should be doing.
9. Start writing, reading, drawing or scribbling.

POSITIVE LISTENING SKILLS

1. Give the speaker your full attention. Stop doing other things, remove distractions such as television and turn to face her or him.
2. Lean towards the speaker.
3. Make eye contact with the speaker, unless that would be rude in your culture.
4. Nod or shake your head in response to the speaker’s comments.
5. Make verbal responses that let the speaker know you are listening, such as “uh-huh,” “yes” or “go on.”
6. Change your facial expression to reflect the appropriate emotion, such as concern, excitement, fear and so on.
7. Check out the meaning of the speaker’s message - say what you think she/he is saying and ask if that is correct.
8. Try to figure out what the speaker is feeling and check to see if you are correct.
9. Do not interrupt unless time is an issue and you have to be somewhere else or do something. In that case, apologize and ask to finish the conversation at another time.
10. Ask questions to clarify what the speaker is saying. For example, “Are you saying...?” or “I’m not sure I understand, could you tell me more about that?”
11. Compliment the speaker with statements like “I really liked the way you handled that” or “It sounds like you are really trying to deal with this.”
12. Reflect the speaker’s message back - say something like” I think you are saying......” or “It sounds like....”

Adapted from: Life Planning Education, Advocates for Youth, Washington. DC
**Activity**

1. Ask each person to think about a problem they have or had recently. In the group, brainstorm:
   
   How were you affected physically and emotionally by this problem?
   
   Possible discussion will be around the physical effects: more sugar and adrenaline pours into the bloodstream, heart pumps faster, blood pressure rises, feel hotter, stomach muscles tense, lose sleep. These are signs that our body is preparing for a response and **expressing its stress**.

2. Put up the Iceberg model poster from Module 4, session 2. Ask the group:
   - Which emotions are being shown above the surface?
   - Which emotions are to be found below the surface?
   - Do these emotions ever warn us that we have a problem? In what ways?
   
   These questions direct us to the first step for **conflict solving**:
   
   Refer to the STAR model and explain the four steps to problem solving. (The STAR model stands for STOP, THINK, ACT, and REVIEW)

   **STEP ONE**
   **STOP & RECOGNIZE**

   Inform the boys that **thinking means separating fact and belief**. Ask the boys to express their understanding of the concepts by asking:

   - What is a fact?
   - What is a belief/opinion?

   Clarify that to identify and think about a problem we need to see clearly between facts and beliefs/opinions.

   **STEP THREE**
   **is the most obvious one:**
   **TAKE ACTION**

   3. Hand out the “STAR problem-solving model” sheet as a way of reminding the boys of the four steps of problem solving.
4. In small groups choose two examples from the problem solving scenarios. Ask the groups to discuss the issues, and how to solve the problems using the STAR hand out. Have each group share their findings, using the discussion guidelines below.

5. Ask for volunteers from each group to act a role-play for one of the problems they chose to demonstrate how they would solve the problem. After each group does their role-play, let the entire group evaluate the role-play according to the following guidelines. In order to give all group members a chance, repeat the exercise again on the same day.

**Discussion Guidelines**

- What is the problem in the situation?
- What were the different solutions proposed to solve the problem?
- What were the consequences of these solutions?
- What solution was chosen?
- Do you think this is the best solution? Why or why not?
- What happens in life if problems do not get resolved?
- Do you think this problem solving model will be useful to you? Why or why not?

**Ideas for Action**

To conclude the session, tell the boys to practice using the STAR model for solving a problem. It is best to start with a problem that is not very serious or important so they get practice problem solving with less emotionally charged situations.

**PROBLEM SOLVING SCENARIOS :**

*With Friends :
  1. Your friends want you to steal a car/ scooter/ bicycle with them and say you are weak if you won’t join in.
  2. Your mother/elder sister hate all of your friends and wants you to stop seeing them.
  3. A friend borrowed a book or audio cassette but does not return it. You want it back.
  4. You and your friends have been playing cricket in a nearby park/open ground all year and now a gang of older boys are using it at the same time.
  5. Another boy is bothering your girlfriend.

*In School :
  1. You hand in some homework to your teacher at the same time as all the other students. The next week she hands them back and asks you why you didn’t hand any in.
  2. A teacher continually says that you are causing trouble in class. You consider that you are being unfairly treated.
STAR Problem Solving Model

1. **STOP & RECOGNIZE**
   - Do I have a problem?
   - What is my problem?
   - How is my body affected?
   - What feelings am I showing?
   - What feelings am I keeping to myself?

2. **THINK & COMMUNICATE**
   - What do I want to happen?
   - Who are the other people involved in the situation?
   - What do they want to happen?
   - What are the facts of the situation?
   - What are my perceptions and values about the situation?
   - Have I observed, gathered and remembered all the facts?
   - Have I clearly expressed my feelings and thoughts?
   - Have others clearly expressed their feelings and thoughts?
   - What are some different solutions and their consequences?
   - Are the consequences safe for and respectful to others?
   - Have I consulted others affected about the range of solutions?
   - What is the best solution?

3. **ACT**
   - Choose the best situation
   - Take action
   - Choose to go back and ‘stop & recognize’ again if there is no best solution

4. **REVIEW**
   - Observe the consequences
   - If there are no satisfying consequences go back to step 1

Source: Boys-Talk. A program for young men about masculinity, non-violence and relationships.
Conflict Resolution and Negotiating Skills
(1 hour for cricket match)

Materials: Flip chart, easel, markers
- Cricket set for match
- A pre-prepared poster of “Ways of Resolving Conflict”
- A pre-prepared poster “Four Steps of Successful Win/Win Negotiation”

Activity 1
1. Start this session with an outdoor game of cricket. Tell the group this is a 10 overs game. Each team will have 11 players and there will be two umpires. One of the boys will be the scorekeeper. Rest of the group will be observers. The observers have to watch the match very keenly and observe any conflicting situations. They will note their observations on a piece of paper. The umpire’s decision will be final.

2. After the match ask the observers if there were any issues for conflict during the match and how it was resolved. Were both parties satisfied with all the decisions? What are the different ways in which they resolved a conflict? Ask some of them to narrate any other example and how they resolved it.

Activity 2
1. Display a poster “Ways of Resolving Conflict” that you have pre-prepared.

WAYS OF RESOLVING CONFLICT

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoid conflict</td>
<td>Simply withdraw from any conflict</td>
</tr>
<tr>
<td>Smooth it over</td>
<td>Pretend there’s no conflict and everything is OK</td>
</tr>
<tr>
<td>Win at all costs</td>
<td>Get what you want; the other person loses.</td>
</tr>
<tr>
<td>Compromise</td>
<td>Give up something you want to get something else that you want.</td>
</tr>
<tr>
<td>Win/win negotiation</td>
<td>Use creative problem solving to give both people what they want or need.</td>
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2. Divide the group into 5 small groups and ask each group to think of conflict scenarios and choose one to use for a role-play exercise. Ask them to develop a role-play to illustrate one of the above methods of conflict resolving.

Then ask:
• Which methods usually cause problems?
• Which options are better strategies? Why?

(The first three situations given above usually lead to problems and the latter two are more successful.)

3. Give an example of a common situation in which two parties reach a compromise. Example: Aakash wants to go to the movies with his friends on Saturday night. But he has been doing badly in school and his parents refuse to let him go out with his friends until he improves his grades. Aakash says he is serious about improving his grades and suggests that he will get extra help from his teacher and study Friday night and all day Saturday if he can enjoy Saturday evening at the movies with his friends. His parents agree to this compromise.

4. Ask: What is the name of the process that leads to such a compromise agreement? The answer that you are looking for is negotiation. Ask participants to think of other examples where negotiation and compromise might bring an agreement.

5. What are the advantages and disadvantages of compromising? List under two columns headed “Advantage” and “Disadvantage.”

CEDPA: Choose a future!
**Activity 3**

1. Display and have participants read the poster “Four Steps of Successful Win/Win Negotiation”:

   **FOUR STEPS FOR SUCCESSFUL WIN/WIN NEGOTIATION**

   1. **State your position.** Use “I” statements, say what you want or need.
   2. **Listen to the other person’s position.** Find out what the other person needs or wants. Restate the other person’s position to be sure that you understand.
   3. **Brainstorm win/win solutions.** Take into account both partners’ needs and wants. Be creative.
   4. **Agree on a solution.** Try it out. If it does not work, start the process over again.

2. Ask for an example of how a win-win negotiation could work well. Read the example below. Ask the group to try and discover a way of resolving a conflict using a win/win option. Ask volunteers to develop a role-play which show Naresh and Seema working out a win-win solution to this problem.

   Naresh and Seema have been going out for a while and really like each other. Neither of them is seeing anyone else. Naresh however, still gets very jealous if Seema pays attention to other guys.

   Recently, Seema and her long-time friend Ravi started working together after school on an oral report they would have to make to their Hindi class at school. Naresh feels like Ravi might be moving in on Seema and he wants her to stop working with him. He says it’s not right for them to meet after school and spend hours together. His friends have been making remarks about it. Besides, he wants to spend more time with her.

   Seema likes Ravi, but only as a friend. She wants Naresh to trust her and to stop acting jealous all the time. She says there is no way she will stop working with Ravi; he’s an “A” student and she is hoping to bring up her grade by doing a really interesting report with him.

   **How can Naresh and Seema work out this situation so that each “wins”?**

**Discussion Guidelines**

- Why do people have so much trouble negotiating a solution to a conflict?
- How might people’s feelings get in the way of a win/win solution?
- Could violence be an outcome in any of these situations? Which one? Why?
- What makes it easier to negotiate? What makes it harder?
- What are examples of situations in which you would be unwilling to compromise?
- Are there any current conflicts that you could resolve using negotiation?
- What solutions will you offer?

**Ideas for Action**

Suggest that the boys practice negotiation with a friend or family member next time a conflict arises.
The Cat’s Judgement

A partridge lived in her nest beneath a large peepul tree. She had been living there for many years. She was king and friendly to all the little animals and birds.

One day, the partridge left her cozy home to look for food. She travelled far and came to a field of corn. It was time for the harvest, for the corn was fully ripe. The partridge was fond of ripe corn.

She remained in the field eating as much corn as she could. She made friends with the other birds there. She did not return home that day, or the next day, or the next. She stayed in the corn field for many days.

While the partridge was away, a rabbit found her empty nest. The rabbit had no home of his own, so she went to live in the partridge’s nest and made it her home. He lived there happily.

When the partridge returned, she found the rabbit in her nest. She was angry.

“What are you doing here?” she asked, “this is my house.”

“Your house?” said the rabbit. “It is mine now. I have been living here for many days.”

“But you cannot stay here.” said the partridge. I built this house and I have always lived here. You can ask the neighbours.”

“Why should I ask anybody?” replied the rabbit. “I found nobody living in this house, so I moved in. A house belongs to the one who lives in it. So it is my house now. You can ask the neighbours if that is true or not.”

“No, it is my house.” cried the partridge. “I went away for a few days to find some food. Now I have come back. Will you please get of my house?”

“No, I won’t,” The rabbit was firm. “Here I am and here I stay.”

The quarrel between the partridge and rabbit went on for a long time. Many animals and birds gathered around. They heard what the partridge said and they heard what the rabbit said. But none of them could say to whom the house belonged.

They thought the partridge and the rabbit should find out what the law said. So they decided to take the dispute to a judge.

It was not easy to find a good judge. The rabbit and the partridge walked miles and miles, looking for a judge.

At last they came to the banks of the river Ganga. And there, at a distance, they saw a big Tom-cat. They stood still. They were afraid to go near because they knew how dangerous a Tom-cat could be. He was a wicked cat. He quickly closed his eyes and stood on his hind legs. Holding up a string of prayer beads, he prayed at the top of his voice.
The partridge and the rabbit were puzzled. They were seeing a holy cat for the first time. How well he said his prayers!

“I think we can ask this cat to judge our dispute”, said the rabbit.

“Yes, I think so, too,” said the partridge. “But still, we must be careful. A cat is our natural enemy.”

They stood in silence until the cat had finished saying his prayers. Then the cat opened his eyes and looked at them.

“How well he said his prayers!” said the partridge, “a little quarrel has arisen between this rabbit and me. It is about an important matter of law. Please decide it for us. You may punish whoever you find in the wrong.”

“Dear friend,” replied the cat, “do not say such a wicked thing. You know I cannot hear to see others in pain. Yet you say I should punish one of you. Those who harm others will be punished by God. Now, do tell me what your quarrel is about. Then, I will decide who is right and who is wrong.”

“Well, this is what happened,” said the partridge. “I went away for a few days and, when I returned, I found this rabbit had moved into my house.”

“My house, my house!” shouted the rabbit.

“Now, please keep calm,” said the cat, “and let me hear the whole story.”

So the partridge told her story again, and when she had finished, the rabbit said what he had to say. The cat sat in silence for a few moments. Then he spoke.

“I am very old,” he said, “and I cannot see or hear you well. I have not quite understood your case. Won’t you both come a little closer and tell me all about it again?”

The partridge and the rabbit were no longer afraid of the cat. They trusted him. So they both moved closer to him.

Before they knew what was happening, the cat had hit them hard with his paws. Both the partridge and the rabbit were killed and the cat ate them up.
Learning from Conflict & Reducing Violence

Objectives:
By the end of this session, participants will:
1. Be aware of the problem of violence as an option in conflicting.
2. Be aware of the costs of violence.

Materials:
- Flip chart, easel, blackboard, markers
- "Ways of Resolving Conflict" posters from Module 5, session 3
- A "Violent Behaviors" worksheet for each participant
- Paper and pens or pencils for small groups

Activity 1
1. Start the session by presenting the group the statement:
   In our lives we cannot avoid problems, disagreements or arguments.
2. Ask:
   - Do participants agree or disagree with this statement?
   - Why or why not?
3. Invite two volunteers to role-play an argument. This situation can be any small disagreement, for example whether or not to go to the movies that evening. For this exercise it should not be an important life issue.
   Person A can only say “Yes” in the argument.
   Person B can only say “No” in the argument.
   Instruct Person A and person B to sit on two chairs facing each other and proceed only to say “yes” or “no” as if they were having an argument.
   They cannot touch and must stay attached to their chair, which must remain stationary.
4. Instruct participants to swap from only saying “no” to “yes” and vice versa.
   Invite others to join the role-play argument. Add more chairs. Try two versus one, four versus one. Invite some participants to have a turn in the minority chair. Possible questions are:
   - What did you learn from the role-play?
   - When there is a majority, what is it like for the minority? What do you feel like doing?
   - When a person is in the minority, what is it like for the people in the majority?
   - What qualities does it take to successfully challenge the majority when they are in the minority? Possible answers: courage and bravery, intelligence, common sense, logical thinking.

Activity 2
1. Review the “Ways of Resolving Conflict” poster from the previous session.
2. Remind people that one option was “To win at all costs”. Ask: What are the different ways that this can happen? Violence will be one of the options. Underline it and explain that as per the objectives of the session, this is what we will focus on now.
3. Ask: When conflict occurs and violence as an option is used, what kinds of violence are used? Brainstorm a list of different kinds of violence.
4. When finished, present the “What is Personal Violence” information sheet to people.
Activity 3
This activity will explore the beliefs underlying violent behavior.

In the small groups think about the scenarios from the “Violent Behaviors Worksheet.” Discuss the following:

- What type of violence is happening in each scenario?
- From each scenario write down a list of beliefs that a person might have when they choose these to behave this way towards others.

List responses on paper and report back to the large group.

Discussion Guidelines

1. In the larger group think about the beliefs identified in Activity 3.
2. Conduct a value vote on whether participants agree or disagree with the beliefs, or are some point in between.
3. Ask the group:
   - Does violence work as a method/option to resolve conflict? Why or why not?
   - What are the costs and benefits of using violence against someone else? Make lists under headings “Costs” and “Benefits”
   - From where do some boys/men learn to use violence as a preferred option?

Ideas for Action

Tell the boys to think about the ways they communicate and resolve conflict.

Ask:

- Do you use any of the behaviors in the “What is Personal Violence” information worksheet.
- What behaviors would you like to change?
- Try different ways of communicating and resolving conflict. Are they more effective?

- A young man calls another young man a racist name related to his caste.
- A young man calls a young woman a slut after she disagrees to go out with him.
- A man readily chooses to fight whenever he has a problem with another person.
- A man and a woman start to be sexual. She says “stop”. He ignores her and forces her to be sexual.
- A group of young men tease a person who has a physical disability.
- A parent hits his child for misbehaving.
- A parent locks up his/her child in the bathroom for the whole day for misbehaving.
- A young man smashes his girlfriend’s favorite possession in front of her.
- A man gives his wife a very small allowance which does not cover the cost of the caring for and feeding the family.
- A man takes away his wife’s entire earning to buy alcohol and she has no money for childcare and household needs.
### What Is Personal Violence?

<table>
<thead>
<tr>
<th><strong>PHYSICAL VIOLENCE</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Physical Assault:</strong></td>
<td>Holding, restraining, pushing, shoving, shaking, punching, slapping, kicking, twisting limbs, using weapons, heavy object. Any use of physical force whether or not it leaves evidence of injury.</td>
</tr>
<tr>
<td><strong>Sexual Assault:</strong></td>
<td>Sexual behavior with another person without that person's consent. This may include: cape, bondage, demanding sex, assault using objects, treating a person as a sexual object</td>
</tr>
<tr>
<td><strong>Object Damage:</strong></td>
<td>Intimidation by throwing objects, breaking furniture or household goods, damaging doors or walls, ill treating or killing family pets.</td>
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</tbody>
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<thead>
<tr>
<th><strong>EMOTIONAL VIOLENCE</strong></th>
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<tbody>
<tr>
<td><strong>Threats and Intimidation:</strong></td>
<td>Making threats, using looks, actions, or speaking in ways which are frightening or threatening, passing remarks.</td>
</tr>
<tr>
<td><strong>Put downs:</strong></td>
<td>Using put downs/ridicules regarding a person's sexuality, nationality, racial &amp; ethnic heritage, family structure, religious affiliation, ability, physical appearance, socio-economic status etc. to erode their self-esteem.</td>
</tr>
<tr>
<td><strong>Sexual/Sex-based Harassment:</strong></td>
<td>Physical or verbal demands or put-downs based on the sex or sexuality of the person being harassed.</td>
</tr>
<tr>
<td><strong>Social and Financial Abuse:</strong></td>
<td>Making all the ‘big’ decisions. Acting like the ‘master of the house’. Put downs in front of a person’s community or networks. Treating others like servants or as inferior. Ignoring others’ personal rights. Controlling their social life. Isolating them from family and friends. Controlling money and finances without negotiation.</td>
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Interpersonal Relationships

Developing and maintaining positive friendships is an important life skill for boys and young men to have. They need to be able to tell the difference between positive and negative friendships and beneficial and harmful peer pressure. There are emotions that come with dealing with male and female friends. It is also important to understand the difference between friendship, companionship, infatuation and love. The sessions in this module focus on peer relationships and romantic relationships. Boys examine how to be supportive of one another and explore their thoughts about relationships with girls.

Use situation and scenario analysis to determine qualities of good friends and determine limits of friendship.
2.5 hours

Realize the role of peer groups and society in shaping gender awareness and gender issues.
2 hours

Analyze role plays to develop ways of handling positive and negative peer pressure.
3 hours

Explore friendship with the opposite sex by discussing an interesting letter about a boy and a girl who are friends.
1.5 hours

Relationships - of all kinds- are like sand held in your hand. Held loosely with an open mind, the sand remains where it is. The minute you close your hand and squeeze tightly to hold on, the sand trickles through your fingers. You may hold on to some of it, but most will be spilled. A relationship is like that. Held loosely, with respect and freedom for the other person, it is likely to remain intact. But hold too tightly, too possessively, and the relationship slips away and is lost.

Kaleen Jamison, The Nibble Theory
Objectives:
By the end of this session, participants will be able to:
1. Define friendship.
2. Determine the qualities of a good friend.
3. Practice these qualities in problem situations.
4. Determine the limits of friendships.

Materials:
- Flip chart, easel, markers
- A card for each participant
- Paper and pen/pencils for small groups
- Pre-made discussion cards for activity 2
- Pre-made slips of paper for activity 3

Activity 1
1. Ask everyone to think of a person whom they call a good friend, maybe even a best friend. Give each person a card and write the following on a flip chart:
   “__________________ is my good friend because…”
   (Name of friend)
2. Have participants copy on their cards and complete it, filling in the name of a close friend and a characteristic or quality that makes a good friend. Reassure the participants that no one but you will see the cards.
3. After a few minutes collect the cards and put in a container. Explain that you will read each one, omitting the name of the friend but reading aloud the qualities mentioned. As you read each card, get someone to write a list of qualities identified.
4. When you have gone over all the cards and the list is complete, divide into small groups of four and five and give them the following task:
   • Work together to list (and agree on) 5 qualities you want in a close friend.
   • Rank the qualities “1” for the most important and “5” for the least important.
5. Allow about 5 minutes, then ask each group to share their choices and rankings. Conclude with discussion.

Discussion Guidelines
1. Was it easy or difficult to decide on which 5 qualities were most important? Why?
2. How did your group decide which quality was most important? Was there much disagreement? What were some of the other choices in your group?
3. Which qualities are especially difficult to find in a friend?
4. What desirable qualities do you bring to a friendship?
5. What qualities would you like to develop in the future?

Activity 2
1. This activity deals with “friendship in action”. The boys will think of their own experiences. They will discuss how to apply the good qualities they identified in specific problem situations.
2. Put the cards in a hat or other container. Ask a boy to pick and read a card. For each situation card, ask questions such as:
   • What is the problem in this situation?
   • How would you help a friend in this situation?
   • What would you like your friend to do if you were in this situation?
   • What would not be helpful for a friend to do?
<table>
<thead>
<tr>
<th>Friendship</th>
<th>Story</th>
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<tbody>
<tr>
<td><strong>Anwar &amp; Aneez</strong></td>
<td>Anwar is from another part of the country. Because his mother was sick, he was sent to live with his aunt's family. The boys in his new neighbourhood think that he talks strangely and wears funny clothes. One boy, Aneez, imitates Anwar and makes the other boys laugh.</td>
</tr>
<tr>
<td><strong>Johnny &amp; Iqbal</strong></td>
<td>Johnny and Iqbal have been school-mates since they were 5 years old. Both have studied hard and done well. Their teachers say they are excellent students. But lately, Iqbal has been studying less and less. Johnny wonders if something is wrong and talks with Iqbal. Iqbal says, “Why should I study anymore? I’m not going to be able to get a job so why do I need an education?”</td>
</tr>
<tr>
<td><strong>Shyam &amp; Gurpreet</strong></td>
<td>Shyam and Gurpreet are close friends. Shyam has started working in the nearby town. Gurpreet meets Shyam after a month and is surprised to see him wearing new, very expensive clothes. Later Gurpreet hears rumours of Shyam getting into some bad groups.</td>
</tr>
<tr>
<td><strong>Create your own</strong></td>
<td>Create your own</td>
</tr>
</tbody>
</table>
Activity 3

1. Inform the group that this part of the session will explore the limits of friendships. Make it clear that after we have chosen and developed friendships we need to consider how far we are willing to go to keep a friend.

2. Explain that there are brief scenarios in the container. Each is an imaginary situation where someone upsets or concerns a close friend. Each boy is to draw a slip of paper from the container, read aloud the scenario and then the group can discuss their responses. Inform the group that they must imagine that the "imaginary friend" and themselves are very close friends.

Discussion Guidelines

1. Have you thought much about the limits of your friendships? What are two things that you would not do with or for your friends, no matter what?
2. Are there things that you would rather not do but would do if a close friend asked? Why?
3. Would you do things for certain friends, but not for others? How do you decide?

Sample Scenarios

1. If my friend forgot his/her lunch, I would _______
2. If my friend needed to borrow ______ (put an amount of money), I would _______
3. If my friend talked about running away from home, I would _______
4. If my friend had smashed a window at school and I was asked about it, would____
5. If my friend had not done a homework assignment and wanted to copy mine, would_______
6. If my friend told me he forced a girl to have sex with him, I would
7. If my friend wanted me to help him steal from a local shop, I would.
8. If my friend was planning to drive his elder brother’s car without a license, I would ______
9. If my friend told me to stop doing homework because it looked stupid to care about schoolwork, I would_______
10. If my friend told me to stop having sex because of the risks, I would.

Ideas for Action

Tell the boys to discuss with their friends what they value in a friend and propose some of the scenarios from the activities in this session. See how they would respond to different scenarios.
By a lake, in a forest, there once lived four friends, one of them was a small brown mouse. He had big black eyes and a long tail. He lived in a snug hole near the edge of the water. The second friend was a jet black crow. He lived on a jamun tree close by. The third was a tortoise. He lived in the lake and was happy. And the fourth was a deer. She had beautiful large eyes, and her golden coat had many white spots. The four were very happy together. They lived peacefully and no one troubled them.

One evening, the Mouse, the Crow, and the Tortoise met beside the lake. They were waiting for their friend, the Deer. They waited for a long time. But the Deer did not come.

“What could have happened?” asked the Mouse, looking worried.

“Perhaps she has been caught in a hunter’s trap,” said the Crow. “He may even have killed her.”

“We must go and look for our friend,” said the Tortoise. “Dear Crow, why don’t you fly over the forest and see if you can find her?”

“Certainly,” agreed the Crow, “I shall go at once.”

So the Crow flew over the forest, looking here and there for the Deer. As he flew, he called out, “Where are you, Deer? Where are you?”

At last he heard a faint voice in reply. It was the Deer. “Help! I am here. Help me!”

“Oh, there you are, friend,” said the Crow. “I have been looking for you everywhere.” The Crow flew down. He found the Deer caught in a hunter’s net.

“You are trapped,” cried the Crow. “What can I do to help you? Shall I fly back to our friends for help?”

“Oh, please do,” answered the Deer with tears in her eyes. “Please do something quickly.”

So the Crow flew back to the lake. When the Tortoise and the Mouse saw the Crow coming, they shouted, “Have you found our friend? Have you found the Deer?”

“Yes, yes, my friends, I have” replied the crow. “But she is in great danger.”

The Crow then told them how he had found the Deer trapped in a hunter’s net. The Tortoise thought quickly.

“The Mouse can cut the net with his teed and set our friend free,” he said.

“Yes, yes, I can,” said the Mouse. “But how shall I get there?”

“I can easily carry you on my back,” said the Crow.

“Come on, often, let us go,” cried the Mouse. And he jumped onto the Crow’s back.

Away the Crow flew, with the Mouse on his back. They soon reached me place where me Deer was. The Mouse got off the Crow’s back and began to cut the net with his sharp teem. Soon the Deer was free. She stood up and shook herself. By men the Tortoise had readied mere, crawling all me way.

“Oh, now nice to see you. Tortoise!” cried his friends.
For a while the four friends were busy talking about the Deer’s escape. Suddenly they heard the sound of someone coming through the forest. Was it the hunter? At once the Crow flew to the top of a tall tree. The Mouse hid himself in a hole. The Deer ran away. The poor Tortoise, however, could not move quickly. Slowly he walked towards a big green bush. The hunter arrived and saw there was nothing under the net. “Oh, the deer has escaped!” he shouted. Looking around, he saw me Tortoise crawling towards the bush. “Ha! A tortoise!” cried the hunter. “This will be something at least for my dinner.” He quickly grabbed the Tortoise, put him in his bag, and carried him off.

The Crow, who was still at the top of the tree, saw what the hunter did. “Oh, Mouse! Oh, Deer!” he called. “Come quickly! Our friend the Tortoise is now in danger.” At once the Mouse and the Deer came running to me Crow, and he told them how the hunter had carried away the Tortoise in his bag.

“What can we do to set our friend free?” asked the Crow.

“We must do something quickly,” said the Mouse, “before the hunter get home.”

“I know what to do,” the Deer said. “I shall go and stand in the path for the hunter, pretending to eat grass. As soon as he sees me, he will drop the bag and run after me. The Mouse can then cut open the bag with his teeth, and the Tortoise will be free.

“But supposing the hunter catches you?” asked the Crow.

“Oh, don’t worry about that,” replied the Deer. “I can run very fast.”

So the Deer stood in the path of the hunter, nibbling at the grass. “A deer! A deer!” cried the hunter. He dropped the bag and ran after the Deer. The Mouse quickly cut open the bag, and the Tortoise got out as fast as he could and hid under the bush.

The hunter could not catch the Deer and soon stopped running after her. He came back to his bag. “This tortoise is fair fat,” he said. “It will be enough for my dinner tonight.

When the hunter found his bag empty, he could not believe his eyes.


First the deer escaped from my net and now even this slow tortoise has got out of my bag. There will be no dinner for me tonight!”

The Tortoise, the Moose, the Crow, and the Deer quietly watched the hunter as he went away with me empty bag in his hand.
Relating With Our Peers

Materials: · Flip chart, blackboard, markers

Activity 1 (optional)
This activity can be replaced by Activity 2 if the participants cannot come up with examples of peer pressure for small group role-plays.

1. Ask the group to brainstorm for a definition of “peer pressure” and record answers on a flip chart. Ask if peer pressure is a positive or negative thing. (If not mentioned, discuss how it can be either, and give examples.)

2. Form three groups and ask each group to come up with a role-play demonstrating how they, or someone they know, have been influenced by negative peer pressure. Instruct the person(s) exerting the peer pressure to be persistent and convincing.

3. After each group acts out their role-play, discuss the following issues.

Discussion Guidelines
• Who was exerting peer pressure on whom in this role-play?
• How did they exert peer pressure?
• Did the person(s) resist the peer pressure? How?
• Was the person(s) successful in avoiding the peer pressure? Why/Why not?
• What else could the person have done to avoid being negatively influenced by peer pressure? (Write the responses on a flip chart. See additional options listed in Activity 2, 3)
• (Ask the person being influenced.) How did you feel when this person(s) tried to influence you? What was said that made it hardest to resist being influenced? Would you do anything differently if this were to happen again?
• From watching this role-play, did you learn anything about the person who was trying to exert peer pressure?

Activity 2
1. Ask the boys to think about the following scenario:

Alok and Pankaj have been at the shopping centre all day when Alok says, “Hey, there’s a pair of shoes in that store that I really want and think it’s on sale today.” He tugs Pankaj along until they get into the store, then finds the stack of shoes. He whispers to Pankaj, “Ask that sales clerk a question, and I’ll put the shoes in my backpack”. Pankaj whispers back that he doesn’t want to, but Alok pleads with him. He says that the store is wealthy and it won’t make any difference losing a few shoes and promises he’ll even take an extra pair for Pankaj.

Objectives
By the end of this session, participants will be able to:
1. Define peer pressure.
2. List positive and negative aspects of peer.
3. Develop and practice skills to resist negative peer pressure.
4. Identify ways that peer pressure can be a positive motivating force in one’s life.
2. Ask if anyone can describe what Pankaj is probably feeling in this situation. Write the feelings on a flip chart. They will probably include emotions such as “pressured”, “confused”, “frustrated”. Point out that it is normal to feel angry if a friend puts you on the spot by asking you to do something you do not want to do because you know it is not in your best interests.

3. Ask: What are Pankaj’s options?
Point out that Pankaj has choices in this situation, like anyone does when asked to do something. Brainstorm options Pankaj has, including the behaviours/actions Pankaj needs to use to be assertive. Write the responses on a flip chart.

Some examples can be:
• Say how he feels about the situation.
• Say no with his words.
• Behave in his own interest.
• Change his mind (even if he agreed to do what he was asked at first).
• Say no without feeling guilty.
• Say no with his body - use strong body language, make eye contact, stand back from Alok who is pressuring him.
• Keep repeating no without giving any excuse or reason.
• Turn the conversation around and tell Alok how he feels about being pressured into doing something not in his own interest.
• Offer a compromise.

Try find a solution that does not require Pankaj to do something he does not want to do Leave the situation: refuse to discuss the matter anymore and walk away if necessary

Ask for a volunteer to role-play Pankaj, while you, the facilitator, play Alok. Reread the scenario. Tell the rest of the group to coach the volunteer so he can remain assertive in the face of your pressure. Do the role-play using lines like the following to put pressure on him:

“Come on, you’re supposed to be my best friend. I really want these shoes and I don’t have any money”.
“This shop is so overpriced, ripping them off is fair”.
“What’s the matter, are you a coward? Sameer would do it if he was here.”

Keep it up for a minute or two, encouraging the group to coach the volunteer.
Discussion Guidelines

After the role-play, ask the group to identify the behaviours/actions “Pankaj” used to be assertive.

- Why do peers often exert peer pressure like this?
- Have you experienced different types of pressure from your peers? If so, what kind of pressure? (Brainstorm a list onto a flip chart.)
- How do you feel when you are the subject of such peer pressure?
- From the activity what other skills would you like to develop to help you deal with peer pressure? Sometimes peers are best at influencing others to take positive actions.
- How can peer dynamics and pressure sometimes be a motivating force?
- Can you give any examples of positive peer pressure in your life?

Some examples of positive peer pressure might be:

- A group of six boys gather together to persuade their friend to give up smoking.
- A group of friends encourage a discouraged friend to “reach for the stars” as he tries to achieve an important goal in life.
- A group of friends decide to study together to help each other with a difficult class.
- A group of friends persuade another group to stop “eve-teasing” (verbal or physically harassment usually done by boys to girls.)

Ideas for Action

Tell the boys to develop their own strategies to deal with negative peer pressure and to try them out when they need to. Think of ways that pressure from your peers can be helpful to both you and them in trying to achieve something. Suggest that they start an activity or accomplish something using positive peer pressure.
Module 6
Session three

3 hours

Objectives:
By the end of this participants will:
1. Realise the role of peer groups in shaping gender awareness and gender issues.

Materials:
- Video Film “When Four Friends Meet”
- TV
- Video projector
- Power Back up (if necessary)

Film - “When Four Friends Meet”
“When Four Friends Meet” is directed by Rahul Roy of India. Four young boys share with the camera their secrets: sex and girls: youthful dreams and failures: frustrations and triumphs. The four friends, residents of Jehangirpuri, a working class colony in Delhi, are trying to make their living in an environment which is changing rapidly. Girls seems to be very bold. stable jobs are not easy to come by. sex is a strange mix of guilt and pleasure.......

Background
In India much of the violence against women and girls, especially domestic violence is perpetuated by men, yet strategies for tackling this generally focuses on the agencies working with women. Since men are perpetrators of violence it is imperative that men’s roles and responsibilities be put in focus. There have, however, been very few attempts to involve men and to build on “positive deviancy” of some of them. The film “When Four Friends Meet” attempts to specifically address boys, adolescents and young men about their masculinities.

The primary target audience for this film is adolescents within the age group of fifteen to twenty years, particularly boys, in formal and informal settings in urban, semi-urban and rural areas.

The secondary target audience is the general public that is interested in gender issues related to men and masculinities and would benefit from viewing/using the film as a teaching/learning tool.

Discussion Guidelines and Facilitation Notes
The discussion guide is intended for use with the film. The use of the guide is to maximise young viewer's connections to and questioning of their own experience as a gendered being. The last section gives methods by which impact evaluation can be done through group interviews or individual written / verbal narratives.

Tips for the Facilitator
- The film Ties to bring out diverse issues related to masculinity in particular and gender in general.
- The facilitator should see the films prior to screening them to the larger audience.
- The facilitator should be aware that some young people might find issues in the film direct and disconcerting. For example: where protagonists of the film speak to sex, sexuality, in such a situation the facilitator should be alert to consensus, comfort levels and respond suitably to avoid a potential bottleneck.
- It is preferable that the film is shown at a stretch without breaks. However, during the discussion the facilitator can ‘replay’ certain parts of the film which the participants may wish to refer to again.
- Since these are videotapes (VHS copies) and will therefore be viewed on a television set, the facilitator may wish to work with a medium size group. Example, 20 viewers. For groups larger than this, screen projection is necessary. This may be done by using a video screen projector, if available.
Though many post screening discussion points are given, the facilitator may use his/her discretion to select appropriate/all points for the discussion, depending on the context. However, care must be taken to ensure that the context of power differences and the unacceptability of violence and aggression as behaviour and resolution modes are discussed.

The issues raised by this film need not be focused only on masculinity and gender but can also be extended to provoke discussion on aspects like child rights, safe environment for girls and boys, violence against women, sexuality, HIV/AIDS, power relations, etc.

The post screening discussion points do not follow a standard format mainly to bring in flexibility in the discussion.

The facilitator should use multiple group discussion techniques like, open and closed ended questions, observation, verbal and non-verbal communication especially active listening, paraphrasing, recording, also attempting closures where appropriate, etc.

It would be helpful to record what participants ask and say. This would be especially helpful in the impact evaluation phase.

It is extremely important that the facilitator bring in local/cultural perspectives while discussing the film.

Pre Screening Discussion

Before the film is shown, the group/participants need to connect to the intent of the film as well as each other’s point of view. The facilitator must ensure that this discussion is intended as a starter to set the tone for the screening and further discussions. Hence, participants’ responses are to be taken as their point of view and not criticised.

Ask the boys:

- What do you understand by the terms sex and gender?
- What are typical gender roles played by girls/boys/men/women?
- How does socialisation affect gender roles?
- What do you understand by stereotypes?
- What is masculinity and femininity?
- What is gender equality?
- What do you understand by the terms power and control? What is power relation?
- Why do people aggress on others?

If a facilitator is working with a young group or the facilitator her/him-self is an adolescent, these questions may be framed and raised in a simpler manner, as given below.

- What is the biological/physical difference between boys and girls?
- What are the emotional and behavioural differences between girls and boys?
- Are boys and girls brought up differently by their families? If ‘yes’ what are these differences?
- How are boys and girls expected to behave or present themselves?
- What does it mean to be girlish or manly?
- Are boys and girls treated as equals?
- Who dominates in a boy girl relationship?
- Are boys more aggressive than girls? Why?
Post-Screening Discussion

- What are some of the roles performed by boys during childhood?
- What are their aspirations in life? Their dreams, concerns about keeping pace, etc.?
- Where do boys and girls meet?
- The boys mention things like, “When a girl says “NO”, she means “YES” or “Good girls will say nothing if teased while the bad girls will object”. Where do such ideas come from? Are the boys insensitive for thinking like this or are they victims of their own conditioning? How can such beliefs change?
- What are some of the changing gender roles portrayed in the film?
- What do they mean by good and bad work for women? What are their beliefs attached to working women?
- How have they released tensions? What are the consequences?
- What are their parent’s expectations/disappointments/concerns?
- How is anger expressed and addressed? What provokes people to become aggressive? Why do men feel aggressive towards women?
- What is their understanding of sex and sexuality and where do they learn it from?
- They speak of performance anxiety and desire. Is sexuality only about desire and performance? One boy also speaks of sexual exploitation of a mentally ill woman and says that it is wrong to exploit somebody who is not in her senses. Are there any circumstances at all in which one has the right to be aggressive?
- The boys seem to be influenced by images in Hindi film. How do these films influence our attitudes and behaviours?
- What kind of men control women?
- One boy starts crying at the end. Another says that he cries only in the solitude of the night. Is it all right for boys to cry, to feel anxious, to experience confusion, to be gentle...?
- What are the various forms of power relations portrayed in the film?

Measuring Impact

Ideally, the impact evaluation should be carried out after a time gap so as to confirm the sustenance of the impact. However, with some contexts and facilitators this may not be possible because the programme is a one shot event. In this case, the impact assessment can be carried out at the end of the day. This discussion is also intended to effect some closure in young people’s minds about what they are taking back with them. What they have learnt or unlearnt? How have they changed? How have they understood themselves better? What do they feel about the issues raised in the film? How will they conduct themselves in future? What might they do as interventions? And so on

This evaluation can be conducted as a group discussion and/or the participants can be invited to narrate their experiences in verbal or written form. Here are some of the key questions that will help assess the impact.

- What are the images, characters, scenes, dialogues, statements that struck you most in the film? Why?
- What did you like or find useful about the film?
- Did you identify with any character or issue in the film?
- What have you learnt and unlearnt and how have you changed about what you consider masculine? Are there specific behaviours that you can now say need not be consistent with masculinity?
- Has there been any real life observations concerning you, your family, your friends and your neighbourhood, which you are now able to see from a different perspective?
- What do you feel about emotions?
- Name some ways in which you can help reduce aggression in society, especially aggression towards women?
- How would you now define masculinity?
- Describe some ways in which you might effect a change in your self, your attitudes, behaviours and relationships based on your experience of the film and the discussions?
Friendships With the Opposite Sex

Materials: Video Film (When Four Friends Meet) or use the case study of the video for the discussion

Activity

1. Explain that this meeting looks at our relationships with girls. Some boys and girls can’t be friends. What are their opinions about that? Give some time for comments, to get the season started.
2. Ask the boys to give their own experience of how they were able to move freely with girls when they were younger, but as they have grown older, restrictions have been put on them, as well as on girls, not allowing them to interact anymore.

Discussion Guidelines

- Do you think it’s possible for boys and girls to be just friends? Why or why not?
  How do you think boys and girls can start and maintain a friendship?
- What discourages you from meeting or spending time with girls, either as friendship or romantic relationship?
- What makes you enjoy talking or being with girls?
- Do you think that boys and girls have different interpretations of the same events? How can this be overcome? Can good communication avoid misunderstandings in friendships? How? (Remember past sessions)
- What qualities would you hope to find in a friend of the opposite sex?
- How do your parents/teachers/other friends/relatives react when you are friendly with girls? What can you do about their reactions?

Ideas for Action

Tell the boys to discuss friendship with girls with their (boy) friends. Find out what they feel about friendship with girls and encourage them to share what they have learned from today’s session.
Know your Parents/Guardian

Objectives:

By the end of this session, participants will:

1. By the end of this mission, participants from be able to gauge how well the participants know or do not know their parents.

2. List out the different habits, likes and dislikes of their parents.

3. List out issues which are either avoided or discussed with parents or older siblings.

Materials:

- Flip chart, easel, markers
- Paper and pens or pencils

Activity 1

Distribute sheets of paper and a pen to each participant and ask them to write “How well do I know my parents/guardian on top”. Ask them to individually note their responses on the sheet of paper:

- What is your father’s/mother’s name?
- What is the favourite colour of your father/mother?
- What is the favourite food of your father/mother?
- Where were your father/mother born?
- What work does your father/mother do?
- Who is your father’s/mother’s best friend?
- How much has your father/mother studied?
- What is the most valuable possession of you father/mother?
- What did your father/mother dream of becoming in life when they were your age?
- What does your father/mother ambition for you?

