

# Gender, Sexuality & Relationships



## Adolescent Life Skills Series II

Developed by:

Child & Adolescent Mental Health Service Project

Dept. of Child & Adolescent Psychiatry

National Institute of Mental Health & Neurosciences (NIMHANS),  
Bangalore

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We owe special thanks to the superintendents and staff of the government and non-government childcare agencies--their concerns and insights enabled us to understand the psychosocial care and protection needs of children in difficult circumstances, in order to develop and implement life skills programs for vulnerable children.

We dedicate this work to the children and adolescents we worked with, in schools, hospitals and child care agencies...children whose life journeys have been arduous, to say the least, but who continue to dream, desire, and aspire to all sorts of wonderful things, and in turn have surprised, delighted and inspired us in varying instances. We trust that the time we spent with them will influence their identities and actions as they journey on—and that these life skills activities will be used with many more such children and adolescents to support them in their efforts to navigate the world they live in.

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# About this Life Skills Series

## The Community Child and Adolescent Mental Health Service Project's Work with Children in Difficult Circumstances

For the past three years, the Dept. of Child and Adolescent Psychiatry, NIMHANS has been implementing a community-based child and adolescent mental health service project with support from Dept. of Women & Child Development, Government of Karnataka. Aiming to provide direct services and capacity building in primary healthcare centres, government schools, anganwadis and child care institutions, it is based on the premise that in the Indian context, there is a vast gap between child and adolescent mental health needs and resource availability, with the few available resources being concentrated in tertiary care health facilities; and that children in difficult circumstances, who are at the greatest risk of mental health morbidity, often have the poorest access to quality psychosocial and mental health assistance.

Since its initiation, the Project has worked with children in difficult circumstances and their caregivers/ service providers to in the following ways:

i) Individual sessions, which entail assessment of the child's problem using standard check-lists and protocols; diagnosing the Child's Problem (psychiatric issue, if any) and its context/ underlying causes; providing interventions to the child, namely recognizing and acknowledging (accepting) the child's emotions, providing reassurance, framing the problem in such a way as to help the child gain insight/ understanding of the problem and its consequences, and suggesting to the child certain steps he/she can to reduce the problem/distress; providing inputs to the caregiver to understand the child's problem and how to support him/her; referring the child for depth therapeutic work (and psychiatric medication) as required to NIMHANS.

ii) Group interventions, which entail getting children to develop life skills to address various issues and experiences they have encountered (or will in the future), through the use of participatory methods such as listing and discussion,

### Who are Children in Difficult Circumstances?

A working definition of 'children in difficult circumstances' includes children who i) are from low socio-economic strata, living within families and communities that expose them to multiple psychosocial risk factors such as physical/ sexual abuse, substance abuse, marital and family conflicts; ii) children who are orphaned/ abandoned and/or living in government and non-governmental child care institutions, including street children and children in conflict with law; iii) children with any type of (developmental) disability; iv) children infected/ affected by HIV/AIDS and other chronic/ terminal illness. These children may living with their families/ in their communities and attend government schools/ services in other types of child care agencies or they reside in child care institutions, who are tasked with providing them care, protection and rehabilitation. Whichever context these children live in, usually they have grown up in extremely difficult family situation. Their experiences at family level, in addition to financial problems, include: parental marital conflict/death or loss of parent(s), physical, sexual and emotional abuse. These experiences often lead them to difficult situations outside the home: child labour and trafficking i.e. more abuse and exploitation. While some children continue to stay home (and even go to school) and undergo these experiences, others leave or run away and thus end up in governmental and non-governmental child care institutions. There are several places where initial contact is made by agency staff with such children: they include: schools, bus-stands/railway stations, streets, raid-rescue spaces (where child labour and trafficking are carried on), remand homes/shelters/residential homes (where children may be placed by the State or Child Welfare Committee).

and creative methodologies such as art, story-telling and narratives, films, theatre and role play.

## What Life Skills are All About

The World Health Organization (WHO) defines Life Skills as “*adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life.*” Core life skills for the promotion of child and adolescent mental health include: decisions-making, problem-solving, creative thinking, critical thinking, effective communication, inter-personal relationship skills, self-awareness, empathy, coping with stress and emotions<sup>1</sup>.

Skill Domain	Sub-Skills	Specific Skills
Communication and Interpersonal Skills	Interpersonal communication	<ul style="list-style-type: none"> <li>• Verbal/Nonverbal communication</li> <li>• Active listening</li> <li>• Expressing feelings; giving feedback (without blaming) and receiving feedback</li> </ul>
	Negotiation/Refusal	<ul style="list-style-type: none"> <li>• Negotiation and conflict management</li> <li>• Assertiveness skills</li> <li>• Refusal skills</li> </ul>
	Empathy	<ul style="list-style-type: none"> <li>• Ability to listen and understand another's needs and circumstances</li> <li>• Express that understanding</li> </ul>
	Cooperation and Teamwork	<ul style="list-style-type: none"> <li>• Expressing respect for others' contributions and different styles</li> <li>• Assessing one's own abilities and contributing to the group</li> </ul>
	Advocacy	<ul style="list-style-type: none"> <li>• Influencing skills &amp; persuasion</li> <li>• Networking and motivation skills</li> </ul>
Decision-Making and Critical Thinking Skills	Decision making /problem solving	<ul style="list-style-type: none"> <li>• Information gathering skills <ul style="list-style-type: none"> <li>• Evaluating future consequences of present actions for self and others</li> <li>• Determining alternative solutions to problems</li> </ul> </li> <li>• Analysis skills regarding the influence of values and attitudes of self and others on motivation</li> </ul>
	Critical thinking	<ul style="list-style-type: none"> <li>• Analyzing peer and media influences</li> <li>• Analyzing attitudes, values, social norms and beliefs and factors affecting these</li> <li>• Identifying relevant information and information sources</li> </ul>
Coping and Self-Management Skills	Increasing internal locus of control	<ul style="list-style-type: none"> <li>• Self-esteem/confidence building skills</li> <li>• Self-awareness skills including awareness of rights, influences, values, attitudes, strengths and weaknesses</li> <li>• Goal setting skills</li> <li>• Self-evaluation / Self-assessment / Self-monitoring skills</li> </ul>
	Managing feelings	<ul style="list-style-type: none"> <li>• Anger management</li> <li>• Dealing with grief and anxiety</li> <li>• Coping skills for dealing with loss, abuse, trauma</li> </ul>
	Managing stress	<ul style="list-style-type: none"> <li>• Time management</li> <li>• Positive thinking</li> <li>• Relaxation techniques</li> </ul>

In recognition of the importance of life skills and with a view to making it accessible to all children and adolescents, the WHO<sup>2</sup> and other national initiatives advocated strongly for life skills education to be made available in schools, through training of teachers and as part of school mental health programs<sup>3</sup>. See table below on details and specifics of life skills domains.

<sup>1</sup> WHO, *Life Skills Education for Children and Adolescents in Schools: Introduction and Guidelines to Facilitate the Development and Implementation of Life Skills Programs*. 1997, World Health Organization: Geneva.

<sup>2</sup> Ibid.

<sup>3</sup> Bharath, S., Kumar, K. *Life Skill Education--The Indian Scene*. in *5th Biennial Conference, Indian Association of Child and Adolescent Mental Health*. 1999. NIMHANS, Bangalore.

## How and Why the Life Skills Series was Developed

This Life Skills Series consists of modules that were developed for working with children in difficult circumstances. It is based on the individual and group interventions implemented by the NIMHANS Community Child and Adolescent Child Mental Health Service Project, in various child care agencies providing care and protection to children in difficult circumstances. It was piloted, refined and revised following its use with over a 100 children belonging to various categories of vulnerable children, namely street and working children, orphan and abandoned children, children infected/affected with HIV and children affected by gender and sexuality vulnerabilities. The series was developed for use with neuro-typical (i.e. children without intellectual disabilities) children between ages 13 and 17 years. While we have piloted this largely with children's groups, several of the methods have been developed in case of the Life Skills Series II on Gender, Sexuality and Relationships, through use with individual children, in the context of depth therapeutic work with adolescents who have been sexually abused, those who have run away to 'marry' or be in mutually consenting romantic and sexual relationships and with children in conflict with the law (mainly with adolescents who have sexually abused younger children), in child care institutions and in tertiary care settings such as the NIMHANS Dept. of Child and Adolescent Psychiatry.