Activity 2

1. Ask the participants who, within the family, do they feel most comfortable with to share various issues.
   - If you have a problem, who would you go to? Why?
   - When you have achieved something, whom do you go to, to share the good news? Why?

2. Divide the group into 6 smaller groups and assign the following tasks to each group:

   - **Group 1**: list down all the issues you feel comfortable discussing with your father
   - **Group 2**: list down all the issues you feel comfortable discussing with your mother
   - **Group 3**: list down all the issues you don’t feel comfortable discussing with your father
   - **Group 4**: list down all the issues you don’t feel comfortable discussing with your mother
   - **Group 5**: list down all the issues you feel comfortable discussing with your older sibling
   - **Group 6**: list down all the issues you don’t feel comfortable discussing with your older sibling

   Paste all the responses on the wall and take one list at a time. Ask the group why they feel comfortable or uncomfortable discussing the issues listed by them.

Ideas for Action

Ask the boys to take the “How well do you know your parents/ guardians” sheet home and note responses separately from their father and mother, (responses will be discussed in the next session).

CEPDA: Choose a Future!
Communicating With Parents and Family Members

Materials:
- Flip chart, easel, markers
- Four handouts of the “Skit: Communicating with Your parents”
- Handout of “Sample Interview Questions” for each participant

Activity 1
1. Divide the group into 3-4 smaller groups and ask them to share their parents’ responses on ‘How well do you know your parents/guardians” sheet. (See Ideas for Action, Module 7, Session 1)

Discussion Guidelines
- Were the responses from your parents/guardians any different from your own answers?
- How were they different?
- Can you identify the strong and weak areas of communication?
- What can you do to improve communication with your parents/guardians?

Activity 2
1. Ask for 4 volunteers to present the skit “Communicating with your parents.” Allow them a few minutes to prepare and then present the skit. Refer to skit given in the box
2. Ask questions like these to analyse the skit:
   - For the actors: How did you feel? Why do you think that your character behaved like it did?
   - What do you think will happen to Meena? To Fiahul?
   - How else could they have handled the situation?
   - Is a situation like this common at all? In what ways?
3. Divide the group into groups of 4 and ask them to develop a role play that shows how the situation could have been handled differently by Meena and Rahul. After preparation ask each group to present their skit.

Discussion Guidelines
1. Sit in a circle and congratulate the group on their good acting. Then ask about the role-plays:
   - What are the advantages of boys listening to their parents?
   - Of parents listening to their boys?
   - What are the advantages of girls listening to their parents?
   - Of parents listening to their girls?
   - What role can brothers play in helping their sisters and parents communicate better?
   - What role can sisters play in helping their brothers and parents communicate better?
   - How can we promote better communication between parents and children?
   - Can friends play a role that is helpful?
2. Write the strategies used in the role plays on a flip chart sheet. Here are some other strategies that can be added and discussed:
   - Hold family meetings when people are calm - before the crisis
   - Ask a respected relative to talk to the father or mother about the importance of communicating with their children

Objectives
By the end of this session, participants will be able to describe:
1. The gaps in communication with parents and other family members.
2. Common ways parents and children communicate.
3. How to promote constructive communication and problem solving in the family.
- Find a quiet time to talk to a parent
- Show that you are willing to listen and try and understand your parents’ perspective
- Explain your ideas in a non-confrontational and non-emotional way
- Be assertive and reasonable but not aggressive
- Share the sister’s workload
- Be supportive, give the parents alternatives in support of your sister

3. Refer to module 5 and recall the communication skills

**SKIT: COMMUNICATING WITH YOUR PARENTS**

There is a family of 5:2 parents, 1 brother and 2 sisters. The 2 middle children - daughter and son, MEENA and RAHUL are good friends.

(Rahul & Meena):

Rahul: Do you know about the mela in the village this evening? Why don’t we go?

Meena: Yes, let’s go! But do you think I can go?

I’m sure you can go, but I think I will have to stay home, prepare food and help Ma with the household work.

Rahul: It’ll be OK - come on, let’s go and ask Ma and Baba

(with Ma & Baba):

Rahul: Baba! Ma! Meena and I are going to the mela this evening

Baba: (looking at Meena) Are you?

Meena: Please Baba, I want to go.

Ma: Well Rahul can go, but you can’t Meena. You know that you have to prepare food and help your mother - that is your duty.

Baba: Yes, Meena, you have a short memory.

Meena (upset): But that’s not fair, why can Rahul go and not me?

Baba: Keep quiet and don’t answer back. Go to the kitchen. You must appreciate what we do for you Meena. Now go and cook dinner and help your mother. Rahul, you can go to the mela. And remember, stop putting ideas in your sister’s head!

**Ideas for Action**

Introduce the “Guidelines for Interviews”, and tell the participants to use the attached sample interview questions, or develop their own questions to interview their parent(s) or guardian(s)

Once the participants have conducted their surveys with their parents, discuss the findings from the interviews.

- What did you learn from interviewing your parents/guardians?
- Did you discover anything unusual from the interviews?
- Did you learn any communication strategies that were new from last week?
### SAMPLE INTERVIEW QUESTIONS

<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>1. What did you most like to do when you were my age?</td>
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<tr>
<td>2. How did you feel when you were my age?</td>
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<tr>
<td>3. What responsibilities did you have in your family when you were a teenager?</td>
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<td>4. Do you think teens have it better or worse today than you did?</td>
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<td>5. If you could change one thing about your own teens, what would it be?</td>
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<td>6. Who were you closest to in your family?</td>
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<td>7. What was the greatest source of conflict between you and your parent (s)? How did you resolve these conflicts?</td>
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<tr>
<td>8. What is the hardest thing about being a teen today? The best?</td>
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<tr>
<td>9. What do you like most about being a parent?</td>
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<tr>
<td>10. What is the biggest responsibility of a parent?</td>
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<tr>
<td>11. What advice would you give to teens today?</td>
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<tr>
<td>12. What lessons did you learn from parents or other adults that you try to pass on?</td>
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</table>

### GUIDELINES FOR INTERVIEWS

<table>
<thead>
<tr>
<th>Guidelines</th>
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<tbody>
<tr>
<td>1. Find a <strong>good time</strong> to conduct the interview and make an appointment for about 30 minutes.</td>
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<td>2. <strong>Be prepared</strong> with your interview questions, paper and a pen or pencil.</td>
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<tr>
<td>3. <strong>Explain</strong> why you are doing the interview: to find out what parents’ teen years were like and what their relationships were like with their families.</td>
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<tr>
<td>4. <strong>Speak clearly</strong> and allow plenty of time for your parent to answer each question.</td>
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<tr>
<td>5. <strong>Take notes</strong> to help you remember. Do not write everything down, but record specific answers to questions. You may want to write down any especially interesting quotations.</td>
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</tbody>
</table>

Source. Life Planning Education, Advocates for Youth, Washington (X;
Gender Roles in the Family

Objectives:
By the end of this session, participants will be able to describe:
1. How being a girl or being a boy affects what one is expected to do in a family.
2. How these expectations enhance and/or limit one’s choice.

Activity
1. Divide the group into four smaller groups. Ask everyone to think about the first time that they became aware that boys and girls are treated differently in the family. Spend a few minutes sharing these memories within the groups. Ask each group to develop a role-play to demonstrate what they have discussed. You can select one boy’s memory or a combination of memories. The role-play should include different family members or others who were part of the situation when boys and girls were treated differently. This will require some boys to play the role of a girl.
2. Allow 20 minutes to develop the role-plays.

Discussion Guidelines
1. Gather in a large circle and ask each group to present its role-play.
2. Analyse the ideas. Ask questions like:
   - What were the men and boys like in the role-play?
   - What were the women and girls like?
   - In what ways are boys and girls treated differently within the family?
   - In what situations? And by whom?
   - What benefits do boys get from being treated differently?
   - What benefits do girls get from being treated differently?
   - What disadvantages do boys experience from this different treatment?
   - What disadvantages do girls experience from this different treatment?
   - What differences do you think we are born with? What differences do we learn?
   - How do we learn these differences?

Link the discussion to the “ALAM:LLAM” identity if helpful (See Module 2 Session 3)

3. Link the discussion and the “ALAM:LLAM” identity to stereotyping. Explain how stereotyping limits everyone.
4. Read the poem “Nine tears of Sorrow” or have a boy read it. Ask the boys to imagine what it would feel like to be a girl.
   - How it would feel to share some of the domestic work load of their sisters’
   - What it would feel like to do some of these activities?
   - If you were a girl, what would it feel like to have to face some of the things men do to women like verbal harassment, teasing, violence, rape. etc.

Ideas for Action
During the next week, ask the boys to observe in all aspects of their world (school, at home with friends, at work, etc.) how boys and girls act differently. What are the different expectations placed upon them? Who places these expectations on them? Do these different expectations and roles limit options for boys? For girls?
NINE TEARS OF SORROW

When my mother gave birth to me, nine tears of sorrow were shed.
1. When my brother was born, drums of joy were beaten.
2. My brother goes to play while I sweep and wash dishes.
3. My brother drinks milk while I sit and watch.
4. My brother goes to school while I graze the sheep.
5. My brother goes to college to get a higher degree.
6. When I turned 12 I was married off.
7. I had four children and my health deteriorated.
8. My mother-in-law and sister-in-law want an additional hand for work, therefore my husband will marry again.
9. I appeal to all my sisters not to have their child marry early, but to educate their daughters well.

Poem written by women from Rajasthan, India
Exploring a World Without Women

Materials:
- Flip chart, easel, markers
- Paper, pens or pencils for small groups

Objectives:
By the end of this session, participants will be able to describe:
1. The strengths, achievements and roles of women.
2. The importance of women’s participation in society.

Activity 1
Divide the group into 3-4 smaller groups and give each group a sheet of paper. Ask the groups to make a list of 10 famous people.

Discussion Guidelines
Ask the groups to read out their list. Count the number of men and women each group has listed.
Based on the ratio of men and women on the list:
- Were there more men or women? Why?
- Ask the boys reasons for choosing these men and women.

Activity 2
1. Ask the group to think of a woman who has achieved something in the following spheres of life:
   - the local community
   - the government
   - the nation
   - sports
   - entertainment & culture
   - family
   - politics
   - literature/author
   - any other sphere of life that you see as important.
2. List these women on a flip chart as a large group and discuss what you know of their lives making sure that by the end of the discussion all the participants know who the women are.

Discussion Guidelines
- What would the world be like without these women?
- What are their strengths?
- In what ways are these roles different from the ones we often think women play?
- In what ways are the strengths demonstrated by these women different from the ones we often think women have?
- What achievements have these women achieved that I would like to achieve?
- What strengths have these women developed that I would like to develop?
- Why do some men feel threatened in the presence of strong, independent or successful women?

Emphasise that people should be respected for their achievements and strengths of character not by their sex.
Activity 3
1. Divide the participants into groups of 4-5. In small groups list the tasks that women do around:
   • your household
   • your community
2. Ask the group to imagine what would happen if none of these tasks were done.

Discussion Guidelines
If none of these tasks were done:
• What would the house be like?
• What would the community be like?
• How essential are these tasks?
• What strengths are required by women to fulfil these roles and do these tasks?
• What of these tasks would I like to do more of? What strengths that these women demonstrate would I like to develop in myself?

Activity 4
1. Divide the participants into groups of 3. Tell them to imagine a new world without women. You are having a family meeting as 2 parents (2 men) and a boy-child. Decide what tasks each of you will have to do to keep the family & household going! Remember all the practical tasks that need to be done.
2. Each group can now present their tasks to the other groups. Each group can evaluate if the family and household would survive.

Discussion Guidelines
• Who was happy with the tasks they were assigned to do?
• Who was not? Why?
• Which tasks were particularly unpopular? Why?
• Who usually gets to do those tasks?
• Is there a need to change the situation? Why?
• How can we change this situation?

Ideas for Action
Tell the boys to interview a successful woman in their community. Ask her some of the following questions or make up your own questions; afterwards, interview a man and compare the different responses.
• What has contributed to your success or achievement? Who supported you and who didn’t?
• Have you faced barriers to your work because you are a woman? If so, what were the barriers? How did you overcome them?
• Do you think women and men should be assigned specific roles in society? Why or why not?
• What advice would you give to a young person trying to achieve their goals and dreams?
Objectives:
By the end of this session, participants will be able to:
1. Promote awareness of the widespread but often hidden problem of sexual abuse of young girls and boys.
2. Identify ways that men can address the prevention of sexual abuse.

Materials:
- Flip chart, easel, markers
- Questions from #1 in discussion guidelines written on a flip chart

Activity 1
Explain that you will read a story about a young girl who lives in a community like theirs. Read the story and ask the boys what they think and how they feel about the story. If “The terrible experience of a young girl” story is not appropriate then find a newspaper article about a case of sexual abuse.

Discussion Guidelines
1. Divide the boys into groups of four or five. Ask them to discuss:
   - Does this type of problem happen in your community? When and where?
   - How was it dealt with?
   - Why does this problem happen?
   - What are some of the beliefs underlying the behaviour of people who perpetrate such violence?
   - What can we as men do about it?

   Note: Because of the sensitive and mature nature of the topic, this exercise may require the monitoring and guidance of a senior facilitator. For younger adolescents (10-12 yrs.) this activity may be omitted.

2. Bring the groups together and ask each group to share some of their ideas.
   Explain that young girls often blame themselves if they are abused and this makes them afraid to tell anyone. But a trusted adult can sometimes help them. Ask:
   - Who else can a girl who is abused turn to for help?
   - What could this person do to help?
   - What could the mother do to help?
   - What measures can be taken so that such incidents do not happen?

   Add these ideas if they do not come up in the discussion:
   - A family member or friend can watch over a child and make sure she is never alone with the person who has been abusing her.
   - Sometimes a trusted adult can talk directly to the abuser to ask or warn him to stop. However, the person may just deny the abuse. So it is very important to avoid being alone with the abuser, even if he is one’s father, brother or other family member.
   - The male youth in the community can work with the girls in developing a community campaign that raises the awareness of the consequences of sexual abuse on children.

3. Ask the group what other kinds of violence can occur within the family. Ask participants to give examples. Husbands abusing wives, daughter-in-law being abused for dowry and sexual abuse of boys should be discussed here. Use the case studies on sexual abuse of boys. Prompt the group with headings such as: emotional threats, put-downs, physical violence such as object throwing. Use the handout from module 5, session 4.

4. Explain that violence can be defined as words or actions that harm another person. Violence is an expression of power and control over another person. Both women and men have the right to be free from any type of violence, physical, emotional, and sexual. They have the right to discuss the abusive situation with a trusted person and to take steps to avoid further abuse.

CEPDA: Choose a Future!
Ideas for Action
Ask the group to imagine the following:

- A friend tells you that a close relative has sexually abused her. What advice would you give her?
- You discover that a friend of yours has been physically or sexually abusive to a girl. What advice or suggestions would you give to your friend?
- A male friend tells you that he has been sexually abused. What advice would you give him?

Sample scenario:

But Aunty, how can I stop my teacher from touching me like that? If I say anything he’ll tell the others I’m cheeky and give me bad marks....

I’m glad you told me. Lots of boys have this problem with older men. But they keep quiet because they don’t know what to do. You should talk to other boys in your school to find out if this teacher also bothers them.

He does keep other boys in after school sometimes...

Well, ask the other boys. Then you can all go together to the headmaster. He’ll be more likely to believe you and do something about it. And if your marks all suddenly go down together it will look very suspicious, won’t it?
THE TERRIBLE EXPERIENCE OF A SMALL GIRL

Chutki is a small girl of 9. She is thin and afraid. This is what she said about an experience last year:

On Saturday my auntie came to see my mother because my mother was not feeling well. I went to stay with my auntie that night at her house not far from my mother. On Sunday morning my auntie woke up early. She said, “Chutki you are still sleepy. I am going to your mother now. You can stay sleeping. Your uncle will make you some tea later and then you must come home.” As soon as she went my uncle woke up. He pulled the blanket off me and tried to take off my clothes. I said, “No, my uncle, please do not do that.” He told me to keep quiet. He pulled my clothes roughly and spoke horrible words. I was so afraid I could not talk.

My body feels sick. It is very hard for me to talk about what happened because my body feels sick. I did not know what my uncle was doing. He took his trousers down. He pulled my legs and he lay on top of me so I could not breathe.

I cried for him to stop because he was hurting me very much. I could not believe my uncle could be so rude and harsh. He kept saying, “Keep quiet or I will beat you.”

Another lady who lives in the house came to the door. She asked if there was something wrong. My uncle said, “There is nothing wrong. The child is naughty sometimes. She just cries for nothing.” The lady went away and my uncle just kept hurting me and hurting me in my private parts. Then he turned me on my stomach in the bed. I did not have breath to cry. He hurt me very much at the back.

He said he would cut off my head. When he stopped, he said to me, “You go and wash.” When I washed, there was some blood and I was feeling sick. He said, “Stop crying or I will beat you. You must not tell anyone about this. I am telling you, I will cut off your head and I will cut your body into little pieces if you tell anybody.”

Then he said, “Now go home. Here is ten rupees to buy sweets.”

When I reached home I lay next to my mother. She said, “What is wrong, Chutki. Why are you crying?” I could not tell her because I felt too sick. I was afraid my uncle would cut off my head, and that mother would beat me for what happened. So I said I had a headache. I did not go to school for a whole week. Then my mother got angry and beat me so I told her what happened.
MY DEAR AUNT!

We had a large family: my mother, father and four other siblings. I must have been twelve then. One of my mother’s friends was here from Simla. She must have been in her late forties. All of us called her ‘Rani Masi’ (Mother’s sister). My twin sister, my mother, ‘Masi’ and I slept on the same bed at night.

I remember that night very clearly. I was very confused, uncertain, surprised and shocked when it happened. In the middle of the night I woke up when I felt a hand trying to open my pajama string. It was my ‘Masi’s’ hand. I did not know how to respond to this, as I felt embarrassed and unsure about the whole situation.

She held my private part in her hand the tried to shake it. I was paralysed with embarrassment and guilt. I was confused as she was our ‘Masi’. I did not sleep well that night.

When I woke up in the morning I found that I had wet my bed. I was terribly embarrassed, as I was too old to pee in bed. Everybody laughed but I cried. The following night I chose to sleep next to my father, but I wet the bed again. Finally I decided to speak to my mother about the whole situation. My mother spoke to my father about it. I do not know what happened next, but since then I haven’t seen or heard from our ‘Masi’.

CAMPING - BOYS!

All of us were very excited when we heard we’d be going camping to the Garhwal Hills in Rishikesh in Uttar Pradesh. We were in the 8th Standard then. We all played, camped, sang and danced till late in the night. We enjoyed the freedom of being away from home for the first time in our lives. We were too excited to go back. All this came to an end when our teacher Ramprasad blew his whistle and announced that “It’s sleep time boys!” We wanted the freedom to last forever and ever but we compromised as we were going for rafting the following morning.

As I was about to enter my tent my teacher called me and asked me to fetch him a glass of water. Then, he asked me to sit with him for a while. We talked about everything under the sun, including girls. I must have fallen asleep sometime. In the middle of the night, I felt something rubbing on my backside. I woke up only to find that my shorts were pulled down and my teacher was trying to rub his private part on my back. I was sweating and scared. He held my private part in his hand and asked me to hold his in return. When I refused he forcibly held my hand and placed it on his private parts. I was frightened and embarrassed. He tried to stop me from running into my tent. But I ran.

The next morning I did not talk to him or any of my classmates. I wanted the day to end at the earliest. I was too scared and ashamed to share this with anybody, as I knew that they would either laugh at me or never believe me. When we went back to school, I avoided the games period. I chose to stay back in the classroom and read. I still feel ashamed and dirty to talk to anyone about it.
Community

A boy is not only influenced by his family; his community can exert major influences as well. Communities have norms about what boys and girls are expected to do and not to do. Community resources can tapped to improve education, health, marketable skills and quality life. Boys and young men can have a positive influence on their communities in such areas as politics, construction, finance and social. There are many role models in these fields that will teach and mentor young men. In the following module, the group will select a community change project, and/or take a field trip and do some volunteer work. They will also discuss the role of women in community politics and decision making.

Module 8

Session One
Exploring the Community

Do a survey to create a community resources map.
2 hours

Session two
My Role in the Community

Strategic ways to solve a problem in the community.
2 hours

Session three
Women's Role in the Community and Political Participation

Identify individuals and groups with which you can affiliate. Discuss leadership styles of women and men and ways to promote women’s political participation.
2.5 hours
Objectives:
By the end of this session, participants will be able to:
1. Define what is a community
2. Identify different resources within the community which can assist people in many ways.
3. Create a community map of resources that can be used in daily lives.
4. Think about ways to use community resources to help solve problems.

Materials:
- Flip chart, easel, markers
- Community resource survey forms and pens or pencils for group of three
- A large piece of cardboard (or newsprint) and markers
- Problem cards from activity two

Prior to this session the facilitator and participants will need to do enough research to be able to fill out the community resource map.

Activity 1
1. Tell the participants that we are trying to explore their community.
2. Brainstorm with the participants and ask them to define the term ‘community’
   The likely answers are a group of people living in the same geographical area, people of the same caste, people doing the same kind of work, people speaking the same language, people coming from the same native area, etc.
3. List the answers on a flip chart and coin a definition for “community”.

Activity 2
Divide the boys into groups of 3. Ask each group to list down the resources available in the Community Resources Survey Form.
# Community Resources Survey Form

<table>
<thead>
<tr>
<th>PEOPLE or PLACES</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOUSES/HAMLETS</td>
</tr>
<tr>
<td>EDUCATION</td>
</tr>
<tr>
<td>VOCATIONAL SKILLS</td>
</tr>
<tr>
<td>HEALTH</td>
</tr>
<tr>
<td>CHILD CARE</td>
</tr>
<tr>
<td>FAMILY PLANNING / CONTRACEPTIVE CENTRES</td>
</tr>
<tr>
<td>WATER</td>
</tr>
<tr>
<td>SANITATION</td>
</tr>
<tr>
<td>ELECTRICITY</td>
</tr>
<tr>
<td>FUEL</td>
</tr>
<tr>
<td>LEGAL AID</td>
</tr>
<tr>
<td>FINANCIAL INSTITUTION</td>
</tr>
<tr>
<td>LAND, AGRICULTURE, GOCHAR</td>
</tr>
<tr>
<td>OFFICIAL</td>
</tr>
<tr>
<td>OTHER</td>
</tr>
</tbody>
</table>
Activity 3

1. In a large group, show the boys a large piece of cardboard (or newsprint) and explain that they will create a community resource map that will show all the people and places they know in the community and also identify the places on the map as generated in activity 2. Ask them to indicate the linkages (if any) of these people and places. People can refer to the survey form if necessary.

2. Ask the boys to draw a general map of the community on the piece of cardboard. Ask them to draw the community boundaries, major roads, rivers, major places, etc. by using different symbols. Let the boys organize themselves.

3. Ask the boys to draw symbols on the map for all the people and places they wrote in the survey and for the linkages of people and places. A good way to do this is to give each team a turn to put one resource on the map and rotate until everything is on the map. Encourage the boys to be creative with the symbols.

Discussion Guidelines

Have the boys look at the completed map and ask:

• Which are the most used resources, by who and why?
• Do you have access to those resources? If Yes, how? If not, why not?
• What can be done to have more access?
• What needs exist in the community for which resources are currently not available?
• In what ways might available resources be used to meet these needs?

Activity 4

1. Tell the boys that they will now have a chance to think about how to use these resources to solve problems they or their families might encounter. Divide them into groups with four or fewer members. Give each group one problem card from the samples provided or create your own problem cards. Have them read the cards or read the cards to them. Ask them to think about the problem. Then say:

• Identify the resource or resources on the map you will use to solve the problem and how you will use the resource.
• Identify other problems in your community and how you will use the available resources to solve these problems.

2. Have the groups take turns presenting their ideas. Encourage everyone to add his ideas. Continue until all the problems have been discussed.
You dropped out of school to help your father take care of his painting business. He can now employ someone else so you are free to continue your schooling.

Your friends and family have always said you have a knack for fixing things around the house. You wonder if this is a skill that you could develop to make money.

Your neighbour sells writing pens in the local market. His sales have been going up, but he does not know how to do numbers to keep track of what he earns.

Your uncle wants to build a fence on the side of the house, but his neighbour says that the land is not the uncle’s but his.

Your three-year-old brother doesn’t seem to be gaining weight.

Your mother must walk several kilometres to get water for your household.

Your aunt’s husband died, and she needs to work more to support her children. But she has no one to watch them while she is away from home.

Your community has no regular bus service to the markets and shops in the nearby town.

The nurse told your cousin that his/her children get sick because they don’t eat enough vegetables and fruits. But he/she can’t find a greater variety of these foods in the local market.

Your elder sister is pregnant and needs to be taken to the hospital immediately.

Make up your own!

Make up your own!

**Ideas for Action**

Ask the boys to speak with family and friends about community resources. Ask them which ones they have used. Share other resources they may not know about with them.
Module 8
Session two

2 hours

Objectives:
By the end of this session, participants will be able to:
1. Identify some ideas for action in the community.
2. Be aware of and able to describe responsibilities within the community.

Materials:
- Flip chart, easel, markers
- Newsprint and markers for small groups

Activity 1
1. Divide the boys into small groups of four or five. Tell them to imagine they are special assistants to the local councillor or development committee/sarpanch or pradhan. They have the power to make any changes they want in their community. In small groups brainstorm what changes they would like to make, list them on newsprint and report back to large group.
2. Ask the group to identify the changes that are realistic - those that could be made it both young people and adults put effort into them. Circle the realistic changes or give examples. Point out that some changes are unrealistic in the immediate future. They cannot be made now no matter how much someone wants the changes and tries hard
3. Give each small group a piece of newsprint and a marker. Have them choose one realistic problem they want to work on from the list of changes. Instruct the boys to make strategies about making changes to eliminate the problem. If they are feeling stuck help them by saying they could do:
   - Something mentally, such as coming up with a new approach or idea
   - Something physically, such a cleaning, repairing or building
   - Something financially, such as organising a fund-raising event
   - Something socially to help people, such as visit the sick or prisoners
   - Something politically to change rules or laws, such as writing letters to the local panchayat, district administrator, social and political leaders.
4. Encourage the boys to be creative and to write their strategies on newsprint. If necessary, choose one of the problems from their list and give strategies for change as an example.
5. Allow 10-15 minutes, then have each group report their strategies.

Discussion Guidelines
- Has someone tried to solve these problems before? If so, what was the result?
- Can you think of any community problems that have been resolved by young men such as you? Give examples.
- How much time would you commit to solving one of these problems?
- What community development project have you been involved in?
- What can you gain from participating in community development? (Some ideas could be: something interesting to do during leisure hours, new relationships with people who are interesting or helpful, a feeling of accomplishment, learning new skills.)
Activity 2

1. In the large group brainstorm the definition of responsibility. Note that they are like dues that you pay to belong.

2. Ask participants to think about their communities, both those they live in and those made up of people they feel connected to. Ask them to think of a responsibility they have in either of these communities.

3. Have volunteers give examples of people’s responsibilities in their communities. List them on a flip chart and then add any from the list below that are not mentioned:
   • To help and look after others who are younger, poorer or weaker than we are
   • To stay in good health to avoid becoming a burden on family or community
   • To take care of the environment so future generations will have a healthy planet
   • To identify wrongs and try to make them right without causing any more harm

   Explain that responsibilities are things we must do as part of our membership in a community.

Discussion Guidelines

• Who has been an example of modelling this kind of responsibility? What have these models done that impressed you?
• Do you feel that you have been a responsible member of your community? Why or why not?
• What forces/influences are at work in the community that help you to be responsible?
• What can you do to strengthen these influences?
• What forces/influences are at work in the community that make you irresponsible?
• How can you weaken or ignore such influences?

Ideas for Action

Ask the boys to, with a group of friends or classmates, select a community change project they would like to work on and decide on a strategy for addressing the change and act on it.

They may also conduct a field trip to a community service project and spend some time volunteering there.
Module 8
Session three

2.5 hours

Objectives:
By the end of this session, participants will be able to:
1. Identify women leaders or leadership groups in the community.
2. Understand different ways in which women can participate in politics and decision-making of the community.

Women’s Role in the Community and Political Participation

Materials:
- Flip chart, easel, markers
- Questions from activity two, #2 written out on newsprint
- Questions from activity three, #2 written out on newsprint
- Questions from activity two, #2 written out on newsprint

Activity 1
1. Ask the group to make a list of official leaders in their community and note the difference in number of men to number of women.
2. Explain that in most of our communities the official leaders are men. This session wishes to explore how women can be leaders in the communities and participate in politics and decision making.
3. On a flip chart write the words “Women Leaders”. Ask the boys to list down the names of women leaders they are aware of. Ask them to list down the qualities that make them leaders. Now write the words “Male Leaders” and ask them to name qualities of good male leaders. Write these down.

Discussion Guidelines
1. Ask the group whether the qualities of women leaders are different from women in the community. What are those?
   • Does the first list of qualities apply to men as well as women? Why or why not?
   • Does the second list apply to women as well as men? Why or why not?
   • Is it necessary to be a great speaker or public motivator to be a leader? Do you know of any “quiet” leaders in your community?
   • What prevents women from being leaders?

Note: These questions will spark lively discussion about gender-specific attributes. Relate the discussion to the process of gender stereotyping. Emphasise the learned nature of gender roles.

Activity 2
1. Read the story, “Women’s Leadership in the Community”
2. Ask the boys to divide into small groups and discuss:
   • What did Salma do in the story?
   • What were some of her leadership characteristics?
   • How do these characteristics compare with men’s leadership characteristics?
   • Why was Salma an effective leader?
   • What is the difference between this kind of leadership and the leadership of elected leaders or traditional elders?
Discussion Guidelines

1. After the small groups have met for about 10 minutes, bring the full group together. Ask a member of each small group to share some ideas from the discussion.

2. Ask the boys to think about their own communities:
   - Who are some good women leaders or leadership groups?
   - Why did you choose these women or groups?
   - How can these leaders be a source of support in areas of concern to young people?

Activity 3

1. Explain that we wish to finish this session by trying to understand what are the different ways in which women can be involved in community activities or benefits. We wish to understand and evaluate different kinds of participation.

2. Narrate a story to the group - imagine there is an organization which aims at bringing about a change in the women living in a particular hamlet. They are exploring various programs they can do with these women and they need your suggestion. Here we will explore the advantages and disadvantages of these options.

---

SAMPLE OPTIONS

- **OPTION 1:**
  The organization feels that the people of the hamlet need support of food and medical supplies. They have decided that women would now qualify for such benefits.

- **OPTION 2:**
  The organization is willing to provide loans through the local bank which the women can avail and start a small business.

- **OPTION 3:**
  The organization plans to work with the existing Mahila Mandal (group of women) to generate awareness on legal rights and to strengthen their literacy and vocational skills.

- **OPTION 4:**
  The organization has talked to the government about a new project to bring potable water to the community. A new committee is to be formed. The women meet with the government community development facilitator and it is agreed that the committee will be formed with equal representation of women and men.
Choose two opposite walls in the room. On one wall put up a card, 'Women are Participating' and on the other wall a card saying, 'Women are Not Participating'. Pick option 1 and ask the boys to go towards the wall they feel is appropriate for option 1. Once they have done that, ask:

- Why did you choose this particular wall?
- Are women participating in this option?
- What kind of participation is it? (Note that the facilitator can give it a name if the group does not come up with one)
- What are the advantages of this kind of participation?
- What are the disadvantages of this kind of participation?

Repeat for the other 3 options.

**Facilitator’s Notes**: The names that can be given to each option are:

<table>
<thead>
<tr>
<th>OPTION 1:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Welfare:</td>
<td>This type of participation refers to women being “recipients” of benefits, or welfare, where their material needs such as food, income and medical care are met.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OPTION 2:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Access:</td>
<td>This refers to women gaining access to resources such as land, credit, training, education, or public services which they previously did not have access to.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OPTION 3:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Conscientization:</td>
<td>This is a higher level of participation, where women are not simply “given” welfare or access to things, but begin to think for themselves, believe in their equality, and begin to identify and choose ways they will participate. In this example they decided for themselves to form a group and to seek out education about their legal rights.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OPTION 4:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and Equality:</td>
<td>At this level of participation women participate equally with men and have equal decision-making power.</td>
</tr>
</tbody>
</table>
Discussion Guidelines

• Ask the group whether they will like the women in their home such as mother, sister/sister-in-law to be a part of the activity/option. Why? Why not?
• From the above options which kind of participation for women in our communities do we want?
• In your communities, at what level of participation are the women? Give examples if possible.
• What obstacles are there to higher levels of participation?
• How can those obstacles be weakened?
• What can we do as young men to weaken such obstacles?

Ideas for Action

Ask the boys to go back home and try to understand who takes the decision related to household expenses, education, health, food, child care.
• Who decides whether women should or should not work outside home?
• Do you want these to change? Why? How do you think you can do that?

Ask the boys to talk to one women leader in their community and ask her about her experiences as a leader. Below are ideas of some questions.
• What does she find exciting and rewarding about being a leader?
• What has been challenging or difficult for her?
• What qualities does she have that she thinks has helped her in her position?
• What does she think young men can do to assist women in gaining political and decision-making power?
WOMEN’S LEADERSHIP IN THE COMMUNITY

Salma lives in a village with her husband Aziz and their three children, two boys and a girl. All three were attending the village school, but Aziz did not want his daughter Zareena to study further. So, Zareena dropped out of school.

Salma was very upset and tried to convince Aziz to send Zareena back to school. Aziz would not hear Of this. He believed that educating a girl was a waste of time and money. Besides, it might spoil her.

Salma was very disappointed. She wanted her daughter to be educated. Now that Salma was attending the newly formed education center in the village, she understood the importance of educating a girl. She talked to the other women in her community. After meeting several times, they all decided that their daughters must go to school. They included the village leader and schoolteacher in their discussions. The women’s group then went to each household and convinced the men that the girls must go to school. The men had to agree. They started sending their girls to school.
The World of Work

Society find family will often dictate certain professions to men and offers to women. Many men understand the lifestyle of working in a profession white women toil at menial jobs. Men need to consider that both genders can make a choice as to which type of work they choose. There are work ethics involved in every job. Once they understand those values and start that work, it is important to comprehend the concepts of money management and savings accounts. In this module, boys will explore and discuss nontraditional if occupations for men and women. They will use guided Imagery and visualization to discover their personal choices in the world of work.

Explore traditional and non-traditional employment for boys and men. Analyze the advantages and disadvantages of different jobs. 2 hours

Observe different people at the workplace. 3 hours-all day

Use guided imagery to make choices about your future job and learn which people and resources are available to help you. 2.5 hours

Understand and examine the characteristics of positive and negative work ethics. 2.5 hours

Discuss money management, savings and credit. 2.5 hours

Session one
Men Can Do That Work Too!

Session two
Exploring Careers

Session three
Choosing Careers

Session four
Keeping my Job

Session five
Money Saved is Money Earned
Objectives:
By the end of this session, participants will be able to:

1. Examine the kinds of work men traditionally have done and explore non-traditional work done by men.
2. Identify the reasons for these distinctions.
3. Identify the advantages and disadvantages of different kinds of work.

Materials:
- Flip chart, easel, markers
- Twenty small pieces of paper, each with a different occupation. The occupations should include work traditionally done by men as well as by women that are appropriate to your setting. Here are some examples:

   Farmers    Engineer    Fruit Seller
   Teacher    Scientist    Brick maker
   Nurse      Cook        Domestic Worker
   Doctor     Look after elderly    Child-rearing
   Gardener   Accountant    Typist
   Vegetable seller    Tailor    Auto Mechanic
   Politician    Construction Worker    Manager
   Porter      Dress maker    Cleaner
   
Activity 1

1. Start the session with the warm up game “What’s my Line”. (See handout for instructions.)
2. Explain that the next five sessions will be about men and work. The sessions will help the boys think about how they can earn money and save money to improve life for them and their families.
3. Ask for volunteers to tell about work that they already do. Encourage them to talk not only about formal income earning work but also “voluntary/domestic” work.
4. Ask the boys to describe their fathers’ typical day and then to describe their mother’s typical day. Generate a list of activities and record them on a flip chart: one column for mother’s activities, one for father’s activities. At the end, ask who’s activities they would choose if they had a choice.
5. Now, say that they’re going to play a game about work that they might like to do in the future. Put the pieces of paper in a container such as a bowl or hat. Ask one boy to pick a piece of paper and read the occupation that is shown. Then, ask him to answer: “Can men do this work - yes or no?” After he answers, ask group members who agree with his answer to explain why. Then ask group members who do not agree with his answer to explain why. When ideas have been stated on both sides, ask group members to raise their hands to show they agree with one of these statements: “Yes, men can do this work” or “No, men cannot do this work.”

Record the votes like this:

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

Continue this until all the pieces of paper have been used and all the votes are recorded.
Discussion Guidelines

1. The discussion questions should help the boys identify characteristics of the work men traditionally do and not do, and consider the advantages of non-traditional work.
   - What reasons were given why men can do certain jobs?
   - What reasons were given why men cannot do certain jobs?
   - Are these reasons valid? How has society prevented women from learning to do certain types of jobs? How has society prevented men from learning to do certain types of jobs?
   - Are there certain situations that prevent men and women from doing certain kinds of work? If “Yes”, what are these situations? (Responses might include lack of training, bearing and rearing children for women, more responsibilities of women for household chores)
   - Do these factors leave either women or men disadvantaged or discriminated against? Why or why not?
   - On the chart, what do the kinds of work with more “Yes” responses have in common? (Responses might include: High pay, uses technology, needs physical strength, training available to improve skills)
   - On the chart, what do the kinds of work with more “no” responses have in common? (Some answers might include: location in the home, boring, low or no pay, requires little or no education, little or no opportunity for advancement, etc.)
   - Should these characteristics determine whether a job is for a woman or for a man? Why or why not?

2. Discuss how society is changing, men and women are entering new kinds of work, and the resulting pressures.
   - Can you think of work that men are doing today that they didn’t do in the past?
   - Can you think of work that women are doing today that they didn’t do in the past?
   - Do these changes cause any new pressures for men? For women? For families? For society?
   - What are several ways that such pressures could be dealt with?
   - What would be ways that relieve pressure on both women and men and lead to equality?
   - How can schools enhance girl’s opportunities to enter careers that traditionally were considered men’s?
   - How can schools enhance boys chances to break through the “ALAM:LLAM” identity and explore new kinds of work alongside traditional forms of work?

Ideas for Action

Wrap up the discussion by asking:

- Is there a job that interests you that you hadn’t considered before?
- Is it done by both men and women or is it traditionally a male or female job?

For the next session, ask them to try to find someone doing a job that interests them and talk to them about what they do and what education or training is required to do this job.
WHAT’S MY LINE?

Split the larger group into 2 groups and let the groups compete with one another to try and guess what each occupation is. Read the brief description of the job, pausing occasionally to give the groups a chance to guess. Tally the winner for each “job brief” and determine which team wins. Use the following examples or create your own.

1. I provide items of daily living to people in my community. I procure food items, soaps and detergents and oil from the whole sale market and sell them. I am a...  
   (Answer: retailer/shopkeeper)

2. A know a lot about how the human body works. People come to see me when they are sick or injured. I can prescribe medication and explain to them what they can do to get healthy and stay healthy. I am a...  
   (Answer: Doctor)

3. I am very good at fixing things, especially mechanical things. I check oil, and the water and brake fluid levels. When a car is broken down people will ask for my help to find out what is wrong and fix the problem. I am a...  
   (Answer: Mechanic)

4. I help people get an education. My job might include teaching someone how to read or write, how to do algebra or learn about the history of their country and the world. Sometimes people in my profession help other people understand different languages. I am a...  
   (Answer: Teacher)

5. I am always surrounded by wonderful smells. Everything I prepare disappears quickly. I chop, mix, fry and boil things. People come to where I work to eat lunch, dinner, or sometimes even their breakfast. I am a...  
   (Answer: Cook)

6. I work outside all the time. What I produce needs air, good soil, sunlight and water. I grow grains, fruits and vegetables that are brought to markets where people can buy them. My work allows the citizens of my country to be strong and healthy. I am a...  
   (Answer: Farmer)

7. I talk to people a lot and attend lots of meetings. People try to influence the way I think and what decisions I will make. I create laws and policies that govern the country. If my constituents do not approve of what I do, they can vote me out of office. I am...  
   (Answer: Politician)

8. When I was a child I loved to draw and look at the shapes of different buildings. Now I design houses, offices, and other types of buildings. I draw detailed maps of what they will look so other people can know how to build them. I am a...  
   (Answer: Architect)

9. I work to help make people look and feel beautiful. People come to me and sit in a chair usually in front of a mirror. I cut, dye, curl, braid, and brush people’s hair. Sometimes I apply make-up or give people manicures. I am a...  
   (Answer: Beautician)

10. I have to be physically fit with strong shoulders and legs. I have to run fast and be alert when I am working. I do not work in an office. I have to work in the open grounds and with other members of my team. At the end of my work the team will either win or lose. We have to take all losses in our stride, but feel very happy when we win. I get to travel and see places. When I work many people come to watch me and applaud my work as well as those of my team mates. I am...  
    (Answer: Sportsperson)
Exploring Careers

Objectives

By the end of this session, participants will be able to describe:

1. Explore the details of what different types of work are like:
2. Recognise the importance of visiting work places to understand what careers are really like.

Materials:

Arrangements for a field trip to at least two different work settings.

Note: To identify the people and places to visit, think about the kind of work that the boys showed an interest in during the last session. Ask them ahead of time to identify places they would like to visit. Try to choose one kind of work that men commonly do (such as a mechanic) and one kind of work that is less common to men (such as a nurse at a hospital). The people to be visited can be women or men. Contact them in advance to arrange a convenient time. Explain the purpose of the visit and ask them to be prepared to answer questions about their job.

Activity 1

1. Before going on the visit talk about the people and places that you will visit. This preparation before the visit will make it more worthwhile.
2. Ask the boys to brainstorm questions that they wish to ask during the visit. Have the boys write them down so they don’t forget them. Questions they might ask are:
   • How did you start doing this kind of work? How did you get the job?
   • What type and amount of education do you need?
   • What skills do you need? How do you learn these skills?
   • What is your daily routine like?
   • What do you like about your work? What don’t you like?
   • What problems have you encountered at work? Within your family?
   • If you have children what arrangements have been made for them?
   • If you did not do this type of work, what would you have done?
   • How much do you earn?
   • Why do you like to be self-employed/employed versus the opposite?
   • What about the benefits such as Medical reimbursement, pension, holidays etc.?
3. When the boys have brainstormed all their questions, divide the group into two and make your visits. Each group should visit both work sites. Encourage the boys to ask the questions and any others.