The reasons for developing this Series are two-fold. First, in terms of sheer numbers, there is a tremendous challenge in reaching out to address the psychosocial care needs of children in difficult circumstances. Every child comes from difficult and traumatic circumstances; each child is unique in that he/she has his/her own story, is impacted again, in unique ways. This series takes into consideration the fact that children in similar contexts have different processes and outcomes and conversely, children with the same manifest issues come from different contexts. This series helps recognizing this 'equation' to effectively construct interventions.

Second, given that all children in difficult circumstances require psychosocial assistance and, that resources are scarce, providing individual interventions to each child is not possible. Trained personnel, with the knowledge and skills on how to deal with children's issues, especially with complex and difficult problems, are especially scarce and have resulted in inappropriate and unhelpful responses to children, on the part of caregivers and child care agency staff. As a result, many children requiring assistance to deal with the difficult psychosocial contexts they are in and come from, do not receive it.

Further, most mental child health problems (except for those such as psychosis and those caused by organic factors or physiological problems) may also be viewed as life skill deficits. For instance, violent and abusive behaviours result from children's inability to regulate emotions, negotiate interpersonal relationships and/or resolve conflicts in alternative or creative ways; thus, the objective of any therapeutic work with such children will be to enable them to acquire the life skills to manage anger and aggression—in other words, to manage emotions, develop creative thinking, problem-solving and conflict resolution (life) skills. Children in difficult circumstances (as discussed above), exposed to experiences of deprivation and abuse from early childhood, develop emotional and behaviour problems which may also be viewed as being created by life skill deficits i.e. due to their difficult circumstances, children have not learnt certain life skills, and that results in emotional and behaviour problems. These life skill deficits, if not addressed, then exacerbate emotional and behaviour problems, increasing the risk for more serious and chronic mental health disorders. The Life Skills Series, as it uses group intervention approaches, therefore ensures that larger numbers of children receive psychosocial assistance to address their emotional and behaviour problems by helping children build the life skills that they may lack.

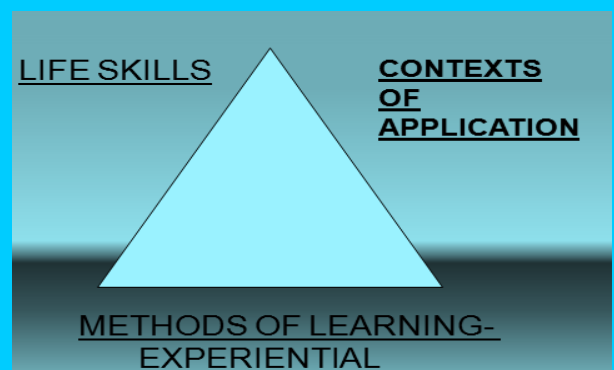
Severe emotional deprivation and difficult family contexts may have led them to seek out relationships of love and sexuality either with their peers or older adolescents or adults—in such cases, while there is apparent ‘consent’, they are not always cognizant of the health and psychosocial risks of their sexual behaviours and decisions and are thus vulnerable to abuse and serious health consequences. Many of these children have received little supervision and have not been engaged in discussions on how to make choices about relationships and sexuality.

Finally, it is important to mention here that sex education (as it is called in schools and institutions that pride themselves on conducting such programs) is very different from life skills education and training on sexuality and relationship issues: the former merely imparts information about the body and physiological processes of reproduction, usually in a manner that is didactic (teacher to student or parent to child); the latter may include some discussions of physiology, especially on parts that pertain to health and safety, but the emphasis is on the socio-emotional component of sexuality. This includes an understanding emotions such as attraction and love, of relationship contexts, for instance, based on which recognition of abuse and coercion take place; and the learning of skills such as assertiveness and refusal (‘saying ‘no’ to sexual overtures if desired), or negotiation (for condom use and safe sex), and problem-solving (coping with peer pressure that compels an adolescent to experiment with sexual acts).

### **How this Life Skills Series is Different: Our Approach and Objectives**

One aspect of psychosocial assistance to such children is curative work with children who have problems or have suffered loss and abuse; the other is preventive work, through equipping children with life skills to protect themselves from psychosocial problems. While many agencies attempt to impart life skills (and state that they do life skills group activities with children) on issues such as sexuality and relationships, they appear to follow didactic positions, adopted as a result of their personal opinions and viewpoints. This contradicts the essence of life skill promotion work—which entails that all individuals participate equally in the production of knowledge, and that this is a continuous dialogue; and that learners are the subject, not the object, of the process. What this means is that life skill development is not about articulating one’s own positions and convincing the adolescent to adopt the same beliefs; it is about adopting an open stance (despite one’s own experiences and personal opinions) and creating a space for debate and discussion, so that adolescents can examine and analyse an issue or situation from multiple view points and come to their own conclusions on what might be the best course of actions. In this, the use of creative methods such as stories and narratives, theatre and other art forms, help create the life situations and contexts (such as marriage, sexuality, conflict etc) that form the basis of the discussion.

Many manuals and approaches exist for conducting life skills sessions for adolescents. They are all based on the WHO definition and listing of life skills<sup>4</sup>. However, based on our understanding of what various agencies tell us about how life skills sessions are conducted, the content of these sessions are usually very broad and general i.e. they teach skills such as interpersonal relations or communication is a generic sort of way without contextualizing the content to address the needs and daily realities faced by institutionalized children. Further, they do





not take into consideration the traumatic nature of many children’s experiences—nearly all institutionalized children have experienced some form of trauma in the form of loss, grief and abuse—and these experiences have shaped their emotional and behavioural responses, and resulted in the nature and type of life skills (or survival skills and responses) they have developed (whether positive or negative). The Project felt therefore that life skills sessions that either ignore the (present) daily realities or (past) experiences of children would not be effective.

So, while we acknowledge the usefulness of any life skills inputs given, using various themes and methods, the specific objective of this Life Skills Series is to address the above-described gaps perceived in life skills session content and methodology. Further, our approach locates life skills issues within the larger child development framework i.e. it promotes the acquisition of life skills in accordance with children’s age, as per the norms of developmental milestones.

The specific objectives of the Life Skills Series are:

- i) To allow for sharing of experiences and narratives children’s daily realities and past experiences so as to take perspectives on them for the future.
- ii) To address life skills domains (as outlined by the WHO) covering the broad areas in which children need to acquire skills in order to address their situations and experiences.
- iii) To enable children to develop specific skill sets through the various creative and process-based activities.
- iv) To thus triangulate life skills, contexts of application (situations/ experiences) and methods of learning (experiential activities)--as shown in the figure above.

The domains and skills may be generic but allow for problem-specific themes to emerge. Also, unlike some manuals that advocate a skill-based approach, focussing on the learning of a life skill, this Series takes a context-based approach. This is because a specific area (such as trauma or substance use) may require the use of many life skills such as assertiveness, negotiation, problem solving, decision-making etc. Also, a single life skill such as decision-making, may apply in an emotional development context such as anxiety management, in making decisions about sexuality and relationships, or in making decisions on positive stress management versus using substances to be able to cope. Therefore, the approach taken in this series ensures that the learning of life skills is more relevant to children’s real life contexts and the necessary healing and health transformations that need to occur.

Finally, the series are laid out such that they provide a detailed but minimum standard level of assistance and intervention in a systematic manner. While they may not always be a substitute of depth individual therapeutic work and other curative methods, they provide children with a holding space—a platform to express their emotions and views, share their experiences and reflect and take perspective on life situations, past, present and future.

### **Components of this Life Skills Series: How it is Organized for Use**

Based on the above-described thinking and objectives, this Life Skills Series is developed thematically to address two types of life contexts: Life Skills Series I: Socio-Emotional Development<sup>5</sup> and Life Skills Series II: Gender, Sexuality and Relationships.

**Life Skills Series II: Gender, Sexuality and Relationships** (the second of the two-part life skills series developed) aims at enhancing children’s skills in the areas of personal safety and decision-

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<sup>5</sup> A similar introduction to the first of the Adolescent Life Skills Series on Socio-Emotional Development is provided in Series I.

making and decision-making about sex and sexuality issues. More specifically, it focuses on providing children/ adolescents i) with a framework within which to make their individual/ personal decisions about sex and sexuality-related behaviours; ii) knowledge and skills to recognize abuse and threats to personal safety.

We do not advocate the use of ‘good touch and bad touch’ or ‘safe and unsafe touch’ approaches to sexual abuse prevention because the so-called ‘bad touch’ can feel good and right to adolescents; in certain situations, especially where abuse entails lure and manipulation or complex grooming processes, children and adolescents can find it exceedingly difficult to distinguish between ‘good and bad touch’; promoting sexual touch as ‘bad touch’ negatively impacts the development of affirmative sexuality i.e. children and adolescents should not associate sexuality as being a ‘bad or negative’ as this will have other harmful consequences on their relationships, health and happiness in the future.

In the light of the above, the Series is organized into two sections. Section A includes a set of activities on gender, because reflecting upon and understanding gender roles and responsibilities, including stereotyping and discrimination issues, which in turn influence sexual behaviours. Thus, Section B, on relationship and sexuality issues, is predicated on an understanding of gender issues.

The activities in section B, on relationship and sexuality issues focus on addressing the above-described contexts of vulnerability that adolescents find themselves in, as well as the limitations of the ‘good touch-bad touch’ approaches, by first acknowledging adolescents’ desire for love, attraction, need for engagement in sexual activities—in fact, it takes a rights-based approach to sex and sexuality, implementing the activities on the premise that adolescents are at a developmental stage wherein they have love-romance-sex needs and that they have the right to have these needs met. However, the issue is how they make decisions about meeting their romantic and sexual desires—and these decisions cannot be made randomly or whimsically.

The series has thus developed what is called a ‘window approach’ to provide a framework for decision-making—a window approach means not speaking directly about abuse prevention (which may be the final objective and therefore the last discussion in the series) but ‘opening each window’ one by one to introduce different but related concepts of personal safety and abuse: starting with (acknowledgement of) love/ attraction and physical pleasure, it moves on to examining and understanding concepts of privacy, consent and boundaries; learning about health and safety; and finally to consider relationship contexts (roles and expectations of others, and activities we do with various people by virtue of our relationship with them). Adolescents learn to use each window and concept individually and then collectively to arrive at decisions about sex and sexuality behaviours.

Each Module focuses on a single topic but which may have many aspects to its learning and understanding—as outlined in its **Objectives**. Therefore, each module or a single topic may consist of up to 3 to 4 Activities. Each activity first describes the **Methods** and **Materials** it will use; and then lays out the **Process** or the steps to be followed on how to implement the activity; the process is followed by **Discussion** which provides questions for discussing and processing the activity and summarizing thoughts and learning derived from the activity. While the modules are best used in chronological order, they can also be used as stand-alone modules, in case the facilitator urgently requires to address one or another issue first. This Series is accompanied by a set of materials, including film clips.

## For Whom

It is recommended that this life skills series is used with all children, whichever vulnerable sub-group they belong to as gender, sexuality and relationship issues are relevant to them; in particular these activities/ skills need to be used with: (i) adolescents who have been sexually abused, so that

they learn to be safe in the future; (ii) adolescents who have engaged in mutually consenting romantic relationships, including physical intimacy; (iii) adolescents who have engaged in sexual offences i.e. those who may have sexually abused peers or young children and may have been charged for the same under POCSO (and are in the Observation Home and/or in other child care agencies such as schools and child mental health agencies). However, by definition, all children are meant to acquire life skills, so these modules are for use for not only curative purposes, i.e. to address specific sexuality and relationship-related problems that children may be confronted with but also for preventive purposes i.e. to prepare children to make appropriate decisions in the area of gender, sexuality and relationships in the immediate and distal future. In other words, given the universal importance of sex and sexuality to human beings, it is recommended that from a vulnerability perspective as well as in preparation for the future and in the interests of a happy, healthy and responsible (sexual) life for all, this series should be implemented with all adolescents, no matter which sub-group they come from.

### By Whom

This life skills series is for use by all persons who work with children, including teachers, counsellors, child protection staff, special educators i.e. persons working with children in education, health and welfare agencies. While the life skills series lays out methods for work, for presenting issues for children's consideration and reflection, ultimately, how the activities are used are at the facilitator's discretion—they should be based on children's contexts, needs and interests. And facilitators are encouraged to be as creative as possible...the methods in this Series are not finite as they are not exhaustive; they are not intended to limit facilitators, but rather to stimulate them to be exploratory and experiment with various alternative methodologies.

Some final and critical thoughts and suggestions on the role of the facilitator for this life skills series on gender, sexuality and relationships: given that the framework and activities are based on the premise and view that adolescents have sexual rights and that they have the right to make a choice on engagement in romantic and sexual relationships, it is important for facilitators to take this perspective as well. We are aware that different people/ facilitators have different personal views on the 'right' age for adolescents to engage in physical intimacy and romantic relationships, or that many may not consider it appropriate for a 16 year old to be engaging in physical intimacy; we acknowledge and respect the concerns of such child care workers and facilitators. However, it is imperative for counsellors to be completely open and non-judgemental in their discussions on decision-making on sexuality and relationship issues; doing otherwise and imposing one's own ideological and moral standpoints will only appear coercive (and non-progressive) to adolescents, who will then either hide their concerns or not communicate their questions and concerns openly.

Counselling is not about imposing one's own personal views on our clients, even if those clients are children and adolescents! Counselling is about providing perspectives and frameworks to our child/adolescent clients so that they receive (new) information, reflect upon issues and finally make choices and decisions—all processes that we as counsellors, only *facilitate or guide*, not impose! So, we as individuals and child care workers are certainly free to hold our personal views and opinions but we would do well to remember that our thoughts and views come from our beliefs and value systems and own lived experiences; children and adolescents have the right to choose their individual and unique beliefs and value systems and draw their choices and decisions from their lived experiences.

So, good-luck with using this Series...more power to child care service providers as they work to keep our children and adolescents safe and healthy!

# Section A: Gender

# 1. Sex and Gender

## Objectives:

- To understand the difference between sex and gender.
- To reflect on gender stereotypes and where they arise from.

## Activity 1.1. Are boys and girls different?

**Methods:** Pile sorting

**Materials:** Cards with statements about sex and gender i.e. highlighting biological and social differences between men and women. (See below for cards). Two title cards labeled 'biologically determined' and 'socially determined'.

## Process:

- Explain that the difference between boys and girls or men and women may be biological i.e. to do with their bodies and physiology, or social i.e. roles and responsibilities that society and culture decide that they must assume. Both these factors help define femininity (the traits and qualities that make a woman a woman) and masculinity (the traits and qualities that make a man a man). Sometimes, we tend to confuse the two (the biological and social)...we assume that men must be a certain way and do certain things 'because he is man', when actually some of these things are not to do with biology or physiology at all...they are to do with what society thinks is culturally right. For example: only women can be pregnant and have babies. Is this a biological fact or is this decided by society who thinks women can get pregnant/ have babies? Boys must not cry—is a statement made by many people...is that because biologically, boys must not cry? Or is it determined by society so that it becomes a rule that everyone just follows? We will now do an exercise to understand the differences between boys and girls or men and women, but to understand whether these differences are biologically determined or socially determined.
- Place the two title cards on the floor (several meters apart).
- Spread the other cards out on one side of the room—so that all cards are clearly visible—and invite the children to look at the cards.
- Ask the children to read each card (or read it aloud to children who are unable to read) and decide whether what the card states is an action/ viewpoint that is biologically determined or socially determined.
- Encourage the children to discuss and debate amongst each other as they do the activity. Allow for multiple view points and disagreements (as long as they are not physical or violent!)