Discussion Guidelines

1. After the visit, find a quiet place for the boys to share what they learned. Ask such questions as:
   • What did you learn in the first visit? The second visit?
   • What do you think about the kinds of work you saw and heard about?
   • Would you like to pursue this kind of work? Why or why not?
   • Was the job anything like you expected or imagined it to be?
   • Was this visit helpful in better understanding what a job is really like? Why or why not?

Ideas for Action

Ask the boys to think about other field trips they would like to make while exploring their career choices. Try to arrange to visit workplaces in your community. The boys with one or two other friends with similar interests could arrange a trip together. Remember that most people enjoy talking to other people about their work so it shouldn’t be very difficult to arrange these visits. Remind the boys to come prepared with good questions, be polite and express their thanks to the person for spending time with them.
Objectives:
By the end of this session, participants will:
1. Have a dream of future employment.
2. Have evaluated their dream in the light of their values.
3. Be able to list the resources available to them in planning their career and looking for a job.

Activity 1
1. This activity involves an imaginary exercise called “Guided Imagery: Future Employment”. Ask everyone to relax and close their eyes. Inform them that you are about to guide them through an activity in which they will be asked to imagine what they will be doing in their future employment. Inform them that this can be a fantasy so the “sky is the limit”. After the exercise each boy will be asked to either write or draw their experiences - this is a way of not forgetting. Then the group will discuss what people imagined.
2. Read the “Guided Imagery” slowly, pausing occasionally.
3. Ask participants to write or draw their experiences.

Discussion Guidelines
- Was it easy or hard to have a dream of a future job? Why?
- Discuss the importance of having dreams. Reality is sometimes harsh and we must plan carefully but dreams are still important.
- Is your dream of the perfect job one that your family would feel good about? If no, why? If yes, why?
- Is your dream one that is possible or complete fantasy?
- If it were possible, who would support and encourage you to do what is necessary to get that job?
- Are you making plans to head in that direction?
- If your dream is a fantasy, what makes it not possible? Are these things which you could overcome? If so, how?

Activity 2
1. Inform the participants that in this activity we are going to recognise the link between personal values and career choices. Clarify that it is important to have a dream but that it is equally important to evaluate that dream with values.
2. Distribute the handout “Values and Vocational Choices” and have the group look over it. If need be, add other values that are important to your society and culture. Now ask group members to circle the three values that are most important to them when choosing a job. Have them cross out the values they do not consider so important.
3. Now distribute the “Job Possibilities” handout. Add or delete items from this list as needed for your environment. Now on a separate piece of paper each participant should list a few jobs that correspond to each of the three values chosen in the previous exercise. Example: What jobs would you list under the value “Being creative or artistic”?
4. Conclude the activity with the following discussion questions.
Discussion Guidelines

- How difficult was it to determine what were the three most important values for you?
- How difficult was it to think of jobs that reflect the values that you consider important?
- Which jobs appear on several lists, reflecting several work-related values?
- Do any of these jobs (which appear in several lists) correspond with your dream from the previous activity?
- If “Yes”, what does that say about your dreams and values? If “No”, what does that say about the difference between your values and dreams? Do you need to re-evaluate your dreams or your values?
- Were you surprised at all by the jobs that fit your own values? If so, why?
- Are there jobs that interest you that are not listed under one of the three values that you had chosen? What do you think of that?
- Finally choose the four jobs that you might be interested in that reflect your values. Fill in “Jobs that Reflect My Values”

Activity 3

1. Have the group brainstorm places to find out about available jobs and self-employment opportunities. List on a flip chart.
2. The “formal” job search includes all the resources most people think of when looking for a job - ads, employment agencies, government schemes, etc. List any others from their community that fit into this category. Write down the names of actual newspapers, agencies etc. These are formal job search resources.
3. Explain that the “informal” job search is also very important and includes developing a network of people who can help you get a job, introduce you to other people who might have job openings or create a job for you.
4. Distribute the handout “Broadening Your Job Search” and ask the boys to look at the formal job resources and note the percentage of people who get jobs from these channels. Now ask them to look at the informal job resources and note the percentage of people getting jobs from these resources.
5. Distribute the handout “Developing Informal Job Search Network”. Ask the boys to fill in names in each of the categories in this handout. Allow everyone enough time to fill in as many names as possible.
6. Distribute the handout on various “Schemes and Programmes for Vocational Training and Self-employment” (special effort should be made by facilitator to identify locally viable skills, programmes, Schemes and Vocational Training Institutes). Ask the boys to identify what they feel would be of use to them.

Discussion Guidelines

- Are you surprised or disappointed by your network?
- If you are disappointed what could you do about it?
- What advice would you now give to a friend who was looking for a job?
- Where should s/he start?
- Do you think that using a formal or informal search is easier? Why?
- What are the advantages and disadvantage of getting a job in the city?

Ideas for Action

Conclude with the following questions:

- What action can you take after today’s session?
- What can you do to expand your informal network?
- What can you do to find out more about how the formal job searching process works in your community?
- Do you know of somebody who is successfully employed? If yes, ask them to share with you their experiences of gaining employment.
GUIDED IMAGERY: FUTURE EMPLOYMENT

Pretend you are going to sleep - picture yourself in your bed at home - and when you wake up tomorrow morning, it is ten years from now! You are no longer a teenager, but an early to mid-20s adult. Keep your eyes closed as you imagine what life might be like ten years from now.

Imagine waking up and looking around the room you are sleeping in. What do you see? What kind of house or living space do you have? What do you see outside your window? Do you see tall city buildings, trees, wide-open spaces or other houses or apartment buildings? What kind of furnishings do you have? Is there one thing you are especially proud of owning? Picture yourself and your living space once you are working in your dream job...(long pause)

Think of who else, if anyone, lives there with you. Is there a life mate or marriage partner who lives with you? How about people living with you? Roommates? Children? Parents? Picture the family household you hope to have when working in your dream job....... (long pause)

Imagine that you are getting up and getting ready to go to work in the job you’ve always wanted. What is that job? What will you wear to work? How are you dressed when you leave the house? Maybe in a uniform? Picture yourself dressed for a busy day at your job - what do you look like......?(long pause)

How will you get to work? Picture yourself traveling to your dream job - what does your transportation look like? Do you drive, walk or bicycle to work? Do you take a bus or train? What is the trip to work like? How long is it and what do you see on the way...?(long pause)

Now you’ve arrived at your workplace. What kind of place is it? Is it a small company, a huge corporation or a government facility? Is it an office building, a school, hospital, shop or a factory? Or is your job outdoors, at a farm or a construction site? Picture the kind of place you hope to work in one day - what does it look like....?(long pause)

You begin working. Do you report to anyone? Do other people come to you for assignments? Do you work alone or with a team? What special equipment do you have to operate? What tasks do you have to do? What does your work day look like......?(long pause)

It’s payday, so you get your salary for one month of work at the end of the day. How much is the money that you receive? What is your monthly salary, or what do you hope to be earning ten years from now.....?(long pause) How will your job responsibilities change over time, or will you stay in the same position? If you are advancing, what will you do to move forward in your career?... (long pause)

Your imaginary day is over now. You are back home, going to sleep, sleeping deeply. When you wake up it will be today again and you are back in this room, today. Open your eyes and come slowly back to the present.
VALUES AND VOCATIONAL CHOICES

Here are some values you may want to consider when choosing a job. Circle three that are important to you in choosing a job, then draw a line through those that are not important to you.

- Helping other people
- Being creative or artistic
- Having a daily routine that changes
- Earning a lot of money
- Becoming famous
- Working with people all the time
- Influencing other people
- Working with new technology
- Having good people to work with
- Having Job security
- Working when you want
- Adding beauty to the world
- Working outdoors
- Finding adventure
- Learning new things
- Being known as an Intellectual or a “thinker”
- Helping make the world a better place
- Staying close to the family/house

Other ______________________
Other ______________________

JOB THAT REFLECT MY VALUES

List jobs you might be interested in because they reflect values that are important to you.

1. 
2. 
3. 
4. 

Lite Planning Education, Advocates for Youth, Washington, DC
## JOB POSSIBILITIES

| Social worker | Members of Armed Forces | Environment Specialist |
| Engineer | Flight Attendant | Florist |
| Professional sportsman | School Teacher | Word Processor |
| Truck Driver | Hair Dresser | Welder |
| Landscape Architect | Executive | Daycare Provider |
| Cashier | Tour Guide | Jewellery Specialist |
| Secretary | Plumber | Postman |
| Office Manager | Veterinarian | Art Critic |
| Architect | Health Worker | Business Owner |
| Retail Salesperson | Writer | Ambulance Driver |
| Dental Hygienist | Bank Teller | Model |
| Lawyer | Airplane Pilot | Auto Mechanic |
| Librarian | Paralegal | Police Officer |
| Reporter | Hotel Manager | Carpenter |
| Musician | Mason | Photographer |
| Computer Specialist | Construction Worker | Lab Technician |
| Restaurant Cook | Cosmetologist | Dancer |
| Optometrist | Desktop Publisher | Pharmacist |
| Registered Nurse | Paralegal | Firefighter |
| School Counselor | Hotel Manager | Employment Counselor |
| Accountant | Mason | Bartender |
| Assembly Line Worker | Construction Worker | Hospital Orderly/Peon |
| Psychologist | Cosmetologist | Video Photographer |
| Tailor | Desktop Publisher | Weaver |
| Artisan | Paralegal | Shop-keeper |
| Doctor | Hotel Manager | Professor college |
# DEVELOPING YOUR INFORMAL JOB SEARCH NETWORK

<table>
<thead>
<tr>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Former Employers</td>
</tr>
<tr>
<td>Family / Relatives</td>
</tr>
<tr>
<td>Friends</td>
</tr>
<tr>
<td>Neighbours</td>
</tr>
<tr>
<td>Business Owners/People with a job like one you want</td>
</tr>
<tr>
<td>Religious and Community Leaders</td>
</tr>
<tr>
<td>Teachers / Counselors</td>
</tr>
<tr>
<td>Doctors / Dentists / Other / Professionals</td>
</tr>
<tr>
<td>Parents of Friends and Classmates</td>
</tr>
</tbody>
</table>

*Remember: Most job leads come from your informal sources*

---

Life Planning Education, Advocate for Youth, Washington, DC
Objectives:

By the end of this session, participants will:
1. Understand the meaning of work ethics.
2. List & understand the characteristics of a positive and negative work ethic.
3. Evaluate the factors that influence our work ethics.
4. Be aware of the personal and social consequences of a negative work ethic.

Materials:
- Flip chart, easel, markers
- Invite a panel of three workers (employers and self-employed) to visit the group and give half an hour of their time. Brief them that the session will be about “work ethics” and the kind of ethic that is rewarded or punished within the workplace. Try to have at least one of the panelists a woman, and have a variety of kinds of work.

Activity

1. Before the panel starts, inform the participants that this session will explore the work ethic. Ask someone to try and give a definition of “work ethic”. Put this on a flip chart and expand it from others’ input. Do not show this definition to the panel. Now help the group to prepare some questions that they will put to the panel regarding the work ethic.

Facilitator’s notes: Work ethic is defined as: A set of moral beliefs or values which guide a person’s behaviour within a work environment; or principles of conduct within a work environment. A work ethic, like values, is not static: it can change over time, be influenced by experiences, role models, job satisfaction, and may not be demonstrated in accordance with what is stated (as being a person’s work ethic).

List examples of questions which can be asked on a flip chart:
- What positive attitudes and behaviours do you expect from workers?
- What kind of rewards are there for people who display such attitudes and behaviours?
- What negative attitudes and behaviours make it difficult within the workplace?
- What punishments exist for people who display such attitudes and behaviours?
- What problems do you sometimes encounter with new workers entering the workplace?
- What adjustments do they need to make?
- How can people make such adjustments?
- Have you ever had to dismiss someone from work? If Yes, Why? What could the person have done to avoid this happening?
- What are the employees rights within a work environment?

Facilitator’s Notes: The last question relates to what the employee can expect from the employer. For example, the employee has a right to fair wages, to be treated with respect, to have safe working conditions, to not be verbally, sexually or physically abused or harassed. It is important that the boys understand the difference between being a good and responsible employee and not allowing himself to be mistreated.

2. Participants ask the panelists the above questions.

3. With the help of the panel, have participants develop a list of characteristics under two headings “Positive Work Ethic” and “Negative Work Ethic.”
Discussion Guidelines

- How does a person develop a work ethic? Where do we learn this?
- What factors influence our work ethic?

Help the group to explore this more. Factors might be climate, culture, family, policies, resources, and health. Develop a critique of the positive work ethic in the light of such factors.

- What are the advantages of having a positive work ethic?
- Do you believe you have a positive or negative work ethic? If you have a “Negative Work Ethic” do you want to change it? Why? How?
- If we have a “Positive Work Ethic,” how do we feel about those people in our communities who display a “Negative Work Ethic”? (Especially in the light of our critique)?
- What would be the consequences of a weak work ethic for our personal lives?
- What would be the consequences of a negative work ethic for our communities and country?
- What can we do to promote a more positive work ethic?

Ideas for Action

Suggest that the boys make a list of their own personal work ethic. Ask them if they apply these rules of conduct at school, at a job or both. Tell them to share their work ethic with a friend or family member they admire. Is their work ethic the same or different from yours?

What is Success?

What is success?
To laugh often and much;
To win the respect of intelligent people
And the affection of children;
To earn the appreciation of honest critics
And ensure the betrayal of false friends;
To appreciate beauty;
To find the best in others;
To leave the world a bit better, whether by
A healthy child, a garden patch
Or a redeemed social condition;
To know even one life has breathed
Easier because you have lived;
This is to have succeeded

Ralph Waldo Emerson
Money Saved Is Money Earned

Objectives:
By the end of this session, participants will:
1. Understand the need for and usefulness of a budget.
2. Develop a budget as a means of money management.
3. Identify ways to get access to extra money through saving or borrowing.

Activity 1
1. Inform the group that this exercise will help them to use a budget as a means of managing their money. Explain that we use budgets not only for business but also for personal money management.
2. Ask the group if anyone has been in the situation when they wanted to buy something and found out that they actually had less money than they needed and didn’t know what to do. Ask a volunteer to share the experience with the group.
3. Explain that there are differences between “wants” and “needs”. In a large group ask the group to give examples of wants and needs and create a list of some typical “want” and “needs” for a family.
4. In small groups, ask people to list what expenses they think are incurred during a week for their family. Draw up a column titled “Needs” and list the needs below. Next to each item write the costs. Explain that this is the budget for expenses. Add the total at the bottom. It should look like this:

Household Budget

<table>
<thead>
<tr>
<th>EXPENSES</th>
<th>NEEDS</th>
<th>COSTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electricity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Materials:
- Flip chart, easel, markers
  - Example of household budget on flipcharts for activity 2
  - Paper and pens or pencils for small groups.
Another column should then be added titled “Income”. Each person’s income for the household should be added and totalled at the bottom. Add a column on the flip chart and it should look like this:

# Household Budget: Income and Expense Sheet

<table>
<thead>
<tr>
<th>Household member 1</th>
<th>INCOME</th>
<th>EXPENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>NEADS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>COSTS</td>
</tr>
<tr>
<td>Household member 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Food</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transport</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Electricity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Water</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clothing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>Total Income</td>
<td></td>
<td>Total Costs</td>
</tr>
</tbody>
</table>

## Discussion Guidelines

If the total for needs is more than the total for income then there is a problem with the household budget.

- If the needs cost more than the income, what can members of a household do? (Answers could be: reducing the amount of expenses such as using less electricity, reducing transportation expenses, or buying less expensive food or clothing or increasing household income by someone starting a small business out of the home or getting a part-time job.)
- If the income exceeds the costs what are your options? (Answers could be: Put the difference into a savings account or spend the money on things the family wants but does not necessarily need - be specific!!)
- Why is it important to have such a household budget?
- What happens if you stick to a budget?
- What happens if you do not have a budget or ignore the one that you do have?
Activity 2

Saving

1. Ask if any of the boys or their families ever needed money for a fairly large purchase, such as new farm equipment or repairing the roof. What did they do? How did they obtain the money needed?

2. Explain that you would like them to help someone who has a money problem. Read this story.

At a recent visit to the city Ram saw a machine that produces 30 bricks at a time mechanically. He knew that this would increase his production and help him meet a growing demand as more and more people in the community are wanting to build using brick. The machine costs Rs. 2000 and he earns Rs. 500 per week. From this Rs. 500 he uses Rs. 400 for expenses and saves Rs. 100. At this rate, it will take him 20 weeks to save enough money to buy the machine. He is afraid that someone will buy the machine or someone else in the community with more money will get the idea before then. He calls together four of his friends and asks their advice. Is there some quicker way to save the Rs. 2000?

3. Divide into groups of five. Ask them to talk about ways to solve Ram’s problem for about 20 minutes.

4. Bring the group together and ask each to present its solution. If the idea of group savings has not been presented, explain it to the group using the stones:

   Each of the five friends saves hundred rupees a week; if they combine their money, that makes five hundred rupees a week. In two weeks -1000 rupees..in four weeks - 2000 rupees. Ram can get the 2000 rupees in 4 weeks rather than 20 weeks. The others can get their savings back as the business earns income.

5. Ask the group:
   - Are there informal savings schemes like this in our community? (Try to give at least two examples from your community.)
   - How do they work? Do they have problems?
   - Do both women and men use these saving schemes?
   - Have you or your families used them?

Borrowing

1. Tell the group that borrowing is the other way to get a fairly large sum of money. Ask for examples of ways and places to borrow money. Invite someone from a bank to come and explain how borrowing money works.
   - What are the advantages and disadvantages of borrowing from banks versus money lenders?
   - What other institutions or organisations offer loans?
   - Are women in your community able to borrow money from these institutions too?
   - What are the advantages and disadvantages of these loans?

   Explain how some of these institutions lend only at very high interest rates.
Discussion Guidelines
1. Imagine that you needed capital (extra money) for a large purchase, for example to improve your business or your house.
   • *What mechanism would you use to obtain the money? Why?*
   • *What are the advantages and disadvantages of this mechanism?*

Ideas for Action
• Ask each boy to draw up a small budget for their own weekly personal costs including income and expense.
• Tell them to share the information you have learned about savings and borrowing with their family members. Ask them if their mother and sisters are as aware about these programs as the men in your family.
Puberty

Adolescent boys who are well informed about sexuality and reproduction can learn to exercise responsible, healthy behaviour. They can also team to involve their partners in sharing responsibility for sexuality and reproduction. It is important to understand the differences in sexual development of males and females. Decisions regarding sexual intercourse must be well thought out and responsible. There are feelings associated with sexuality and it is sometimes necessary to find a trusted adult to share those feelings with. These exercises involve reading, writing and discussion. The boys will learn about the positive and negative connotations in the vocabulary of sexuality, the rites of passage into manhood and sexual behaviour and its accompanying values.

Discuss the physical changes that take place as boys and girls mature.
2 hours

Foster awareness of changes related to puberty and sexuality
2 hours

Assess the risks and consequences of choosing to engage in sexual behavior.
2.5 hours

Session one
How Is My Body Changing?

Session two
Emotional and Physical Changes at Puberty

Session three
Sexual Decision Making
Module 10
Session one

2 hours

Objectives:
By the end of this session, participants will be able to:

1. Describe physical changes for boys and girls at puberty.
2. Demonstrate greater awareness of their changing bodies.
3. Understand that although puberty happens for all boys and girls, the timing and amount of changes can vary greatly among individuals.

Materials:
- Flip chart, easel, markers
- Prepared sheets of flipcharts and markers according to activity 1
- Handouts or enlarged drawing on newsprint on “Physical Changes in Girls at Puberty” & “Physical Changes in Boys at Puberty” illustrations.
- “Sex Education Window Box” and “Which one of us is normal? handouts & pens or pencils for participation.

Activity 1
1. For a warm up exercise post ten sheets of newsprint around the room and write one of the following words on each sheet:
   - man
   - sexual intercourse
   - woman
   - masturbation
   - breasts
   - penis
   - menstruation
   - testicles
   - vagina
   - backside

   Instruct each boy to move around the room and add slang words or phrases for each of the words on the lists. Encourage them to use any words/phrases they know. Once everyone has finished come together and read through the lists carefully and slowly.

Discussion Guidelines
- Were you embarrassed to see, write or hear any of the slang words?
- Why or why not?
- When do we use “slang” words and when do we use correct words? Why?
- Do some of the words seem overly harsh or abusive?
- What does it mean when people use them?
- Did people forget phrases with positive connotations? (such as “Making love” for intercourse) Why?

Explain that this exercise is to get us more relaxed talking about such topics.

Activity 2
1. Tell the boys that the topic of this meeting is puberty. Puberty is the time when a boy develops into a man and a girl develops into a woman and they become physically capable of having children. These changes usually start at 9-12 years old and continue on until 16 or 17. (Girls usually begin puberty a year or two before boys).

Some of the changes are externally visible and some are internal. These changes happen to all boys and girls; they are normal and natural and are due to a sudden spurt in sex hormones in both boys and girls.

2. Show the picture “Physical Changes in Boys at Puberty”. Ask the boys to describe the changes that occur in adolescence to boys. Points to include are on the drawing.

   Explain many adolescent males may experience “nocturnal emissions”, more commonly known as “wet dreams.” Explain that a wet dream is an involuntary ejaculation of semen while a man or adolescent boy is asleep. Ejaculation occurs when the penis becomes erect and then semen is released. Wet dreams are usually triggered by sexual dreams and fantasies and are common. However, it is also quite normal not to experience them. Ask if there are any beliefs within the group regarding “wet dreams.” Some may hold to myths such as “you will get sick if you have wet dreams” or “you will get sick if you do not have them.”
3. Show the picture “Physical Changes in Girls at Puberty”. Ask the boys to describe the changes that occur in adolescence to girls. Again, the points to include are on the picture
   - What is one of the biggest physical change that occurs in girls at puberty? (Answer: menstruation)
   - Tell the boys that menstruation will be dealt with in Module 11, Session 1
4. Explain that we will also explore emotional changes in the next session.

**Activity 3**

1. Distribute the “Sex Education Window Box” handout. Ask the participants to interview each other and complete the work sheets. Ask for volunteers to share some of the sources about sex and changes in the body from their interviews.

**Discussion Guidelines**

- Where did most people get their information about puberty and sex?
- Where did the most accurate information come from?
- How do you think young people should learn about puberty, from whom, and at what age?

**Activity 4**

1. Hand out the “Which one is normal” handout. The handout examines expectations and concerns that many young men have about their physical and sexual development. Link it to the “ALAM:LLAM” identity.
   - Which one of the young men appears “normal”?
   - Why is looking “normal” so important in our society?
   - How do people feel if they are viewed as not being “normal”?
   - What often happens to people if they are viewed as not being “normal”?

Note that behaviours are influenced by beliefs!

**Discussion Guidelines**

Encourage the group to ask any questions they may have about anything that has been discussed in the session. (Some people may be shy about asking questions, especially regarding this personal topic. If this is the case, you can ask everyone to write a question on a piece of paper, collect in a box or basket, and read them out loud.)

Additional questions for discussion can be:
- Which physical changes of puberty are the most difficult to deal with? Why?

**Ideas for Action**

Ask the boys to talk with one elder in their family about:
- When and how s/he learned about puberty?
- What physical changes of puberty were the most difficult to deal with for him/her?
Physical Changes in Girls at Puberty

- Growth spurt occurs
- Skin becomes oily
- All permanent teeth are in
- Underarm hair appears
- Breasts develop
- Waistline narrows
- Hips widen
- Long bone growth stops
- Pubic hair appears
- External genitals enlarge
- Ovulation occurs
- Menstruation begins
- Uterus and ovaries enlarge
Physical Changes in Boys at Puberty

- Growth spurt occurs
- Skin becomes oily
- All permanent teeth are in
- Larynx (voice box) enlarges, voice deepens
- Facial hair appears
- Shoulders broaden
- Underarm and chest hair appears
- Long bone growth stops
- Muscles develop
- Pubic hair appears
- Penis and testes enlarge
- Sperm production begins
- Ejaculation occurs
Sex Education Window Box

Walk around the room and interview other group members. In each box below write the name of another participant and their answers to the following questions: (Post the questions on a flip chart)

1. From what source did you get your first information about the changing body?
2. From what source did you get your first information about sex?
3. How did you feel about it?
4. How accurate was the information?

Name: Harpreet
1. Older Friend
2. Older brother
3. Fearful
4. Full of lies

Name:
1.
2.
3.
4.

Name:
1.
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Name:
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Name:
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Name:
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WHICH ONE OF US IS NORMAL?

Adapted from Boys Talk - A Program for young men about masculinity, non-violence and relationships.
Objectives:
By the end of this session, participants will be able to:
1. Be able to understand their changes bodies desires and feelings.

Materials:
- Flip chart, easel, markers
- Four labels according to Activity 2
- Masturbation quiz & pens/pencils for each participant

Activity 1
1. Remind the boys about the last session on puberty. Explain that as our bodies change during adolescence, we also experience changes in our feelings. Ask the boys what kinds of changes they may experience at this time. Write the answers on a flip chart. 
   Answers can include the following:
   - Our emotions change rapidly - we feel moody
   - We are interested in different things than we used to be
   - We want to spend more time with friends than family
   - We have an increased desire to be independent
   - We feel that no one understands us
   - We feel sexual attraction
   - We think more about the future

2. Affirm that it is normal to experience these feelings, and to experience anxiety and confusion about all the changes going on in our bodies and our minds. Emphasise that it is important to talk about such feelings that are going on in the inside - to find a trusted person (eg. a relative or friend)

Activity 2
1. Explain that you want the group to spend some time talking with one another about the different feelings they are experiencing. Put the labels “A”, “B”, “C”, “D” and “E” in the room. Explain that you are going to read five different feelings about a topic and tell which corner represents that feeling. Read the first comment in the “Identifying Your Feelings” sheet. Once the feelings are read, ask participants to choose a corner that is closest to how they feel about the topic and go and stand there. When everyone is in a corner, find a partner to share your feelings on this topic. Both partners should share their feelings on the topic.

2. Once people have shared their feelings with one another, call time and bring participants back to the centre. Read all the comments on the sheet and repeat the above instructions for each item. Affirm that not everyone has the same experience.

Discussion Guidelines
1. Exploring feelings
   - What pleasant feelings have you experienced as a teenager?
   - What difficult feelings have you experienced?
   - What have you done with these feelings? Did you talk to anyone about them? What did they say?
   - What are some of the reasons why these changes in emotions occur? (Answers will include hormones, new pressures, sexual maturity, changes in responsibility)
   - Would you like to be several years younger again? Why or why not?
   - Would you like to be several years older? Why or why not?
   - Area person’s feelings ever wrong or bad? (Remember the module on feelings - the answer is “No”. It is what we do with our feelings that is important)
2. **Exploring pressures**

Explain that many feelings that we experience at this stage of life are due to new pressures. What are some of the extra pressures that are experienced during this period of life? Some may be:

- Pressure to have a girlfriend or not have a girlfriend
- Pressure to follow fashion
- Pressure to fit the “ALAM:LLAM” physical identity (e.g. be handsome and strong)
- Pressure to not show feelings
- Pressure to drop out of school
- Pressure to do well in school
- The pressure to control our behaviour

*What can we do about such pressures?*

3. Explain that during puberty, both girls and boys develop **sexual desire**. This means we want to be close to another person. We may experience physical responses such as rapid heartbeat and erection of the penis. It is normal to experience these sexual feelings. Again, the issue is “**what decisions we will make about these feelings?**” We are responsible for the decisions and actions we make. Explain that we will explore the issue of sexual decision making in session three of this module.

**Activity 3**

1. Finish the session discussing **masturbation**.

2. Explain that masturbation is touching, fondling and playing with your own genitals to get sexual pleasure. Explain that it is common for both boys/men and gins/women and that it is **not physically or emotionally harmful** (unless people feel particularly guilty due to religious or cultural taboos or people get infected due to dirty hands or objects).

3. Talk about **taboos** against it.

4. If the group is relatively comfortable with the topic ask them:  
   - **Why** do people masturbate?

5. List the reasons and discuss (Some answers might be satisfaction, to relieve tension). Reinforce the idea that it is a normal part of our sexuality.

6. Finish the topic with asking the boys to fill out the **masturbation quiz** and then discuss the responses.

7. Stimulate a discussion around personal hygiene. Following are some discussion points:
   - Bathe daily. Eat healthy foods, exercise regularly, wear clean loose cotton underwear
   - While bathing, retract the foreskin and clean the penis with soap and water to prevent local infections
   - After masturbation and ejaculation, wash your private parts.

**Ideas for Action**

Ask the boys to talk with one elder in their family about:

- **What emotional changes did s/he experience during puberty?**
- **Was it easy/difficult to handle these emotional changes? Why?**
IDENTIFYING FEELINGS

1. When I think about how things are between me and my parent or parents, I feel:
   a. Really good - things are fine.
   b. Just okay - things are not great, but not bad either.
   c. Pretty bad.
   d. Miserable - it couldn’t get much worse.
   e. Any other

2. Now that I’m older, I seem to feel a lot more___________ than I used to.
   a. Nervous
   b. Angry
   c. Depressed
   d. Happy
   e. Any other

3. When I think about my best friend or friends I feel:
   a. Anxious about our friendship
   b. Really good - things are good between us
   c. Jealous of other people they hang out with
   d. Angry that things between us have changed
   e. Any other

4. When I think about going out with someone I really like, I feel:
   a. Excited
   b. Nervous
   c. Turned on
   d. Scared
   e. Any other

5. One of the most powerful feelings I have ever experienced Is:
   a. Fear
   b. Anger
   c. Love
   d. Joy
   e. Any other

Source: Life Planning Education, Advocate for Youth, Washington, DC
## MASTURBATION QUIZ

At one time, there was a great deal of concern about masturbation. Many people thought it caused serious health and sexual problems, and it was regarded as sinful. While some of these attitudes and beliefs have changed today, there is still a lot of misinformation and misunderstanding about masturbation. The questions below are intended to find out how much you know about masturbation and give you a chance to express some of your own feelings about it. Mark each of the following statements **true or false**:

<table>
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<tr>
<th>T/F</th>
<th>Statement</th>
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<tr>
<td>T/F</td>
<td>1. Most boys masturbate, but very few girls masturbate.</td>
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<td>T/F</td>
<td>2. If you masturbate too much, your adult sex life will be affected.</td>
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<td>T/F</td>
<td>3. Most people stop masturbating after they get married.</td>
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<td>T/F</td>
<td>4. People who masturbate too much are tired and irritable most of the time.</td>
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<td>T/F</td>
<td>5. Masturbation is considered more acceptable today than it used to be. Still, it is common for people who masturbate to feel guilty about it.</td>
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<td>T/F</td>
<td>6. Masturbation can cause pimples, acne, and other skin problems in teens.</td>
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<td>T/F</td>
<td>7. People who masturbate too much when they are young may, as a result, have mental problems when they get older.</td>
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<td>T/F</td>
<td>8. Homosexuals masturbate more than heterosexuals do.</td>
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<tr>
<td>T/F</td>
<td>10. When they are masturbating, some people imagine themselves participating in sexual acts they would consider strange at other times. Such fantasies are normal and do not mean that the people are going crazy or will ever try such acts in real life.</td>
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### MASTURBATION QUIZ: ANSWER SHEET

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Module 10
Session three

Objectives:
By the end of this session, participants will be able to describe:
1. Develop a broader understanding of sexuality than sex.
2. Distinguish between myths and facts regarding sex and sexuality.
3. Identify reasons why adolescents choose to have sex and why they choose to abstain from sex.
4. Practise making decision under pressure regarding sex.

Materials:
- Flip chart, easel, markers
- “Facts and Myths about Sexuality” handout and answer sheet for each participant, pens or pencils
- “Tips for Sexual Decision Making” handout for each participant

Activity 1
1. Ask the group the following question, “What is sexuality?” Record answers on a flip chart. Ask the boys to talk about popular beliefs and norms about sexuality; probe “shoulds and should-nots” surrounding sexuality. Are there differences for boys and for girls?

2. In this activity we will explore the difference between a narrow and broad understanding of sexuality.

   Ask the boys to think about something they saw at a movie, on television, or heard about in a recent conversation that was related to sexuality. Record the incidents on a flip chart. Review the list and comment on the nature of the items included.
   - Does this list reflect our understanding of sexuality?
   - What does it miss out? Is it a narrow or broad definition of sexuality?

   If the list reflects a narrow understanding inform the group that there is a broader understanding of sexuality that includes relationships, affection, intimacy, body image, touch, caring, thoughtfulness, identity, personality, emotions, feelings. The narrow definition is usually limited to sexual relationships, namely kissing, intercourse, sexy clothing etc. Even within the narrow definition of sexuality many people think immediately of sexual intercourse as the only means of expressing sexuality. Sexual intercourse is the insertion of the penis of the male into the vagina of the female. When a man and woman have intercourse, millions of sperms are ejaculated from his penis into the vagina.
   - What are other ways to express our sexuality with those whom we are attracted to?
   - What are the advantages and disadvantages of these expressions of sexuality?

Activity 2
In this exercise we will explore the difference between myths and facts regarding sex and sexuality. In small groups discuss each of the statements from the sheet “Facts and Myths About Sexuality” and develop a consensus. Write these statements on a sheet of flip chart paper.

Discussion Guidelines
Did everyone in each group agree on each statement?
Go through the answer sheet and discuss:
- Are there any myths you believed were truths?
- Are there any truths you believed were myths?

Clarify correct position on each statement, using the Facts and Myths about Sexuality Answer sheet as a guide.
Activity 3

1. Explain that one of the hardest decisions that adolescents have to make is whether to have sexual intercourse. Ask the group to brainstorm all the reasons for having intercourse as a teenager, and all the reasons for waiting or deciding not to have intercourse. List the reasons on a flip chart in two columns. Use the sheet “Reasons Why Teens Do or Do Not Have Sex” if necessary.

2. Go through the lists and evaluate how strong or weak each reason is. Use a rating of 1 -3: 1 being not a very good reason, 2 for a fairly good one and 3 for a very good reason.

Discussion Guidelines

• What are the best reasons for having sexual intercourse?
• What are the best reasons for waiting or deciding not to have sexual intercourse?
• Can someone who has decided to wait change his or her mind? Why? What about the reverse: Can someone who has previously had sexual intercourse decide to stop for now?
• What would happen to someone who says “I want to wait”?
• What does someone need to know if he or she is going to say no to intercourse?

(Activity would focus on: feeling good about themselves, being assertive, possibly not being so popular, and combating peer pressure.)

Activity 4

Read the brief scenario:

Ram, Bharat, and Ravi are talking about Ram’s girlfriend Rina. Bharat and Ravi feel that it is time that Ram proves his masculinity and that tonight he should have sexual intercourse with Rina. Ram thinks about it for a while and finally agrees that tonight should be the night.

Discussion Guidelines

• What has influenced the decision? What beliefs? (Masculinity) What pressures? (Peers)
• Has a decision been made?
• Who has made it? (The two boys pressured Ram into the decision)
• Who is left out of the decision? (Rina)

Use these questions to explore the issue of “decision-making” and how often boys/men make their own decisions without any consideration of the partner/girl involved.

• What could have Ram’s response been if he felt he did not want to have sex?
• What would have been a response that was more respectful of Rina even if Ram did want to have sex?

Explain the difference between unilateral decision making (when one party makes a decision and tries to impose it on the other party) and consensus (when both parties to the decision are involved in the process together without violence or manipulation.)
**Activity 5**  (Finish with the following exercise or with Activity 6.)

In a large group, read the scenario “Decisions for John and Stella.” Draw the chart on a flip chart and discuss the following questions and fill out the chart together. (The group may identify more than 3 options.)

**Discussion Guidelines**

- What are some of the options available to John and Stella?
- What are some of the consequences of each action?
- What factors should they consider? How should these factors influence your sexual decision-making?

**Activity 6**

Divide the participants into two groups. One group should create a role-play where young people are having sex, and the other group’s role play should depict a couple that decides not to have sex. Tell the group that the role plays should include interactions with peers, parents, co-workers, teachers or any other people who might realistically influence the participant’s sexual behaviour. Ask the participants to make the role play as real as what they experience in their everyday lives.

**Discussion Guidelines**

Draw the chart from Activity 5 (John and Stella) on a flip chart, and replace the word “options” with “decisions.” After each role play, lead a group discussion to fill out the chart using the following questions.

- What were some of the sexual decisions made in the role play?
- What are the possible consequences of these decisions?
- What other factors should they consider?
- How should these factors influence your own sexual decision making?

**Ideas for Action**

Suggest that the boys take time to sit alone and think about their own sexuality and the many ways it can be expressed without even having sex; e.g. by caring deeply for someone special, by feeling warm and happy when with a special person, how they feel as a boy with all of their senses alive and awake. Think about the connection between their heart (their feeling of love and deep concern) and their sexuality. Read the Tips for Sexual Decision Making, and share them with friends, and others they love and trust.
TIPS FOR SEXUAL DECISION MAKING

1. Spend some time alone thinking about your values, and ask yourself “Does my sexual behaviour reflect my values?” Whenever you are with peers or friends who try to influence you to make a sexual decision which goes against your values, or what you feel comfortable with, stay true to yourself and don’t go against your own values - trust yourself!

2. Remember the potential consequences of your sexual decisions! It is too late to think about pregnancy, STIs and HIV/AIDS after you have put yourself, and another person, at risk for these things.

3. Anticipate situations where you may have to make a sexual decision. You already know what times and places you may find yourself needing to make a sexual decision. **Do not wait until that time to decide!** Go into a potentially sexual situation with your thoughts and values in mind.

4. You are not the only one making the decisions about your sexual activity; **one half of the decision belongs to the person you are thinking of being sexual with!** So talk with that person, and listen to the other person’s thoughts and feelings. You are not weak if you listen to a girl/woman; you are actually much stronger, and you show your true manhood in being able to listen and love.

5. **Do not be afraid to question others who try to change your mind** about your sexual decisions. Talk to your friends and peers about what you feel. You can be a positive influence on your friends by getting them to question their own values and sexual decisions.
### FACTS AND MYTHS ABOUT SEXUALITY

Respond to each of the following statements with the word “**fact**” or “**myth.**”

1. It is not possible for a girl to get pregnant if she only has sex during her period.  
   **fact**

2. Abstinence (not having sexual intercourse) is the only method of birth control that is 100% effective.  
   **fact**

3. A girl cannot get pregnant the first time she has sexual intercourse.  
   **fact**

4. It is possible to have a sexually transmitted infection (STI) and not even know it.  
   **fact**

5. Both men and women have a right to say no to sex any time.  
   **fact**

6. Big penises mean better sexual performance.  
   **myth**

7. Males need to have sex to keep good health.  
   **myth**

8. Once a boy gets really excited and gets an erection, he has to go all the way and have intercourse or it will be harmful.  
   **myth**

9. Alcohol and other addicting drugs make it easier to get sexually aroused.  
   **myth**

10. Sexual intercourse is really the best way to express your love for someone.  
    **myth**

11. Women do not have orgasms, so when the male reaches orgasm, the sex is finished.  
    **myth**

12. All men can be sexually aroused by a woman, and all women can be sexually aroused by a man.  
    **fact**

13. Sexual activity is only for the purpose of having a baby.  
    **myth**
FACTS AND MYTHS ABOUT: ANSWER SHEET

Ask students to respond to each of the following statements with the word “fact” or “myth.”
This may be used as an oral or a written activity.

1. It is not possible for a girl to get pregnant if she only has sex during her period.
   
   **Myth.** It is possible for a girl/woman to get pregnant at any time during her menstrual cycle. Females are able to get pregnant when they are ovulating, usually about 14 days before their period and then again 10-14 days after their period. So it seems like a woman would be unable to get pregnant during her period. However, ovulation can occur at any time during their menstrual cycle. Stress, illness, and other factors can bring on ovulation at various times throughout the cycle. This is especially true for adolescents.

2. Abstinence (not having sex) is the only method of birth control that is 100% effective.
   
   **Fact.** A girl/woman will not become pregnant if she does not have sexual intercourse. However, sperm ejaculated on or near the vagina may enter the vaginal canal and possibly result in pregnancy.

3. A girl cannot get pregnant the first time she has sex.
   
   **Myth.** A girl/woman can become pregnant any time she has sexual intercourse, even the first time.

4. It is possible to have a sexually transmitted infection (S.T.I.) and not even know it.
   
   **Fact.** Some STIs have easily recognizable symptoms; others may have no symptoms at all.

5. Both men and women have a right to say no to sexual activity any time.
   
   **Fact.** The decision needs to be made each time a person is thinking of having sex with someone. A person has the right to say no if he or she does not want to be sexual with a person even if they have already been sexual with the person.

6. Big penises mean better sexual performance.
   
   **Myth.** Penis size has nothing to do with a boy’s/man’s masculinity or his sexual ability.

7. Males need to have sex to keep good health.
   
   **Myth.** It is normal and healthy for both males and females to have sexual feelings and desire to express them, but neither males nor females need to have sex to be healthy.

8. Once a boy gets really excited and gets an erection, he has to go all the way and have intercourse or it will be harmful.
   
   **Myth.** An erection does not have to end in sexual intercourse. Occasionally a boy might feel some discomfort if he is sexually excited for an extended period of time. This will disappear when he is able to relax, or if he masturbates.

9. Alcohol and other addicting drugs make it easier to get sexually aroused.
   
   **Myth.** They have exactly the opposite effect. Alcohol and other drugs may increase desire and reduce inhibitions (make you feel freer) but they decrease the flow of blood to the genital area and make it more difficult for males to have an erection and more difficult for mates and females to experience orgasm. More importantly, they can make people feel like it is okay to do things they would not ordinarily do sexually, such as have intercourse or not protect themselves against pregnancy, STIs and HIV infection.
10. Sexual intercourse is really the best way to express your love for someone.

**Myth.** There are hundreds of ways to show you care about or love someone without physical intimacy. In addition sexual activity includes a range of physical intimacy including holding hands, hugging, kissing, touching, caressing to orgasm, etc. Sexual intercourse is only one type of sexual activity and only one way to express love.

11. Women do not have orgasms, so when the male reaches orgasm, the sex is finished.

**Myth.** Women do have orgasms. It may take some sensitivity and patience on the male’s part to learn how to be sure that the female experiences orgasm; especially if he is extremely excited. Males generally achieve orgasm faster than females, so it is important that the male knows how to arouse the female and wait till she reaches orgasm. Communicating likes and dislikes is important to ensure that sexual relations are satisfying for both the male and the female.

12. All men can be sexually aroused by a woman, and all women can be sexually aroused by a man.

**Myth.** Each person’s sexuality and sense of sexual attraction is different. People are sexually excited by a variety of different types of people. Though a man can be aroused by a woman he finds attractive, other men are not aroused by the same woman, or by women at all. Conversely, most women can be excited by a man whom they find appealing, but some women may not find that same man, or any man, sexually attractive.

13. Sexual activity is only for the purpose of having a baby.

**Myth.** Sexual activity consists of a wide range of sexual expression. There are many kinds of sexual activity which don’t result in pregnancy. It is a very personal decision which the couple must make about when, how and why they will be sexual, if there is open communication and mutual respect, sexual expression can lead to greater trust, caring and intimacy between two people. Sexual intercourse may result in pregnancy, but it doesn’t have to if contraceptive devices are used.

Source: Adapted from New Vision Planned Parenthood of Wisconsin and Life Planning Education, Advocates for Youth, Washington DC
### Reasons Why Teens Have Sex

- To stop pressure from friends/partner
- To communicate loving feelings in a relationship
- To avoid loneliness
- To get affection/to feel loved
- To receive and get pleasure
- Believe everyone is doing it
- To show independence from parents and other adults
- To hold onto a partner
- Do not know how to say “no”
- Feel sex is all they have to offer
- To prove one is an adult
- To become a parent
- To satisfy curiosity and experiment
- Nothing better to do
- Media messages make it seem glamorous
- Have not consciously decided not to have sex
- Is married

### Reasons Why Teens Do Not Have Sex

- To follow religious beliefs or personal or family or societal values
- Understand that a pregnancy would interfere with life goals, hopes, and dreams
- To keep a romantic relationship from changing
- To avoid STI's and HIV infection and pregnancy
- To avoid hurting parents
- To avoid hurting reputation
- To avoid feeling guilty
- To find the right partner Not ready
- To wait for marriage
- Have considered the consequences and decided not to take the risk

Source: Adapted from New Vision. Planned Parenthood of Wisconsin and Life Planning Education. Advocates for Youth, Washington DC
John and Stella have been dating for about six months and have been talking about having sex for the first time. They are each 17 years old and really care for each other. What are some of the options that they might pressure?

<table>
<thead>
<tr>
<th>Options</th>
<th>Possible Outcome</th>
<th>Factors to Consider</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Positive</td>
<td>Negative</td>
</tr>
</tbody>
</table>

|         | Positive        | Negative            |
|         | Positive        | Negative            |
|         | Positive        | Negative            |
|         | Positive        | Negative            |

|         | Positive        | Negative            |
|         | Positive        | Negative            |
|         | Positive        | Negative            |
|         | Positive        | Negative            |

|         | Positive        | Negative            |
|         | Positive        | Negative            |
|         | Positive        | Negative            |
|         | Positive        | Negative            |

**Scenario and worksheet**
Reproduction

This module discusses the importance of understanding the male and female reproductive cycles and systems. The group will learn how sexuality, pregnancy and parenthood affect men and women. It is vital that boys acquire this knowledge because it affects every aspect of their lives. They need to understand that having a child requires information, time and a great deal of thought. The exercises that follow show details of the reproductive and sexual organs of males and females. There is material on how pregnancy occurs and what happens when females bear children at a too young age. The group will discuss birth control and the difference between safe and unsafe sex.

Use anatomy charts to present reproductive organs and processes.
2 hours

Assess the risks and consequences of early child bearing.
2 hours

Present different family planning methods.
2.5 hours

Module II

Session one
How a Baby Is Created

Session two
Having a Baby Before Age 20

Session three
Having Children by Choice Not by Chance
Module II
Session one

2 hours

Objectives:
By the end of this session, participants will be able to:

1. Describe how men’s and women’s reproductive systems function.

How a Baby Is Created

Materials:
- Flip chart, easel, markers
- Posters of the boy’s and girl’s reproductive system (paper & tape to cover names of body parts) and the poster on pregnancy
- Several small cards and a pen or pencil for each boy per discussion guidelines

Activity

1. **Remind** the boys about the sessions on physical and emotional changes at puberty. Recall that puberty is the time when a boy develops into a man and a girl develops into a woman and they become **physically capable of having children**.

2. **Ask** the boys what they have been told or heard about how pregnancy occurs, or how babies are made.

3. **Tell** the boys that it is important to **know and understand** how men’s and women’s reproductive and sexual organs work. Show the poster of the boys reproductive system, first by covering up the names of the body parts with slips of paper. Ask the boys if they can name each body part and describe its function. Talk about the external reproductive organs first and clarify the names and purpose of each body part. Then talk about the internal organs and the names and purpose of each body part. **Encourage questions**.

4. Show the poster of the female reproductive system and talk about the purpose of each body part. Encourage the boys to explain what they know first, before fully explaining the system. **Encourage questions**.

5. **Ask** the boys to describe what menstruation is and how they feel about the fact that all girls go through it. Be sure to correct any false information that the boys may have and **clarify missing information**.

6. Show the poster on pregnancy and talk about sexual intercourse and fertilisation of the egg. Explain that it is the male sperm, which determines whether the fertilised egg will develop into a female or male baby.

Discussion Guidelines

- Give each boy several small cards and encourage them to write questions that they have on these cards. These questions can then be put in a “Question Box” and you can pull them out and answer them one by one. Encourage volunteers in the group to try and answer the questions before you do. If there are questions that you are not sure about tell the group that you will ask a nurse or doctor and answer these questions the next time you meet.

- To end the session, ask the boys **“What do you know that you didn’t know when you came here today?”**

Note: The facilitator may want to invite a local doctor for this session as the boys may have questions that the facilitator is not sure of or comfortable answering.

Ideas for Action

Ask the boys to try to explain what they learned today to a friend, sibling, parent or other relative. Trying to describe their new learning to others helps them to better understand and remember what they have learned.

CEPDA: Choose a Future!
Female Reproductive System
The parts of the female body that are involved in pregnancy and childbearing are called the reproductive organs. They include:

### EXTERNAL ORGANS

- There are three openings in the genital area: the vagina, and the anus. The **urethral opening** is a small opening above the vagina for the passage of urine. The **vaginal opening** is the outlet for the menstrual flow. The **anus** (not part of the reproductive system) is the outlet for the expulsion of faeces.

- The **labia majora and labia minora** are two sets of folds on either side of the vagina: they protect the clitoris and the urethral and vaginal openings.

- The **clitoris** is the small structure located above the urethral opening at the point where the labia meet; focal point of stimulation; brings pleasurable feelings when stimulated.

### INTERNAL ORGANS

- The **ovaries** are oval-shaped structure in the pelvic region; contain 300,000 to 5,000,000 egg cells at birth; produce female sex hormones, oestrogen and progesterone; begin release of eggs at time of puberty. An ovum or egg is about the size of a pin head; if not fertilized, it dissolves and is absorbed. Usually one egg is released monthly; if more that one egg is released, twin or multiple births may occur.

  The **fallopian tubes** are the passageway for the egg from the ovary to the uterus; this is where the man’s sperm meets and fertilizes the egg.

- The **uterus** (womb) is where a baby grows when a woman becomes pregnant. If a woman does not become pregnant, the uterus lining passes out of her body as blood through the **vagina** during the monthly menstrual cycle.

- The **cervix** is sometimes called the neck of the womb. It connects the womb to the **vagina** and normally has small opening. Before a baby is born, the cervix opens up or dilates so the baby can pass through it and the vagina.

- The **vagina** is the channel between the womb and the outside of the body; canal through which a baby passes during childbirth (sometimes called the birth canal); passageway for the menstrual flow to the outside; place where man inserts his penis during sexual intercourse.
How a Baby Is Created

FEMALE REPRODUCTIVE SYSTEM

- Fallopian tube
- Uterus (womb)
- Ovary
- Cervix (neck of the womb)
- Vagina
- Pelvis
Menstruation (also called periods because they occur every month) marks the onset of sexual maturity in girls. Menstruation is the periodic shedding of blood and tissue from the female reproductive organ called the uterus. The uterus is located in the lower part of a female’s abdomen. Beginning to menstruate means a girl is capable of becoming pregnant and having a baby.

1. **Egg passing through fallopian tube**
   - Egg (Ovum)
   - Uterus

2. **Egg in uterus (womb)**
   - Egg

3. **Shedding of the endometrial lining during menstruation**
   - Egg
Explanation of Menstrual Cycle

1. When a girl is born, she has thousands of egg cells or ova in her two ovaries. Each egg is the size of one grain of sand. The tiny dots in the two balls are the eggs. The two balls are the ovaries.

   Each month, one egg-the big black dot-ripenes and leaves the ovaries. This is ovulation.

   The egg is picked up by the broad end of the fallopian tube and starts moving towards the uterus, the "v"-shaped area. At the same time, the uterus starts getting ready for the egg by thickening its inner lining.

2. An egg can grow into a baby only if it meets a sperm cell from a male. If the sperm and egg meet, a woman becomes pregnant. The fertilized egg attaches to the thick lining of the uterus. This lining nourishes and supports the baby until birth.

3. If the egg is not fertilized by a sperm, the lining is not needed and it breaks down.

4. The lining, tissue, and the egg flow out of the uterus through the vagina and leave the body. This is menstruation. Menstruation occurs approximately 14 days after ovulation, if the egg is not fertilized. Menstrual periods (bleeding) may last 2-8 days; the average menstrual period lasts 4-6 days. The menstrual cycle occurs about every month until a woman goes through menopause i.e., till she is 45-50 yrs. old. It also stops during pregnancy and starts again after the baby is born.
Male Reproductive System

The parts of the male body that are involved in reproduction are called the reproductive organs. They include:

**EXTERNAL ORGANS**

- The **penis** is the male organ for sexual intercourse; it places sperm in the woman’s vagina during sexual intercourse. When a man is sexually aroused or his penis is stimulated, his penis becomes enlarged (an erection) and ejection or ejaculation of semen can occur. If a sperm meets an egg in the woman’s body, she becomes pregnant.
- The **scrotum** is the pouch located behind the penis which contains the testicles; protects the testicles; controls temperature necessary for sperm production and survival.
- The **testes** are two round glands which descend into the scrotum following birth; produce and store sperm starting in puberty; produce male sex hormone, testosterone.

**INTERNAL ORGANS**

- The **vas deferens** (sperm tube) is the passageway for sperm, leading from the testicles and joining with the urethra. Sperm are the male sex cells; too small to be seen without a microscope; shaped like tadpoles; movement aided by lashing their tails. Production usually begins between age 12-24. Total number per ejaculation is 200 to 500 million but only one can fertilize an egg. Semen is the sperm containing fluid that passes out of the penis at the time of ejaculation.
- The **urethra** is the tube through which urine passes from the bladder to the outside of the body; it is closed to urine during ejaculation.
MALE REPRODUCTIVE SYSTEM

- Penis
- Bladder
- Vas deferens
- Urethra
- Testes (testicles)
- Scrotum

How a Baby Is Created
How Pregnancy Happens

Sexual intercourse is the insertion of the penis of the male into the vagina of the female. When a male and female have intercourse, millions of sperm are ejaculated from the penis into the vagina. The ejaculated sperm swim up through the vagina, into the uterus and through the fallopian tubes seeking an egg. If a mature egg is present, fertilization can take place. Although millions of sperm may be present, only one sperm can fertilize the egg.

The fertilized egg moves through the fallopian tube and implants itself in the uterus, where the fetus will grow. If the egg is not fertilized, menstruation will occur.

A girl or woman can become pregnant anytime she has sexual intercourse, even the first time.
Objectives:
By the end of this session, participants will be able to:
1. Identify the risks and consequences of having a baby as a teenager.
2. Identify the options available regarding pregnancy.

Materials:
- Flip chart, easel, markers
- Flip chart paper and a pen or pencil for small groups
- Leader resource sheet “Effect on Males: Effect on Females”
- The legal context of adoption and abortion in India including the prevalence of adoption and abortion (both legal and illegal) in India.

Activity 1
1. Ask the boys to think about the age that they would like to have their first child. Have several boys answer and explain why.
2. If there are boys who are already fathers, ask them if they are willing to share their experiences and perceptions. After they have shared ask:
   - Who does pregnancy impact on most? The boy or the girl?
   - Is it important for us to be aware of the impact on girls? Why or why not?
3. Explain that you’d like to read two letters, one from a young man who became a father when he was 18, and the other from his friend whose first child was born when he was 22 years old.
4. Read the letters out loud, or have the boys read them.

Discussion Guidelines
1. Ask the boys what they think of the two letters.
2. Encourage more analysis with questions such as:
   - What problems did Mahesh face that Suresh didn’t?
   - How is Suresh’s life different than Mahesh’s?
   - What other problems may a young girl face if she had a baby at an early age?
   - Whose situation is more common in your community: Mahesh’s or Suresh’s?
   - Why do girls in your community have babies at a young age?
   - What family pressures lead one to having a baby at a young age?
   - What impact does it have on the boys who are the fathers?
   - What impact should it have?
3. Divide the boys into five groups. Give each group a piece of flip chart paper and a pen. Each group is given one of the following topics (see Leader Resource Sheet) and is asked to make a list of effects under the two headings: Effect on Males: Effect on Females.
4. Ask each group to report back and discuss the answers given. Then discuss the following questions:
   - From the discussion so far how much does your life change when you become a parent?
   - Do you think most teenagers realise how pregnancy and parenthood changes your life?
   - Are you willing to risk these changes to your life? Why or why not?
Activity 2

One of the consequences of adolescent pregnancy is that we have to make a choice as to what to do. This brief activity helps to explore what those options are:

1. To begin this activity ask the boys respond to the following incomplete sentences: List the various answers under each heading on a flip chart. Do not allow discussion or debate to take place at this stage. Participants should feel safe to give any answer.

   Adoption is...
   Abortion is...
   Bearing a child and keeping the baby is...

2. Take three separate pieces of flip chart paper and title them: “Adoption”, “Abortion” and “Keep the Baby”. Have the boys brainstorm why someone might choose each of the pregnancy options.

Discussion Guidelines

- What are some of the most important reasons why people may choose each option?
- What are some of the consequences of adoption?
- What are some of the consequences of abortion?
- What are some of the consequences of “keeping the baby”?
- Who should actually be involved in the decision? (Remember which partner usually ends up living with the consequences)
- What responsibility lies with being involved in the decision?

2. Inform the boys of legal implications of each option within their country.

Ideas for Action

To end the meeting, ask how their ideas about when to have children were affected by the discussion. What can young men do to reduce the number of unplanned pregnancies among teenagers? Develop a list and talk to other young men about your ideas.
Dear Suresh,

It has been a long time since you heard from me.

I remember our happy days in school. Oh, we had dreams and hopes for the future! Now my hopes are for my children. You know that my daughter is already 5 years old. I also have a son. He is 2. And, there is another one on the way.

I worry about this next child. We hardly have enough for the four of us. My wife, do you remember, is 5 years my junior. I work as a mason in new buildings being constructed in town. I earn some money, but I need more. It is a problem when children are sick too. My son had a bad pain in his ear, but we could not go to clinic. It seems now that he can’t hear me well.

I have tried to bring some extra money to our house. But I am so busy and there is not much that I can do. My daughter began school this year, but next year; she may have to start working somewhere. I miss you and our times together. Send me a letter soon.

Love,

Mahesh

Dear Mahesh,

I am sorry I have not written to you in several months. I have been so busy!

Do you remember how good I was in math in our school? Well, I am working now as an accountant for a small business in the town nearby. You may wonder how I can do this with two children! The twins were born when I was 22, and they are now 4 years old. Next year, they start school, and I want both my son and my daughter to continue through college. We are saving a little bit of money each week for their education.

My wife has started a creche in the neighborhood. With our income, we have enough to live day to day, with a little extra for emergencies or special purchases. Please come and visit!

Love,

Suresh
**Leader Resource Sheet**

*(For Activity 1, Discussion Guidelines# 3)*

<table>
<thead>
<tr>
<th>Newsprint for Group 1: EDUCATION</th>
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<tbody>
<tr>
<td>Effects on Males</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Newsprint for Group 2: CAREER/EMPLOYMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effect of Males</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Newsprint for Group 3: SOCIAL LIFE/ FREE TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effect of Males</td>
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</table>

<table>
<thead>
<tr>
<th>Newsprint for Group 4: FAMILY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effect of Males</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Newsprint for Group 5: MONEY</th>
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</thead>
<tbody>
<tr>
<td>Effect of Males</td>
</tr>
</tbody>
</table>
Having Children by Choice - Not by Chance

Materials:
• Flip chart, easel, markers
• One “Contraceptive Facts, handout for each participant
• Samples of Oral contraceptives pills, IUCD, Condoms

Activity 1
1. Remind the boys of the risks of unprotected sexual behaviour - unintended pregnancy and disease.
2. As a facilitator read sheet on “Teaching About Contraception” before the session and state to the group:
   • Sexual intimacy may be part of a close relationship between a woman and man.
   • Boys and girls (women and men) can be friends without engaging in sexual activity.
   • Women and men can make informed decisions when choosing to have a sexual relationship.
   • A person can have sexual intimacy without having intercourse.
   • When teens do choose to have sexual intercourse, they have a responsibility to themselves, their partners (s), and future children to keep themselves safe from unintended pregnancy and disease. Unprotected Intercourse Is neither safe nor smart.
   • We are not assuming that anyone or everyone in this group has had vaginal intercourse just because we are discussing contraception.
   • It is important to minimise risks when you have sexual intercourse. The best way to do that is to use contraception.
   • Individual values about having sex and using contraceptives differ and that is OK.
   • Women and men have the right to make informed decision on the number and spacing of their children.
3. Ask the boys to name as many methods of contraception as they can include methods used by boys/men and girls/women. List their responses on a flip chart and add any that are omitted. As the boys are developing this list they may name methods or activities which are believed to prevent pregnancy but do not. Write these responses on a second list of “Myths about preventing pregnancy.”
4. After all the actual methods of contraceptives have been listed, ask the boys to continue to develop the list of “Myths of Preventing Pregnancy.” This list can include such things as eating papaya, wearing armlets or waistbands, drinking lemon/sugar water, washing genitals after intercourse, having intercourse standing up, having intercourse with a virgin, etc. Encourage the boys to list all the ways they have heard to prevent pregnancy and confirm whether they are myths or not. (Ask for clarification from the doctor, the male health worker or the ANM at the subcentre, if needed.)
5. Introduce a doctor or (ANM) or male health worker to explain different methods of contraception, how they are used and explain the advantages and disadvantages of each method. Make sure he/she includes an explanation of which methods are available to adolescents and how and where to get them. During the discussions samples of oral contraceptive pills, IUCDs, and condoms may be distributed to the groups for them to see these. Encourage questions from the group.
6. Distribute the handout “Contraceptive Facts” to the boys before the boys leave.
Discussion Guidelines

• What are the advantages of using effective family planning methods when engaging in sexual intercourse? Write responses on a flip chart. (They can include: preventing against HIV infection and other STDs, preventing early unwanted pregnancy, showing respect and concern for your partners' wishes and health, having a more relaxed sexual relationship with much less the worry of pregnancy or disease.)

• Which one is 100% effective? (The answer is abstinence)

• When can this even be ineffective? (Note that even abstinence can be ineffective if ejaculation takes place near the vagina and semen enters the vagina.)

• Which partner is responsible for using most of these contraceptives?

• Which ones can boys/men be responsible for using?

Activity 2

1. Introduce the activity by stating that millions of men have used condoms successfully for more than a century, since the invention of latex rubber. Write the following heading on the board: "Reasons Why People Choose Condoms". Brainstorm a list of ideas. Be sure to include: widespread availability, male control over his own fertility, no hazardous side-effects, protection against sexually transmitted infections including the HIV infection.

2. Describe the condom as a sheath worn over the penis to prevent pregnancy and the spread of sexually transmitted infections. Explain to the boys that some people practice using condoms before they actually have intercourse so that they are prepared in case they need a reliable method of birth control. Just as a person needs time to become accustomed to wearing a hat or gloves if they have never done so before, using a condom requires getting used to new sensations.

3. Describe each step in condom use. Use a real condom to demonstrate the use. You may use a model of an erect penis for the purpose. Ask the boys to take turns to feel the condom and demonstrate its use.

4. Note that condoms come in many varieties—ribbed, coloured, lubricated, etc.—but there is one standard size. Although people need accurate information to use condoms effectively, condoms are often sold without directions. Encourage the boys to ask any questions they have about using a condom and clarify the questions.

Discussion Guidelines

• If a couple decided to have sexual intercourse, what are the advantages and disadvantages of using a condom?

Be sure to note that using condoms requires a rational decision that can interrupt the spontaneity of love-making. Stress that sexual activity can be more enjoyable when worries about unwanted pregnancy or sexually transmitted infections are removed.

• What can be difficult discussing condom use with a partner/husband/wife? What are the ways to overcome these possible difficulties?

Ask the boys to list possible resources for information and services for condoms.

Ideas for Action

Summarize the session by explaining that correct use of a condom is an effective way to prevent pregnancy and the only way for couples who are sexually active to prevent the transmission of sexually transmitted infections and HIV infection. Not being sexually active is the only way to have 100% protection from pregnancy and sexually transmitted infections and HIV infection.
<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
<th>Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONDOMS</td>
<td>• Also known as rubbers</td>
<td>• If you are very careful each time 97%.</td>
</tr>
<tr>
<td></td>
<td>• Fits over erect penis and prevents sperm form entering vagina.</td>
<td>• If you are not very careful each time 88%.</td>
</tr>
<tr>
<td></td>
<td>• If you are not very careful each time 88%.</td>
<td>• If used with spermicidal cream more than 99%.</td>
</tr>
<tr>
<td>DEPO-PROVERA</td>
<td>• Artificial hormone injected by a doctor, once every 3 months.</td>
<td>• More than 99%.</td>
</tr>
<tr>
<td></td>
<td>• Stops ovaries from releasing egg each month.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Thickens mucus in the cervix so it’s difficult for sperms to enter the womb.</td>
<td></td>
</tr>
<tr>
<td>TODAY (Intravaginal spermicidal tablets)</td>
<td>• Made of chemicals that kill sperm.</td>
<td>• If you are careful each time 80-94%.</td>
</tr>
<tr>
<td></td>
<td>• If you are very careful each time 64-82%.</td>
<td>• If used with condoms more than 99%.</td>
</tr>
<tr>
<td>IUCD (Intrauterine Contraceptive Device)</td>
<td>• Small devices put inside uterus by</td>
<td>97-99%</td>
</tr>
<tr>
<td></td>
<td>• Stops sperm from joining egg</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Stops fertilized egg from implanting and growing in uterus</td>
<td></td>
</tr>
<tr>
<td>ORAL CONTRACEPTIVE PILLS (OCPs)</td>
<td>• Pills made of artificial hormones.</td>
<td>• If you are very careful in taking them regularly more than 99%.</td>
</tr>
<tr>
<td></td>
<td>• Stops ovaries form releasing egg each month.</td>
<td>• If you are not very careful in taking regularly 97%.</td>
</tr>
<tr>
<td></td>
<td>• Can be given by a clinician, nurse or health worker and are available in health centers and with chemists.</td>
<td></td>
</tr>
<tr>
<td>STERILIZATION (Vasectomy/Tubecomy)</td>
<td>• Operations that makes a person unable to have a baby (The vas deference in men and the fallopian tubes in women are clamped and cut).</td>
<td>99.6%.</td>
</tr>
<tr>
<td></td>
<td>• Both men and women can by sterilized.</td>
<td></td>
</tr>
<tr>
<td>TRADITIONAL</td>
<td>• Lactation amenorrhea method (breastfeeding): temporary method for the 6 months following childbirth, for women who are not menstruating and are fully or nearly fully breastfeeding</td>
<td>• Breastfeeding: 98% during 6 months after children, if used correctly.</td>
</tr>
<tr>
<td></td>
<td>• Fertility awareness methods: methods to determine when woman can and cannot get pregnant (includes charting body temperature, vaginal mucus, menstrual bleeding); can abstain from sex or use contraceptives during fertile time</td>
<td>• Fertility awareness methods: 91-97% if you are very careful each time, 80% if not very careful each time</td>
</tr>
<tr>
<td></td>
<td>• Withdrawal (coitus interruptus): man interrupts intercourse and withdraws his penis from his partner’s vagina before he ejaculates</td>
<td>• Withdrawal: 81%</td>
</tr>
<tr>
<td>HEALTH CONCERNS</td>
<td>ADVANTAGES</td>
<td>WEAK POINTS</td>
</tr>
<tr>
<td>----------------</td>
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</tr>
</tbody>
</table>
| • None | • Easy to buy  
• Easy to use, easy to carry  
• Latex condoms are best  
• Protection against STIs and HIV | • Must be put on during sex  
• Some men say it reduces sexual feelings  
• Condoms with spermicide may irritate vagina and penis |
| • Some believe that Depo Provera may increase risk of Breast cancer but there is no evidence | • Doesn’t interfere with sex  
• Lasts 3 months  
• Can be used while breastfeeding  
• is a private method | • May have irregular bleeding  
• weight gain, Headaches  
• May be delay in getting pregnant after stopping use  
• No protection against HIV and other STIs  
• Should not be used by women with liver disease, Heart disease, breast cancer or blood clots. |
| • None | • Easy to buy  
• Easy to use, easy to carry  
• May be delay in getting pregnant | • Must be put in shortly before sex  
• can be messy  
• May irritate vagina and penis; no Protection against HIV and other STIs |
| • Increased chance of tubal Infection (which may lead to sterility) for women with more  
• Can puncture (make hole in) uterus | • Always place  
• Doesn’t interfere with sex  
• is effective for long duration | • May cause more bleeding and cramping during period or spotting  
• No protection against HIV and other STIs |
| • Few serious problems for young women  
• Small chances of blood clots, heart attacks, and strokes  
• May cause high blood pressure | • Simple and easy to use  
• Doesn’t interfere with sex  
• Less bleeding and cramping during period  
• Protects against Pelvic Inflammatory Disease, ovarian And endometrial cancers | • May cause weight changes, moodiness, spotting, more vagina  
• Must remember to take every day  
• May not be a good method for women over 35 who are heavy smokers  
• No protection against HIV and other STIs |
| • Small chance of infection or bleeding after surgery  
• Tubal pregnancy could occur | • No other method will ever be needed  
• No physical effect on sexual desire or ability | • Permanent Cannot change your mind later  
• No protection against HIV and other STIs |
| • None | • Fertility awareness methods or withdrawal may be only options for some adolescents  
• No devices, no chemicals  
• Withdrawal is a back-up contraceptives that is always available | • Fertility awareness methods and withdrawal much less effective than other methods for adolescents and are not recommended  
• No protection against HIV and other STIs  
• Cannot use with irregular periods  
• Cannot use with irregular periods or temperature patterns as it becomes difficult to calculate the fertile days |
## TEACHING ABOUT CONTRACEPTION

Keep the following suggestions and guidelines in mind when discussing contraception.

1. **The Subject of contraception is a sensitive one** to many. Teaching contraceptive information to adolescents can be controversial. Some adults believe teens should not have sexual intercourse and they fear that giving them information about contraception encourages teens to experiment sexually. There is no evidence to suggest that teaching this material causes young people to have sexual intercourse.

2. **Do not have any** preconceived notions about the group members sexual activity. Make it clear that since most people have sexual intercourse. It is equally important to know about contraception.

3. **Always present abstinence** as the most effective and most appropriate method of contraception for young teens. Stress that when teens do choose to have sexual intercourse, they have a responsibility to themselves, their partner (s), and future children to keep themselves safe from unintended pregnancy and disease. Make it clear that unprotected intercourse is neither safe nor smart.

4. **Always keep the diversity** of religious and cultural values in your mind. As you talk about making decisions about contraceptives, remind participants that couples must always consider personal, family and religious values.

5. **Use the third person.** For example, say things like “If a couple goes to a family planning clinic...” or, “When two people decide to have intercourse...” Refrain from saying “If you decide...” or “When you go to a family planning clinic...”

6. **Keep your personal values** regarding contraception out of the discussion. Provide factual information about all the different methods and continue to reinforce the concept that people who choose to have sexual intercourse should act responsibly and use contraception.

7. **Do not share your own personal experience** with contraceptive use. You can say things like” Many women (“couples, men”) who use that method find...” or ”One of the problems I’ve heard about it is...”. Sharing personal sexual experience with the group is inappropriate.

8. **Do not assume** that everyone in your group is heterosexual. To be inclusive of lesbian, gay and bisexual youth, avoid using heterosexist language. Say things like “When two people want to prevent STI’s or HIV infection, they can...” Instead of “When a man and a woman want to prevent...” Use term like “partner” in place of “boyfriend” or “girlfriend.”

Source: Life planning Education, Advocates for Youth, Washington, DC
1. Carefully open the package so the condom does not tear. Do not unroll condom before putting it on.

2. If not circumcised, put foreskin back. Squeeze till of condom and put it on end of hard penis.

3. Continue squeezing tin while unrolling condom until it covers all of penis.

4. Always put on a condom before entering partner.

5. After ejaculation (coming), hold rim of condom and pull penis out before penis gets soft.

6. Slide condom off without spilling liquid (semen) inside.

7. Tie and wrap the condom (in paper, if available) then throw in dustbin. Wash hands.

8. Burn or bury the condom with other trash. Wash hands.
Health

Boys and young men must be in good health to be able to make choices about their life options. Poor nutrition and lack of exercise will affect their friendships, relationships and work. If a boy is weak because of chronic disease, poor diets and compromised physical health, he is unlikely to pursue an education, expand his skills or assert his rights. He needs to understand the value of physical and mental health for boys and girls. This module helps boys understand the following critical health concerns so they can prevent or improve them: traditional practices, poor household and personal hygiene, drug abuse and sexually transmitted infections (STIs).

<table>
<thead>
<tr>
<th>Session one</th>
<th>Health and the Consequences of Unhealthy Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session two</td>
<td>Stress and Mental Health</td>
</tr>
<tr>
<td>Session three</td>
<td>Sports and Recreation for Better Health</td>
</tr>
<tr>
<td>Session four</td>
<td>Good Health Practices for Ourselves and Our Families</td>
</tr>
<tr>
<td>Session five</td>
<td>Avoiding STIs and AIDS</td>
</tr>
<tr>
<td>Session six</td>
<td>Substance Abuse</td>
</tr>
</tbody>
</table>

Understand the difference between a healthy and unhealthy lifestyle.  
1.5 hours

Identify stresses that contribute to tension and practice stress management techniques.  
2 hours

Discuss with the group the importance of Sports, recreation and leisure activities  
2 hours

Learn about common health-related problems and healthy practices.  
4 hours

Learn about major STIs, symptoms and prevention.  
2 hours

Discuss different types of drugs, their risks and effects.  
2 hours
Activity 1

1. Write the word “health” on a flip chart and ask for a definition. Help the group to work towards a definition.

2. Ask the question: What influences a person’s health? Explain to the group that instead of using a general definition of health it is more useful to define health in terms of specific behaviours that people engage in which contribute to good or bad health. To clarify what this means ask someone to give an example of a healthy behaviour and an example of an unhealthy behaviour.

(Healthy behaviours can include getting enough rest every night, eating a balanced diet, or avoiding alcohol use. Unhealthy behaviours can include smoking cigarettes, driving recklessly in cars, or consistently not getting enough rest).

3. Explain that we will do a small exercise that explores healthy and unhealthy behaviours. Split the group into two smaller groups.

4. Give each person in the first group a sheet of paper with the heading: “The healthy behaviours that people in my community engage in are...” Inform the group that each person must write the next line to the sentence without actually finishing the sentence. Each person then passes his sheet to the person on his right who continues the sentence by adding another healthy behaviour. All sheets continue to be passed around the circle until each person gets their original sheet back and they should then conclude the sentence. All group members should try to add a different healthy behaviour each time he receives another sheet. When thinking about their community’s behaviours the boys should think about all members of the community including men, women, adolescents and children.

5. Do the same for the second group but their sheets of paper should be headed “The unhealthy behaviours that people in my community engage in are...” Follow the same instructions as above.

6. Bring the two groups together and ask each participant to read his sentence. As they are being read the facilitator can write the key behaviours under the headings “Healthy Behaviours” and “Unhealthy Behaviours”.

Objectives:
By the end of this session, participants will be able to:

1. Understand the meaning of health.
2. Describe healthy and unhealthy behaviors.
3. Identify factors influencing healthy and unhealthy behaviours.
Discussion Guidelines

- Do you agree with all the items on the two lists? Why or why not?
- Are there other behaviours that you would add to either column?
- If healthy people are those who do certain things and do not do other things, what proportion of the population do you think are truly healthy?
- Why do people sometimes behave in ways that are harmful to their health?
- If you had the power to pass a law making it illegal to do two of the things on the “unhealthy behaviour” list what two would you choose? Why?
- If you had children of your own and could teach only three of the “healthy behaviours” which ones would you choose? Why?

Activity 2

1. Ask the group to identify healthy and unhealthy behaviours under the following three headings given below.
2. Put three headings on a flip chart: “In Families”, “In Friendships/Peer relationships”, “In Communities”. Under each heading list the healthy and unhealthy behaviors:
   - Do we have more healthy than unhealthy behaviors
   - What factors encourage healthy/unhealthy behaviours?

Ideas for Action

Ask the boys to identify one unhealthy behavior that they would like to change in themselves. Ask them what change they would like to make within their family, a relationship with a friend, or within their community to engage in a healthy behaviour.
Objectives:

By the end of this session, participants will be able to:
1. Identify stresses that contribute to tension and outbursts.
2. Identify ways to deal with stress.

Activity 1

1. Explain that this session will be used to explore “stressors” and how they impact on mental health. Ask five volunteers to make faces or poses that portray different expressions of stress. Ask others in the group to express what these different poses convey to them and what different situations of stress they portray. Ask the group what they think a stressor is. After this discussion, clarify that it is anything that happens in life that causes tension. Ask for a show of hands of people who have felt stressed recently.

2. Explain that there are usually three primary types of stress: frustration, conflict and pressure. Place these three titles on the wall.

3. Clarify that stress and tension may be caused by internal or external factors. For example, a person may feel frustrated because they realise that they have not done enough preparation for an exam (internal factor), or because a parent was drunk, yelling and throwing things (external factor). Clarify and emphasize that what may have been an internal factor originally could become an external factor later on and vice-versa so that they cannot be segregated. Discuss how mental stress can show manifestation in terms of physical health (e.g. migraine, body ache)

4. Display the “Aggression Volcano” on a piece of flipchart. Explain that this picture reveals how stress and tension builds up and eventually impacts on health. Ask for examples of each level. If people are unsure of the meaning of each level provide the following input:

<table>
<thead>
<tr>
<th>Stress</th>
<th>Is a single factor in a person’s life causing tension (maybe internal or external).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple stress</td>
<td>Several things that are causing tension all at one time. (e.g. a parent died. I did not get my homework done. I copied someone else’s and got caught and my friend is now angry with me.)</td>
</tr>
<tr>
<td>Physical Stress</td>
<td>Health problems that add to stress (a headache, cold)</td>
</tr>
<tr>
<td>Overload</td>
<td>Enough cumulative stress to cause a person behave irrationally (out of the ordinary) do unhealthy things to cope with the stress (such as use drugs, fight with others).</td>
</tr>
<tr>
<td>Aggression Peaks</td>
<td>The point when all the stressors have built up to explosion point.</td>
</tr>
</tbody>
</table>
Discussion Guidelines

- What happens when people reach their aggression peak?
- What signals are there that stressors are starting to build up?
- How can you reduce stress when it begins to build up?

Explain that the two initial options that one feels when stressed is “fight” or “flight”. We want to often run away or we wish to fight the problem. These two options are not often the best ones.

- What are other options?
- How can you tell if a friend is starting to head up the volcano ladder? What do you do?

Ask the boys to talk about practical techniques that they use themselves or they are aware of that can be used to reduce or deal with stress. Write them on a flip chart. (Some ideas will have come out of the previous questions)

Activity 2

Divide the participants into smaller groups. Ask each group to do a rote-play depicting how they would deal with a stressfull situation. Give them 10 minutes to prepare and 5-7 minutes each to present the role-play.

Discussion Guidelines

- What do you think caused the stress in the role-plays depicted here?
- Who was under stress?
- How did stress affect the person?
- What was the key strategy used to deal with stress?
- Is it realistic?
- What else could have been done to deal with stress?

Activity 3

Introduce a simple relaxation technique. This technique is often called “meditation” but many people prefer the name “relaxation technique”.

- Find a quiet place.
- Choose something on which to focus your mind. It might be a word, a sound, your breath, or a mental picture. Focus and if your mind begins to wander, gently pull it back to what you were focusing on.
- Have a non-judgmental attitude. Forget about how well you are performing. Let your body relax.
- Find a comfortable position that allows you to relax all of your muscles, but don’t get so comfortable that you fell asleep.

Ideas for Action

- Ask the boys to choose one of the practical techniques they learned today and use it the next time they are in a stressful situation.
- Suggest that they try the relaxation technique for a few minutes each day. Does it help you feel less stressed?
The Agression Volcano

- Aggression peak
- Multiple stress overload
- Physical stress

Adopted from Life Planning Education, Advocates for Youth, Washington, DC, pg. 399
**Sport And Recreation for Better Health**

**Materials:**
- Flip chart, easel, marker, tape
- A blank timetable and a pen or pencil for each participant

**Objectives:**
By the end of this session, participants will be able to:
1. Describe the difference between sport and recreation.
2. Describe the physiological and psychological impact of sport and recreation.
3. Take some positive steps forward in improving their participation in healthy sport and recreation.

**Activity**

1. Explain that in the English language there are clear differences between **sport** and **recreation**. Explain that today we are going to concern ourselves with sport and recreation. Start the session by placing two sheets of flipchart on the wall - titled “Sport” and “Recreation” and ask the group to brainstorm what they think each one is.
2. After they have tried brainstorming you can help them with some of the following information.
   - Physical skill is involved
   - is competitive, either against others, or oneself
   - has rules
   - is organised
   - usually results in positive outcome (either physical or mental)
   - implies physical activity (but not necessarily)
   - non-competitive
   - unstructured
   - results in a positive outcome (either physical or mental)
3. Ask the boys if they play any kind of sport. Encourage them to share their 3 most favorite sporting activities.
4. Do the same with recreational activities.
5. In small group discuss:
   - What are the greatest obstacles to such activities in your personal lives?
   - What are the greatest obstacles to such activities in your communities?
6. Each small group reports back to the large group.

Give each person a **blank timetable** for a week and ask him to fill out the places in the week and the timings in which they are participating in sport and recreation activities. Then instruct each participant to add up the number of hours spent participating in sport and recreation.
Discussion Guidelines

1. Ask the boys: 
   *How many hours do you think we should participate in sport/recreation each week to improve our health?* Inform the group that we call this “increasing our fitness”

2. Explain that the international standard is that to benefit from sport or recreation we must participate in at least 3 times 20 minute activities/week to the point where we are slightly out of breath. We apply what is called the “talk test”. If you cannot talk while exercising you are working too hard. Affirm that this is a minimum for fitness - it depends on what you want to achieve. If you want to become a marathon runner then obviously you need to do a lot more. The key questions are:
   • Do you want to be fit? Why or why not?
   • According to the timetable you filled in above - are you doing enough for what you want to achieve?

3. Inform the boys that to maintain good health we need to exercise regularly. To improve fitness it is important to progressively work harder over time. This means that you must run a little faster or further each week, or increase the amount of whatever activity you do.
   • In what ways do the sporting and recreational activities that we listed above improve physiological health? (Answers can include exercising our heart so it stays healthy and strong, strengthening our muscles, reducing body fat and maintaining a healthy weight, keeping all organs healthy and strong)
   • In what ways do these sporting and recreational activities improve psychological health? (Exercise releases a natural chemical in our body that relaxes us and reduces stress. Exercise through sports and recreation can be very enjoyable increasing happiness in our lives, can build and improve our relationships with others, and can increase our confidence and abilities)
   • Are girls excluded or limited from participating in any of these sporting or recreational activities? Why or why not?
   • Does this have any impact on girls’ health?
   • What can we do to reduce girls' exclusion or limitation in these activities?

4. Inform the group that the key to developing a healthy sporting and recreational schedule is:
   • You develop a realistic schedule
   • That it is doable
   • That you enjoy it
   • Maybe do it with someone (a friend)
   • Find a time
   • Mix the activity up and create variety.

Ideas for Action

Ask the boys to think about the following questions for the next meeting:

• What changes can you bring to your personal life to improve health-enhancing sport &\ recreational activities? Show the group the timetable again and ask them to include all changes they want to make for themselves.

• How can you involve and increase the participation of girls in your family and common in sports and recreational activities? Choose one idea and make a commitment doing it.
## Personal Sport and Recreation Timetable

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early morning (5-8 am)</td>
<td></td>
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<td></td>
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<tr>
<td>Morning (8-10 am)</td>
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<td>Forenoon (10-12 noon)</td>
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</tr>
<tr>
<td>Afternoon (12-3 pm)</td>
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<td></td>
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</tr>
<tr>
<td>Early Evening (3-6 pm)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Late Evening (6-10 pm)</td>
<td></td>
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</tbody>
</table>

**TOTAL**
**Good Health Practices for Ourselves and Our Families**

**Materials:**
- Read the Health Fact Sheet
- Four health cards with drawings on the back
- Supplies for drawing and writing: felt tip pens, pencils, large paper, tape
- Supplies to make Sugar, teaspoon measure
- Supplies for splints, bandages.
- Invite a doctor, nurse or health worker as a resource person.

**Activity**

1. **Explain that this session** (or sessions) is about what one can do in their own home to promote good health. Ask the participants to give some examples of how they can promote good health (for instance: cover food to prevent contamination from flies).

2. Divide into four groups. **Give each group one of the four health cards.** Explain that each group will meet separately. Each group should read its card and follow the directions on the card (or you can show them the cards and read the directions).

3. **Let the groups meet for about 30 minutes.** Make sure each group knows what it is supposed to do. Open a line with each group.

**Discussion Guidelines**

1. **Bring the four groups back together.** Ask each group to give a presentation on its health card.

2. **After each group’s presentation, add information from the fact sheet.** If a group presents incorrect information, present the correct information without telling members directly that they were wrong. For example, instead of saying, “That’s not right,” say, “Many people think, but it is actually more effective to …..”