## Discussion:

- Who decides and defines what is biological and what is social?
- Does gender define roles and functions at home, workplace & community? How?
- Are there inborn traits in men or women that predispose them to have certain qualities or be better at doing certain things? And so does it mean they are better off sticking with what they are better at doing/ they should not aspire to being and doing certain things?

- So what do we understand about the differences between men and women?

## Activity 1.2. Gender Stereotypes

**Methods:** Viewing media clips; listing & categorization

**Materials:** Advertisement clips

(You can use posters but clips are more fun and tend to be more detailed).

### Group 1:

<https://www.youtube.com/watch?v=YAdn6b35aIQ>

<https://www.youtube.com/watch?v=WNx2mtAOr8o>

<https://www.youtube.com/watch?v=S9uIDBqDWC4>

<https://www.youtube.com/watch?v=4XQ7x7c2hkQ>

<https://www.youtube.com/watch?v=ojU321joFQU>

<https://www.youtube.com/watch?v=TqNsQ2XHds8>

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

<https://www.youtube.com/watch?v=NEal64YLTIE>

<https://www.youtube.com/watch?v=fKNaLN9G8Bw>

<https://www.youtube.com/watch?v=1Hovwbyv7T4>

<https://www.youtube.com/watch?v=cQDgf2KAXZY>

<https://www.youtube.com/watch?v=4H3URJ4Gqal&list=PLao5-92hz5MytalnRsnVaVKLX5AzQEfHb&index=3>

[https://www.youtube.com/watch?v=6d4BHFm\\_cdA](https://www.youtube.com/watch?v=6d4BHFm_cdA)

<https://www.youtube.com/watch?v=MReb8N0nUs0>

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

<https://www.youtube.com/watch?v=SPf4QXcK9X8>

<https://www.youtube.com/watch?v=1asDVgh0Qgo>

### Group 2:

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

<https://www.youtube.com/watch?v=z44vMNZwPeA>

<https://www.youtube.com/watch?v=vdtlrxbyuE4>

<https://www.youtube.com/watch?v=deuf7wYj31w>

<https://www.youtube.com/watch?v=wJukf4ifuKs>

<https://www.youtube.com/watch?v=3kFRr06pa8o>

<https://www.youtube.com/watch?v=ZScv6npywTo>

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

### Process A:

**Introduction:** In the previous activity, we discussed the social and biological differences between men and women—based on which the identities of men and women get constructed. Now we will examine how such generalizations about gender attributes, differences and roles of men and women get generalized and thus become fixed in people’s minds...and then, we will talk about whether these generalizations are accurate and fair.

- In plenary, ask the children to view each clip and analyze it in the following ways (using the suggested matrix below):
  - What is the product advertised?
  - What is the activity/ function associated with the product?
  - Who is being targeted as the main user/buyer (men or women)?

- What qualities of men/women is it assuming men/women have? By attributing a particular quality to a woman in a given situation, what assumption is it making about men? (For example, if it assumes that women are responsible for the kitchen/ cooking, what is the assumption then about men and cooking?)
- Do you agree with the advertisement—in terms of who they are targeting with a certain product/ function?

Product	Activity/Function of Product	Target Buyer (Man/ Women)	Qualities Attributed to Target Buyer	Agree/Disagree with targeting

**Discussion:**

- Look at the matrix...do you see certain patterns? Are certain products/functions associated with women while others are associated with men?
- What do you think are the reasons for these associations?
- Do these associations have a basis? Do you agree with them? Why/ why not?

**Process 2:**

- Screen the remaining clips.
- Analyze these also using the matrix.

**Summary Discussion:**

- Were these ads different from the previous set of ads? How so?
- What do you think these ad-makers trying to do (versus the ad makers of the previous set of ads)?
- What do we understand about stereotypes? Does everyone have to subscribe to them?

## 2. Growing Up as Girl or Boy

### Objectives:

- To understand what it means to grow up as a girl or boy in our society.
- To explore social perceptions and expectations of girls and boys.
- To reflect on whether these differences in perceptions and expectations are useful and fair.

### Activity 2.1. I am...I wish...

**Methods:** Sentence completion

**Materials:** Sheets of paper and pens

### Process:

- Ask participants to individually consider why they are happy to be boys/girls by completing the sentence: 'I am happy I am a girl/boy because...' and then ask them to share their thoughts in plenary.
- Next, ask participants to individually consider a wish list if they were the opposite sex by completing the sentence: 'If I were a girl/boy I would...' and then ask them to share their thoughts in plenary.
- As the participants speak, draw up a list (in plenary).

### Discussion:

- Look at the list and consider each statement and ask the group to identify whether a particular statement comes from the perspective of:
  - (In)justice
  - (Denial of ) opportunities
  - Aspiration
- Identify experiences and aspirations that are gendered.
- Discuss how wishes and desires are either enabled or thwarted leading to relative experiences of freedom (or the lack of it).

### Activity 2.2. What Others Expect

**Methods:** Art and/or story-telling, listing & discussion

**Materials:** Flip-chart sheets & markers, colours

### Process:

- Explain that we are now moving on to explore how girls and boys in our society are expected to behave.
- Ask children to break into sub-groups of three or four and discuss how girls and boys grow up--from their birth until they are about age 18 and create a poster on:
  - i) The different ways that boys and girls are supposed to behave in the following spaces:
    - At home/ within families & relationships
    - In the community (public spaces)
    - In school



- ii) How they are treated in the above-mentioned spaces.

**Note:** All groups (both boys and girls) have to do the above exercise with reference to boys and girls.

- Ask all sub-groups to share their ideas and discussions in plenary (about boys and girls).

**Discussion:**

- Is it easier to live as a girl or boy in our community?
- What are the differences between girls and boys as they grow up-- with respect to choices, decision-making and freedom?
- Are the differences fair?
- Do we all want to live as girls and boys as expected to by others?
- Do these ideas and expectations make us happy or unhappy?
- Do these differences influence our ability to achieve our life goals?

### Activity 2.3. Growing Up Differently

**Method:** Film screening

**Materials:** Film 'Dangal' (Hindi)

[Dangal is a true story based on the life of Mahavir Singh and his two daughters, Geeta and Babita Phogat. The film traces the inspirational journey of a father who trains his daughters to become world class wrestlers].

**Process:**

- Screen the film and follow it up with a discussion on gender-related themes.

**Discussion:**

- How was the movie?
- What did you like about the movie?
- Which was your favourite/unforgettable part/scene in the movie?
- Who was Mahaveer Singh Phogat?
- What was his dream? Could he fulfill his dream?
- According to Mahaveer Singh who would fulfill his dream?
- Why is Mahaveer Singh disappointed when his daughters are born? Does he not love his daughters?(Only male child can fulfill his dreams)
- When Geeta and Babita fight why is Mahaveer Singh happy? What are his plans for Geeta and Babita?
- What are the views of the villagers about girls wrestling?
- Do Geeta and Babita grow up like other girls?
- What are Babita and Geeta's daily routine? What are the different /unconventional things Geeta and Babita do than other girls?
- Did Geeta and Babita like what they were asked to do? What were their views?
- What does the young bride tell Geeta and Babita about Mahaveer Singh? How is he different from other fathers?
- When Geeta goes to compete in wrestling what are people's views?