3. **Ask the group:**
   - What other ideas would you like to add?
   - How can you use this information at home?

**Ideas for Action**

Before they leave, ask each participant to name one good health practice she will adopt at home.
SANITATION AND CLEAN WATER

1. Many sicknesses such as diarrhoea, worms, malaria, skin rashes, typhoid fever, and cholera are easily spread if a family compound or household is not kept clean.

2. Look at the picture for health card #1 on the next page. What poor health practices can you find?

3. Look at the picture again. What good health practices can be adopted to improve the situation? Make a list.

4. Check to make sure your list includes these practices:
   - Use latrines.
   - Bathe often.
   - Wash hands before handling and preparing food and after using the latrine.
   - Wear shoes.
   - Keep food clean and covered.
   - Wash cooking pots and dishes.
   - Wash clothes and bedding frequently and dry in the sun.
   - Don’t allow stagnant water to accumulate.
   - Dispose of garbage and waste by burning, burying, or composting.
   - Use clean water.

5. How can you help your family practice good hygiene?

6. Water that comes from rivers, streams, or unprotected wells may be contaminated with human or animal waste. If your water comes from a source that could be contaminated, you can make it clean. Boil the water for 10 minutes. Then, filter it through a clean white cloth. Store water in a clean container and in a cool place.

7. Make up a game or role-play about good personal and household hygiene using the picture and your list.
DIARRHOEA

1. Diarrhoea can result from germs spread by poor hygiene and sanitation. Diarrhoea can make babies very weak and sick, and make them lose water from their bodies (become dehydrated). If the diarrhoea persists, they can die from dehydration.

2. Look at the picture on the previous page labeled “Health Card #2”. Read this story:

The new baby in the family has just begun weaning. Her mother uses the latrine, then begins to prepare the baby’s porridge of maize flour and water. She uses water from the stream. While she is preparing the food, her 5-year old twins get into an argument. When she goes to settle the dispute, she leaves the food uncovered, and some flies sit on the food. She then feeds the porridge to the baby.

3. What poor health practices can you find in the picture and story? What good health practices can be adopted to prevent diarrhoea? Make a list. Be sure it includes these health practices:
   • Wash your hands after using the latrine and before preparing food.
   • Use clean water.
   • Cover food to prevent contamination by flies.
   • Keep surroundings clean to prevent flies.
   • Bathe the baby every day and wash her after she defecates.
   • Continue breast-feeding as long as possible.

4. How can you help your family follow these practices?

5. Think about a baby with diarrhoea you have seen. Was the baby dehydrated? How could you tell?

6. A baby with diarrhoea needs plenty of fluid to drink. Show how to make Sugar-Salt Solution:

1. Wash your hands.
2. Measure 1 litre clean water into clean container.
3. Add: 1 teaspoon salt and 8 teaspoons sugar. Mix.
4. Taste: It should not be saltier than tears.

Give baby sips every few minutes. Baby should drink about 1 cup for every stool passed. Continue feeding the baby food such as bananas, rice, maize, beans, yams, potatoes, eggs.

7. Where can you take a child who is dehydrated for health care in your community?
HEALTHY BABIES

1. There are many things that can be done at home by family members to keep a baby healthy and strong. There are also preventive services the baby must receive from someone with training in health care. Without these services, the baby can become very sick and even die from some preventable deadly diseases.

2. Look at the picture on the next page labeled “Health Card #3”. Read the story.

Shanti has five children, age 8, 6, 5, 3 years and 8 months. This year, because of rising prices and school fees, her husband had to leave the village to go to the city to seek employment. For Shanti, this has meant long days in the field, planting and harvesting, and then carrying out all the chores at home to feed and care for her children. She tried to take the baby with her to the fields, but he was very fussy, so the oldest girl had to care for him at home. This meant that she had to stop breast-feeding him earlier than she would have liked. She tried to take him to the well-baby clinic regularly, but the clinic was very far, the lines were always long, and Shanti couldn’t spare the time from the fields. She the baby was 9 months old, he was much smaller than most babies his age and was sick very often. His legs seemed weak, and he was barely crawling. Shanti took him to the health centre. They told her the baby was malnourished and had polio.

3. What factors contributed to the baby’s poor health? What practices can be adopted to keep a baby healthy? How can all family members help in caring for the baby? Make a list. Check to make sure your list includes these practices:
   - Breast-feed and use healthful weaning foods.
   - Take the baby to a well-baby clinic.
   - Monitor the baby’s growth.
   - Immunize the baby during the first nine months against diphtheria, pertussis (whooping cough), tetanus, polio, measles and tuberculosis.
   - Treat the baby girl and baby boy equally.

4. Discuss how families and communities can help in difficult situations such as the one faced by Shanti and her family.

5. Make a poster or develop a role play on how to keep a baby healthy.
GOOD NUTRITION

1. Our bodies need a variety of foods to help us grow, give us energy, and prevent sickness.

2. Look at the two drawings on the previous page labeled Health Card #4. What do you think Boy #1 eats? What do you think Boy #2 eats? Make a list. Check to make sure that your list includes these kinds of foods:

<table>
<thead>
<tr>
<th>Boy #1</th>
<th>Boy #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rice</td>
<td>Wheat</td>
</tr>
<tr>
<td>Watery lentils</td>
<td>Lentils</td>
</tr>
<tr>
<td>Friend Plantain</td>
<td>Beans</td>
</tr>
<tr>
<td>Tea</td>
<td>Milk</td>
</tr>
<tr>
<td>Sweets</td>
<td>Nuts</td>
</tr>
</tbody>
</table>

3. Read this story about some of the reasons women do not get enough food or a variety of food:

   Amina is the mother of four girls and three boys. Her family is typical in many ways. Amina works in the garden, gathers firewood and water, cooks, takes care of the house, and cares for her children and husband. Her husband works, but his employment is not steady. Their diet consists mostly of rice, pulses, and plantains from their farm, occasionally meat or chicken, and tea.

   At mealtimes, Amina’s husband is served first, followed by the boys, then the girls. Finally, after her family has finished, Amina takes her turn to eat. There’s usually not a lot of food remaining, and Amina often feels hungry even after she has taken all the food. But she has gotten used to this feeling.

   Amina has noticed that she’s not as strong as she used to be. She gets tired very easily, has to rest more often when working in the garden, gets minor sicknesses frequently, and just feels weak much of the time. Most of her friends say they feel the same way, so she just assumes that this is what happens to women after years of caring for their family. Like the hunger, she figures she will get used to this feeling.

4. Make a game about good nutrition. Draw pictures of all the foods on both lists (if a food is listed twice, draw one picture). Put the pictures of the boys on the wall. Have a boy choose one food picture and place it on the wall next to the boy he thinks ate that food. If he thinks both boys ate a particular food, put it in the middle. Play until all the foods are put up.
NOTE:

The subsequent pages have correct and technical information about hygiene, common ailments, emergencies and first-aid.

Sessions related to these pages may be facilitated in the following way:

- By introducing each topic (one at a time) and then making the session participatory with the help of participatory training methodologies like brainstorming, quiz, discussion, small group work.
  
The boys’ knowledge/ideas/opinions and past experiences will come out during discussions.
  
Then, the facilitator can provide full and correct information by means of prepared flipcharts, transparencies or mini-lecturette.

- One small topic can be dealt with, in the above mentioned manner, at the end of each day’s session, so that the boys learn one thing at a time and do not find the content uninteresting or monotonous.

- Handouts related to important topics may be prepared and distributed to the boys.
Health

Personal and Household Hygiene

Many sicknesses such as diarrhoea, worms, malaria, skin rashes, eye infections, typhoid fever, dysentry, hepatitis, and cholera spread easily if personal or family hygiene is poor. Good hygiene helps prevent disease for the whole family.

1. Good Personal Hygiene

   **Always Use Latrines:** People’s faeces contain harmful germs. Using latrines keeps faeces out of the living environment. If a baby or small child defecates outside of the latrine, the faeces should be put in the latrine and hands washed immediately. The child should also be washed. The slab in the latrine should be washed often. Keeping the latrine clean will reduce odour, and encourage family members to use it. Latrines can be built easily and inexpensively. Families can work together to build them. People in the community who have latrines can give advice.

   **Bathe Often:** Keeping clean helps people stay healthy and helps prevent skin and eye infections, rashes, itching, and pimples. Bathe twice daily after waking up in the morning and before going to sleep in the evening. The face and eyes should be washed and teeth cleaned. Hair should be washed regularly and combed daily. Nails should be short and clean. To prevent diarrhoea, babies should be washed every day and after they defaecate.

   **Wash Hands:** The spread of disease can be reduced by hand-washing. Hands should be washed, with soap if possible, after going to the latrine, after cleaning a baby or child who has defaecated, after handling soil, before preparing food, and before eating.

   **Wear Shoes:** Hookworm infection is caught by walking outside with bare feet. Shoes should always be worn outside by adults and, if possible, children.

2. Good Household Hygiene

   **Use Clean Water:** Unclean water causes many sicknesses. Water from rivers, streams, and unprotected wells is usually contaminated with human faeces and is not safe to drink unless it is first boiled. If possible, water should come from a protected well, bore-hole, or spring. Contaminated water should be boiled for 10 minutes before using. It should also be filtered through a clean, white cloth. Water for drinking and washing cooking utensils should be stored in a clean container like a gourd or a clay pot and kept in a cool place. Family members should all be taught how to keep this drinking water clean.

   **Keep Food Clean and Covered:** Food that is uncovered can be contaminated by flies and other insects or household animals. Uncovered, unclean food should not be purchased. At home, food should be kept covered. Old food or food that smells bad should be thrown away. Fruits or vegetables should be washed in clean water before they are eaten. Keep animals away from food.

   **Wash Cooking Utensils and Dishes:** Clean drinking water should be used.

   **Wash Clothes, Bedding Frequently:** Mats and mattresses should also be aired regularly to discourage germs and insects.

   **Do not Allow Stagnant Water to Accumulate:** Water can collect in old tins or in other trash and breed mosquitoes and flies. Flies spread many diseases. Mosquitoes spread malaria.

   **Dispose of Garbage and Waste Properly:** Garbage and waste contain germs that cause many diseases. Garbage can be disposed of by burning, burying in a special pit, or composting. An entire community can get involved in keeping the surroundings clean. One day every month can be set aside to clean and beautify the environment.
Infant Diarrhoea and Dehydration

Babies and young children often get diarrhoea and become dehydrated (lose water). A baby or young child can die quickly if it loses too much water. Diarrhoea makes babies and young children weak. They are likely to get diarrhoea again, and get even weaker.

1. Preventing Diarrhoea

**Practice Good Hygiene:** Diarrhoea is spread by germs, especially from faeces. Babies can get diarrhoea from poor hygiene or sanitation practices in the household. Good hygiene is very important to prevent diarrhoea.

**Breastfeed as Long as Possible:** Breastmilk has exactly what the baby needs, it has antibodies to prevent diarrhoea, and it has no germs. Breastmilk goes directly from the breast to the baby and does not become contaminated. Bottle milk is easily contaminated in preparations by the water added to it, the water used to wash bottles, nipples, and hands, and by unwashed hands and unsanitary conditions. Feed older babies a variety of foods to keep them healthy.

2. Taking Care of a Baby With Diarrhoea

**Give Baby Water:** The most important thing to do for a baby with diarrhoea is to put water back into its body. A baby with diarrhoea needs PLENTY OF FLUID. Sugar-Salt Solution is easy to prepare and can restore water to a dehydrated baby.

Give baby sips every few minutes. Baby should drink about 1 cup for every stool passed. Continue feeding the baby food such as bananas, rice, porridge, maize, beans, yams, potatoes, eggs, chicken.

Other Fluids: If sugar and salt aren’t available, the baby should be given other fluids that are readily available at home, for example, water which has been used to cook rice or vegetables, herbal tea, watery porridge, breastmilk, buttermilk.

**Watch for Dehydration:** Signs of dehydration are: dry mouth; crying with no tears; little or no urine or dark yellow urine: sagging soft spot on top of the head; vomiting; inability to drink.

A baby with diarrhoea should be taken to a health clinic or hospital immediately in these cases:

- diarrhoea lasts for more than two days
- dehydration doesn’t improve
- baby is listless and cannot or will not drink
- baby vomiting
- no urine for six hours.
Preventive Health Care for Your Baby

A family’s good personal and household hygiene can keep a baby healthy and strong. But there are also some routine preventive services that the baby must receive from somebody with training in health care, especially during its first year. Without these services, the baby can become very sick and even die from some preventable deadly diseases. Preventive health care includes immunization against preventable diseases and regular check-ups to monitor the baby’s growth.

1. **Immunization**

**Prevent Specific Diseases:** Immunization means giving medicines called vaccines to a person to prevent specific diseases. The baby must receive the entire series of immunizations to be protected against six deadly diseases: diphtheria, pertussis (whooping cough), tetanus, polio, measles, and tuberculosis.

In addition, a pregnant woman and her baby can be protected against tetanus by the tetanus toxoid vaccine. The woman should have two tetanus toxoid vaccinations at a 1 month interval. (Women can get this series of immunizations anytime after 15 years of age. They don’t have to be pregnant.)

Immunization may cause slight discomfort to the baby. This is normal and not a cause for concern. These are some common reactions:

- Moderate fever—will settle on its own in 1-2 days. If the fever is high, the baby should be sponged with cool water.
- Skin rash—will go away on its own.
- Pain at site of injection—a warm cloth should be put on the site.
- Irritability—may last 1-2 days.

<table>
<thead>
<tr>
<th>AGE</th>
<th>Diptheria Pertussis Tetanus (D.P.T.)</th>
<th>Polio (OPV)</th>
<th>Measles Mumps Rubella (MVAC)</th>
<th>Tuberculosis BCG</th>
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</table>
2. Monitoring Baby’s Growth

Watch Baby’s Weight: A healthy baby should gain weight every month. If a baby is not gaining weight, is gaining weight very slowly, or is losing weight, it may mean that the baby is not getting enough of the right foods or has a serious illness.

A baby should be weighed regularly up to the age of 5. Each time the baby is weighed, the health worker will mark the baby’s weight on a chart. If the baby is not growing well, the health worker will give advice about what to feed the baby to help it grow. A trained health worker can identify this problem early before the baby gets very sick.

3. Who Provides Preventive Care?

Visit a Clinic Regularly: Services are available in different locations. These include: health centers and clinics, dispensaries, hospitals, maternity centers, maternal/child health (MCH) centers and mobile clinics.

Many health facilities or community health services have “well-baby clinics” (they may also be called “under-fives” clinics). Mothers bring their babies to the well-baby clinic every month. Activities of well-baby clinics include: immunizations, weighing of baby, checking the baby’s growth and development, early detection of disease, advice on breastfeeding, health and nutrition demonstrations.

The well-baby clinic is an enjoyable way to learn about your baby’s growth and development, monitor its health during the first year, and share experiences with other mothers.

Women’s Nutrition

Good nutrition means eating the right foods in order to keep your body strong and healthy. Healthy people are better able to resist sickness and to recover more quickly if sickness strikes.

1. Special Needs of Women

Eat Properly to Stay Healthy: Women have different nutritional needs than men because of menstruation, pregnancy, and breastfeeding. Many women do not get enough food or a wide enough variety of foods to stay healthy. Poor nutrition can result in weakness, tiredness, anaemia, diarrhoea, frequent illness, miscarriage, and stillbirth.

Menstruating women need to eat foods rich in iron to replace the nutrients they lose during menstruation. These foods include spinach, dark-green, leafy vegetables, liver kidney, meat, fish and eggs.

Pregnant women need to eat extra food, especially food with iron and vitamins, to help the baby grow strong and healthy and to stay healthy themselves. They need to eat more food, and a variety of foods. Women who don’t eat enough during their pregnancy have smaller, weaker babies.

Breastfeeding women need to eat plenty of body-building foods like beans, eggs, chicken milk products, meat, fish, fruits and vegetables. A woman who isn’t eating well might not be able to produce milk for her baby. Her own health may suffer and she may become weak and ill.
2. Good Nutrition

**Eat a Variety of Foods:** Most women get enough foods like rice, wheat and bread. But women must also eat enough vegetables (spinach, peppers, cabbage, green leafy vegetables, carrots), fruits (mangoes, papaya, pumpkin, guava, bananas, tomatoes, oranges) and body-building foods (beans, lentils, chicken, fish, eggs, meat, milk, cheese). By adding small amounts of these foods to every meal, women can become stronger and healthier and can improve the health of their families.

Canning, drying, salting, or smoking seasonal foods can ensure healthful, nutritious foods all year long. A vegetable garden is another good way to have fresh, nutritious foods, at low cost. The garden can reduce family expenses and generate income if there is extra to sell.

**Cook Carefully:** Careful cooking of food will preserve the nutrients in the food. These are some important things to remember:

- Wash vegetables before peeling and cutting them.
- Cut vegetables in large pieces.
- Don’t overcook vegetables.
- Cover vegetables while cooking them.
- Do not use “cooking soda” for softening lentils and beans quickly.
- Cook rice in the proper amount of water so all water is absorbed. Do not throw away excess water. Use it for cooking and soup. It is rich in nutrients.
- Mix cereals and lentils (like wheat and gram) or two lentils. Sprout beans and pulses for increased vitamin content.

**Start Good Nutrition Early:** It is important that all children—both boys AND girls—eat enough of all kinds of food, especially the body-building foods. Women can share what they have learned about good nutrition with their friends, family, and community and help all children get the healthy food they need.
CEDPA: Choose a Future!

Good Health Practices for Ourselves and our Families

Energy-Giving Foods

Body-Building Foods

Protective Foods
First Aid
First aid is the emergency care and treatment of a sick or injured person before professional medical services are obtained. FIRST AID MEASURES ARE NOT MEANT TO REPLACE PROPER MEDICAL DIAGNOSIS AND TREATMENT, but only consist of providing temporary support until professional medical assistance is available.

The purposes of first aid are:
• To save life,
• To prevent further injury, and
• To minimize or prevent infection

Everyone must know how and when to render first aid, be prepared to provide competent assistance to the sick and injured in all circumstances. The knowledge of first aid, when properly applied can mean the difference between temporary or permanent injury, rapid recovery or long-term disability, and the difference between life and death.

While administering first aid, the three primary objectives are:

1. To maintain an open airway,
2. To maintain breathing, and
3. To maintain circulation

During this process you will also control bleeding and reduce or prevent shock. You must respond rapidly, stay calm and think before you act. Do not waste time looking for ready-made materials, do the best you can with what is at hand. Request professional medical assistance as soon as possible.

Initial Assessment
When responding to a casualty, take a few seconds to quickly inspect the area. Remain calm as you take charge of the situation, and act quickly but efficiently. Decide as soon as possible what has to be done and which one of the injuries needs attention first.

During your initial assessment, consider the following:

• Safety: Determine if the area is safe. If the situation is such that you or the casualty is in danger, you must consider this threat against the possible damage caused by early movement. If you decide to move the casualty, do it quickly and gently to a safe area where proper first aid can be given. You cannot help the casualty if you become one yourself.

• Mechanism of Injury: Determine the extent of the illness or injury and how it happened. If the casualty is unconscious, look for clues.

• Number of casualties: Look beyond the first casualty, you may find others. One casualty may be alert, while another, more serious or unconscious, is unnoticed. In a situation with more than one casualty limit your assessment to looking for an open airway, breathing, bleeding, and circulation, the life-threatening conditions.

• Bystanders: Ask bystanders to help you find out what happened. Though not trained in first aid, bystanders can help by calling for professional medical assistance, providing emotional support to the casualty, and keeping onlookers from getting in the way.

• Introduce yourself: Inform the casualty and bystanders who you are and that you know first aid. Prior to rendering first aid, obtain the casualties consent by asking is it OK to help them. Consent is implied if the casualty is unconscious or cannot reply.
General Rules
Every illness or injury presents with its own individual problems. Prior to learning first aid for a specific illness or injury, you must have a complete understanding of the following:

- **Keep the casualty lying down**: Head level with the body, until you determine the extent and seriousness of the illness or injury. You must immediately recognize if the casualty has one of the following conditions that represent an exception to the above.

- **Vomiting or bleeding around the mouth**: If the casualty is vomiting or bleeding around the mouth, place them on their side or back with head turned to the side. Special care must be taken for a casualty with a suspected neck or back injury.

- **Difficulty breathing**: If the casualty has a chest injury or difficulty breathing place them in a sitting or semi-sitting position.

- **Shock**: To reduce or prevent shock, place the casualty on his or her back, with their legs elevated 6 to 12 inches. If you suspect head or neck injuries or are unsure of the casualty’s condition, keep them lying flat and wait for professional medical assistance.

- During your examination, move the casualty no more than is necessary. **Loosen restrictive clothing** to get a clear idea of the extent of the injuries. When necessary, cut clothing along its seams. Ensure the casualty does not become chilled and keep them as comfortable as possible. Inform the casualty of what you are doing and why. Respect the casualty’s modesty, but do not jeopardize quality care. Shoes may have to be cut off to avoid causing pain or further injury.

- **Reassure** the casualty that his or her injuries are understood and that professional medical assistance will arrive as soon as possible. The casualty can tolerate pain and discomfort better if they are confident in your abilities.

- Do not touch open wounds or burns with your fingers or unsterile objects unless it is absolutely necessary. Place wrap, gloves or a clean, folded cloth. Wash your hands with soap and warm water immediately after providing care, even if you wore gloves or used another barrier.

- Do not give the casualty anything to eat or drink because it may cause vomiting and because of the possible need for surgery. If the casualty complains of thirst, wet his or lips with a wet towel.

- Splint all suspected broken or dislocated bones in the position in which they are found. Do not attempt to straighten broken or dislocated bones because of the high risk of causing further injury. Do not move the casualty if you do not have to.

- When transporting, carry the casualty feet first. This enables the rear bearer to observe the casualty for any complications.

- Keep the casualty comfortable and warm enough to maintain normal body temperature.

A. **BURNS**

**Prevention:**
Most burns can be prevented. Take special care with children:

- Do not let small babies go near a fire.
- Keep lamps and matches out of reach.
- Turn handles of pans on the stove so children cannot reach them.

**Minor Burns that Do Not Form Blisters (1st degree)**
To help ease the pain and lessen damage caused by a minor burn, put the burned part in cold water at once. No other treatment is needed. Take aspirin for pain.
Burn that Cause Blisters (2nd degree)
Do not break blisters.
If the blisters are broken, wash gently with soap and boiled water that has been cooled. Sterilize a little Vaseline by heating it until it boils and spread it on a piece of sterile gauze cool. Then put the gauze on the burn.
If there is no Vaseline, put some gentian violet, leave the burn uncovered.
It is very important to keep burn as clean as possible.
Protect it from dirt, dust, and flies.
If signs of infection appear - pus, bad smell, fever, or swollen lymph nodes, consult a doctor.

Deep Burns (3rd degree) are those burns that destroy the skin and expose raw or charred flesh these are always serious, as are any burns that cover large areas of the body. Take the person to a health centre at once. In the meantime wrap the burned part with a very clean cloth or towel.

Never put grease, fat, hides, coffee, herbs, or faeces on a burn.

B. FEVER
When a person's body temperature is too hot, we say he has a fever. Fever itself is not a sickness, but a sign of many different sickness. However, high fever can be dangerous, especially in a small child.

When a person has a fever:
• Uncover him completely. Small children should be undressed completely and left naked until the fever goes down.
• Never wrap the child in clothing or blankets.
• Fresh air or a breeze will not harm a person with fever. On the contrary, a fresh breeze helps lower the fever.
• Anyone who has a fever should drink lots of water, Juices, or other liquids. For small children, especially babies, give boiled and then cooled drinking water.

Very High Fevers
A very high fever can be dangerous if it is not brought down quickly. It can cause fits (convulsions) or even permanent brain damage (paralysis, mental slowness, epilepsy, etc.) High fever is most dangerous for small children.

When a fever goes very high (over 40° Centigrade, it must be lowered at once).
1. Strip the person naked.
2. Fan him.
3. Cover his chest with a sheet. Soak some pieces of cloth in cool water. Place these wet cloths on his forehead, arms and legs. Fan the cloths and change them often to keep them cool. Continue to do this until the fever goes down below 38°. Be sure not to use ice cold water as this may cause shivering and the fever may go up.

If a fever does not go down soon or if fits (convulsions) begin, continue cooling with water and seek medical help at once.
C. LOSS OF CONSCIOUSNESS

Common causes of loss of consciousness are:
- Drunkenness
- A hit on the head (getting knocked out)
- Shock
- Poisoning
- Diabetes
- Fainting (from fright, weakness, etc.
- Heat stroke
- Stroke
- Heart attack
- Epilepsy

If a person is unconscious and you do not know why, immediately check each of the following:

1. Is he breathing well? If not, tilt his head way back and pull the jaw and tongue forward. If something is stuck in his throat, pull it out. If he is not breathing, use mouth-to-mouth breathing at once.

2. Is he losing a lot of blood? If so, lay him with his head lower than his feet and loosen his clothing.

3. Is he in shock (moist, pale skin, weak rapid pulse)? If so, lay him with his head lower than his feet and loosen his clothing.

4. Could it be heatstroke (no sweat, high fever, hot, red skin)? If so. Shade him from the sun, keep his head higher than his feet, and soak him with cold water (ice water if possible).

If there is any chance that the unconscious person is badly injured:

It is best not to move him until he becomes conscious. If you have to move him, do so with great care, because if his neck or back is broken, any change of position may cause greater injury.

Look for wounds or broken bones, but move the person as little as possible. Do not move his back or neck.

Never give anything by mouth to a person who is unconscious.

WHEN SOMETHING GETS STUCK IN THE THROAT

When food or something else sticks in a person’s throat and cannot breathe, quickly do this:
- Stand behind him and wrap your arms around his waist.
- Put your fist against his belly above the navel and below the ribs.
- And press into his belly with a sudden strong upward jerk.

This forces the air from his lungs and should free his throat. Repeat several times if necessary.

If the person is a lot bigger than you, or is already unconscious, quickly do this:
- Lay him on his back.
- Sit over him with the heel of the lower hand on his belly between his chest and ribs.
- Make quick, strong upward push.
- Repeat several times if necessary.
- If he still cannot breathe try mouth-to-mouth breathing.
D. DROWNING

A person who has stopped breathing has only 4 minutes to live! You must act fast!

**Start mouth-to-mouth breathing at once:** If possible, even before the drowning person is out of the water, as soon as it is shallow enough to stand.

If you cannot blow air into his lungs, when you reach the shore, quickly put him with his head lower than his feet. Then continue mouth-to-mouth breathing at once.

**ALWAYS START MOUTH-TO-MOUTH BREATHING AT ONCE** before trying to get water out of the drowning person’s chest.

When a person is having trouble with his breathing;
- His lips, nails and tongue turn blue in colour
- Pulse is slow and irregular
- Breathing is irregular or absent
- He may lose consciousness

### WHAT TO DO WHEN BREATHING STOPS:

**Common causes for breathing to stop are:**
- Something stuck in the throat
- The tongue or thick mucus blocking the throat of an unconscious person
- Drowning, choking on smoke, or poisoning
- A strong blow to the head or chest
- A heart attack

A person will die within 4 minutes if he does not breathe.

**If a person stops breathing, begin mouth-to-mouth breathing IMMEDIATELY.**

Do all the following as quickly as you can:

**Step 1:** Quickly remove anything stuck in the mouth or throat. Pull the tongue forward. IF there is mucus in the throat, quickly try to clear it out.

**Step 2:** Quickly lay the person face up, tilt his head way back, and pull his jaw forward.

**Step 3:** Pinch his nostrils closed with your fingers, open his mouth wide, cover his mouth with yours, and blow strongly into his lungs so that his chest rises, Pause to let the air come back out and blow again. Repeat about 15 times per minute. With new born babies, breath very gently about 25 times per minute.

Continue **mouth-to-mouth** breathing till the person can breathe by himself, or until there is no doubt he is dead. Sometimes you must keep it up for an hour or more.
E. **EMERGENCIES CAUSED BY HEAT**

**Heat Cramps**

In hot weather people who work hard and sweat a lot sometimes get painful cramps in their legs, arms, or stomach. These occur because the body lacks salt.

*Treatment:*

Put a teaspoon of salt in a litre of boiled water and drink it.

**Heat Exhaustion**

*Signs:* a person who works and sweats a lot in hot weather may become very pale and weak and perhaps feel faint. The skin is cool and moist. The pulse is rapid and weak. The most striking thing is that on a very hot day the skin is cold and moist.

*Treatment:*

Have the person lie down in a cool place, raise his feet, and rub his legs. Give salt water to drink: 1 teaspoon of salt in a litre of water. (Give nothing by mouth while the person is unconscious).

**Heatstroke**

Heat stroke is not common, but is very dangerous. It occurs especially in older people and alcoholics during hot weather.

*Signs:* The skin is red, very hot, and dry. Not even the armpits are moist. The person has a very high fever, sometimes more the 42° Centigrade. Often he is unconscious.

*Treatment:*

The body temperature must be lowered immediately

- Put the person in the shade
- Take off his clothes and pour cold water over him
- Fan him
- Give ice cold water enema
- Take the temperature every 10 minutes
- When the temperature comes down to 38° Centigrade stop pouring cold water on him
- Seek medical help.
DIFFERENCES BETWEEN ‘HEAT EXHAUSTION’ AND ‘HEAT STROKE’:

<table>
<thead>
<tr>
<th>HEAT EXHAUSTION</th>
<th>HEAT STROKE</th>
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</thead>
<tbody>
<tr>
<td>• Sweaty, pale, cool skin</td>
<td>• Dry, red, hot skin</td>
</tr>
<tr>
<td>• Large pupils</td>
<td>• High fever</td>
</tr>
<tr>
<td>• No fever</td>
<td>• The person is very ill or unconscious</td>
</tr>
<tr>
<td>• Weakness</td>
<td></td>
</tr>
</tbody>
</table>

To avoid all these emergencies due to too much heat, **always drink plenty of water with salt throughout the day in summer.**

**F. HOW TO CONTROL BLEEDING FROM A WOUND**

1. Raise the injured part.
2. With a clean cloth (or your hand if there is no cloth) press directly on the wound. Keep pressing until the bleeding stops. This may take 15 minutes or sometimes an hour or more.
3. If the bleeding cannot be controlled by pressing on the wound, and if the person is losing a lot of blood, do the following:
   • Keep pressing on the wound
   • Keep the wounded part as high as possible.
   • Tie the arm or leg as close to the wound as possible-between the wound and body. Tighten enough to control the bleeding.

   **Do not make it so tight that the arm or leg becomes blue.**
   • For the tie, use a folded cloth or a wide belt; never use thin rope, string, or wire.

**PRECAUTIONS**

• Tie the limp only if bleeding is severe and cannot be controlled by pressing directly on the wound.

• Loosen the tie for a moment every half hour to see if it is still needed and to let the blood circulate. Leaving it too long may damage the arm or leg so much it must be cut off.

• Never use dirt, cowdung, kerosene, lime, or coffee to stop bleeding.

• If bleeding or injury is severe, raise the feet and lower the head to prevent shock.

**HOW TO STOP NOSEBLEEDS**

1. Sit quietly
2. Pinch the nose firmly for 10 minutes or until the bleeding has stopped.

   **If this does not control the bleeding...**
   Pack the nostril with a wad of cotton, leaving part of it outside the nose. If possible, first wet the cotton with hydrogen peroxide or Vaseline. Then pinch the nose firmly again. Do not let go for 10 minutes or more. Leave the cotton in place for a few hours after the bleeding stops: then take it out very carefully.

   Do not dig into the nose or try to remove clotted blood. Bleeding will start again.
If a person’s nose bleeds often, smear a little Vaseline inside the nostrils twice a day. Eating oranges, tomatoes, and other fruits may help to strengthen the veins so that the nose bleeds less.

In older persons especially, bleeding may come from the back part of the nose and cannot be stopped by pinching it. In this case, have the person hold a cork, corn cob, or other similar object between his teeth and, leaning forward, sit quietly and try not to swallow until the bleeding stops. (The cork helps keep him from swallowing, and that gives the blood a chance to clot.)

G. CUTS, SCRAPES, AND SMALL WOUNDS

Cleanliness is of first importance in preventing infection and helping wounds to heal.

To treat a wound...

First, wash your hands very well with soap and water. Then wash the wound well with soap and boiled water.

When cleaning the wound, be careful to clean out all the dirt. Lift up and clean under any flaps of skin. You can use clean tweezers or other instruments to remove bits of dirt, but always boil them first to be sure they are sterile.

If possible, squirt out the wound with boiled water in a syringe or suction bulb.

Any bit of dirt that is left in a wound can cause an infection.

NEVER put animal or human faeces or mud on a wound. These can cause dangerous infections, such as tetanus.

NEVER put alcohol or tincture of iodine, directly into a wound; doing so will only damage the flesh and make healing slower. Use soap and water.

A clean wound will heal without any medicine.

If a person gets a cut, scrape or wound, give him an injection of tetanus toxoid immediately. If he has not been immunized against tetanus, give him one injection each month for the next two months.

H. BROKEN BONES (FRACTURES)

When a bone is broken, the most important thing to do is keep the bone in a fixed position. This prevents more damage and lets it mend.

Before trying to move or carry a person with a broken bone, keep the bones from moving with splints, strips of bark, or a sleeve of cardboard. Later a plaster cast can be put on the limb at a health centre, or perhaps you can make a ‘cast’ according to local tradition.

Setting broken bones: If the bones seem more or less in the right position, it is better not to move them—this could do more harm than good.

*How Long Does It Take For Broken Bones to Heal?*

The worse the break or the older the person, the longer healing takes. Children’s bones mend rapidly. Those of old people sometimes never join. A broken arm should be kept in a cast for about a month, and no force put on it for another month. A broken leg should remain in a cast for about 2 months.

Broken Bones That Break Through the Skin (Compound Fractures)

Since the danger of infection is very great in these cases, it is always better to get help from a health worker or doctor in caring for the injury. Clean the wound and the exposed bone very thoroughly with boiled water. Never put the bone back into the wound until the wound and the bone are absolutely clean.

Splint the limb to prevent more injury.

**CAUTION:** Never rub or massage a broken limb or a limb that may possibly be broken.
I. POISONING

Many children die from swallowing things that are poisonous. To protect your children, take the following precautions:

- Never keep kerosene, gasoline, or other poisons in cola or soft drink bottles, because children may try to drink them.
- Keep all poisons out of reach of children

Some Common Poisons to Watch Out For:

- Rat Poison
- DDT, lidane, Sheep dip
- and other insecticides
- Medicine (any kind when much is swallowed; take special care with iron pills)
- Tincture of iodine
- Bleach and detergent.
- Rubbing or wood alcohol
- Cigarettes
- Paints
- Unused matches-the tips are poisonous
- Kerosene, gasoline, petrol
- lye

Treatment:

If you suspect poisoning, do the following immediately:

In a conscious person:

- Make the person vomit. Put your finger in his throat, or tickle the back of his throat with a spoon, or make him drink warm water with a lot of salt in it.
- Have him drink all he can of milk, beaten eggs, or flour mixed with water. If you have it give him a tablespoon of powdered charcoal. Keep giving him more milk, eggs or flour and water, and keep him vomiting until the vomit is clear.

If the person is unconscious:

Do not make him vomit. If he has stopped breathing, then give mouth-to-mouth breathing. Seek medical help at once.

CAUTION: Do not make a person vomit if he has swallowed kerosene, gasoline, petrol, or strong acids or corrosive substances like lye.

Cover the person if he feels cold, but avoid too much heat. If poisoning is severe, look for medical help.

Pesticide poisoning:

Pesticides are substances used to prevent or kill the various pests like insects, rats, weed etc. that destroy the cultivated crops, or spread diseases (flies, mosquitoes). Poisoning occur when people carelessly handle the pesticides, and do not take the necessary precautions, or when the person does not cover his nose and mouth when spraying pesticides or if the person does not cover all his food and drinking water when his house is being sprayed.
**Signs of pesticide poisoning:**

- Headache
- Vomiting
- Abdominal pain
- Convulsions
- Signs of shock
- Difficulty in breathing
- Loss of consciousness

If first aid is not given immediately, the person will die.

**What to do in pesticide poisoning:**

- Remove the person from risk of further exposure
- If he has convulsions, give him a sedative and protect him from harm, and from biting his tongue
- Rush him to the health centre fast. He will die if he is not treated immediately.

**What to do to prevent poisoning:**

- Wear rubber gloves, or wrap your hands in a polythene paper, while handling the pesticides
- If you are spraying the pesticides cover your nose and mouth with a cloth.
- Wash your hands well with soap and water after handling any pesticide.
- Cover all you food and drinking water when your house is being sprayed with pesticide.

**J. SNAKEBITE**

All snakes are not poisonous, nor can they outrun man as commonly believed. There are only four common poisonous snakes in India.

1. Common cobra (hindi: nag) name in your area...
2. Common krait (hindi: bangarus) name in your area...
3. Russel’s viper (hindi: Daboia) name in your area...
4. Saw-scaled viper (hindi: Phoorsa) name in your area...

This snake is less than a foot long. It has a clear ‘arrowhead’ design on the head. Both Russel’s viper and Saw scaled viper have a triangular head and a narrow thin neck.

When a person has been bitten by a snake try to find out if the snake was poisonous or not. Their bite marks are different.

Most often the bite marks are not so clear. There may be just one fang mark, or just a row of teeth marks, or a ragged tear at the site of the wound. When in doubt, always look for the local and general signs of poisoning, and keep the person under observation for at least one day.

The poison from cobra and krait affect the nervous system. The viper venom affects the blood and prevents it from clotting.

People often believe that certain harmless snakes are poisonous. Do not kill non-poisonous snakes, because they do no harm. On the contrary they kill mice and other pests that do lots of damage. Some even kill poisonous snakes.

**Signs Of Poisonous Snake Bite:**

*At the site of the snakebite: local signs (these signs appear within 15 to 30 minutes of the bite)*

- Pain - may be quite severe and may last for many days.
- Swelling - depends on the amount of poison that has entered the blood. In case of viper bites, pain and swelling at the site of the bite is more severe
- Bleeding from the bite: this is more common in case of viper bite
- Discoloration of the skin around the area of the bite
- Infection and gangrene may also develop
**General signs:** These develop from 15 minutes to one hour after the bite.

Cobra and Krait: affect the nervous system.
- Drowsiness
- Weakness of the muscles especially the muscles around the eyes. The person may start seeing double (double vision) and may develop a squint.
- Paralysis of muscles
- Respiratory failure may lead to death

Vipers: affect the clotting of blood
- Headache, giddiness
- Nausea, vomiting
- Cough with blood stained phlegm
- Bleeding under the skin
- Signs of shock if there is too much bleeding

**Treatment for poisonous snakebite:**
1. Stay quiet; do not move the part that has been bitten. The more it is moved, the more rapidly the poison will spread through the body. A person who has been bitten on the foot should not walk, not even step if it can be avoided. Carry him on a stretcher.
2. Tie a cloth around the limb, just above the bite. Do not tie it very tight, and loosen it for a moment every half-hour.
3. With a very clean knife (sterilized in a flame) make a cut into each fang mark; about 1 cm. Long and 1/2 cm. Deep.
4. Then suck (and spit out) the poison-for a quarter hour.

**Note:** If more than a half-hour has passed since the bite, do not cut or suck the bite. By then it may do more than good.

Have snakebite antitoxin ready and study how to use it ahead of time-before someone bitten!

5. If you can get ice, wrap pieces in thick cloth and pack these around the limb that was bitten.
6. Give tetanus toxoid injection to prevent tetanus.

Poisonous snakebite is dangerous. Send for medical help at once-but always do it things explained above at once.

Never drink alcohol after snakebite. It makes things worse!

**K. SCORPION STING**

Some scorpions are far more poisonous than other. To children under 5 years old, scorpic stings can be dangerous, especially if the sting is on the head or body.

In adults, the fist time is rarely dangerous. But if it is for the second time, the person may die, if not treated soon. The body becomes allergic to the sting with the first sting So it is important to find out if he had an earlier scorpion sting. The person usual develops signs of shock or heart failure and coughs out blood.
Treatment:
If it is for the first time in an adult, do the following:
• Get medical help fast.
• If breathing has stopped, do mouth-to-mouth breathing.
• If the person is in shock, treat the shock.

If the child who was stung is very young, or has been stung on the main part of the body, or if the sting is for the second time - seek medical help fast.

L. BEE AND WASP STINGS:
In most cases these stings are not dangerous, but they are extremely painful. In some persons they may cause allergic shock. The area of the sting becomes red, hot, swollen, and painful.

Treatment:
• Apply hot compresses on the area of the sting
• If signs of shock develop, treat as for allergic shock.
Avoiding Sexually Transmitted Diseases

Materials:
- A “Guide To Common Sexually Transmitted Diseases” chart for each participant
- Read STIs Fact Sheets and prepare a short talk. You may want to contact other sources for additional information.
- Three Lolli-puppets are drawings of heads that are attached to a stick so they can be used as puppets. Create your own from the sample provided.
- Lolli-puppet Skit Script
- Invite a nurse or health worker familiar with STIs as a resource person
- A film or documentary on AIDS if available
- A list of community resources for STIs

Activity 1
1. Choose three boys to perform the skit “Lolli-puppet” or a role play and give them a few minutes to practice. Sing a song or play a quick game with the other boys.
2. Perform the skit or rote play

Discussion Guidelines
1. Ask the boys:
   - What did you think of the skit about AIDS?
   - What have you heard about AIDS from radio or newspapers, or from people in your community?
   - How is AIDS transmitted?
2. Present or have the resource person present a short talk on STIs and AIDS or show a film. Make sure to emphasize the “Important Points on AIDS” on the next page.
3. Ask the boys for their questions about AIDS and continue discussion until the questions are answered.
4. Raise this question if it has not come up:
   - What factors can make it difficult for a woman to avoid getting AIDS, even if she knows how to prevent it? (For example, a man does not want to use a condom.)
   - How can we deal with these factors?
5. Explain that there are other sexually transmitted infections besides AIDS. AIDS eventually causes death, but the other diseases are serious as well. Ask the boys if they can name some of these infections.

Activity 2
1. Have the boys brainstorm questions they have about these diseases. Hand out the “Guide To Common Sexually Transmitted Diseases” chart.
2. Indicate that there are educational and sexual health services in the community for men and women. Share the list of community resources.
3. With the resource person, answer the questions raised. Present additional information.
Ideas for Action

To close, ask each boy to complete this sentence: “The most important thing I learned today is....”

What is AIDS?

Three school friends are talking about what happened to a friend's brother.

**Friend 1** Raju, did not Ramesh invite you to his house this Saturday?

**Friend 2** Yes, but you know that his brother came home?

**Friend 3** So, what's the problem with that?

**Friend 1** Didn't you hear/ he's very sick, I'm afraid that I'll catch his disease if I go visit Ramesh.

**Friend 2** Me too. They say he has AIDS. What if he sneezes on me, or if I drink out of a glass he's used?

**Friend 3** AIDS/ What's AIDS?

**Friend 2** Haven't you heard it? It's a disease that homosexuals get. I don't know how Ramesh's brother got it.

**Friend 1** I heard that he's been working in a tourist hotel and that he caught it from a toilet seat.

**Friend 2** Someone told me that he has a girlfriend and that he caught AIDS from kissing.

**Friend 3** Wait a minute! Who told you these things? How do you know they are true? We shouldn't be afraid of something or someone until we have all the facts. Let's find out more about AIDS I certainly don't want to get it-but I'm not sure what causes it and how to protect myself against it.
HOW YOU CAN GET AIDS

- Sharing dirty needles and razor blades
- Unprotected sex
- Pregnant mothers infect their unborn children
- Infected blood transfusion
- Tattooing
HIV/AIDS IS NOT SPREAD BY

- Talking
- Playing together
- Sneezing or coughing
- Cooking water or food
- Sharing toilet facilities
- Insect bites
- Shaking hands
- Sharing meals
Sexually Transmitted Infections

Sexually Transmitted Infections (STIs) are infections passed from person to person through sexual intercourse or genital contact. These infections affect the sexual and reproductive organs and can cause infertility, miscarriage, and stillbirths. They increase the chance of getting human immunodeficiency virus (HIV), which causes AIDS, by 8-10 times. The most common STIs are HIV/AIDS, gonorrhea, syphilis, genital herpes, genital warts and chlamydia.

Most STIs can be cured with treatment. There is no cure for AIDS at this time and it is apparently always fatal. Sometimes you can have an STI with no signs or symptoms. Other times, the symptoms go away on their own. Either way, you still have the STI until you get treated.

If you notice any unusual discharge, sores, redness, or growths on the genitals, or if you suspect that you have been exposed to an STI, go to a health professional. Government health clinics and private doctors treat STIs. If you don’t know where to get help, go to your local health centre for information. Your sexual partner(s) must also be treated, even if he or she has no symptoms. He or she may re-infect you or develop serious complications.

PREVENTION

Only mutually monogamous relationship between uninfected partners or sexual abstinence completely eliminates the risk.

• Be careful about your partner(s). Before you have sex, look closely at your partner. Look for any signs of STI—a rash, a sore, redness or discharge. If you see anything you are worried about, don’t have sex!
• Ask your partner about past sexual partners and about needle drug use.
• Use a condom, even for anal intercourse.
• Get checked for STIs every time you have a health exam. This is very important for women, who often have no signs of an STI. If you have more than one partner, you may need a regular STI checkup every six months. If you have an STI, don’t have sex until your doctor says you’re cured. Your partner must also be treated.

HIV/AIDS

AIDS (Acquired Immune Deficiency Syndrome) is caused by the human immunodeficiency virus. HIV destroys the body’s immune system, which makes it impossible for the body to fight off disease or even minor illnesses. AIDS is the last phase in HIV infection.

A person is said to be HIV-positive if antibodies to the virus are detected in his or her blood. There are simple blood tests to determine whether a person is infected, but it can take up to six months after infection for HIV antibodies to appear. Someone who is HIV-positive may appear to be healthy for ten years or longer before the symptoms of AIDS develop. Researchers believe that all people who are HIV-positive will eventually develop AIDS. Although there are treatments for some of the symptoms of AIDS, there is currently no cure, and it is apparently always fatal.
HIV is spread only when semen, vaginal secretions or blood from an infected person enters someone else’s body. HIV can enter the body in **four ways**:

1. **having unprotected sexual intercourse** (vaginal, anal, or oral) without using a condom, with someone who is HIV-positive;
2. getting a **transfusion** of infected blood;
3. sharing with someone who is HIV-positive **syringes and needles** for drugs and tattoos or other skin piercing tools such as razor blades and surgical instruments for circumcision or scarification.
4. Babies born by or breast-fed by women who are HIV-positive are also at high risk of contracting the virus.

You may have heard that AIDS is a disease that homosexual men get. That’s true, but **other people get it as well**. Women and children, babies, intravenous drug users, heterosexuals, even some teenagers have gotten AIDS.

What can people do to make sure they don’t get HIV?

- **Think carefully** about whether you want to have sex (vaginal, oral or anal) with someone. Abstinence is 100% effective in preventing the sexual transmission of AIDS. Safer sexual activities include closed-mouth kissing, hugging, massage, and other pleasurable touching. If you do decide to have sex, don’t take any body fluids directly into your body during any kind of sexual intercourse.
- **Use condoms.**
- **Never share needles, syringes or other personal items that could be contaminated with blood.**

**IMPORTANT POINTS ABOUT AIDS**

- AIDS is caused by a virus. The virus lives in certain body fluids, especially blood and semen (the liquid a man ejaculates from his penis).
- People do not get AIDS in day-to-day casual contact with other people.
- Anyone can get AIDS by engaging in risky behavior. You can get AIDS from exposing yourself to the blood or semen of an infected person. This can happen through sexual intercourse or using a hypodermic needle that someone else has used.
- You can protect yourself against AIDS. Use a protective condom when engaging in sexual activity. You cannot know if your partner has been infected. A person who looks and feels healthy can be carrying HIV. Avoid any activity that allows exchange of body fluids including blood, semen and vaginal fluids.
- AIDS is a serious condition. At present, there is no cure. It is fatal. But remember, **AIDS can be prevented.**
# A Guide To Common Sexually Transmitted Infections

<table>
<thead>
<tr>
<th>DISEASE</th>
<th>SYMPTOMS</th>
<th>CONSEQUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HIV/AIDS</strong></td>
<td>Symptoms begin several months to years after infection and may include:  * persistent tiredness  * loss or over 10% of body weight  * persistent diarrhoea  * persistent fever</td>
<td>* AIDS has no cure. It is universally fatal.  * You can give HIV to your sexual partner or someone with whom you share a needle.  * Can be passed from a pregnant woman to her unborn child</td>
</tr>
<tr>
<td><strong>Gonorrhoea</strong></td>
<td>Symptoms begin 2-21 clays after infection:  * discharge from penis or vagina  * pain/burning sensation during urination or bowel movement  * difficulty urinating  * lower abdominal pain (pelvic area)  Most women and some men have no symptoms.</td>
<td>* Damage to reproductive organs  Sterility  * Blindness in babies of infected mothers  * You can give gonorrhoea to your sexual partner  * Heart trouble, blindness, skin disease, arthritis  * Increased risk of ectopic (tubal) pregnancy</td>
</tr>
</tbody>
</table>
| **Syphilis** | 1st Stage Symptoms begin 1-12 weeks after infection:  * painless, open sore on the mouth or sex organ  * sore goes away after 1 -5 weeks  

2nd Stage Symptoms begin 1-6 months after sore appears:  * non-itchy rash on the body  * flu-like symptoms |  * You can give syphilis to your sexual partner  * Heart disease, brain damage, blindness, death  * Can be passed from pregnant woman to her unborn child |
| **Herpes** | Symptoms begin 2-30 days after infection:  * painful blister-like lesions on or around the genitals or in anus or mouth  * flu-like feelings  * itching and burning around the sex organs before the blisters appear  * blisters last 1-3 weeks  * blisters disappear but the individual still has herpes  * blisters may recur |  * There is no cure for herpes  * Recurring outbreaks of painful blister occur in 50% of those who contract herpes  * May be transmitted to sexual partner  * May be transmitted to a baby during childbirth  * May increase the risk of cervical cancer in women. |
| **Chlamydia** | Symptoms begin 7-21 days after infection:  * discharge from the sex organs  * burning or pain while urinating  * unusual bleeding from the vagina  * pain in the pelvic area  Most women and some men have no symptoms. |  * You can give chlamydia to your sexual partner  * Damage to reproductive organs  Sterility  * Passed from mother to child during childbirth |
| **Genital Warts** | Caused by the human papillomavirus (HPV)  * small, painless, fleshy bumps on and inside the genitals, and throat  Often no visible symptoms |  * Some strains of HPV are associated with cervical cancer and other genital cancers; these strains may not produce visible warts  * Can be detected by Pap smear; It is available in India.  * Can be removed by physical or chemical means but virus cannot be cured and warts often reappear |
| **Hepatitis B** | Spread by sex, exposure to infected blood and to child during pregnancy or delivery  * mild initial symptoms (Headache and fatigue)  * later symptoms: dark urine, abdominal pain, jaundice  Often no visible symptoms |  * Can develop chronic liver disease  * Causes inflammation of liver and sometimes leads to liver failure and death  * No cure |
Substance Abuse

Materials:
- Flip chart, markers, tape
- Small cards with following drugs written on each one: Caffeine, alcohol, nicotine, appetite suppressant, cough mixtures, aspirin, Paracetamol, codeine, tranquillisers, barbiturates, narcotic analgesics (e.g., morphine), LSD, heroin, cocaine, crack, glue, benzene, petrol
- Some extra small cards

Activity 1

1. Explain that in this session we will focus on the harmful health practice of using drugs, alcohol, and cigarettes. Start the session by placing 5 pieces of newsprint on the wall. Label each sheet:
   - “Socially acceptable drugs”
   - “Prescription drugs”
   - “Over the counter drugs”
   - “Illegal drugs”
   - “Solvents”

   Give a brief verbal definition of each one. Socially acceptable drugs are legal. Over the counter drugs are ones that can be purchased at chemists. Prescription drugs are drugs prescribed by a doctor. Illegal drugs are drugs that are prohibited by law. Solvents are commonly available substances not usually defined as a drug at all.

2. Mix up the cards with the drug names and place them in the centre of the room. Ask the boys to add other names of local drugs and write those on additional cards. Ask the boys to try and match each card to one of the five titles on the newsprint. After the boys have tried, go through each list and make any changes necessary, explaining the nature of the drug and add any other slang names of the drugs onto the cards. The final lists should look like this:

<table>
<thead>
<tr>
<th>Socially Acceptable Drugs</th>
<th>Over the Counter Drug</th>
<th>Prescription Drugs</th>
<th>Illegal Drugs</th>
<th>Solvents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caffeine</td>
<td>Gutka</td>
<td>Tranquillisers</td>
<td>LSD</td>
<td>Glue</td>
</tr>
<tr>
<td>Alcohol</td>
<td>Country liquor</td>
<td>Barbiturates</td>
<td>Heroin</td>
<td>Petrol</td>
</tr>
<tr>
<td>Nicotine</td>
<td>Cough Mixtures</td>
<td>Codeine</td>
<td>Cocaine</td>
<td>Benzene</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paracetamol</td>
<td>Crack</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Aspirin</td>
<td>Marijuana</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Appetite Suppressants</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 2

1. Once each drug is understood brainstorm the following question with the group:
   - Why do people take drugs?
     The answers will vary but will probably include the following: peer pressure, boredom, curiosity, desire to try something new/to experiment, loneliness, to temporarily feel better, to avoid facing problems, self-hatred etc...
   - What are some of the myths associated with drug use?
     Again the answers will vary depending on the group, but can include the following: Most drugs are not addicting, using drugs will help me solve my problems or forget about my problems, will make me feel better about life, if I smoke, drink alcohol at Parties people will like me better, drugs help you cope with the stress of life, etc.

2. After the group has discussed these two questions explain that you wish to classify the above drugs into 3 effects. Explain that essentially drugs have three effects:

   **STIMULANTS**
   
   Explain that:
   - A Stimulant is an “upper”. They are a group of drugs, which speed up the activities of central nervous system. Heart beat and the rate of breathing increases. Irritability and insomnia (inability to sleep) are also likely. With these drugs the effect is that of a normal movie placed on fast forward.
   
   **DEPRESSANTS**
   
   Explain that:
   - A depressant is a “downer”. They are a group of drugs which slow down central nervous system and other systems of the body. The heartbeat slows down as does breathing, eye movements etc. The effect is that of a normal speed movie reduced to slow motion.
   
   **HALLUCINOGENS**
   
   Explain that:
   - Hallucinoigenic are a group of drugs that produce an intoxicating effect which distorts the function of the central nervous system resulting in strange perceptions and hallucinations (seeing and hearing things not actually present in reality). The effect here is watching a movie which has been filmed using distorted lenses, or of walking through a house of distorted mirrors.

3. Go through each drug and help the boys to classify each drug according to one of the three effects. Add the local drugs that they identified in Activity 1.

<table>
<thead>
<tr>
<th>STIMULANTS</th>
<th>DEPRESSANTS</th>
<th>HALLUCINOGENS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caffeine</td>
<td>Alcohol</td>
<td>LSD</td>
</tr>
<tr>
<td>Nicotine</td>
<td>Opium(heroin)</td>
<td>Marijuana</td>
</tr>
<tr>
<td>Cocaine-crack</td>
<td>Codeine (cough mixtures, Painkillers such as aspirin, Paracetamol)</td>
<td></td>
</tr>
<tr>
<td>Appetite Suppressants</td>
<td>Solvents</td>
<td>Barbiturates</td>
</tr>
<tr>
<td></td>
<td>Tranquillisers</td>
<td></td>
</tr>
</tbody>
</table>
**Discussion Guidelines**

1. Ask the group:
   - *What are the pressures of taking drugs/alcohol?*
   - *What are its social costs?*
   - *What are the risks of drug?*
     
     Note that there are general answers and specific answers (for particular drugs)
   - *What reasons can I give for not abusing drugs?* (List on flip chart) Answers can include: wanting to avoid the harmful effects on my body, I can find other more interesting ways of enjoyment (hobbies, sports, etc.), I don’t need drugs to feel I belong to a group, I want to be in control of what I say and do, I don’t need drugs as a crutch in life.
   - *What do I do if I am concerned about a friend’s drug abuse?*
     
     If you believe your friend is just experimenting with drugs, but it not yet dependent on them, be clear with your friend that although you like him as a friend you are not impressed with his drug use. Do not tolerate him using drugs in your presence. If your friend has become dependent on drugs and you see it negatively affecting his school, work, or relationship discuss this with him and encourage him to talk to a professional about his drug use.

2. Remind the group of discussions we have had about sexuality. Remind them that abstinence was one option but that we also discussed responsible sexuality (using contraceptives, thinking through our values and choices etc.). Ask the group if there is a parallel to drugs.

   Abstinence is an option but:
   - *Is there a form of responsible drug use?*
   - *If Yes or No, why?*

   For illegal drugs or abuse of prescribed/over the counter drugs it would be difficult to argue for any responsible use. Marijuana will be the drug most under the spotlight. However, for legal drugs such as cigarettes and alcohol it is more realistic to argue that “responsible use” alongside “abstinence” is an option. Responsible requires that each individual know the facts and the risks.

**Ideas for Action**

- In South Africa a movement of young people started in 1966 what came to be called TADA (Teenagers Against Drug Abuse). You too can start a TADA club. All you have to do is form a club of young people who:
  - Have learned their facts about drugs/alcohol.
  - Have thought through their choices regarding the use or non-use of drugs alcohol.
  - Have made a decision that drug use is not in keeping with the way they want to run their lives.
  - Are aware of other young people who may fall into the trap of believing that drugs/alcohol will help them to feel good, forget their problems, or fit into the crowd.
  - Want to help their peers to avoid the disasters which drug abuse/alcoholism can create.
  - Understand that they can play a key role in educating other young people about drugs.
  - Are doers rather than talkers.

   Suggest that they form a club. Invite someone to come and give a talk at you about drugs- this will act as a catalyst for recruiting TADA members. Tell the members about TADA. Develop a project of education, or alternative recreation.

- Make a visit to a drug rehabilitation centre.
Marriage Partnership and Parenthood

A man’s relationship with his wife is a very important part of his life. Decision making in the family has normally been a male role even though decisions affect women. Many women want to be equal participants in the marriage and family. What are the healthy options for men and women in marriage? How can men interact better with their wives? What are the rights of wives and children? These questions and many more will be discussed. The sessions in this module involve thinking about how gender-related expectations affect marriage, family community and how traditions may sometimes be changed.

Understand the context and implications of marriage.
1.5 hours

Explore the characteristics of a good wife/partner.
2 hours

Read and discuss about the necessity of mutual respect, consideration and appreciation in marriage.
1.5 hours

Identify your own ideas about roles and relationships of wives and husbands.
1.5 hours

Discuss the outcome of marrying and bearing children at an early age.
2 hours

Discuss the consequences of providing a better quality of life for a son but not a daughter.
1.5 hours

Examine the importance of a father giving love, attention and nurturing his child.
3 hours

Examine gender in a family.
1.5 hours

Session one
Thinking About Marriage

Session two
Choosing a Marriage Partner

Session three
Communication and Mutual Between Husband and Wife

Session four
Husband and Wife Roles

Session five
Having a Baby

Session six
The Value of a Son, the Value of a Daughter

Session seven
The Joys of Fatherhood

Session eight
Family Decision Making
Thinking About Marriage

Objectives:
By the end of the session, participants will be able to
1. Understand the context and implications of marriage.
2. Explore readiness for marriage.

Activity
1. Begin the session with a value clarification game. Take three sheets of paper with one of the following written on it.
   A. Agree
   B. Disagree
   C. Not sure
2. Stick the papers on different corners of the room or ask three participants to hold and display the three sheets.
3. Announce that you will read out some statements one by one. After you read out one statement, the participants should go to the paper sheet/corner which best describes their response to it.
4. Emphasize that participants should stick to their view and should not change it during the course of the game and discussions.
5. Ask each participant to give reasons as to why he is standing in that particular corner.
6. The boys should be told not to argue/discuss but listen to others views even if they are their own.
7. At the end the facilitator must provide enough information to the group about each of the statements.

LIST OF STATEMENTS

1. Every person must get married.
2. If one doesn’t get married he/she is abnormal.
3. Marriage develops a sense of responsibility.
4. It is a woman’s responsibility to make the marriage happy.
5. Marriage is a matter of give and take and the ego of either partner should not be allowed to overshadow the other.
6. The husband should be superior to his wife in all aspects.
7. Misunderstanding of any type should not be allowed to remain for a long time. It should be sorted out at an early stage.
8. Mutual adjustment is necessary.
9. Physical appearance of girls and boys is important in marriages.
10. Marriage is a risk.
11. All love marriages are failures.
12. Marriage is a bed of roses.
13. Both should be honest with each other about any mental, physical or emotional problems they may have.
14. Marriage is a continuous process of adjustment.
14. .......... and they lived happily ever after.
Discussion Guidelines

- Why do people marry?
- Are there social pressures to get married?
- Are there other possibilities in terms of marriage?
- Do some boys/men choose not to marry? Why?
- Do some girls/women choose not to marry? Why?
- Is there a difference in the reasons between girls and boys for not marrying?
- Is marriage the end of all happiness for all people?

Ideas for Action

Ask the boys to try to do a value clarification game at home with their older brothers sisters and parents to get to know their views on marriage.
Choosing A Marriage Partner

Materials:
- Flip chart, board, markers
- Paper and pens or pencils for small groups
- Matrimonial advertisements from newspapers

Activity 1

1. In small groups make a list of qualities of a good friend. Remind the boys of some of the qualities they developed from the previous session on friendship. Report back and list on a flipchart. Put the heading “Friend” above the list.

2. In small groups list the qualities of a good wife. Report back and list on a flip chart and put heading “Wife” above.

3. Interchange the headings and ask the group to evaluate if this is possible or not
   • What are the similarities and differences between the two lists?
   • Why are there differences and similarities?

4. Ask the boys to stand somewhere on a continuum. At one end of the room put the heading “Friendship” and at the other end of the room put the heading “Fertility”. The boys must then stand somewhere along an imaginary line between the two headings according to what they see as the most important characteristic of a good wife
   • Ask those standing at the “friendship” end why they are there
   • Ask those standing at the “fertility” end why they are there
   • Ask those in the middle can they explain why they are there?
   • What are the characteristics of a good wife that you would put on this continuum

This activity can also be alternatively done with matrimonial advertisements. Create matrimonial ads from a boy’s perspective and from a girl’s perspective or get some matrimonial ads from the local newspapers. See whether the ads are in tune with what the boys feel.

Discussion Guidelines

• Do we want our wife to be our best friend or not? Why?
• What do you think are the most important elements of a good marriage?

Encourage the boys to draw answers from the above two lists and ideas expressed while standing on the continuum.

Activity 2

1. In a large group list all the steps that occur in progressing young people toward getting married within their tradition/community, from the time of meeting to marriage. (Write these steps on a flipchart. Be sure to include all the steps, when they occur, who is involved and how decisions are made)

2. Discuss the traditional community expectations in planning toward marriage using the discussion guidelines below.
Discussion Guidelines

• Who determines who gets married? (There may be a major contributor or many contributors.)
• Who should ideally be involved in the decision? (The discussion should involve debate around parents, grandparents, the boy and the girl.)
• Who lives with the main consequences of the decision? (Obviously it is the boy and the girl and the implication is that both of them should be involved in the decision.)

Discuss other elements of the process (bride price, dowry, caste, community, religion, class/status etc.)

• What impact does such traditions have on either the boy’s or the girl’s capacity to determine who they marry?
• How do we feel about such traditions?
• How can we respect these traditions and yet respect the need for our potential wife and ourselves to be involved in choosing?

Activity 3

1. Divide participants into 2 or 3 groups. Ask each group to prepare a scenario (either as a story or a role play) that demonstrates when the “steps go wrong” - i.e., when a young couple gets married for other reasons or following other steps. Give the groups 10 minutes to prepare. Each scenario should take about 5 minutes to present.
2. Each group presents the story or role-play scenario.
3. After each role play
   • What went wrong in each scenario? Why?
   • What choices were or were not exercised?

Discussion guidelines

• What could be done to prevent these scenarios?
• How can we increase our personal strength to be active in choosing a wife rather than simply being passive and waiting?

Ideas for Action

Tell the boys to talk to three married people within their family or community and ask them the following questions.

• Do they consider their spouse their friend? Why or why not?
• What do they think about the marriage customs in your family/community?
• Should parts of marriage customs be changed? Why or why not?
• Should young men and women be involved in the decision about who they will marry? Why or why not?
• Do all the people you talk to agree? Who do you agree with?
Objectives:
By the end of this session, participants will be able to
1. Examine the consequences of non-communication and lack of respect within marriage relationships.
2. Practice skills of communication and develop an attitude of mutual respect.

Communication and Mutual Respect Between A Husband and a Wife

Materials: • Flip chart, board, markers

Activity 1
Read the following scenario to the group

At 5.00 p.m. Renuka comes home tired from work and starts preparing food for her husband Aakash. He usually comes home at 6.30 p.m. and wants to eat at 7.00p.m. On this day Aakash comes home early with 2 of his work friends and leaves again without saying anything to Renuka.

Renuka finishes cooking and waits for Aakash. Eventually at 9.00 p.m. she goes to bed tired. At 10..30 p.m. Aakash comes home, turns light on and demands some food. Renuka rolls over, half asleep and groans. Aakash shakes her and demands food again. She mumbles that the food is kept in the kitchen an he can pour it himself, she is very tired and doesn’t have the strength to get up. She needs to sleep –she must start work early tomorrow. Aakash keeps the light on and shouts at Renuka to get up and serve the dinner.

Discussion Guidelines
• What are some of the problems within the scenario?
• What are some of the communication problems? With Aakash? With Renuka?
• What is respect?
  (Respect is the willingness to show consideration or appreciation for another person.)
• In what ways does Aakash show a lack of respect for Renuka?
• What are some of the consequences of this scenario? For Aakash? For Renuka?
• What can both Aakash and Renuka do to improve communication?
• What are some of the alternative to the scenario
Activity 2

1. In small groups develop short role-plays that show some alternative processes and outcomes to the above scenario.

2. After each role-play ask the following questions:
   • What happened in the role-play?
   • What made the scenario different from the story of Renuka and Aakash?

Discussion Guidelines

• What are Some of the attitudes required to develop positive outcomes? (In the discussion focus on the idea of mutual respect. List on flipchart.)
• What is mutuality? Mutuality occurs when a relationship is the same between two people or things; when something, such as respect, is given and received in equal amounts.
• What are some of the skills required to develop positive outcomes? (Focus on the skill of communication. List on flipchart.)

Notes to facilitator
The facilitator should clarify the fine distinctions between mutuality, communication and respect and the links between them in the discussion.

Ideas for Action
Ask the boys to observe communication within their family or friendships. Ask:
• What aspects of the communication help maintain mutual respect and honest, open communication? What aspects do not?
• Are there things you would like to change about the way you communicate or treat people?
Objectives:
By the end of this session, participants will be able to
1. Examine expectations about the roles and relationships of couples in a generated perspective.
2. Examine how the roles and relationships of couples impact on child rearing.

Materials: Ten small slips of paper with roles and traits that could be used to describe a wife and a husband, such as:

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cook</td>
<td></td>
</tr>
<tr>
<td>Decision Maker</td>
<td></td>
</tr>
<tr>
<td>Wage Earner</td>
<td></td>
</tr>
<tr>
<td>Educator</td>
<td></td>
</tr>
<tr>
<td>Caretaker of Children</td>
<td></td>
</tr>
<tr>
<td>Member</td>
<td></td>
</tr>
<tr>
<td>Housekeeper</td>
<td></td>
</tr>
<tr>
<td>Finance Manger</td>
<td></td>
</tr>
</tbody>
</table>

Activity 1
1. Tell the boys you have a game about wives and husbands. Put the ten slips of paper in a bag. Have one of the boys pick one slip, read it and enact the role. The group guesses what the role is. Ask: Does this describe: a wife? a husband? or both? Discuss.
2. Do this for each piece of paper.

Discussion Guidelines
1. Discuss the expectations society has of women and men. Prompt reflection on how these expectations affect the kinds of relationships men and women have as couples.
   • What roles are women and men expected to have?
   • What impact does those expectations have on how husbands and wives relate as a couple?
   • In what ways are wives and husbands today changing societal expectations?
   • What makes it difficult to change these expectations?
   • What do you think the roles and expectations will be like in your marriage?

Activity 2
1. Divide into groups and show the small slip of paper “Caretaker of Children”. Ask half of the groups to prepare a role play of no more than 5 minutes on how a couple can equally share the responsibility of rearing children. Ask the other half to prepare a role play showing unequal sharing of responsibilities. Give the groups 15 minutes to prepare for their role play.
2. Ask the groups to enact their role play.
Discussion Guidelines

1. Help the boys to understand the role plays by asking these questions:
   • How are the role plays similar? How are they different?
   • What points do they make? How do men and women share responsibilities in the first role play? In the second?
   • What advantages are there for sharing responsibility of rearing the children? (Advantages for the women? For the men? For the children?)
   • What are the disadvantages about sharing this responsibility?
   • What lessons can we learn from the role play?
   • What lessons can boys and girls together learn?
   • How can men and women share equally the responsibilities?

2. Ask the boys to think about the reality women and men experience with regard to the roles in the family.
   • What do they imagine girls would want to change?
   • What would they want to change?
   • In reality, how can men and women rear children together?

3. If you decide to share equal responsibility for child rearing with your future wife:
   • What resistance would you encounter?
   • What are some ways of overcoming such resistance?

Ideas for Action

Ask the boys to think about the possible ways to encourage other boys and men to participate in child rearing.
Objectives:
By the end of this session, participants will be able to:

1. Identify the qualities and resources needed for parenting.
2. Explore whether the teenage years are the best time to become a parent.

Materials:
- Flip chart, board markers
- Employment advertisements from the newspaper
- Paper, newsprint, pens/pencils, markers for small groups
- Two “Roles for Amaresh and Shilpa” handouts

Activity 1

1. Distribute employment ads from the newspaper. Ask if anyone has read ads like this before. What information do the ads give? List the boys’ responses on newsprint and supplement with the list below:
   - Description of job
   - Education and skills required
   - Experience needed
   - Familiarity operating equipment or machinery
   - Other resources, such as a driver’s license
   - Work hours
   - Salary and benefits

2. Ask the boys what the usual basic requirements are for first-level jobs. (For example, high school certificate, a certain age, skills, experience). After the boys respond, give examples from several of the ads to help the group develop more understanding of what employees often require.

3. Inform the group that they are going to do an activity.
   - Imagine that you work in an employment office and have an opening for the job of a parent
   - In small groups, write an advertisement for the position. Include all the qualities and characteristics a job applicant should have. Also include benefits of the job.
   - Write your ad on newsprint.

Give the groups 15-20 minutes to work. Each group should then list the essential qualities of a parent and then present this list to the larger group.

NOTE: Use flash cards with illustrations (of the locally prevalent jobs) when dealing with out-of-school youth/illiterate groups.

Discussion Guidelines
- Do you know anyone who qualifies for the job of parenting as you have advertised it?
- Can/Should a person/parent get “fired” as a parent? (Discuss the fact that in some countries children can be taken away from neglectful or abusive parents.)
- What skills and resources does a parent need to be able to operate?
- How does parenting change as children grow older?
- Does work experience as a parent help you get any jobs? If so, which ones? If not, should it?
Activity 2

Note: The stories need to be different for different setting and we need to develop the scenarios and develop related questions and issues.

1. Read out the scenario 1 to the participants.

Scenario 1

Razia, aged 23, Izad aged 26, are a couple who have been married for a little over 2 years. They live in a joint family with their in-laws, in a small town in a UP. The couple now decided to have a child.

Discussion Guidelines

• Why did the couple decide not to have child earlier?
• Why is the couple contemplating having a child now?
• What were the pressures which the couple faced for not having a child in the earlier years of marriage?
• What pressures do you think the husband faced and what pressures did the wife face and from whom?
• What prompted the couple to think of having a child now?

2. Read out scenario 2 to the participants.

Scenario 2

Rani was married off to Govind at the age of 16. Govind was 19 then. It was an arranged marriage. Rani delivered a baby girl within the first year of marriage. They have now been married for a little over 2 years and Rani is pregnant again. Govind has just started working in a small scooter garage near the village and earns Rs. 600 per month. They live in a joint family.

Discussion Guidelines

• Was their age at marriage appropriate?
• What emotional and psychological stresses did Govind and Rani experience?
• Do you think Can be the consequences of early parenthood?
• How did early parenthood impact Govind and Rani’s life?
• Could Govind have altered the given scenario? How?

Ideas for Action

Ask the boys:

• What age you think it is best for people to become parents?
• Is it different for men and women? Discuss these ideas with your friends. Do you all agree?
The Value of A Son, the Value of A Daughter

Materials:
- Flip chart, board, markers
- Cards with the following activities/roles on them:
  - Get a job and earns an income
  - Earn income for family by marrying
  - Build and furnish house for parents
  - Ensures that the family name continues
  - More helpful to parents around the home
  - Costs the family by marrying
  - Makes the most of their educational opportunity
  - Performs the last rites

Activity 1

1. To begin, ask the boys to think of common sayings about girls or women. For example- “A woman’s place is in the home.”
2. Ask the group whether they agree or disagree with these sayings and why.
3. Explain that you are going to read a story about a girl named Fatima and some problems that she faces.
4. Read “Fatima’s Story”.

Discussion Guidelines

Ask the boys for their ideas about how Fatima can solve her problem with questions such as:
- What are Fatima’s problems? What are her concerns?
- What are the concerns of Fatima’s mother-in-law? Why is it important to her to have grandsons? Is she concerned about the effect on her granddaughter of another baby in the family? What does this say about how she values her granddaughters?
- Did Fatima and Jalal Din make a good decision to start practising family planning? Why?
- How will it benefit Fatima and her family if she has no more children? What should Fatima do about her mother-in-law and her wish to have more grandsons?
- How could Jalal Din help her?
- What about Fatima’s concern that her daughter, Zarin, should be allowed to continue her studies?
- What might happen to Zarin if she is not able to continue school?
- What advice would you give to Fatima?
Activity 2

1. Put all the cards with the activity/role written on them into a box. Ask a volunteer to pull one card out of a box and read to the group. The group then explores the following questions for each card:
   • Who fulfils the activity/role – a son or a daughter?
   • If the boys say “both” – ask them whether it has always been both?
   • In the past who usually did? Is it changing?
   • Are there societies where it is different?

Discussion Guidelines

After all the cards have been read and discussed discuss the following general questions.
   • Are these roles determined by society (religion/culture/tradition) or by a person’s gender?
   • Do we value sons and daughters differently according to whether they fulfil a valued activity?
   • Can daughters fill roles traditionally done by sons? Can sons fill roles usually done by daughters? Why or why not?
   • If roles and activities change, will we value daughters and sons differently?
   • Is it possible for daughters to be equally valued? Why or why not?

Ideas for Action

Ask the boys to tell the ideal number of children they would like to have and explain why?
   • Would you support your wife in practising family planning if you had the number of children you wanted but didn’t have any sons?
Fatima is a mother with five children—a son, Aziz, and four daughters. Her husband, Jalal Din, is a reliable man and a good father. He works hard as a farmer and Fatima helps him in the field.

They all live together with Jalal Din’s mother, who is a widow. She is a good woman, but she is always critical and nags at Fatima. In fact, she talks from early morning until she goes to bed. “When are you going to light the fire? It is broad daylight already!” And, “Wives should obey their husbands.” Sometimes she criticizes Fatima for work not done, sometimes for spending too much money. And she always complains that Fatima has produced only one son and burdened her Jalal Din with one daughter after another!

Fatima has learned to live with her mother-in-law and to keep her mouth shut. In this way, she is a very dutiful daughter-in-law. But she did do something in secret last month (well, it was a secret between her and Jalal Din) which they didn’t tell Jalal Din’s mother. Fatima started practicing family planning. The big reason she made this decision was that she wasn’t feeling very well. As you know, having five children in 9 years can make a woman feel unwell. She has a backache and she is tired most of the time. But she has so much work to do, when can she rest?

But there was another reason Fatima started using family planning. It was because of her eldest daughter, Zarin. She is the first child, and a lovely little girl, a joy to everyone. Zarin goes to school, along with Aziz. Every afternoon she brings her exercise book home and proudly reads to her mother what she has written. She is so happy in school! But Fatima knows that if she has another baby, Zarin must leave school to care for the new baby while Fatima works in the field. There is simply no other way all the work can be managed. In a way, Zarin knows this too, because she has seen this happen to her little friends. Almost all of them no longer go to school, but instead care for younger brothers and sisters.

Today there is a terrible scene in the house when the family gathers to eat. The old woman is wailing and pulling her hair. The family is alarmed and gathers around her where she sits on the floor. Between sobs, she finally tells them. At the village well this morning, she talked to an old friend who told her someone had seen Fatima at the family planning clinic.

“You are very bad,” she shouts at Fatima. “And you will pay! You will pay for such wickedness. Now you will have no more sons. And who will care for you in your old age? Aziz is a good boy, but he is the only one. A family needs many sons. Think of our name. Who will help Jalal Din in the fields? Who will take care of me, if God forbid, something happens to Jalal Din?”

Jalal Din sits next to his mother and comforts her. And he looks at Fatima as if he doesn’t know what to do. Zarin is also looking at Fatima. She knows what this is all about, at least she knows what it will mean to her. There are also tears in her eyes.

Fatima really has a problem. What would you do if you were Fatima?
The Joys of Fatherhood

Materials:
- Flip chart, board, markers
- Paper, pens or pencils for small groups

Activity 1
1. As a large group brainstorm what words come to mind when you think of young children (the words can be feeling words such as frustrated, love or descriptive words such as screaming, exhaustion, cute, or playful.) Write these words on a flip chart.
2. Discuss the words that have arisen - circle the positive words and discuss them and then discuss the negative words.
   - What experiences gave you this impression about children?
3. Divide the boys into groups of 5 and ask them to develop a short skit or play that demonstrates how most men/fathers feel or act with young children around the house. They can use scenarios from their own households or ideas that come from the brainstorming exercise above.
4. Give the groups 10 minutes to prepare and then each group should present.

Discussion Guidelines
- What does the skit demonstrate?
- Why do fathers feel/act this way?
- How does this impact on the father-child relationship?
- What would a world without children look like? What would be missing?

Activity 2
Return to the small groups and brainstorm what are the main events/changes that occur within the development of a child’s life. Ask the boys to brainstorm under 3 headings: During the first year, the 2-5 years, and the 6-10 years.

Ask each group to report back. Answers should focus on such things as:

The first year: Seeing and recognising, smiling, sitting, rolling, walking, making noises
Years 2-5: Talking, walking, starting pre-school
Years 6-10: Developing close friends, learning to read, studying at school, sporting achievements etc.

If groups struggle (and many boys will because they have had little to do with children) then use this part of the session to inform boys about child development.

Objectives:
By the end of the session, participants will be able to
1. Identify what fathers miss out on if they do not participate in fatherhood.
2. Explore how a child feels when his father is not there for him.
Discussion Guidelines

• If these are the changes/events in the life of a child what are fathers missing out on if they are not involved?
• Do we as men usually only notice the negative parts of a child developing? (Refer to brainstorm from the beginning of the session if necessary)
• How does this impact on relating to children?
• What are some of the positive aspects of child rearing?
• What attitudes would we need to change to enjoy the joys of fatherhood? (Welcome children, accept them, respect their need for love, attention and nurturing, etc.)
• What behaviours would we need to change to enjoy the joys of fatherhood? (Spend time with them, come home earlier, ask children how they are doing, play with them...)
• How was your own father involved in your childhood development? What did you learn from him? If he was not very involved, do you think you would have benefited if he were more involved? If so, how?
• Are there any fathers in the group who want to share the joys of fatherhood?
• Do fathers treat/relate to a boy child and girl child differently?

Activity 3

1. Distribute paper and pens to each group. Explain that all children need their fathers, and it isn’t something to be ashamed of; it is not a sign of weakness. Loving and needing your father is a natural part of childhood. Read the following to the entire group:

Close your eyes, take a deep breath, and let it out...relax and breathe deeply... Think back to a time when you needed your father, but he was not there for you... It may be when you were scared and wanted reassurance... It may be when you were proud of something you did, but he was not there to praise you... It may be a time when you were confused and needed advice... Keep your eyes closed and think of how you felt that day... What was happening around you?... who was there?... Slowly open your eyes and come back to the present.

2. Write down the following questions on a flip chart, and ask the participants to write the answers to these questions on their piece of paper. Discuss these questions as a group.

Discussion Guidelines

• What was your experience? What was happening to you?
• Why did you want your father?
• How did you feel when he wasn’t there?
• If you were the father, what would you have done in this situation?
• Does this exercise tell you anything about the importance of a father being there for his children?
• Why do you think fathers are sometimes not there for their children?
• What will you do differently if/when you are a father one day?

Ideas for Action

Ask the boys if there are men they know who take on an active role and enjoy being a father to their children? Talk to them about their experiences. What do they like about being a father?
Family Decision-Making

Materials:
- Flip chart, board, markers
- Posters of a girl and boy in a family-tour plus two ideal

Activity

1. Post or pass around the first four posters of a girl and boy in a family. Ask:
   - What do you see in these pictures?
   - How do you think the boy and girl feel in each situation?
2. Now post or pass around the two “Ideal” pictures (5 and 6). Ask the same questions as in #1.
3. Have the boys describe how the two pictures differ.

Discussion Guidelines

- What causes situations like those in the first four posters?
- How do these situations affect girls’ lives? How do they affect their future?
- Which set of posters - the first or the second - is most similar to what you see in your community?
- What opportunities and resources do girls have? What about the boys?
- What responsibilities do the girls have? What about boys?

Ask the boys to think about themselves as wives:
- What responsibilities do wives have? What kind of opportunities do they have? What sort of resources do wives have available to them?
- Who makes the decisions in the family about how resources are shared, including food, money, etc.? Why?
- Who should make these decisions? Why?

Ideas for Action

Point out that the boys have identified an important and widespread problem. You would like them to talk about what can be done about it:
- What can you do to help your own girl children have the same opportunities and resources as your boy children?
- When you become a husband, what can you do to share decisions with your wife about how resources and opportunities are shared among your children?
Six poster of a boy and a girl in a family
Legal Rights

It is Pivotal for adolescents to know about the constitution of their country, the laws and their rights and responsibilities. However, in most cases, they are unaware that these rights exist. This module has five sessions that will introduce adolescent boys their legal rights as well as educate them about women having equal rights. This module also addresses another important legal rights issue: sexual harassment and rape.

Describe the Constitution of India and the fundamentals of the parliamentary system of government.  
2 hours

Explain responsibilities in the backdrop of the Convention on Responsibility of Children.  
2 hours

Describe some legal right that we have. Identify that rights are both for men and women, Understand major Civil laws.  
2 hours

Explain why equal legal rights is the best option for men and women. Identify actual common legal discriminations against women. Determine ways to support women to overcome those discriminations.  
2 hours

Learn the difference between sexual harassment and rape, identify means to reduce violence against women.  
2.5 hours
Objectives:
By the end of this session the participants will understand the fundamentals of the parliamentary system of governance.

Material:
- Old pieces of cardboard, cloth, glue and Flip chart
- Markers, blank paper and crayons
- Handouts on Panchayati Raj

Activity 1
Brainstorm on the definition of “Development.” Write the responses on a flip chart. Ask the boys to reflect on the following questions:

- How do you rate your community/village/neighborhood in terms of development?
- Do you think your district/state/country is developed?
- What are the indicators of development?

(Discourage them to look at development from a very narrow perspective like looking at infrastructure development i.e. better roads, houses, etc. In addition encourage participants to locate larger issues of development in terms of health services, education level, out reach, literacy, human rights, etc. Focus on all forms of development including, social, economical, political and cultural development)

Activity 2
1. Tell participants about the Constitution of India and the parliamentary system of governance. Read out the Preamble to the Constitution. Organize a quiz and ask the boys questions about the Indian flag, national emblem, national song, the national anthem, national bird/animal, tree, etc.
2. Divide the participants into smaller groups of 5 and ask each group to simulate different governing structures like Panchayat, State legislature and Parliament. Instruct them to show one transaction- or interaction through the role-play.

Discussion Guidelines
Following the role-play lead a discussion with the following questions:

- Who are the main players in the different structures?
- What are their roles and responsibilities?
- How are they elected to these structures?
- What sort of decisions do they influence?
- What role does the community play to influence these?
- Why should you know about this system?

Also add to their understanding of the system from the perspective of how each citizen can influence the system. Define Panchayat Raj as a system of local self-governance administered by councils (Gram Panchayats and Panchayat Samitis) consisting of people elected by them. Panchayati Raj institutions perform developmental and general administrative functions. Agriculture, land improvement, water, health, sanitation, environment and family welfare are concerns of village Panchayats.