- Does Geeta win wrestling matches?
- When Geeta gets into National sports academy how does she change?
- What kind of efforts does Mahaveer Singh put in order to help his daughters?
- What does Mahaveer Singh tell Geeta about winning a gold medal? What difference will she make for the society/ what will she prove to society? (' If you win a Gold medal, it will be victory for every girl who is considered to be inferior to boys')
- Does Geeta win the gold medal? What are the things which enabled her to win the gold medal?
- What do you think of the girls' father's choices for them? Do you agree?
- What was life like growing up as a girl/ boy? Were there any particular issues you faced growing up, because you were a girl/ boy? (Positive or negative)

## 3. Gender and Power

### Objectives:

- To reflect on the notion of power.
- To identify and analyze different forms of gender-based violence.
- To examine the consequences of gender-based violence.

### Activity 3.1. The Notion of Power

**Methods:** Narratives and perspective-taking; listing

**Materials:** Picture Cards (2 sets): One set of pictures showing acts of violence, verbal and physical; other set of pictures showing pictures of helpfulness and caring. (See below).

### Process:

- Lay the pictures on the ground so that they are clearly visible.
- Invite the children to sit around the pictures in a circle.
- Round 1 of Viewing: Ask children to view each picture (one by one) and reflect on certain issues as follows:
  - What is happening in this picture?
  - Who is the person who is more powerful? Why? (Why does this person have more power?)
  - Who is the person who is less powerful? Why?
- 2nd Round of Viewing: Ask the children to view each picture again and this time, to:
  - Observe how the powerful person is using his/her power...in each situation/ picture.
  - Is his/her use of power beneficial or harmful to the other (less powerful) person?

### Discussion:

- What does power mean? Or what does it mean to say that someone is (more) powerful?
- What is the basis on which certain people have more power than others? (Refer to the exercise just done...age, physical strength, possession of arms/sticks/guns, social position, knowledge and money...)
- So, what have we learnt today about the use of power from the exercise we just did? (Power can be used to benefit someone or it could be used to hurt or harm someone...)
- The pictures showed some ways in which power is expressed and against whom it is used...what are other ways in which you have observed or experienced power playing out in your life? (Both negatively and positively) Make a list...

### Activity 3.2. Understanding Various Forms of Gender-Based Violence

**Methods:** Narratives and Perspective-Taking

**Materials:** Cards depicting the following actions:

- i. Brother beating sister for going out with her friends.
- ii. Girl not allowed to go to school because she has to work/do house chores.
- iii. A girl (16 years old) is forced to get married to a 30 year old man.

- iv. Parents insist that their daughter marries the man who sexually abused her (she does not want to marry him).
- v. Woman being prevented by her husband from going to work.
- vi. Husband forcing wife to have sex.
- vii. Husband hitting wife as he is unhappy with the food she has cooked.
- viii. Young girl is pregnant.
- ix. In-laws are harassing woman for dowry.
- x. Boys are given severe physical punishment in school.
- xi. Boys who have effeminate behaviours are bullied.
- xii. Child labour activities—boys expected to work in certain areas.
- xiii. A boy says he wants to be a dancer; his family refuses to support him.
- xiv. In a political riot/ curfew situation, any young man, whether he is involved in the riot or not, is caught by the police and put in prison.
- xv. Police violence—against any boy suspected of offence even if it hasn't been proved.

**Process:**

- Place the cards on the floor so that the children can see them clearly.
- Ask the children to go around and take a close look at the cards.
- Take card by card and discuss the following questions:
  - Who is facing violence?
  - Who is being violent? Do they have the right to do so?
  - What reasons might this person give to justify violence? Are they acceptable/ do you agree with them?
  - How does the person facing violence feel?
  - Does she/he deserve this fate?
  - What do you think will happen next? Why?

**Discussion:**

- How are people in these pictures using their power?
- What are all the acts/types of violence you observe? (And what therefore is violence?)
- Can you think of other situations in which violence against girls/women and boys/men occur? (List them).
- While both men and women may be victims of violence, women form the majority of the victims. Why do you think this is so?
- What is your position on i) violence? ii) violence against girls/women? (Reasons for this position?)

### Activity 3.3. Further Reflections of Gender-Based Violence

**Methods:** Discussion and perspective-taking

**Material:** Narratives on sexual abuse and violence (You may use various narratives of gender-based violence...we have provided 2 examples below).

**Process:**

- Tell the children that you wish to bring for their consideration a particular and extreme form of gender-based violence—that of sexual abuse and rape.
- Provide them with 2 narratives:

- An incident of eve teasing in a public space: A girl is walking down the street and a young man (who does not know her) passes her by and makes a comment on her body...a comment that is sexual in nature.
- A more severe instance of sexual violence: The Nirbhaya case story i.e. the incident that occurred in Delhi in 2012-- The 2012 Delhi gang rape case involved a rape and fatal assault that occurred on 16 December 2012. A 23-year-old lady, a physiotherapy intern, was beaten, gang raped, and tortured in a private bus in which she was traveling with her (male) friend. There were six others in the bus, including the driver, all of whom raped the woman and beat her friend. Eleven days after the assault, she was transferred to a hospital in Singapore for emergency treatment, but died from her injuries two days later. All the accused were arrested and charged with sexual assault and murder. Amongst the accused was a 17 year old boy. He was convicted of rape and murder and given a sentence of three years' imprisonment in a reform facility.

### **Discussion:**

- Would you consider eve teasing a form of gender-based violence? Why or why not?
- What goes on in the mind of the person who engages in each of these acts? How does he justify that it is ok to engage in this? (These may also pertain to beliefs he has about women and girls).
- What are some of the beliefs that are common to these two forms of gender-based violence (outlined in the narratives)?
- What is the relationship between the two actions (in the two narratives)?
- Under what circumstances does the one lead to the other i.e. the eve teasing lead to rape?
- With reference to the Nirbhaya case, ask children if they are aware of what transpired after the incident. (Discuss the aftermath—the public outrage, how people across the country reacted...the demands made to punish the juvenile...and how it led to a change in the law/ Juvenile Justice Amendment 2015)...and the necessity therefore to be cognizant of the law as well as the general public's intolerance towards sexual offences by adolescent and youth.

The public in Delhi was so outraged that police resorted to tear gas to control the crowds. In the initial weeks, "Hang the rapists" was the vociferous cry of the Indian media. Nothing less than capital punishment would assuage the collective horror and anger of the people in the country. The attention of the public then turned in particular to the 17 year old (adolescent) who had participated in the act, condemning him for his involvement and then demanding that he should be tried according to adult court and criminal procedures given the nature of crime he had committed. The Juvenile Justice Law pertaining to children and adolescents changed the law about children committing offence—as of December 2015, the law allows for juveniles 16 years or older to be tried as adults for heinous offences such as rape and murder but which also include other offences which though non-violent in nature are designated to be heinous, by the law. This was not the case previously—all children who committed offence were only produced before a Juvenile Justice Board (which continues). So, the actions of the adolescent in Nirbhaya case resulted in such public anger, from citizens and media that the government was forced to act—and even changed the law. Following this, the public is not sympathetic to adolescents and youth who engage in any offence, particularly sexual offence.

## Activity 3.4. Consequences of Gender-Based Violence

**Methods:** Film screening

**Materials:** (Short) film clips

<https://www.youtube.com/watch?v=doBE4sM-Xys>

<https://www.youtube.com/watch?v=mvKuZu91FvU>

**Process:**

- Screen each film clip and discuss the following questions:
- What is happening in this film?
- Can you tell the story of the children in these families? (What might they be thinking? What might they be feeling?)
- What might the wife/mother be thinking? What might she be feeling?
- How would people view the man/father in his work place? Would he be trusted by his colleagues? Would his boss continue to employ him if he behaved in this manner in the work place?
- What do friends of this family think of the violence that is happening within?

**Discussion:**

- What happens in a family where there is violence?
- What happens to the children? What do they grow up learning? [If the mothers were hitting children and others in the family, would the children still learn the same thing?]
- What might be the relationship between husband and wife?
- What consequences could violent behaviour have for a person in the workplace?
- Do men have the right to practice violence? Are they entitled to engaging in violent behaviour?
- On the other hand, how does a man's positive (non-violent) behavior impact a family?
- Summarize how violence could adversely impact one's (future) family life and relationships with loved ones and how it could create problems at work...thus, there are serious long term consequences for violent behaviours.
- Ask the participants what kind of family they envision and what sort of a reputation they would want at their work place and with their friends/ social circle.