Ideas for Action
Ask the boys to share what they have learnt today with their other friends and siblings at home. Ask them to think about how they could make themselves more responsible citizens.
Facilitator’s Note:

India achieved independence on August 15, 1947. Giving voice to sentiments of the nation, the country’s first prime minister, Pandit Jawaharlal Nehru said, Long years ago we made a tryst with destiny, and now the time comes when we will redeem our pledge, not wholly or in full measure, but very substantially. At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom. A moment comes, which comes but rarely in history, when we step out from the old to the new, when an age ends and when the soul of a nation, long suppressed, finds utterance … We end today a period of ill fortune, and India discovers herself again.”

The progress and triumph of the Indian Freedom movement was one of the most significant historical processes of the twentieth century. Its repercussions extended far beyond its immediate political consequences. Within the country, it initiated the reordering of political, social, and economic power. In the international context, it sounded the death knell of British Imperialism, and changed the political face of the globe.

The New State

Throughout history, India has absorbed and modified to suit its needs, the best from all the Civilizations with which it has come in to contact. Once again the fledgling nation demonstrated the maturity and wisdom of its ancient traditions, and the truth of its claim that it was opposed, not to the people or the civilisation of Britain and the West, only to its imperial domination. India chose to remain within the British Commonwealth of Nations. It also adopted the British system of Parliamentary Democracy, and retained the judicial, administrative, defence and educational structures and institutions set up by the British - India is today the largest and most populous democracy on earth.

The Indian Constitution, adopted when India became a Republic on January 26, 1950, safeguards all its people from all forms of discrimination on grounds of race, religion, creed or sex. It guarantees freedom of speech, expression and belief, assembly and association, migration, acquisition of property and choice of occupation of trade.

The Indian Parliament consists of two houses: The Rajya Sabha or Council of States, and the Lok Sabha or House of Representatives. The former consists of 250 members, mainly elected and some nominated by the President, and is presided over by the Vice-President. The Lok Sabha is made up of 543 members elected from the States and Union Territories. All legislation requires the approval of both Houses. The President is the Head of State, and is appointed through the votes of an electoral college drawn from both Houses and from the Legislature of the constituent States. The Prime Minister is the head of the Government, and is the leader of the majority party in the Lok Sabha. The President appoints ministers on his advice.

Members of the State Legislative Assemblies or Vidhan Sabha are elected through universal adult franchise. Each State has a Chief Minister who is the leader of the majority party of
the Assembly. Elections are supervised by the Election Commission, an independent body. An independent judiciary is the guardian and interpreter of the Constitution, and the Supreme Court is the highest tribunal in the land, at the apex of the State High Courts. The Civil Services implement government policies freely and fairly. Entrance to these Services is by annual public examinations open to all.

The achievement of independence was but the first step towards creating a modern nation. Jawaharial Nehru spelt it out very clearly, “We talk of freedom, but today political freedom does not take us very far unless there is economic freedom. Indeed, there is no such thing as freedom for a man who is starving or for a country that is poor.” Today, economic development and social Justice are the priorities of the Indian government.
THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity;

and promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.
Note:

1. Constitution is a document in which the laws governing our nation have been given.
2. Any change in the law is known as an Amendment to the Constitution.
3. The Panchayati Raj System shall have a three tier structure i.e. Panchayat at the village level, intermediate/block/Taluk/level and at the District Level. The states where the population is not exceeding 20 lakhs may or may not introduce the intermediate level.
4. The elections for the members at all the three levels of Panchayati Raj System shall be direct. The Chairperson (Sarpach) at the village level will be nominated according to the rules set up by the State Government. The Chairperson at the block and district level shall be elected from amongst the members themselves.
5. According to the 73rd Amendment Act, 1992, at all the three levels of Panchayati Raj System, one-third seats shall be reserved for the women. This includes reservation of seats for the Chairperson also. The reservation of seats for Chairperson belonging SC/ST will depend on their population size.
6. Women can contest the election not only for their reserved seats but also for the other unreserved seats.
7. It is not possible to have an all men panchayat as under the Panchayati Raj Act one-third seats haven reserved for the women.
8. It is possible to have an all women panchayat, if the women contest and win all the seats.
9. The minimum age for being a Chairperson of a Panchayat is 21 years.
10. Seats for the Scheduled Castes and the Scheduled Tribes will be reserved at all the three levels of the Panchayats. The number of reserved seats will depend on the population size of these communities.
   For example: If the total population of an area is 20,000 and the population of the SC/ST is 5,000, then the percentage of the SC/ST communities in that area will be 25%.
   If the total numbers of seats are 9 then 1/4 of the seats will be reserved for the SC & ST i.e. 2 seats.
11. The 73rd Amendment Act is applicable to the Union Territories as well.
12. The Finance Commission shall be set up in every state within one year of the completion of election in order to strengthen the financial status of the Panchayats.
13. Panchayats did not have statutory recognition before the 73rd amendment.
Awareness to Constitutional Rights

The state aims to ensure freedom, equality and justice to all citizens. The Constitution informs the citizen about their rights and duties. The law protects these rights. Thus if a violation occurs it can be legally remedied.

Following are some of the important rights:

(a) Right to Equality

According to this right, no citizen can be discriminated against on the basis of religion, caste, sex or place of birth. For instance, in a village every citizen has equal right to “chaupals”, “dharamsals”, “wells” etc., which have been constructed by the Government for public use. Similarly Government hospitals, school or colleges are open to all citizens. Under the right to equality, every citizen is entitled to employment in administration or non-administrative jobs.

(b) Right Against Exploitation

Our society is embedded with various kinds of exploitation. The lower castes, women, children and other weaker sections are subjected to several types of injustice. The law does not permit any citizen to exploit another citizen. Exploitation includes bonded labour, sexual harassment, prostitution and the sale of children to force them into beggary. The exploiter has to face severe punishment.

Many a time young girls are forcibly pushed or sold into prostitution. The law is particularly severe (10 years’ imprisonment) if the girl is a minor. Even if the parents sell their child, they are liable for punishment. These practices can be eradicated if women’s groups are organised and made aware of the State’s measures to check such exploitation.

(c) Right to Freedom

Under this right, a citizen enjoys different kinds of freedom.

A citizen can visit or live in any state. People from villages can go to the cities for work and live there permanently.

A citizen can adopt any profession of his or her choice. No one can say that a cobbler’s daughter cannot get education and become a teacher or that a woman from a pandit’s family cannot trade in leather bags and goods. It all depends on a person’s own liking, effort and ability. Similarly, there is no compulsion on women to be restricted only to domestic work. If they want, they can work in factories, or get education and occupy high posts.

Nobody has the right to take anybody’s life or take the law in his or her own hands. Sometimes parents or villagers force others to follow a path that they consider right. For instance some people do not permit inter-caste marriage. Sometimes the boy or the girl is beaten up, even killed. Such events take place with consent of the villagers but such activity is against the law and even if it is done by members of the family, they are legally punishable.

(d) Freedom to Religion

This right entitles citizens to follow the religion of their choice. Women have the right to live according to the rules and principles of their religion. Sometimes there are Hindu-Muslim or Hindu-Sikh marriages. According to social custom, the woman has to adopt the religion of her husband. But there is no such legal compulsion. This right entitles every person to adopt a life-style of his or her choice.

(e) Cultural and Educational Rights

These rights are applicable more to the minorities. Under this, every community can promote its own culture.
(f) **Rights to Constitutional Remedies**

The Fundamental Rights are conferred on the citizens by the Constitution. If any of these rights is violated, the citizen can approach the Supreme Court for the protection of his or her rights.

**Fundamental Duties**

Every citizen of India must:

a) Abide by the Constitution and respect its ideal and institutions, the National Anthem;

b) Cherish and follow the noble ideals which inspired our national struggle for freedom;

c) Uphold and protect the sovereignty, unity and integrity of India;

d) Defend the country and render national service when called upon to do so;

e) Promote harmony and the spirit of common brotherhood among all the people of India transcending religious, linguistic, regional or sectional diversities, to renounce practices derogatory to the dignity of women;

f) Value and preserve the rich heritage of our composite culture;

g) Protect and improve the natural environment including forests, lakes, rivers and wildlife, and to have compassion for living creatures;

h) Develop a scientific temper, humanism and the spirit of inquiry and reform;

i) Safeguard public property and abjure violence;

j) Strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.
Activity 1

Ask the participants what they understand by the words “rights” and “responsibilities”. Make two lists on the board and then group by categories. Categories may include responsibilities towards family, society, friends, and nation.

Discussion Guidelines

• What are your responsibilities?
• In what ways can boys be made more responsible?
• Do boys and girls have same or different responsibilities?
• What are the responsibilities of boys?
• What are the responsibilities of girls?

(Give some examples of responsibilities we have towards our communities in our country.)

Reiterate that it is important to know your responsibilities. Affirm that both rights and responsibilities go hand in hand. We need to know both our rights and responsibilities.

Activity 2

1. Explain to the boys that it is important to discuss more about responsibilities. To make the discussion lively and creative, ask them to draw a scene, which depicts adolescents taking responsibilities. Give examples. After everyone is through with their drawing, put up a drawing exhibition in the room. Once participants have gone through each other’s drawing, discuss:

• What responsibilities are described in the drawings?
• How does it feels to know your responsibility?
• Can adolescents take on more responsibilities? If yes what are they?
• How can we share our responsibilities with others?
Activity 3

1. Do a value clarification exercise with the boys on rights and responsibilities. Write “Agree”, “Disagree” and “Can’t say” on separate sheets of paper and paste them in three corners of the room or on the floor. Read out the following sentences and ask participants to move to any of the three corners depending on whether they agree disagree or can’t say. Discuss why they have chosen to agree, disagree or can’t say the end of the exercise, be sure to discuss the co-relation between rights a responsibilities with the large group.

LIST OF STATEMENTS

• Adolescents have the right to be taken seriously and everyone (Adolescents and Adults) has the responsibility to listen to others.
• Adolescents have the right to good health care and everyone has the responsibility to help them get basic health care and clean water.
• Adolescents have a right to good education and everyone had the responsibility to encourage all adolescents to go to school.
• Adolescents have the right to be loved and protected from harm and abuse and everyone has the responsibility to love and care for them.
• Adolescents have the right to be included with whatever abilities or disabilities, and everyone has the responsibility to respect others for their differences.
• Adolescents have a right to safe and comfortable home and everyone has the responsibility to make sure all have homes.

Discussion Guidelines

• Do you think that it is important and necessary to share what you have learnt on the rights of adolescents with your other friends?

(Encourage group members to share and develop new correlations, eg. educate substance abuse, unsafe sex, preventing conflict or violence, etc.)

Notes to Facilitator: Refer to Teenagers’ Bill of Rights shown on the next page. This was developed by a group of adolescents. You could do a similar exercise with the group and put it up on the display board.
Ideas for Action

Ask the boys to:

- Think about and observe the responsibilities of their father, mother and self towards other family members.
- Develop a plan of action to disseminate this information amongst other adolescent boys and girls in the community.

TEENAGERS' BILL OF RIGHTS

Our Rights with Friends:

We all have the right and the privilege to have friends. We can choose our friends based on our own likes. We don’t have to like the same people everyone else likes or not like someone because they aren’t in our “group”. Friendship is a personal thing.

We can ask from our friends that they be trustworthy. If we share something with them and ask them not share it with everyone, we can expect that they will keep it just between us. We will give them the same right. If they don’t they have betrayed our trust and our friendship.

It is okay to be honest with our friends. If they do something that hurts us or concerns us, we can talk to them about it. We will be open to their being honest also. This does not mean it is okay to be mean to each other, just that we can talk honestly about our feelings.

We have the right to be respected for the decisions we make. Some of our friends may not understand the choices we make, but they are our choices. In return, we take responsibility for them.

With Parents and other Adults:

We have the right to have our feelings respected and not compared to the feelings of puppies...or any other such put down. Our feelings are strong and sometimes confusing. It helps if you take our feelings seriously and listen to us before disregarding them.

We feel we have the right to make decisions (some, not all) for ourselves. If we make mistakes we will learn from them, but it is time for us to be more responsible.

Whenever possible, exclude us from your fights. We understand that fighting is part of every relationship, but it is painful for us to be involved. Don’t put us in the middle of any problem you have with each other.

We agree to treat you with respect and ask that you respect us in return. This includes respecting our privacy.

We have the right to be loved unconditionally, and our goal is to love you the same.

We have the right to speak our minds, love ourselves, feel our feelings, and strive for our dreams. Please support us by believing in us rather than fearing for us.

Lisa Gay, 16; Jamie Yellin, 14;
Lisa Gumenick, 14; Hana Ivanhoe, 15;
Bree Able, 15; Lisa Rothbard, 14
Legal Rights

Materials:
- Flip chart, easel, markers
- Invite a resource person who is familiar with the law and with human rights
- Paper, pens or pencils for small groups

Activity 1

1. Inform the group that today we start a module on law.
   - What do you understand by law?
   - What are laws?
   - Why do you think we need laws?
   - How are they framed?

2. Introduce the resource person to the group. This person should facilitate the following.
   As a large group now brainstorm:
   - What are rights? (Rights are things to which someone is guaranteed or entitled to. Laws have been developed to ensure that people are guaranteed certain rights.)
   In small groups, have participants discuss:
   - What legal rights are already established in India?
   - Who has these rights? Men? Women? Youth? Children - boys and girls?
   (Explain that currently even though women, youth and children - boys and girls may have rights by law, for social, cultural, economic, religious or political reasons they are sometimes prevented from obtaining or accessing these rights. Explain that we will explore this more in the next session.)
   - What legal rights should we have in our country?

3. Instruct each group to also write down some questions that they have about their legal rights in any areas. Each group should report back to the large group. The kinds of legal rights the groups can discuss include the following:

   - Education
   - Employment
   - Movement
   - Ownership of property
   - Government services
   - Freedom of expression
   - Clean water
   - Access to information

   Freedom and security
   Freedom of religion
   Freedom to assembly, demonstrate
   Health care
   Voting
   Housing
   Language and culture
   Access to courts

Discussion Guidelines

1. Facilitate the reporting out from the small groups, correct any mistakes or confusion and answer the questions posed by the groups.
   - Do you think all people, (men, women, youth, and children - boys and girls) should have the same legal rights? Why or why not?
   - What rights would you be willing to give up?

2. Explain that because of the lack of rights for women and girls the United Nations (UN) passed) two very important agreements that supports women’s and girls’ legal rights. The agreements are called the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), and the UN Convention on the Rights of the Child (CRC). The conventions have been ratified by most countries in the world (including India). The first convention sets standards for treating women and girls as equals to men and boys in all areas of life. The latter convention sets minimum legal and moral standards for children in the areas of civil rights, family environment, basic health and education. It is mandatory for countries who are signatories, including India to follow these laws.

CEPDA: Choose a Future!
• How do you feel about the fact that our country has signed these conventions?
• What could you do to increase the quality of women’s life as a result of these conventions?

Activity 2

1. Introduce some of the most important rights mentioned under the Convention of the Rights of the Child
   • The right to express yourself and participate in decisions
   • The best interest of young people always counts
   • All young people have the same value
   • Young people have rights
   • The right to privacy
   • All young people have the right to be informed of their own rights

Discussion Guidelines

• Encourage participants to reflect over the above statements. For instance “how can you ensure that adolescents express and participate in decision making process” or “what do you understand by privacy” and so on.

Ideas for Action

Ask the boys:

• What were the three most important things you learned about legal rights today?
  Suggest that they tell their friends and family about these rights.
Objectives:

By the end of this session, participants will be able to:

1. Explain why equal rights is the best option for men and women.
2. Identify actual common legal discriminations against women.
3. Determine ways to support women to overcome those discriminations.

Activity

1. Each boy should try and think of an event in his life when he felt that he was discriminated against it might have been within the family, in a sports team, at school, etc. It should be an event where they felt that they were treated unfairly. Now share the experience in small groups and develop a small skit/play that tells one or some of the stories.

2. Each group should present their skits and then ask:
   - What was the unfair discrimination? Why?
   - Who was being discriminated against?
   - How does it feel to be discriminated?
   - What are the possible consequences of discrimination?
   - What rights were being infringed?

(Affirm that to be treated equally rather than be discriminated against makes a big difference to people.)


Discussion Guidelines

1. Promote discussion with questions such as:
   - What is the practice of discrimination the girls face in the story?
   - Why do you think this discrimination exists?

(Answers can include specific government or educational policies that separate the kinds of education boys and girls can receive, social and cultural beliefs and pressure that certain activities should be done by girls and others by boys, etc.)

   - Do you think the girls should be able to take the training courses they want? Why or why not?
   - What will probably happen if the girls never get the training that they want?
   - What could happen if they do get the training?
   - How would either of these outcomes impact on the men/husbands/brothers of the community?
   - From what we have discussed in previous sessions is there any way of both the husband and wife, (man and woman) benefiting?
   - Have you ever seen a situation like this or similar to this in your family/community?

2. Thinking about the previous sessions, identify some of the actual legal discriminations against women. Use the list of legal rights and explore which ones women do not have, eg property rights, inheritance rights etc. Ask:
   - What United Nations Conventions challenges these discriminations?
   (Remember the United Nations Convention on the Elimination of All Forms of Discrimination Against Women.)
   - Do you want to support women in their struggle against discriminatory actions and laws?
   - How can you do this?
Ideas for Action

Tell the boys to talk to their sisters or girls in their school/community about equal rights for women and girls. What do they think are the biggest forms of discrimination against them? What would they like to see change?

THE GIRLS OF MAKATI VILLAGE

Bhavana and her friends are sitting under a tree. The day is hot, and they are tired from working in the fields.

Farah looks at the group and says: “I don't want to take care of the fields all my life. It’s such hard work, and we earn so little. I am going to learn a useful skill, so I can provide for myself and my children when I’m grown.”

Ha!” says a friend. “And just how do you think you can learn these skills?” Farah looks at her and replies. “There is the government vocational centre in the next town. I will go there and learn about electrical equipments and repairs. I’m good with my hands; I know I can do it.”

Bhavan, the senior member of the group, speaks. “That’s a good idea, Farha. But, I visited the centre when my brother was enrolled. There are certain courses for boys and certain courses for girls. The girls learn cooking and sewing. We need to know these things. That’s just the way it is.”

Two other friends chorus together, “I don’t agree! Why can’t we learn new skills? We’re expected to earn more income for our families. How can we do that if we don’t learn new skills?”

Ghavna looks thoughtful. “I see your point. But what can we do if these trainings opportunities are not available to girls?”

The friends look at one another. They are determined to do something, but what?
What Is Sexual Harassment and Rape?

**Materials:**
- Flip chart, easel, markers, tape
- Collect newspaper stories of violence against women
- Collect legal definitions of rape in India, and penalties for rape crimes
- Handouts “Is this sexual/sex-based harassment” and “Men’s Pledge to End Rape”

**Activity 1**
1. Introduce the topic by asking:
   - What do you value about women other than their physical appearance? (Brainstorm and list responses.)
   
   Present the idea that despite our saying we “value” these things there are many examples of men hurting women they live with, work with, or don’t know. Display examples from newspaper stories.

2. Use large sheets of newsprint (“graffiti sheets”) to complete the following sentence stubs:
   - Sexual harassment is...
   - Rape is...
   
   Post four large sheets of paper around the walls. Write each sentence stub on two pieces of paper. Invite participants to anonymously write their feelings, thoughts and beliefs about each one. Ask volunteers in the group to read each of the sheets.

**Discussion Guidelines**

To introduce discussion ask:
- What did you learn from graffiti sheets?
- Are there things that you are surprised to learn?

**Activity 2**
1. Looking at the graffiti sheet, try to develop a definition of sexual harassment. You may introduce the following definition as an example.
   
   Sexual harassment is defined as unwanted and unwelcome physical contact, verbal demands and put-downs based on sex, gender or sexuality of the person being harassed. In many parts of Asia sexual harassment is called “Eve Teasing.”

2. Introduce the skit on “EveTeasing” and “Older Men” as examples of sexual harassment. Ask the boys to act out the skits.

**Objectives:**
By the end of this session, participants will be able to:
1. Explain what harassment and rape is.
2. Explore men’s role in acts of sexual harassment and rape.
Discussion Guidelines

1. Divide the boys into groups of four or five. Ask all the groups to discuss the following four questions:
   - Why did the harassment occur?
   - Who initiated the harassment?
   - How could it have been avoided in the story?
   - What were the physical and psychological effects on the girls?

2. Allow 15 minutes for the groups to discuss and then report back.

   Important Note: In the discussion, it is important to keep in mind that girls are often blamed by society, or even blame themselves, for causing men to harass or rape them. Emphasise that these acts of violence men choose to commit. Men are not forced to harass or rape by physical urges or by anything else. Girls are not to be blamed when men commit these acts.

3. Ask:
   - What was similar about the ideas from the groups? Different?
   - Was the girl blamed for what happened in any of the answers? If so, do you agree? Why or why not?
   - Could something like this happen to your sister?
   - How would you feel if this happened to her?
   - What would you do if you knew your sister experienced sexual harassment?

4. Use the worksheet “Is this sexual/sex-based harassment?” to discuss different types of sexual harassment.
   - What are other examples of sexual harassment they have seen or heard about?

Activity 3

1. Return to the graffiti sheets and define rape. Use the following definition as an example if desired.

   Rape is legally defined as sexual intercourse with another person without that person’s consent. This behaviour will constitute rape, even though the survivor/victim offers no physical resistance to the assailant. In some places sexual intercourse includes sexual connection with the vagina, penis, or the anus by any part of another person’s body or by any object.

   Under this definition, the term rape can therefore include the rape of males as well as females, anal and oral rape or rape in marriage.

   Adapted from Boys Talk— A Program for young men about masculinity, non-violence relationships.
**Discussion Guidelines**

Ask the boys:

- *When someone is raped by someone they know, what is this called?*  
  (Answer: “Acquaintance rape”. Many cases of rape happen between people who know each other as in the cases of *date rape* and acquaintance rape.)

- Discuss the idea that all types of rape (*rape, acquaintance* or by a stranger) are acts of power and violence over another person rather than really a sexual act. Reinforce the fact that men do not have sexual needs or urges that permit or excuse them to commit these acts of power and violence toward another person.)

- Use the “*Is this Rape?*” worksheet to discuss rape further.

- Explain Indian laws and penalties for rape.
  — *Do you think these laws deter men and boys from committing rape? Why or why not?*  
  (Answers could be: the laws are not enforced, people (including the police or judges) do not believe the victim, people blame the victim, etc.)

**Ideas for Action**

Introduce the “*Men’s Pledge to End Rape*” and invite boys to consider signing the pledge or writing their own similar type of pledge to sign.
IS THIS SEXUAL/SEX-BASED HARASSMENT

Examine the following scenarios. Decide if they describe:

- **Sexual/Sex-based harassment**;
- **Unacceptable behaviour but not sexual/sex-based harassment**;
- **Acceptable behaviour**.

- A group of young men often call a young woman a ‘slut’.
- A young man asks a young woman to have sex with him and she says ‘no’.
- A young man continually asks a young woman to have sex with him and she always says ‘no’.
- A young man shows a pornography magazine to his male friends in front of a young woman. The men tease her about her body.
- A young man pulls down the pants of another young man in the change room against his will.
- A young man threatens his girlfriend that if she doesn’t have sex with him, he’ll tell his friends a nasty rumour about her.
- A group of young men regularly calls another young man a ‘faggot’ and a ‘sissy’.
- A young man tells a joke that puts down his women to his friends.
- A young man tells a joke that puts down women to his friends. They tell him they find it offensive and don’t want to hear it anymore. He tells another joke that puts down women and they are offended again.
- A group of young men often tease a young woman about the size of her breasts.
- A group of young men and women often tease a young man about his clothes.
- A group of young men often tease a young man about the size of his penis.
- A young man often hears comments made about the color of his skin and intelligence.
- A young woman and a man make sexual suggestions to each other.
- A group of young women continually call a young man a ‘sissy’ and a ‘wimp’.
- A young man wears a sexually graphic image on his shirt, which offends others.

Source: Boys-Talk. A program for young men about masculinity, non-violence and relationship.
Is This Rape?

Examine the following scenarios and decide they describe:

- Sexual/sex-based harassment
- Rape
- Acceptable behaviour
- Unsure

Scenarios

- A woman is walking home from work through a park one night. A man grabs her, throws her to the ground, sticks his penis inside her, fondles her, and then runs off.
- A group of men follow a woman calling her a ‘slut’. They surround her and start to touch her breasts. She tells them to stop but they ignore her.
- A man and a woman who have been in a relationship for years are lying in the bed. He wants to have sex, and starts kissing her. ‘No,’ she says. He keeps kissing her and stroking her and asking her to have sex with him. Eventually she agrees and they have sex.
- A young boy is at a school camp. The teacher asks the boy to come to his tent. The teacher puts the boy’s hand on his penis and moves the boy’s hand on it until he ejaculates.
- A man at a party meets a woman. They talk and dance. She says: Let’s go back to my house. Let’s have sex.’ They do.
- Two men show a magazine center fold picture of a naked woman to a woman. They tease her about her body being inferior. She asks them to stop but they don’t.
- A 30-year old man gets drunk at a party. A male friend in a car offers him a lift home. The friend has anal sex with him. The man is too drunk to really know what’s happening.
- A sex worker accepts a client and takes money. They have sex. After a while he wants to have sex again, but she refuses. He threatens her, and she agrees to have sex again.
- A group of young men pull down the pants of a young man.
- A woman and man agrees to have sex. The woman asks man to use a condom. He refuses. She responds that she no longer wants to have sex. He ignores her and has sex with her.
- A man wants to have sex with a 15-year old girl. She says yes and they have sex.

Boys talk. A program for young men about masculinity, non-violence and relationships

Men’s Pledge to End Rape

BECAUSE:

• I believe that rape will not end until men become part of the solution;
• I take pride in myself as a man;
• I care about the women in my life;
• I am angry that people I know have been hurt;
• I know that a woman is raped every ___ minute in this country;
• I understand that rape is a crime of violence against women’s bodies, women’s emotional well being and women’s right to do with their bodies as they choose;
• I recognize that men and women will not be equal till rape ends;
• I know that happiness between men and women is difficult in a world where rape exist;
• I accept my responsibility to assist in making this a safer world.

I PLEDGE TO:

• Speak out my anger about rape;
• Talk with other men about rape;
• Look at how men are raised that helps create a culture where rape is possible; Interrupt rape jokes;
• Support laws that encourage men to take responsibility for ending rape;
• Listen women friends; to fears and concerns for their safety;
• Pay attention to cries for help;
• Challenge images of violence against women in advertising and pornography;
• Encourage women to be strong and powerful;
• Recognize that cooperation is power;
• Change whatever I am doing that helps create a culture where rape is possible;
• Support women and men working to end rape.

I, __________________________________, pledge to do everything in my power to end rape.
Signed________________________________ Date__________________________
Witness(parent/guardian)______________________________________________

Original version of the statement by California Anti-Sexist Men’s Political Caucus
**EVE-TEASING**

Girl walks quickly with a friend she is scared and angry at the same time

**Girl:** Why do boys behave like that? Do they have no decency?

**Friend:** Yes, it is a big nuisance. Last time a boy made some passes at me, I was very upset for many days. And so I changed my route to school.

**Girl:** My parents wouldn’t even allow me to go school if they hear about it.

**Friend:** If we talk to anyone about it, then they might think it’s our fault and that we invited it. Then it would be all the more humiliating.

**Girl:** But if it is not our fault, then why should we suffer for it? Surely something can be done about it.

Both reach school, still worrying about what can be done to prevent the boys from touching and harassing them.

**OLDER MEN**

A schoolgirl and her aunt are talking at home. The girl is worried.

**Girl:** But Aunt, how can I stop my teacher from touching me like that? If I say anything he’ll tell the others that I am cheeky and give me bad marks.

**Aunt:** I’m glad you told me. Lots of girls have this problem with older men. But they keep quiet because they don’t know what to do. You should talk to other girls in your school to find out if this teacher also bothers them.

**Girl:** He does keep other girls after school sometimes.

**Aunt:** Well, ask the other girls. Then you can all go together to the headmaster. He’ll be more likely to believe you and do something about it if you all complain about the same thing. And if your marks all suddenly go down together, it will look very suspicious, won’t it?
NEW DELHI: In yet another suspected dowry case a resident of Jabalpur on Sunday alleged his daughter, who was married to a resident of west Delhi’s Rajouri Garden area only two months ago, died under mysterious circumstances on Friday.

“My daughter (on her last visit to Jabalpur in April) categorically told us that she was not happy with her marriage since her in-laws were ill treating her and constantly making demands for more dowry” said the victim’s father. (The victim of her in-laws are not being named since the police was yet to register a case till Sunday night.) The victim was married on March 26 to an employee of a private firm. “We got a call at Jabalpur on May 26 that she was seriously ill....(later) my daughter’s father-in-law told us she had committed suicide by hanging herself,” said her father.

The case is chilling reminder of the ever-increasing dowry harassment case in the country. Sections 304B (dowry death) and 498A (cruelty by husband or in-laws were incorporated in Indian Penal Code some years ago to counter this very problem. National Crime Records Bureau statistics show “reported” dowry deaths (a large number go unreported) in the country jumped from about 400 a year in the Eightees to more than 5,000 a year in the 90’s. The figures for cruelty by husband or in-laws are much higher.

Delhi may have shown a declining trend in the number of dowry deaths over the past few years, but it is still much ahead of other cities. While 148 women died of dowry demands and accompanying harassment in 1997, the number fell to 127 in 1998. In 1999, the number was 120.

But even though the number of dowry deaths may have gone down, dowry harassment complaints have been steadily increasing. Last year, for instance, the Crime Against Women cell received 6,732 complaints, which finally led to registration of 908 cases by police.
Police to Seek NGO Help in Tackling Rape Cases

BY VINAY TEWARI AND BRAJESH UPADHYAY

NEW DELHI: In a radical departure from the existing practice, the police have asked non-governmental organizations to help them in the investigation of rape cases, specially involving minors, right from the time they are reported.

The move, christened Rape Crises Intervention Centre, recently became operational in all three districts of southern zone and will soon be implemented across Delhi.

The police say low conviction rate in rapes, frustrations encountered during the probe and the inability of investigating officers to handle this highly sensitive crime has prompted this move.

The police have used this crisis centre in at least four cases which were reported from Vasant Vihar, Badarpur, Rajouri Garden and Naraina areas. It showed encouraging results.

Commissioner Ajai Raj sharma is likely to issue formal orders on this soon taking the scheme to other districts.

Rape is the most complex and sensitive of crimes as it brings with it immense social and psychological damage to the victim. This damage often becomes a barrier in the process of criminal justice, thereby reducing the conviction rate. The centres will now get involved in all these aspects.

The psycho-social aspect: Besides an investigation officer (I.O.), rape victims would be visited by a team comprising a counselor, social worker drawn from an NGO, a doctor and special counsel. While the NGO will take charge of the crime aspect, others would begin what is called social investigation. The ACP of each district’s crime against women cell, preferably a woman, would lead the team.

“Social investigation and psychological trauma cannot be handled by a police officer. Social workers need to be involved,” says southern range chief Amod Kanth, whose NGO prayas is one of the six others involved in the project.

The policing aspect: It would now be mandatory for every police station duty officer an PCR control room staff to inform the ACP of the control room staff to inform the ACP of the CAW cell of every rape case. The ACP will be the Convenor of the crises centre, who must gather the team fo five and visit the victim within seven hours, even during night. The police would visit victims’ in civil clothes.

The counselors will them determine details, based on a Proforma made by the Delhi Commission for Women, and prepare a need assessment report. They would assess the extent of trauma and level of intervention needed, financial needs and rehabilitation of victims. The team must visit the victim atleast thrice- at the reporting stage, when probe is over and during the beginning of court proceedings.

The forensic aspect: Collection of evidence in rapes is tricky. Hence police station have been asked to purchase medical kits specially designed by a NGO, Sehat, which the IO will carry whenever the victim is taken for medical examination.

The IO will also ensure a three-member board of regular doctors examines a victim. Also, the doctor will be asked to take three vaginal swabs for samples, one for conducting a DNA test, it is needed during the probe.

“Besides rehabilitation, this approach will build confidence in victims and their family and will help us in securing conviction”, says Kanth.
Some Gains, Some Losses

BY A STAFF REPORTER

NEW DELHI: It’s a heinous crime which needs sensitive handling. The problems range right from convicting the victim to speak up as well as in seeking the help of her family and neighbours. Let’s take a look at how Rape Crises Intervention Centres have fared so far?

CASE ONE: She was a young sprightly woman who often dreamt of life full of martial bliss while working in a university laboratory, till an unidentified man became the cause of her deep, uncotrollable trauma on March 31. She couldn’t utter the word rape…..after all she had just got engaged.

The Vasant Vihar police, who responded to the call, had to return without any headway…so shaken was the woman. The crisis centre got one of its first call since they began working. And here the victim was the focus.

“She was shaken and incoherent. First, we were turned back. On our second visit, we kept the investigating officer away…She spoke for four hours” said ACP Gita Rani Verma, the team leader.

Finally, the victim opened up and narrated the incident. It took the team a month to get the woman to recover enough, to give them a “good description” of the accused to sketch a portrait.

“Rape victims tend to blame themselves. We kept telling her she was not the cause of the incident and gave her examples to prove she wasn’t the first”, Verma said. In fact, she even agreed to identify a suspect from a distance, who was caught by the police.

CASE TWO: On Monday, a case from Badarpur proved very different. A 13-year-old girl was being repeatedly raped by her stepfather, who had made her pregnant. The team’s first problem - the girl had falsely named a youth as the accused. Finally they felt the need to focus on the victim as well as her mother. Naghma, a social worker working with the NGO Prayas , who was part of the crisis team, assessed the girl’s needs. “She was stressed but not traumatic, so we spoke t her straight”, Naghma said.

The next was to convince her mother she could lead a normal life. The girl needed an abortion an that was arranged by the centre “Now, the team is helping the girl restart her education which she had discontinued after standard VIII”. Naghma said.

CASE THREE: May 13, West district CAW cell ACP Suman Nalwa had a bizarre case. A 45-year old man was repeatedly raping a seven-year old girl, who died not even knowing what was happening. The man would give the victim sweets and tell her it was a game they were playing. The victim was the key here. An informal approach was adopted and the child said some of her friends, too, played the same game. This was alarming. It meant the team had to focus on the neighborhood. It proved difficult.

“We spoke to other girls. The father of one of them threatened to kill her daughter if she spoke to the police”, said Nalwa. Several trips were used just to get another girl agree to a medical test. It proved futile. “In congested low socio-economic areas, many leave, without a new address, weakening the case. In fact, a big problem is they used to blame their minor daughters for the crime”, Nalwa said.
NEW DELHI: Even as the police prepare their Rape Crisis Intervention Centres Delhi reported at least three cases of minors being raped since Monday.

While a 45-year-old egg-seller was arrested for raping his stepdaughter in Badarpur, a 20-year-old youth who raped a teenaged girl in Uttam Nagar is absconding. In the third incident another youth was arrested for raping a 11-year-old in north Delhi’s Sarai Rohilla.

In the first case the mother of the girl found out she had been raped and become pregnant after she was taken to a doctor. The police said the accused had been raping his stepdaughter since March and had even threatened a neighbor who had once seen him.

In the second a 10-year-old youth raped a girl who had been enticed by the youth’s friend into a deserted house in the Uttam Nagar area of west Delhi on Monday.

Area police officers said the victim aged 15 was told by another youth that his “friend loved her and wanted to meet her in a secluded place”.

“The girl apparently went to the deserted house in the Om Vihar area. There she was raped by the youth even as his friend who had helped in getting her there fled. We have registered a case and the victim is absconding,” an area officer said.

In another case a 11-year-old girl was raped by her neighbor in the Shastri Nagar area of boy vegetables.

“The accused who was arrested after a three-hour drama is a school dropout. He told us he watched pornographic films regularly.” district police Mukund Upadhye said.
Environment

Environmental degradation (of water, land, and air) has a direct impact on all of us. We must deal with shortages of water and fuel, poor disposal of garbage, and the harmful effects of air population and unsafe water. The future prospects of youth are very much connected to the conditions of the world around them. Without a healthy environment, their energies will be drained by coping with shortages of local resources and environmental related healthy problems. Young people can be active participants in improving their local environment. The three sessions in this module will enable boys to assess local conditions and plan to deal with problem.

**Module I5**

**Session one**
Appreciating Mother Nature

Understands the concept of the ‘web of life’ and why conservation of resources is important.
3 hours

**Session two**
Our Environment Over the Year

Discuss how the local environment has changed and how this affects everyone’s lives
2 hours

**Session three**
Working Together to Improve the Environment

Develop action plans for community environment problems
2 hours
Appreciating Mother Nature

Material:
- Flip chart, easel, markers and crayons
- Cards with names of various objects written on it like butterfly, insects, tiger, sun, stars, water, air, sheep, human being, etc.
- 100 meter of string
- Pebbles or sweets.
- Paper, pens/pencils for small groups

Activity 1
1. Prepare cards with names of various objects written on it like butterfly, insects, tiger, sheep, human being, etc. Make the boys sit in a circle and distribute the cards among them. Ask each boy to pin on a card. Give the ball of string to the ‘sun’ as life starts from the sun. Have him wind the string around his finger and pass the ball to any other object in nature, that is related to the sun. For instance, he may pass it on to a tree which needs the sun’s energy for photosynthesis.
2. Repeat the above step till all the participants have their finger in the web of string. Now stretch the web tight. Ask them what will happen if one member of the web is taken away. Ask what would happen if the tiger is taken away. To demonstrate this, the tiger can tug at the string slightly. Some of the others would also have felt this tug. Now, whoever felt the tug is asked to leave the string. This would show that as a result of tigers’ death the number of deer would increase and this will put pressure on all grassland and cropland. This exercise is repeated till the web is destroyed.

Discussion Guidelines
- What is a web of life?
- How are all the objects in nature connected to each other?
- What is a food chain?
- What will happen if all the birds disappeared?
- What will happen if all forest were cut?
- What will happen if all insects died?
- What will happen if all water became dirty?

Activity 2
1. Seat the boys in two concentric circles, one inside the other. Place some pebbles or sweets in the center of the circles. Ask each boy to pick up a pebble or a sweet, not more than one at a time. Keep adding pebble or sweets to the center of the circle.
2. Boys in the inner circle will be able to pick up more pebbles or sweets than the ones in the outer circle, as they would be closer to the centre. So some boys will have fewer pebbles than the rest. At this point, ask those who have fewer sweets or pebbles to grab from others who have more than their share.
3. The inequitable distribution of resources is shown to lead to conflict.

Objectives:
By the end of this session, participants will be able to:
1. Understand the Web of Life.
2. Identify the importance of equitable distribution of resources.
3. Understand the need for conservation of resources.
Discussion Guidelines
• How can we reduce this inequality?
• What can you do to reduce inequitable distribution of resources in your neighborhood?

Activity 3
1. Divide the participants into 3 groups. The first consisting of 8 members, the second group 4-5 members and the third group consisting of 1-2 participants. Give the first group a sheet of paper and a box of crayons. Allowing unlimited time, ask them to draw whatever they want.

2. After they have finished the drawing, give the same paper to the second group and ask them to draw anything they want on it, but give them only those colours, which were not used by the first group. Give them a time limit of 3 minutes.

3. Pass the same paper to the third group and ask them to draw on it. Give them the crayons that were not used by the other two groups. If the other groups have used up all the crayons, then the third group uses none. This group has only 1 minute to draw or work on the picture in whatever way they want. (They cannot use personal pens or pencils to draw)

4. At the end of the exercise ask each group what they felt while drawing. The last group will complain of the lack of time and crayons. They might tear the paper or use their nails to draw on it in an attempt to do something with it.

5. Ask them to think of the paper on which they drew, as representing the ‘earth’ or land’ and the crayon are the ‘resources’ available. The first group used up major part of the land’ and resources’ without thinking about its conservation for future use. As a result the second group, which represented the second generation, was left with very few resources, while the third was left with almost nothing. This is how the resources are being used at present, without thinking about the future generations. This demonstrates the importance of conservation.

Discussion Guidelines
• Why do we need to conserve resources?
• Who will benefit from conservation?
• How can we start conserving our resources?

Ideas for Action
• Invite a forest official or an environmental NGO representative to talk about conservation and equitable distribution of resources
• Ask the boys to interview their parents and grandparents to find out what resources and how much/how less were available then and now. Example firewood, forest, grassland, water etc.
Our Environment Over The Years

Materials:
- Flip chart, easel, markers
- Four cards with one of the following words on each of them: water, land, air and noise
- Paper, pens or pencils for small groups

Activity 1

1. Ask the boys to explain what they think of when they hear the word “environment”. Write the responses on a flip chart.
2. Tell the boys that this meeting will give them an opportunity to find out more about their local environment and how it influences their lives.
3. Divide the boys into three teams. Give each team one of the cards: WATER, LAND, AIR and NOISE. Ask the teams to develop a skit that shows how an environmental problem related to the word on their card affects people.
   Give the groups about 10-15 minutes to create the skits. If the groups have difficulty thinking of ideas, share some examples with them. Boys may identify health problems including tuberculosis that are related to air pollution from cars and focal factories. In Mexico, adolescent girls and boys found that pollution of a local lake was threatening the availability of drinking water and of edible fish.
4. Have each group present its skit. After each skit, discuss:
   - What was the problem in this skit?
   - What similar problems do we have in our own community?

Activity 2 (Optional)

1. Inform the group that they will now conduct a “Household Waste Inventory”. Explain that this exercise will enable them to identify the problems within their own households.
2. Divide the participants into groups of 4-5 boys. In small groups ask the boys to list all the things which go into an average household (inputs) and all the things which come out (outputs). Then write down the environmental impact of their list of outputs. They could also think about the environmental impact of the inputs.
3. Each group can then report back and a large diagram can be created in the following way:
## Discussion Guidelines

- How can we reduce the environmental impact of inputs?
- How do we reduce the outputs of our household?
- How do we reduce the environmental impact of the essential outputs?
- What actions could we take in our household now?
- What resistance would we have from such actions? From whom?
- How do we reduce this resistance?

## Activity 3

1. This activity would assess the participant’s level of awareness about their environment. Describe any hypothetical or factual situation. Inform them that the following activity is a role-play that would give them a greater insight into their environment.