## 4. The ‘Real Man’: Who is he?

### Objectives:

- To enable boys to explore notions of masculinity.
- To critically analyze actions and behaviors of people in society with reference to masculinity.

*\*While section 4 is geared to boys, they can be done with girls to enable them to reflect on stereotypes about men and masculinity, which society at large feed into, including girls and women (who also raise children according to social stereotypes of masculinity).*

### Activity 4.1. Boys who are ‘Girlish’?

**Method:** Film screening

**Material:** ‘Listen to the Wind’<sup>6</sup>

--<https://www.youtube.com/watch?v=QGSSxMXPxHY> (available on YouTube in Nepali with English Sub-titles); (a dubbed version in Kannada is available as part of the life skills aids).

### Process:

Screen the film and discuss the questions (listed below).

### Discussion:

- How would you describe Dawa? (His qualities and interests...?)
- How would you describe his peers/ classmates?
- How was Dawa different from his peers?
- What did Dawa’s peers do to him after class/ when he was walking with his uncle? What is the reason for their actions/ behaviours?
- Are Dawa’s ways of being/ his interests girlish? What do you think and why?
- When his peers decide to destroy his blind friend’s garden and steal potatoes, Dawa refuses to join them. Why? Does this mean that Dawa does not have the courage or guts that his peer have...?
- What according to Dawa’s classmates might be qualities of a ‘real man’? (Stealing, bullying...) Do you agree with them?
- Think about your life and experiences...let us list some of the qualities and interests that boys have them, they are considered ‘girlish’. Do you agree?
- What does ‘girlish’ mean? Why is it considered derogatory for a boy to be ‘girlish’?
- If you knew of a girl who was aggressive and never cried, and who liked climbing and adventure sport, what would you think about her? How would you describe these qualities and interests? Would they be ‘boyish’ and would they also be considered as inappropriate? Would she get bullied too?

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<sup>6</sup> This is a Nepali film made as part of a South Asian Film project, ‘Let’s Talk Men’, which was launched with the support of UNICEF, South Asia and Save the Children UK. Under this project, 4 films on masculinities were made in India, Pakistan, Bangladesh and Nepal.

## Activity 4.2. What 'Real' Men Do and Don't Do

**Method:** Pile sorting

**Materials:** man caring for young child, man crying, man accompanying his wife to doctor, man making tea for sick wife, man looking after children while wife goes out, man cooking, man comforting young girl who is crying, man neglecting children, man drinking and smoking with his friends, man forcing wife to have sex, man beating his wife, man shouting at/ordering his wife

**Process:**

- Place the cards on the floor (face upwards) so that they are visible to all.
- Explain to the children that the cards show various images of men.
- Ask the children to sort the cards into two piles: images of men that are 'more common' and 'less common'.

**Discussion:**

- With reference to the 'more common' pile, discuss the following questions:
  - How does the man feel in each of these situations?
  - How or where do men/ boys learn about being masculine?
- With reference to the 'less common' pile, discuss the following questions:
  - How would you react if a male family member or one of your good friends behaved this way?
  - Is it necessary to change certain ideas on masculinity?
- So what is a 'real man' or what do you think he should be like?
- Which kind of 'real men' are people (particularly women and children) going to appreciate/ trust/ want to be with?  
\*Being gentle and nurturing is what being a 'real man' is about i.e. a real man is one who has humanity and compassion, not physical strength and aggression.



## 5. 'The Perfect Girl': Who is She?

### Objectives:

- To enable girls to explore notions of femininity.
- To critically analyze actions and behaviors of people in society with reference to masculinity.

*\*While section 5 is geared to girls, they can be done with boys to enable them to reflect on stereotypes about women and femininity, which society at large feed into (and who raise children according to social stereotypes of femininity).*

### Activity 5.1. The Independent Woman

**Method:** Film screening and perspective-taking

**Materials:** Youtube clips:

<https://www.youtube.com/watch?v=5aQ7h5uyq5Q>

<https://www.youtube.com/watch?v=62tIKUj9DWE>

<https://www.youtube.com/watch?v=KaKOnfska6U>

### Process:

- Screen each of the films and discuss them.

### Discussion:

- What are the woman's aspirations?
- Are they different from many women you know?
- Do you think it is alright for her to have such ambitions?
- Does having dreams/ ambitions of a kind make a woman any less a woman?
- Have you ever thought of or voiced dreams and ambitions that others have said you cannot achieve because they are not 'suitable' for girls/ women to have such ambitions/ dreams?

### Activity 5.2. Who is the Perfect Girl?

**Method:** Pile sorting

**Materials:** woman caring for young child, woman crying, woman accompanying her husband to doctor, woman making tea for sick husband, woman looking after children while husband watches television, woman cooking, woman comforting young girl who is crying, woman neglecting children, woman drinking and smoking with her friends, woman asking husband for sex, woman beating husband, woman shouting at/ordering her husband, woman serving her in-laws, woman wearing short dresses, woman coming home late at night, woman living alone

### Process:

- Place the cards on the floor (face upwards) so that they are visible to all.
- Explain to the children that the cards show various images of men.
- Ask the children to sort the cards into two piles: images of women that are 'more common' and 'less common'.

**Discussion:**

- With reference to the 'more common' pile, discuss the following questions:
    - How does the woman feel in each of these situations?
    - How or where do women/ girls learn about being feminine?
  - With reference to the 'less common' pile, discuss the following questions:
    - How would you react if a female family member or one of your good friends behaved this way?
    - Is it necessary to change certain ideas on femininity?
  - So what is a 'perfect girl' (or woman) or what do you think she should be like?
  - Which kind of 'perfect women' are people going to appreciate/ respect/ want to be with?
  - What if some people/ men do not want to be with a girl/ woman in the 'less common' pile? What would you do if you were one of them?
- \*The 'perfect woman' is one who has humanity and compassion, but is also independent, makes her decisions and choices confidently...and a 'real man' will respect this woman!

# **Section B: Sexuality & Relationships**

## 6. Attraction and Love

### Objectives:

- Understanding and acknowledging feelings of attraction and love.
- Recognizing the difference between attraction and love.
- Appropriate expression of romantic feelings
- Managing challenges in romantic relationships.
- To enable children to understand what does a relationship entails.

### Activity 6.1. Is there a Difference between Attraction and Love?

#### Methods: Film screening and discussion

**Materials:** Film – “Ok Kanmani” (available in Tamil) or ‘Ok Janu’ (in Hindi)

The story is about two individuals who don't believe in marriage and are okay with having a casual affair with someone sans sentiments. Meet Adi, a video game designer, who is hep, urban and irresistibly charming thanks to his boy next door looks. And then there is Tara, an ambitious architect, who hails from a broken household with divorced parents. Mumbai becomes the setting of their romance as they meet and start liking each other. And through a series of fun bike rides, infinite coffees, playful train journeys and cute bedroom romance, the two leads fall in love. Soon, they start living together with an old couple, Mr Ganapathy and his Alzheimer's ailing wife Bhavani. Meanwhile Tara gets scholarship to study in Paris and Adi gets an opportunity to go to US for work. Soon, problems and fights start to arise as the couple try to maintain that marriage is not their cup of tea, but inside have insurmountable feelings for each other. Will they choose their careers over marriage? Or will they sacrifice their careers for love?

\*Any other popular/ commercial film may be used as a substitute as long as it explores themes of love, romance, and decision-making in these contexts so as to allow for an introductory discussion on these themes. It is recommended that a relatively light-hearted film with a happy ending is used in order not to confuse children at this stage with dark and heavy themes.