---

**Inputs:**

- (For example)
- Water
- Food
- Fuel (wood, kerosene,…)
- Electricity

**Outputs:**

- (For example)
- Plastic
- Dirty water
- Smoke…

**Environmental Impact of Inputs:**

**Environmental Impact of Outputs:**

*For Example:*

- Chemicals from detergent
- CO$_2$ from smoke…
Scenario:

People in a particular village want permission to set up an industry near a sanctuary. Some of the villagers feel that this would provide them with an alternate source of income. Others feel that this would only lead to an influx of people from elsewhere, which will reduce their already overburdened resource base. They feel that this would also affect social values. The other players in the scene are the forest officials who would have to grant permission for starting the industrial complex. The last group is an environment youth club.

1. The facilitator explains the scenario to the participants and gives them specific roles. The participants are given some time to think about their strategy. Then they can enact it.

2. Divide the participants into the following groups:
   - The villagers
   - Pro industry group
   - Anti industry group
   - The local panchayat, which has a major decision making role
   - The Youth Environment Group: The group attempts to have a rational and balanced approach to conservation. The group stresses the importance of preserving natural ecosystems to provide goods and services for the local people. A more sustainable use of land is envisaged.
   - The Government Officials: The roles of District Collector and her/his aides are decided on a rational land-use planning pattern, e.g., conversion of land from agriculture to non-agriculture
   - The Forest Officials: This group wants to conserve the natural resources and wants to protect forests at all costs, with little concern for local people.

3. The whole debate becomes a major concept of interest between different groups. For a while it is left to the different group to take their own stands. Later, the facilitator may decide to mediate.

Discussion Guidelines

- Will the village be polluted by the industry? If so how?
- What are the various types of pollution?
- What is their effect on human health and bio diversity?
Activity 4

1. Explain that the boys will be making visits in their community to find out more about environmental issues.

2. Divide the boys into teams of twos or threes. Hand out the questionnaire, “Our Environment.” Explain that the questionnaire will help them interview members of the community about changes in the environment over the past 10 years. Read the questions on the left side of the questionnaire or ask a volunteer to read them. Ask the boys what questions they have about the questionnaire and demonstrate how to use it.

3. During the visits, the boys can make notes on the questionnaire, draw pictures or just remember what they hear in the interviews.

4. Make the community visits.

Discussion Guidelines

1. When the teams come back together, ask each team to present what it learnt during the interviews.

2. After the presentations, ask:
   - What changes in the environment were mentioned in more than one interview?
   - Which of these changes are positive? Why?
   - Which of these are negative? Why?
   - What is the cause of these changes?
   - Which of these problems is of most concern to you and why do you think so?
   - Is there anything you can do to prevent it at the community level?

3. List the most important problems identified on a piece of paper for use at a future meeting.

4. End the session by summarizing the major environmental changes over the last 10 years as identified by the community members. Explain that there are positive actions that can be taken to address environmental problems, and that in the next session we’ll look at some of these actions.

Activity 5 Water Conservation Game: (Optional)

1. Participants are asked to stand in a line. A bucket of water, which represents all the water on earth is kept at one end of the line. A mug of water is taken out of it. This represents the world’s fresh water. A spoonful of water is then taken out of the mug and handed over to the first boy. Each boy is asked to quickly pass it on to the boy standing next to him till the spoon reaches the end of the line. All the water from the spoon is usually spilled and wasted. The last few participants thus get no water.
Discussion Guidelines

- Is there a need to conserve water?
- How can we conserve water?
- What are the various methods you are familiar with?

The activity demonstrates the need to conserve water by careful use. Repeat the game with a new understanding. With the new awareness some water is likely to remain in the spoon at the end of the line. They should be acquainted to the fact that it is this spoonful of water that the hydrosphere makes available for our entire requirement. If it is misused none will be available for the future generation.

Ideas for Action

Ask the boys if in their communities or in neighboring communities or elsewhere they have seen or heard of any community action being taken to address environmental concerns.

The facilitator can also add about some of the movements or community actions that have taken place locally or anywhere in the country such as the ‘Chipko Movement’, ‘Narmada Bachaaon Ki Andolaan’, etc. (see Facilitator’s Handbook for details)
### Our Environment Over the Years

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>10 YEARS AGO</th>
<th>TODAY</th>
</tr>
</thead>
</table>

#### Water
- What is the condition of local streams, lakes, and rivers?
- What are the sources of water for the home?
- How is irrigation used for farming?
- How have national water projects, such as dams, affected the community?

#### Land
- Where can you see soil erosion?
- Where are trees and plants being destroyed?
- What are the sources of home fuel, and how do you get it?
- How is garbage disposed of?
- How is human waste disposed of?
- Where and how are pesticides and chemicals used?

#### Air/Noise
- How clean and clear is the air?
- What kinds of pollution are factories or cars causing?
- How common are respiratory problems?
- How quiet or noisy is the environment?
Module 15  
Session three

Working Together to Improve the Environment

2 hours

Materials:
- Flip chart, easel, markers
- List of environmental problems identified in session 2
- Small cards or pieces of paper (about 60 pieces)
- Paper, pens or pencils for small groups
- “Improving the Environment” handout (optional)

Objectives:
By the end of this workshop participants will be able to:
1. Identify a priority environmental problem.
2. Look at options for environmental action.
3. Develop a collective plan for action

Activity 1
1. Tell the boys that the purpose of this session is to make a plan for solving a local environmental problem that concerns them.
2. Remind them about the interviews they did and the list of issues they identified in Session 2. Show the list of issues and ask one of the boys to read it.
3. Ask if anyone would like to add other issues to the list. Then ask:
   - Are they aware of any actions that have been taken in the community on any of these problems?
   - Who took these actions? What were the outcomes? (If necessary and appropriate, discuss that often it is women in the community that take action on environmental issues.)
   - Which of these problems would you like to solve together?
4. Lead a discussion to guide the boys in selecting a specific problem to work on. Make sure that they consider reasons “for” and reasons “against” each option. A vote may be necessary to choose a problem to tackle. If necessary present the options on the Improving the Environment handout, which shows the following simple actions:
   1. Make A Compost (as a way of recycling waste and creating healthy soil)
   2. Mulch your Gardens
   3. Design a Minimum-Waste Water System
   4. Develop a No-Dig Garden (using waste and growing healthy vegetables)
   5. Plant a Tree Session
   6. Clean-up a Neighbourhood Day

Discussion Guidelines
1. Explain that it is now time to make a plan for solving the environmental problem. Ask for volunteers to tell about other experiences they have had in making plans.
2. Emphasize that a plan includes a series of steps for getting something accomplished. Then, ask the boys to think about something they normally do in their lives, such as getting dressed in the morning (cleaning their room, or getting to school or work.) Divide them into four groups. Ask each group to identify all the steps for getting dressed in the morning or any other activity selected.
3. Give each group writing materials. Allow about 10 minutes for the groups to meet. Have each group share the issues listed. Then, ask:
   • What did you learn about making a plan from making this list?
4. Now, ask the same small groups to meet and list all the steps involved in working on the environmental problem. They should put each step on a separate card or small paper, and then put the cards in order on the wall or floor.
5. The groups may require 20-30 minutes for this task. Spend time with each group to assist as needed.
6. When the groups are ready, have each present its steps. Ask:
   • How are the lists similar?
   • How are the lists different?
   • How could all the lists be combined into one plan?
     (Encourage the boys to move the cards around to create one series of steps.)
   • How much money or other resources do you need to carry out this plan? What is your plan for obtaining these resources?
   • What are some difficulties that you might face in carrying out the plan?
   • How could these be overcome?
   • Are the group members willing and able to work together on the plan?
   • If yes, how can we get started?
   • If no, can we get another group involved?

Ideas for Action

- The meeting should end with a clear decision by the boys on whether the group intends to work together or whether they will get others involved. In either case, specific “next steps” should be agreed on before everyone goes home.
- Eco club: An Eco or Nature club in the community can focus in creating environmental awareness as an interesting part of their daily activity. This can be done in their free time on a daily basis or over the weekends. The most frequent activity done is tree plantation. The other activities could include drawing competitions, street plays, debates and field trips.
Small contribution that can help us to fight pollution in a big way. Together.

- Switch off your vehicle’s ignition at traffic junctions
- Restrict unnecessary use of personal vehicles
- Maintain your vehicle properly
- Keep your vehicle’s emission under control
- Adopt cleaner fuels for your vehicle’s engine
- Don’t make obstructive parking
- Don’t litter around public places
- Throw your garbage in the bin only
- Segregate your garbage into biodegradable & non biodegradable before throwing it into the bin
- Restrict the use of plastic bags
- Help grow trees in your neighborhood
## MAKE A COMPOST (as a way of recycling waste & creating healthy soil)

Compost adds nutrients to the soil, provides a healthy habitat for microorganisms and worms. Using a compost provides a use for food scraps, grass cuttings, fallen leaves... in fact, anything organic (something that once was alive). By using these things in a beneficial way we reduce waste/pollution and increase the productivity of our gardens.

### How to Make Compost

There are many ways to do it; here are two to begin with.

1. **Pit Method:** Dig a pit, keeping displaced soil to one side. Fill the pit with food scraps and grass cuttings/leaves etc. Make layers of compost and soil. When the pit is full, it can be used as a garden bed, or as a source of enriched soil.

2. **Pile Method:** Make a pile of organic material, put branches on the bottom to allow airflow. This will speed up the decomposing process.

A healthy compost pile will generate heat, and will be ready in weeks or months. Generally, compost forms more quickly in warmer climates. It's OK to add manure & urine to enrich the compost system. When one pile has been built, let it sit and "cook" while you start building a second pile.

It is a good idea to keep your compost site near to your supply of organic waste; this will make it easier to use. You may develop your own methods, which suit you better. Experiment, see which way works best for you.

## MULCH YOUR GARDENS

It is helpful to add a layer of hay, cut grass or leaves to your garden. This is called mulching. It is a very simple task and yet has a huge environmental and agricultural benefit. This top layer of mulch does several beneficial things:

1. Helps reduce water loss via evaporation.
2. Protects the soil from water erosion during heavy rain.
3. Protects young seedlings from big raindrop damage.
4. Decomposes, becoming an instant layer of enriching compost for your soil.
5. Helps prevent weeds from growing between your plants.

As your mulch layer decomposes just add more. There are many good plants to grow specifically for mulch. Nitrogen fixing plants like Pigeon pea are good to use as a windbreak and the leaves make good, Nitrogen rich mulch. Until you are growing your own mulch source just use cut grass or leaves from nearby.
Thinking In a new way about waste. (This action is slightly challenging than the others and might require some more technical assistance.)

When we no longer have any use for an item, it becomes waste. When waste ends up in places where we don’t want it or where it damages the environment we call it pollution. It is important that we reverse this situation by practicing simple and useful methods of waste reduction so we can lessen the damage to the earth’s ecology.

One important principal of environmental action is to get as many uses out of something before we discard it. Some things can be completely reabsorbed into our system, eliminating waste altogether. Here’s a simple example showing how water can be used in a more efficient way.

Common Water Abuse
1. Clean water
2. Wash hands
4. Bath
4. Flush toileted
5. Sewage waste (treated)
6. Pollutes ocean

A Healthy Alternative
1. Clean water
2. Wash hands (Grey water)
3. Bath
4. Finch toilet
5. Water garden
6. Natural cleaning system
7. Solid waste becomes compost

With each successive use of something (in this case water) we gain extra yield and reduce the amount of waste and therefore pollution. The challenge is to design a system that directs the water we use first (i.e. for washing dishes, ourselves, etc.) into another use. The primary second use is onto our garden. If we have a pipe going from our sinks, extend the pipe into the garden. It is perfectly safe to direct this “dirty” water onto tress, fruit bushes etc. but not onto vegetables.

The other option is to embark on a project that ensures that water falling onto our roofs is captured via gutters and a water tank so that it can be used for drinking or/and cleaning.

DEVELOP A NO-DIG GARDEN

A no-dig garden is a lovely way to let nature work for us, while we create a fertile garden bed. This is a wonderful way to make a garden bed if we don’t like digging, weeding or spending money on fertilizers.

1. Border off the area you want with wooden logs or bricks. Certain plants may be used as borders as well. The border is to keep the grass out. Grass stops other things from growing, so our next step is to get rid of it in an easy, non-toxic way.
2. Cover the area with wet newspaper, about 6 pages thick. This kills the grass without removing the valuable organic content, or adding toxic chemicals. It also removes the need to dig.
3. Add a 50m layer of animal manure. This must be mixed with sawdust or left for a while to decompose a bit or it will 'burn' your plants. This layer is optional.
4. Add a 10cm layer of compost or compost soil. It is into this layer that you will plant your plants.
5. The top layer is a few cm’s of mulch. This can be straw, cut grass (dead) or leaves. This layer will protect young seedlings and protect against erosion.

The whole bed must be left until the compost layer has decomposed sufficiently. That is when it resembles soil. The newspaper will eventually decompose and the soil underneath will be available to your garden plants. The grass will be dead and weeds will not be a problem for some time, and by the time they return, your garden will be well established anyway.
5. PLANTING A TREE SESSION

This exercise involves simply collecting some seedling trees or saplings and choosing an appropriate place to plant. It is essential to plant trees in our communities even for no other reason than to contribute to the global need for trees to contribute oxygen and get rid of carbon dioxide. (Trees absorb CO2). The project could be even more environmentally useful if someone helped the group to choose fast-growing trees and planted them in a place that was being threatened with soil erosion. The trees, once solid will stop the soil running away. (The trees should probably be complimented with grasses.)

**Step 1:** Collect or prepare trees in advance. Talk to the department of forestry or agriculture etc- And ask them to supply the amount of trees you wish to plant. Ensure that there are enough for each boy to plant at least one. Also collect newspapers (one paper/tree minimum) and some dried grass Or hay.

**Step 2:** Find an appropriate place to plant. It could be someone’s garden, the local school or a place in the community that is under threat of soil erosion. Ensure that the place is close enough to water for future watering.

**Step 3:** Demonstrate planting a tree. Pour some water into the seedling packet - to loosen the soil when you wish to withdraw the tree. Dig a hole where you wish to plant-approximately 6-8 inches deep and wide. Place the sapling/seedling into the hole.

**Step 4:** Place newspaper around the sapling making sure that some of the newspaper is in the hole. The role of the newspaper is to protect the tree in its early stage of growth from weeds, grass, and other plants. This reduces the competition for water, nutrients etc. Replace soil in the hole burying part of the newspaper. Water the sapling at this point.

**Step 5:** Place the grass/hay around the tree and on top of the paper. Water the plant again. The hay/ grass retains the moisture.

The trick from here is to ensure that someone or a group of people are responsible for ongoing watering for the next 2-3 weeks. These first 2-3 weeks are the most vulnerable time for new trees.
6. **CLEAN-UP THE NEIGHBOURHOOD DAY**

This is a more challenging project in that it attempts to mobilise other people within the community to start a clean up the neighbourhood campaign. The idea is to put aside half a day when as many people as possible take responsibility for cleaning.

**Step 1:** Develop a plan of action. Discuss: who needs to be approached in the community to make this project work? When could it be? What are the priority needs for cleaning? (The edge of the river/stream, the sides of the roads, the parks, everywhere). Where could we get bags for people to fill up with rubbish? What will we do with the collected rubbish? (i.e. who will take it away? What could be recycled?)

**Step 2:** Send a delegation to the community leaders and get their support. Establish the date for clean-up day and clarify responsibilities.

**Step 3:** Advertise the day. Use radio, posters. Ensure that the publicity makes the date clear, the place where everyone will gather on the day to collect his or her rubbish bags and instructions. The publicity should be endorsed by the community leaders and should also include information on why people should clean up their neighbourhood. (Better health, tidy look, increases property value etc.)

**Step 4:** The organising team should be clear about how many people are needed to clean up different sections of the neighbourhood/community and as people arrive on the day appropriately sized teams should be sent to those places and given a time when they should have finished. It is good if the group, can find a sponsor who can supply drinks/refreshments for participants who return with a full bag of rubbish.

**ENJOY THE DAY!!!!**
Taking Off From Here

In the previous modules, adolescent boys have been able to analyze their self-worth and how they can be agents of change not only in their own lives, but also in their communities and their families. These final sessions will provide them with the opportunity to appreciate their accomplishments, to contemplate new goals or alternatives, and to consider ways to continue to support one another and work together.

Module 16

Session one
Setting My Goals

Learn how to set up goals.
2 hours

Session two
Planning My Life

Develop a planning process to achieve your goals.
2 hours

Session three
Being a Team Player

Describe how being a team player can help you achieve your goals.
2 hours

People are always blaming their circumstances for what they are. I don’t believe in circumstances. The people who get on in this world are the people who get up and look for circumstances they want, and, if they can’t find them, they make them.

George Bernard Shaw
Setting My Goals

Materials:
- Flip chart, easel, markers
- Paper, pen or pencil for each participant

2 hours

Objectives:
By the end of this session, participants will be able to:
1. Identify characteristics of a goal.
2. Set a short term goal.

Activity 1
1. Have two volunteers read the two life stories of Ramesh and Vijay.

THE STORY OF RAMESH
Ramesh lives in a small town with his family and is in Standard 7 at school. For a while now he has been experiencing pressure from his father to come and help him in his small business of selling fish at the markets. He also finds that some of his friends have left school and telling him that he should leave and stop wasting his time: “School won’t get you anywhere in life” they say to him. Ramesh didn’t think about a different life so he agreed with all the people telling him what to do. Now he sells fish in a market where lots of other people also sell fish, he doesn’t make very much money. He is married at 20 with 2 children and is struggling to survive. Ramesh doesn’t want to keep living like this but he doesn’t know what else he can do.

THE STORY OF VIJAY
Ramesh’s friend Vijay lives in the same town with his family. Vijay admired his schoolteacher and wanted to become a schoolteacher himself when he grew up. Vijay studied hard and did well in his studies despite many hardships. His parents also wanted him to leave school and work with his father in fishing business and his friends also insisted that he was wasting his time at school-you could be out earning some money” they told him. But, Vijay found ways to convince his parents to let him stay at school- it would be better in the long run for everyone. He agreed to work a few hours each day after school to help his family. Now he is 21 and a newly qualified teacher. He is soon to get married and is looking forward to setting up a nice home with his new wife. He is much respected in the community and can look after his parents in their old age.

After a While
After a while you learn the subtle difference between holding hand and chaining a soul
And you learn that love doesn’t mean leaning and company doesn’t mean security,
And you begin to learn that kisses aren’t contracts and presents aren’t promises,
And you begin to accept your defeats with your head
up and your eyes open with the grace of an adult, not the grief of a child,
And you learn to build all your roads on today because tomorrow’s ground is too uncertain for plans.
After a while you learn that even sunshine burns if you get too much.
So plant your own garden and decorate your soul, instead of waiting for someone to bring you flowers.
And you learn that you really can endure... That you are really strong.
And you really do have worth.

Veronica A. Shoffstall
written at age 19
Discussion Guidelines

• How, are these life stories the same? Different?
• How did they change each Man’s situation?
• What were the goals that they set for themselves? (The point to make here is not that Ramesh had “a bad goal” but that he didn’t set a goal at all. Vijay on the other hand had a clear idea of what he wanted and found ways to stick to his goal.)
• What goals could Ramesh have made to help him succeed after leaving school?
• What did Vijay do to achieve his goals?
• What potential problems/constraints did he encounter?
• What motivating factors helped him to meet his goals?
• What advice would you give a friend about setting a goal in his/her present situation?

Activity 2

1. Ask suggestions about “what makes a good goal”. After several ideas have been shared, explain that we are more likely to achieve a goal if it is SMART; write the following acronym on the flip chart.

   S- Specific
   M- Measurable
   A- Achievable
   R- Realistic
   T- Time-bound

   Reinforce the fact that because a goal should be realistic and achievable it might mean sitting a series of small goals that help us to make progress towards achieving a larger goal. Explain the difference between short-term, medium-term and long-term goals.

2. Give the following examples of “SMART” goals. Ask the boys to identify their own ‘SMART’ short-term goal, achievable by next week and why they want to achieve this goal.

   Some examples:
   “I will visit the employment office and list the vacancies”
   “I will clean my room and set my books in order”
   “I will cut thirty bundles of crop by next week”
   “I will exercise for half an hour everyday in the morning from tomorrow”
   “I will level and clean the empty land in the neighbourhood to convert it into a park”

3. Have the boys meet in pairs to share their goal with one another. Give each boy a piece of paper and ask them to draw a picture or write a statement of his goal. When all are finished each boy can show his picture and state his goal.
Discussion Guidelines

- Have you ever set a goal before?
- Is this goal different? If so, how? Is the goal SMART?
- How is it beneficial to set goals?
- What are some of the difficulties of making goals?

Inform the group that next week we will check to see who managed to achieve his goal, then look at longer term goals.

Ideas for Action

Ask the boys to take action to achieve their short-term goal and talk about it at next week’s session.

If

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don’t deal in lies,
Or being hated don’t give way to hating,
And yet don’t look too good, nor talk too wise;
If you can dream-and not make dreams your master;
If you can think-and not make thought your aim,
If you can meet with Triumph and Disaster
And treat those two impostor just the same;
If you can bear to hear the truth you’ve spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build’em up with worn-out tools;

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings,
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: “Hold on!”
If you can talk with crowds and keep your virtue,
Or walk with Kings-nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds worth of distance run,
Yours is the Earth and everything that’s in it,
And which is more you’ll be a Man, my son!

Rudyard Kipling
Planning my life

Materials: • Flip chart, easel, markers
• SMART goals written on flip chart (from session 1)
• Setting my goals worksheet for each participant

Activity 1

1. Ask the boys to report on the short-term goals that they had set for themselves the previous week. Did they achieve their goals?
   • *Why did some achieve their goals and others not?*

   (Explain that you need a plan to go with your goals. It is important to have SMART goals but it is equally important to have detailed, clear plans of action.)

   Review SMART goals on flip chart. Now tell the group that we will explore how to set clear plans.

2. Introduce the “five friends” of a good plan. Hold up your hand and for each finger; list one of the friends:

   **WHY?** The reasons for working towards a goal
   **WHO?** The person who will carry out the plan
   **HOW?** The step-by-step actions required
   **WHEN?** The time within which each step will be done and the goal achieved
   **WHAT?** The resources needed to achieve the goal

3. Play a memory game to learn the “five friends”. Ask all the boys to stand and raise one hand in front of them. Go around the circle and have each boy name the “five friends” on his fingers. Those who name them correctly can sit down. Others try again until everyone has listed the “five friends” correctly.

4. Explain that each boy will make an individual plan of action using the “five friends”. First brainstorm what parts of our life we need to develop goals and plans for. After the brainstorm give each student a setting my goals worksheet and add any parts of life that the group wanted added to the list in the blank rows. Then ask the boys to target five areas of life that they will develop the plans for. They have 30 minutes to work alone.

5. Ask the boys to present their plans to one another in small groups. As they are presented, ask the boys to give feedback and suggestions to each other.

Objectives:

By the end of this session, participants will be able to:

1. Describe and use a simple planning process for achieving goals.
2. Explore the importance of creating and achieving personal goals.
### Discussion Guidelines

Reassemble the full group and discuss:

- What difficulties did you have making your plans?
- Do you have any questions about the “five friends” and how to make a plan?
- How will the five friends help you achieve your goals?
- How can the “five friends” be useful in your life?
- Is having goals important in life? Why or why not?

### Ideas for Action

Discuss the idea that it is always easier to achieve goals when you have the support and encouragement from a friend, family member, or teacher. Begin working toward one or more of your goals and discussing your plans and progress with someone close to you who can provide this support and encouragement.

### SETTING MY GOALS WORKSHEET

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Being A Team Player

Materials: • Flip chart, easel, markers • A “My Contract” handout for each participant

Activity 1
1. Start the session with a warm-up game. Remind the group that this is the last session of the course.
2. Revise the SMART goals and the “five friends” planning method.
   Inform the group that we want to focus this last session on one of the parts of the WHAT part of the “five friends”. WHAT is about the resources we need to achieve the goals that we set for ourselves.
3. Ask the group to brainstorm what are the resources needed to often achieve our goals. The group will come up with resources such as money, family, advice offices (e.g., career guidance), books and information, friends, networks. You can add any of these.
   Inform the group that often we think of money as the primary resource in life but that in fact people are. Money is secondary to people. Our primary resources are our friends. The focus of this last session is how we as people can be resources to one another.
4. Introduce the symbol of a football/cricket field. Draw a rough sketch of a pitch on a sheet of flipchart paper. Ask:
   • What is the purpose of a cricket or football match? (To win) (Facilitator can change the example of game according to local popularity e.g., Wrestling, tug of war)
   • How do you (to that?) (Score goals/runs)
     Discuss that life is like this. We must have a purpose - these are our SMART goals.
   • How does a team score goals or runs? (It has a plan, it practises, and it plays as a team)
   • In what way does it hinder a team if it does not play as a team but simply a group of individuals?
   • In what way does it help a team if it plays as a team rather than as simply a group if individuals?
   • In what way is this similar to life?
   • What are the qualities of a good football or cricket team?
   • Are these the same as qualities for any kind of teamwork? If not, what can we add or subtract?

Objectives:
By the end of this session, participants will be able to:
1. Describe the qualities of effective team support
2. Develop a contract with someone else within the group in order to achieve personal goals.
5. Inform the group that we will now develop small role-plays:
   Each boy is to choose one of the five goals that he developed on the work sheet in the last session. Each boy then shares this with others in a small group. Then from all the goals shared choose one or a combination of some that are similar to develop a 3-5 minutes role-play. You have 15 minutes to develop the role-play.

   The role-play must demonstrate the following: (write on a flipchart)
   • what the goal is
   • any challenges, difficulties, or opposition that exists in being able to attain the goal
   • how friends acting as a team can help the person overcome the opposition and achieve their goal.

Discussion Guidelines

1. After all the groups have acted their role-play discuss:
   • What was each goal?
   • What were the challenges or opposition?
   • How did the team help the person overcome the opposition and achieve their goal?
   • What were the qualities of the teams?
   • In what ways does team-work empower us to achieve our goals and plan

2. Now discuss the future:
   • Are you interested in continuing to meet as a group?

Ideas for Action

Ask the group to form pairs and inform them that they are going to enter into a contract with that person to achieve another short-term or medium-term goal. The contract is a mechanism of encouraging teamwork and helping individuals achieve their goals.

Give each boy one of the handouts “MY CONTRACT.” Give them 20 minutes to fill out the contract (their own and their “friend’s”)
My Contract

PART A

1. ______________________________ , do hereby declare that I will achieve the following short-term goal on/before: _______________________________________
   (Name) (Date)

My goal is to __________________________________________________________

In order to achieve my goal, I will complete the following steps:

1. ___________________________________________________________________
2. ___________________________________________________________________
3. ___________________________________________________________________
4. ___________________________________________________________________

PART B

I. ______________________________ do hereby declare that I will support (Partner’s Name) in accomplishing her/his goal by ___________
   ______________________________ (Date)

I agree to do the following three things to support my partner’s work toward her/his goal:

1. ___________________________________________________________________
2. ___________________________________________________________________
3. ___________________________________________________________________

Upon completion of the goal, I will reward her/him by ______________________________

We have confidence and faith in each other and strongly believe that we will achieve our goals in the stated time.

Signed: ______________________________________________________________
   (Name)

Signed: ______________________________________________________________
   (Partner’s Name)

Witnessed by: _________________________________________________________
   Witness’ Name

Date: ________________________________________________________________

Growing

I’m leaving now to slay the foe-
Fight the battles, high and low.
I’m leaving mother, hear me go!
Please wish me luck today.

I’ve grown my wings, I want to fly,
Seize my victories where they lie.
I’m going, Mom, but please don’t cry-
Just let me find my way.

I want to see and touch and hear,
Though there are dangers, there are fears.
I’ll smile my smiles and dry my tears-
Please let me speak my say.

I’m off to find my world, my dreams,
Carve my niche, sew my seams,
Remember, as I sail my streams-
I’ll love you, all the way.

Brooke Mueller
Broadening your job search

Informal job Resources 70%

Existing Jobs
- Friends/family who know employers
- People who work in businesses you frequent
- Places where someone is about to leave a job
- People who know where there is a vacancy

Friends/Family who work for businesses
Friends of friends/family

Jobs to be Created
- Places that have been thinking about hiring
- Places where business is increasing and a new employee is needed
- People who are overworked and could use help
  - Places where employees are on vacation or someone is sick
- Places where you have volunteered

Advertisements
Agencies
Job Search Professionals

*Remember: Most job leads come from your informal sources

**WARM-UP ACTIVITIES**

1. **Simon Says**

   **Leader:** The leader performs different actions while saying, "Simon says do this." When the leader deems appropriate, the leader will only say, "Do this." For example, the leader puts a finger on the nose and simultaneously says, "Simon says do this."

   **Participants:** Participants are to follow the leader’s instructions only when the leader says, "Simon says do this." A participant is disqualified if he/she does something even though the leader did not say "Simon says." A participant is also disqualified if he/she doesn’t do something when the leader says "Simon says."

   **Game details:** The game continues until either everyone is eliminated or only one person remains. This game works best when the leader is performing actions quickly.

2. **Musical Chairs**

   **Leader:** The leader plays music (either singing or a tape player) and abruptly stops the music to end the round. After each round is over, the leader should remove one chair.

   **Participants:** While the music is playing, the participants walk in a circle around the chairs. When the music stops, each participant has to sit in a chair. If they are not sitting in a chair, they are disqualified.

   **Game details:** The number of chairs should be one less than the number of participants and are set up in the middle of the circle. The leader should vary the playing time of the music (from really long to really short), so that participants do not know when they should sit. After the end of each round, one chair should be removed. The one person who couldn’t sit down in eliminated. Continue playing until only one person is left.

3. **Unmusical Groups**

   **Leader:** The leader announces a number between 1 and 10, depending on the number of people.

   **Participants:** Participants form groups of the number announced by the leader.

   **Game details:** Participants walk in a circle until the leader announces a number. At that time, the participants quickly form groups of that number. Participants who are not part of a group are disqualified.

4. **Who’s The Leader**

   **Leader:** The leader will make gestures, sing chant, or performs other action. (It is up. to the leader to do any action he/she wants the entire group to do.)

   **Participants:** Participants copy the actions of the leader.

   **Game details:** Send one person out of the room. All other participants in the room choose a "leader" who is to dictate the group's actions. When the person returns, the participants stand in a circle, copying the leader's actions. The person has to guess who the leader is.
5. **Make Up A Name**

**Leader:** The leader stands in the center of the circle. The leader makes up a category (for example, all people wearing a certain color, speak a certain language, have done a certain activity, etc.).

**Participants:** The participants sit in a circle, with the leader in the center. When the leader announces a category, all the people who belong in that category must quickly exchange places with another person from the same category.

**Game details:** After the category has been announced and everyone has switched places, the person left without a place becomes the new leader.

6. **Fruit Bowl.**

**Leader:** The leader stands in the center of the circle formed by participants. The leader has the participants count off by the name of a fruit (e.g.- apple, orange, banana, pear, apple, orange, banana, pear, etc.). The leader then calls the name of a fruit.

**Participants:** When the leader calls a fruit, all the people who are that fruit must exchange places with someone with the same fruit name.

**Game details:** The person left without a place to sit down becomes the new leader. If the leader calls “Fruit Salad,” everyone must switch spots.

7. **Eye Contact Game**

**Leader:** There is no leader in this game.

**Participants:** Everyone forms a circle.

**Game details:** Participants stand in a circle, with one person in the center. People switch places with others in the circle by first signaling to each other by making eye contact. The person in the center tries to take an empty spot in the circle (by watching which people are making eye contact).

8. **Silence**

**Leader:** There is no leader in this game.

**Participants:** Without speaking, participants try to line up in the order of their birthdays.

**Game details:** To line up in order, participants can mime and do all sorts of actions to indicate their date of birth. (Participants can use just the month and day, or year if desired). For example, the first person in line would have a birthday on January 20, the next on February 5, the next on February 18, and so on. After everyone is lined up, each person states his/her birthday in order to see how accurate they were.

9. **Murder Handshake**

**Leader:** The leader selects a participant as the murderer. He/she whispers to each person either “you are the murderer,” “or “it’s not you.” (This way nobody will know who is the murderer.)

**Participants:** Participants go around the room shaking hands with other participants.

**Game details:** All players walk around and shake hands. Every once in a while, the murderer will use the pointer finger to tap the other person’s writ (or do
something with the handshake that makes it unique so the players will know if they are murdered). This means the murderer has killed someone. The person who is killed is out of the game. The "dead" person can act and mime his murder for amusement, but he/she should wait a short whole between the time of murder and acting it out. The remaining "alive people" try to figure out who the murderer is. Players can take a guess, but if they are wrong they are eliminated from the game. The winner is the "alive player" who is correct.

10. **Bip, Bop, Boom**

**Leader:** There is no leader in this game.

**Participants:** Players sit in a circle and count off with the words “Bip, hop, and boom.” Each group is numbered either 1, 2 or 3.

**Game details:** Group #1 starts off, rapidly saying in unison, “Bip, hop, and boom,” followed by their group name (either bip, hop, or boom). Group #2 is next, followed by group #3. The group that makes a mistake is out.

11. **Telephone**

**Leader:** The leader whispers something in the adjacent person’s ear.

**Participants:** Participants sit in a circle and must repeat the whispered message they heard to the person on his/her right.

**Game details:** The leader begins the game by whispering a message into the ear of the person on the right. This message travels around the circle and the last person says it out loud. Players are not allowed to ask the person to repeat the message. (This game is funny because the message becomes distorted.)

12. **Human Bingo**

**Leader:** The leader must prepare sheets in advance (e.g., 4 rows x 4 columns) that have certain categories on them, like “Has Brown Hair” or “Lives in Nigeria.” These categories are based on the information which the leader has about the participants.

**Participants:** Participants fill in their sheets by finding people who fit the description of each category and writing the name of the person in the box.

**Game details:** Players walk around with the prepared sheets. Players mingle and talk to each other to find people who fit each description and to write their names in the appropriate boxes. The first player to fill all the categories in wins the game - or, if time is limited, the person who fills in the most boxes wins.

13. **Cross-Hand Pass**

**Leader:** There is no leader in this game.

**Participants:** Players divide into two teams. Each team should have its players pick partners and stand in a line facing their partners.

**Game details:** The participants cross their arms in front of their bodies and grasp the hands of their partners. Holding hands in this position, each team attempts to pass a ball, block, or bean bag down the line. If the object is dropped the line must stoop to retrieve it while holding hands. If it is necessary
to break grips to retrieve the object, the position must be assumed before the ball can be passed on. The first team to pass the object down to the end of the line wins.

### 14. Animal Game

**Leader:** The leader writes the names of various animals on papers and has each participant choose a paper, (e.g. - camels, elephants, chickens, etc.)

**Participants:** Participants randomly choose a paper. After participants choose, they are not allowed to speak!

**Game details:** Participants form groups consisting only of people who are the same animal. They are only allowed to make animal sounds. After the participants are done, the leader should have the participants say their animal aloud to see if the groups formed are accurate.

### 15. Trust Fall

**Leader:** The leader selects one person to stand in the center of the participants’ circle.

**Participants:** All participants stand in a close circle, with shoulders touching each others, while one person is in the middle.

**Game details:** The person in the middle must place his/her hands across the chest and slowly fall backwards so that people will catch him/her.

### 16. Charades

**Leader:** The leader must make cards for all the participants in advance. These cards have the name of the participant on one side and the group name on the back. (Examples of group names are “angel, disco-dancer, runway model, devil, mother, etc.) The leader hands each participant a card.

**Participants:** Once the participants receive their cards, they are not allowed to speak.

**Game details:** One by one, each participant goes to the center of the room and must mime the group name written on the back of the card. This is to indicate what his/her group is. However, the participants are not allowed to perform any of the actions or do the same mimes as someone before them. Once everyone has performed, the participants regroup according to similar actions.

### 17. Buzz 7

**Leader:** The leader stands in the center of the circle and points to the person who will start the count.

**Participants:** Participants form a circle around the leader and continuously count around.

**Game details:** Each participant counts in turn. Here’s the catch: all numbers with 7 or divisible by 7 must not be counted off; instead the person must say “Buzz.” Any player who does not do this will be automatically out; any player who says “Buzz” and the number is either divisible or has 7 is also eliminated. The remaining person is the winner.
18. **Pass The Pillow**

**Leader:** The leader hands a pillow to one person in the circle with the instructions: do anything with the pillow (hug, pat, dance with it, kiss it, pinch it) which he/she thinks the pillow will like, then pass it on to the right. Everyone must remember what the person to the left did with the pillow. (Don’t say this next line till after the first round!) After the pillow has made its round, the new instruction is: whatever the person to your left did to the pillow, you will do to the person to your right.

**Participants:** Participants sit in a circle and follow the leader’s instructions.

**Game details:** Explained above.

19. **Shageedee, Shageedee, Shapoppo**

**Leader:** The leader stands in the center of the semi-circle and makes a gesture for the rest of the participant to his right to follow, while chanting, “Shageedee, shageedee, shapoppo.”

**Participants:** Participants sit in a semi-circle, with the leader at one end.

**Game details:** Everyone starts chanting “Shageedee, shageedee, shapoppo.” After the third chant, the leader makes a gesture (any hand, leg, body, or head gesture) that is clear enough for the person on his right to see, while everyone continues to chant. Every time the chant begins, the leader changes the gesture. When the leader changes gestures, the person to the leader’s right copies the last gesture the leader did. Simultaneously, the person next to the person to the leader’s right must copy the last gesture of the person to the leader’s right (until the gesture changes). This sequence (of copying the actions of the person to your right) continues until the first gesture reaches the end of the semi-circle without anyone ruining the sequence.

20. **Name Game**

**Leader:** The leader chooses a subject, like animals, or positive adjectives, etc.

**Participants:** Everyone sits in a circle.

**Game details:** The first person starts with his/her name plus an animal (or whatever subject has been chosen) that begins with the same first letter as the name: “Hi, I’m Adrienne Alligator.” The second person has to then say “Adrienne Alligator” and then his/her own name, (“I’m Bobby Baboon”) It goes all the way around the circle with everyone having to say the names and corresponding animals of all the persons who went before starting with the first person and ending with saying their own name are animal.

21. **The Boat Is Sinking**

**Leader:** One person from the group is selected as the leader and must stand in the center of the circle.

**Participants:** Participants form a circle and face the back of the person in front (them. (Everyone should be in one direction.) One person is the lead (and stands in the center.

**Game details:** The leader moves clockwise, going around the circle rapidly, quick! chanting “The Boat is Sinking.” At the same time, the circle begins to move moves counter clockwise rapidly, and every time the person in the
middle says “The Boat is Sinking” the group replies “sinking.” The leader keeps up the pace and repeats the saying as many times as he/she wants—until she/he announces “a boat of ____ (fill in a number).” The participants have to make group(s) of the selected boat number by holding hands. Those not in a group with the right number are “all wet” and out of the game.

22. Duck Duck Goose

Leader: The leader selects one of the participants to be “it.”

Participants: Participants sit in a circle except the person who is “it.”

Game details: The person who is “it” walks around the circle, touching people on the head and saying either “duck” or “goose.” When the person who is “it” says goose, the person who is “goose” must try and catch the person who is “it” before they sit in the space where “goose” was sitting.

23. The Dupatta (Scarf) Game

Leader: The leader selects one of the participants to be “it.”

Participants: Participants sit in a circle with the exception of one person who is “it.”

Game details: The person who is “it” walks around the circle, discreetly carrying a dupatta. When the person who is “it” drops the dupatta behind another participant, the person with the dupatta must try and catch the person who is “it” before he/she sits in the other person’s seat. The participants are not allowed to turn around and see if they have a dupatta behind them; they are only allowed to feel the ground behind them.

24. The Candy Game

Leader: The leader passes around a container full of candy (or any other small item) to the circle of participants with the instructions: “Take as many a want, just do not eat any yet.”

Participants: All participants sit in a circle. As a container full of candy is passed around the circle, participants grab as many as they want, and put the candy in front of them.

Game details: Once everyone has taken some candy, the participants then go around in a circle, giving their name, and telling things about themselves. The number of candies they grab is the number of thins they should tell about themselves.
भविष्य का पुनाव

चित्रों के साथ कुछ शब्दों का संग्रह दिखाए गए हैं।
Choose a Future! Issues and Options for Adolescent Boys in India brings together ideas and activities to help adolescent boys shape their own lives and create their own options. It is a program guide for facilitators and trainers working with boys aged 10-19 years. Boys are actively involved in creating their own solutions to situations they encounter at home, in school, at work and with male and female peers.

Through its partners Prerana, BGMS and GSCPT, CEDPA/India has been implementing the Better Life Options Program for adolescent girls since 1989. Using an empowerment model that includes vocational skills and life skills development training, non-formal education, reproductive health and family life education, the program has resulted in significant impact on participants' economic empowerment, self-esteem and confidence, decision making, reproductive health, child survival practices and fertility.

Through its work with girls, CEDPA and its partners recognised the need for a similar empowerment program that would help adolescent boys challenge gender inequalities. This need was also expressed by the communities and by the boys themselves. CEDPA developed a global training manual, Choose a Future! Issues and Options for Adolescent Boys for facilitators and trainers working with boys.

The global Choose a Future! training manual was adapted to the Indian context by a team of experts, partners and potential partners who realised the need to augment the manual to make it more appealing and interesting to boys. They added a Facilitator's Handbook, posters, anatomical models, additional games, fun things to do and a videocassette to make the package more attractive and interesting. The Choose a Future! Issues and Options for Adolescent Boys in India training package is designed to foster self-respect and self-esteem; supportive relationships; expand skills in analysis, decision-making, problem solving, and negotiating; and increased access to resources among boys aged 10-19 years. In addition, boys explore gender-equitable approaches to family life and other socio-cultural issues and examine real issues in their lives and options for dealing with these issues.

The process of reviewing and adapting the global manual has been a participatory effort that has laid the foundation for implementing a collaborative program for adolescent boys in India. The Choose a Future! Issues and Options for Adolescent Boys in India training package has been developed in collaboration with UNFPA, UNESCO, CARE/India, Prerana, BGMS, SPYM, CINI, FPAI and NIPCCD.

The front cover has been designed by 19 year old Mohammad Rashid. Rashid was one of the participants who went through the adolescent boys' program when the draft manual was piloted in December 2000-January 2001. Rashid lives in a remote rural area of Nagina, Haryana with his parents, two brothers and a sister and is doing his 2nd year B.A. from the local Government College.