#### Process:

- Provide only a minimal introduction—with some causal light-hearted questions on how many of us are curious or interested in love and romance issues? Tell them that most of the world enjoys a love story and there's nothing wrong with that...so today, we are going to watch a film that is about love...and we will talk about it after.
- Screen the film requesting children to watch it through.

#### Discussion:

##### (i) About the Film

- How was the movie? What did you like and dislike in this movie?
- Did Taara and Adi start as lovers? Where did their relationship begin?
- Other than romance /sex what all did you observe about Taara and Adi's relationship?

- In Ahmadabad, when train left what were the staying arrangements for the night? When they spent the night together- they did not engage in sex. Why?
- When did they first kiss? Why did they wait so long? ( they were alone no one to tell them anything/stop them)
- Taara and Adi decide at the beginning of the movie not to marry (condition for relation) why?
- So what does this tell us about all the different love romance relationship there are?
- What all should be there in a relationship?
- But even if they decide not to get married- they still take time to get to know each other/enter into a physical relationship. What can we understand from this about relationships?
- What is your opinion about physical/ live in relationship before marriage? (Allow for diverse views to emerge—acknowledging to children that different people have different views depending on their experiences and upbringing).
- How do others/people in general perceive live-in-relation/physical relationship before marriage? Do you agree with this view? Why/why not? (What is the basis on which you decide these things?)
- Was Taara happy when her Paris admission came? Why/why not? What was her confusion?
- When he went away without telling her- why was she angry?
- Is it necessary to choose between Paris/US and their relationship?
- How did she make her decision finally? What did he say that convinced her?
- Is romance/Love enough? Is something more required to carry on a relationship?
- Though there is a relationship need in both of them, they had career plans. How did they manage this?
- How was the older couple relationship different from the younger couple? What did the younger couple learn from the older couple?

## **(ii) Sexual and Romantic Relationships**

- What is your understanding of love? Or what image comes to your mind when you hear the words 'romantic love'? (Go around the circle, asking each child for his/her views).
- What do you understand by the term 'sexuality'? Or what image comes to your mind when you hear the words 'sex and sexuality'? (Go around the circle, asking each child for his/her views).
- What do you think is the purpose of this discussion?
- Why is it important to discuss issues of love and sexuality?
- What do people say (in general) about love and sexuality issues? (That it is bad...one should not engage in love relationships before marriage or before they are much older...what is your view on it?)
- Why do people hesitate to discuss such issues? (they may be shy or embarrassed about them, may not be sure what others will think of them if they raise these issues...)
- But what would happen if we do not talk about these issues? (we are likely to have doubts and questions in our mind, we might be confused about them, we may have health and safety issues if we do not know how to make decisions about love and sexuality issues...)
- In summary, the facilitator needs to convey the following:
  - Just like other aspects of life (such as job, livelihoods, finances, family and friend relationships), love and sexuality are essential aspects of life. These issues happen to most of us in our life time...they are natural processes in our life cycle...being attracted or falling in

love, wanting to get married and be in a relationship with someone, having children perhaps...

- If we ignore or undermine the importance of love and sexuality issues, if and when the time comes for us to get into these issues...like someday if we were to fall in love or be interested in a relationship or marriage with someone...it will be hard for us to know how to make decisions. When we have no knowledge or clarity, we are likely to make decisions that may hurt or harm us and affect our safety and well-being.
- So, in order to be relaxed and comfortable and confident when the time comes to make love and sexuality issues, we need to be prepared...that is why we are going to spend the next few sessions thinking and talking about these issues, as a preparation for some critical aspects for your life.
- People may have questions and confusions as well on issues of love and sexuality...no question is a stupid question, so everyone is encouraged to ask whatever they wish to as we proceed...it is likely to be someone else's question too!

*Note: In the initial session, there is likely to be silence, hesitation and giggling/nervous laughter in the group as they may not be comfortable discussing these issues; they are also probably completely unused to having an adult discuss such issues openly. It is important for the facilitator, therefore, to acknowledge this discomfort, persevere in a gentle and relaxed manner through the silences and hesitations, and to allow for the giggling and laughter (by telling children that you understand their discomfort and how we tend to either be silent about or laugh about issues we are not sure how to talk about). In due course, over 3 to 4 sessions, children are likely to become more comfortable and open to discussing issues. Remember to appreciate children who are more forthcoming with their views and subjects—tell them you are glad they are thinking, thank them for raising issues that others may also be worried about.*

# 7. Good Health: Needs and Pleasures

## Objectives:

- To develop a comfort and familiarity with the body.
- Enabling children to understand the concept of health and well-being.
- To help children understand the physical component of sexual pleasure.

## Activity 7.1: The Human Body and Health

**Methods:** Body mapping and discussion

**Materials:** Large sheets of white paper joined together to create a single large sheet big enough to allow an adolescent to lie down on it (full length), pens/ markers

### Process (A): Body Mapping

- Ask a child volunteer to lie down on the large piece of paper on the floor: another outlines the shape of the body. It may be useful to do this exercise in two groups, one of girls and the other of boys.
- Ask the participants to name/label all the visible body parts—as many as the children can name (according to age). Make sure to name the private parts—whatever name the children give them.
- Explain to the children “Now we know different parts of our body let’s learn how we use each of our body part’.
- Point to each body part on the body map and ask them what we do with this part or why we need it. Allow the children sufficient time to respond. Then discuss the different uses of each parts of the body.
- Next, discuss the function of each of the body parts they have named.

### Process (B): Speed Name Game

- Tell the children that we will play a speed game of naming and pointing body parts:
  - Point to different body parts and ask children to name them—while you can alternate between private parts and other body parts, ensure that you point to the private parts frequently enough for children to name them (this is to ensure that they become comfortable with saying the names of private parts).
  - Name different body parts and ask children to point to these parts on their own bodies.

## Discussion:

- Are all our body parts useful?
- Are there any parts that have no use?
- Some people consider our private parts (vagina/penis) as being ‘bad’. What do you think? Why are people embarrassed about talking about these body parts?
- Explain the concept of health-- if each of these body parts are functioning well, then one is healthy.
- What are some of the things we need to do to ensure that our body parts function well?
- What must we do to stay healthy?

- Briefly discuss issues of:
  - Hygiene and cleanliness
  - Protecting ourselves from illness (wearing warm clothes in cold weather/ washing hands to keep germs away)
  - Healthy/ balanced life style/ habits (food/ exercise/play)

*Note: As stated in the previous module, naming and discussion of body parts, particularly genitals and private parts, is likely to create embarrassment and laughter. Again, it is important for the facilitator to be relaxed and allow for giggling and laughter. The novelty of mentioning these terms will gradually wear off for most children. However, if the facilitator adopts a very serious manner and tries to get the children to suppress their laughter and embarrassment, then the comfort that is required for discussing sensitive matters will not develop. So, don't be in hurry...allow time for children's reactions to emerge!*

## **Activity 7.2: Acknowledging Needs and Pleasures**

**Method:** Listing and categorization

**Materials:** Flip chart/ white board and markers

**Process:**

- Introduction: "In the last few sessions we discussed about our body, its functions, and also how we protect it. This session we will be talking about what our life needs are in order to maintain good health.
- Ask children to list all the various needs that need to be met for our daily functioning and for our bodies to work well/ for us to be healthy.
- Allow for children to express needs that relate to physical needs such as food/shelter/clothing...as well as social and psychological needs, such as family, relationships etc.
- Next, ask children to categorize the items on this list into two: i) Basic Needs- those that sustain life; ii) Other essential needs. Tell children that they need to be able to explain this categorization/ how they made the decision about each item.

**Discussion:**

- What are the ways in which we can get these (listed) needs?
- How do we feel when these needs are met? (Joy/ pleasure...)
- If children do not mention it, ask about where sexual desire/ need for romantic relationships and physical intimacy may be placed.
- When needs are met, at some point there may also be negative effects felt. When does this happen? What might be some negative effects?\*
- Validate needs and pleasures...discuss the amount consumed/ time spent...introduce concepts of balanced approach and time management.\*

\*Apply these last two discussions to need for romantic relationships and physical intimacy— while the need is perfectly legitimate, at what point might there be negative effects (for example, if we spend all our time thinking only about our romantic relationship, ignoring other things we have to do in life...or make decisions focussing only on these needs without considering other life issues...)



## Activity 7.3. How We Use Our Senses

**Method:** Listing and discussion

**Material:** Flip chart/ white board and markers

**Process:**

- Introduce the 5 sensory organs—eyes, ears, nose, mouth, skin. Explain how we feel or experience the environment around us through these five organs—namely through sight, sound, smell, taste, touch.
- Taking each sensory organ or sense, ask participants to list various experiences we can have through it. For instance, ‘what are all the things we can do with our eyes? What experiences can we have using the sense of sight/ vision?’ Remember that these experiences may be pleasant or unpleasant’. (Similarly, ‘what are all the things we can do with our ears? What pleasant/ unpleasant experiences can we have using the sense of hearing? ‘What are all the things we can do with our skin? What pleasant/ unpleasant experiences can we have using the sense of touch?’
- List the experiences (on paper or white board) as the participants speak. Either during or after the listing categorize the experiences into pleasant or unpleasant experiences—also described as pleasurable or painful experiences.
- At the end of the listing (and if the participants have not already done so), introduce the concept of sexual pleasure: ‘As we discussed, we get pleasure sensations from experiences of various kinds of physical touch. Sexual touch is one type of physical touch from which we get pleasure—that is if we are touched in certain ways, in certain places in the body by a boy or girl that we like or feel attracted to. Just like when we eat good food, we feel happy because of yummy taste...or when we hear good music, we feel soothed or happy, sexual touch by certain people we like or desire can make us feel good.’
- Return to the body map drawn and explain: ‘Sexual pleasure, like other pleasure sensations and experiences also has a physical basis. Let me show you where and how...’
- For girls’ groups, draw into the body map (where the vagina is/ at the top of the vaginal opening, roughly) a leaf-like structure, as the clitoris and explain: ‘There is a tiny and very sensitive organ just above the vaginal opening. It is called the ‘clitoris’ (in English). This tiny little body part is how and where girls feel sexual pleasure...when it is touched directly or if other parts of her body receive sexual touch—then also this part helps her to feel pleasure.’
- For boys’ groups, point to the penis on the body map and explain: when touched directly or if a boy receives sexual touch in parts of his body, the sexual pleasure is felt primarily here, in the penis.’

**Discussion**

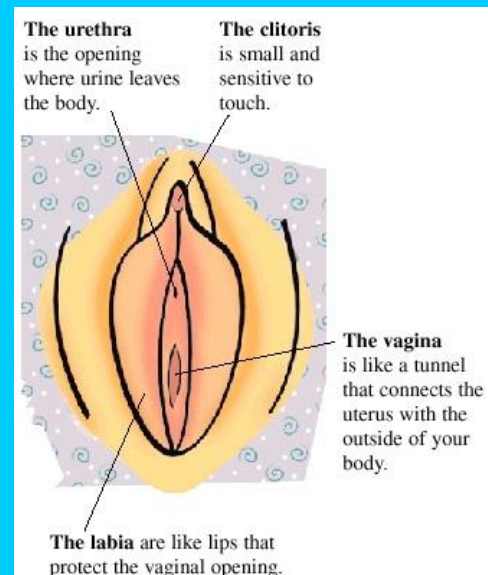
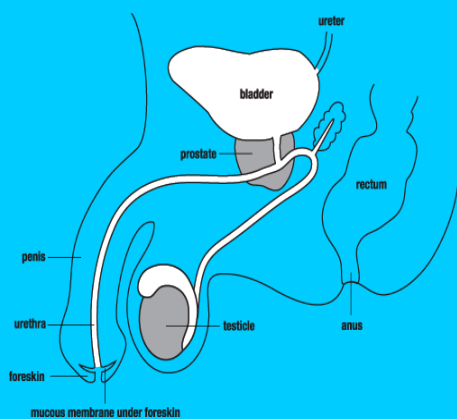
- Ask the children to summarize their learning and understanding from the session/ activities.
- Conclude by reiterating: ‘how pleasure (and pain) experiences come from sensations that we feel through our five sensory organs...and that sexual pleasure sensation and experience is a part of this. However, while sexual pleasure has a physical or bodily basis, this is NOT the only way in which we experience it. There is a big emotional component to sexual pleasure—what we think and feel not just in our bodies, but in our minds and hearts...what we then experience as feelings of love and attraction—issues we will discuss in the coming sessions.

## Some Body Basics...

As the children already know about different body parts, the facilitator needs only to emphasise about the reproductive parts/organs in the body by also discuss about their role in the course of sexual act. The facilitator can use a picture to explain.

The female genital organ consist of 3 major parts namely clitoris, the urethra and vagina. These parts are covered and protected by two soft tissues. The clitoris is located at the front of the vulva. Typically, the clitoral is roughly the size and shape of a pea. The clitoral is highly sensitive, containing many nerve endings. Clitoris is the part which is Urethra is the external opening, from which urine is ejected during urination. Vagina is an elastic and muscular canal which connects the uterus to the outside world. The vagina receives the penis during sexual intercourse and also serves as a canal for menstrual flow from the uterus. During childbirth, the baby passes through the vagina (birth canal).

The male reproductive system consists of a number of sex organs that play a role in the process of human reproduction. These organs are located on the outside of the body and within the pelvis. The main male sex organs are the penis and the scrotum. The scrotum is a pouch-like structure that hangs behind the penis. It holds and protects the testicles. Testicles are the organs which produce sperms. Penis is the external genital organ which has an opening through both urine and the semen/sperms is ejaculated. Penis is the organ which enters the female genital tract vagina during intercourse



## 8. Privacy, Consent and Boundaries

### Objectives:

- Enabling children to understand concepts of privacy and boundaries in social interactions and relationships.
- Helping them understand the importance of permission in relationships and engagements with people.
- Helping them to understand and recognize various forms of coercion in relationships.

### Activity 8.1. The Concept of Privacy

**Methods:** Listing and categorization

**Materials:** White board/ paper and markers

### Process:

- Ask participants to name and list various things we need in our lives—they may include physical or emotional needs, tangible or intangible goods (i.e. things that we can touch and those that we cannot touch but we can feel).
- Using the list, ask children to mark which items are personal i.e. those belonging to individuals, and which ones are public/social i.e. those which are shared with others. (Some items may be both).
- Next, ask the group to consider at the items marked personal (which include the things that you own—belongings, space, body, feelings...) and think which items they would share with others (and whom) and which ones are private i.e. they would not share with others.

### Discussion:

- Ask the group to summarize what we learnt and understood from this activity.
- Reiterate differences between belongings/spaces/body/ feelings that are private and shared with no one or shared with very few or select people versus public or social items that we feel comfortable sharing with everyone.
- Explain that we have the right to decide that some belongings, our bodies and certain spaces are private—which also means that others do not have the right to intrude on them (not unless they have our consent or permission to do so).

### Activity 8.2. Consent and Permission Issues

**Method:** Discussion and Role Play

**Material:** None

### Process:

- Explain to the group that we are now going to discuss consent and permission issues.
- Ask them: 'In what spaces/ for what issues/ from what people do we need to take permission?' (List examples).

- Why do people need to take permission/ consent?
- Use the situations/ examples listed to discuss: What happens if we do not take permission?
- How would you feel if people did something without your permission?
- Next, tell the group that we will use some of the situations listed to practice how to take permission in some of these situations...
- Ask them to role play the situation and how they would ask for permission.
- Suppose permission is refused, how would they respond? What could they say or do?
- Provide additional situations (that are possibly more complex than the ones they listed) for role play and discussion:
  - A member of the opposite sex asks you if he can sit next to you in the classroom.
  - A member of the opposite sex asks if you would like to go to a film with him.
- Use the above two situations to role play i) how the events play out if consent is given; ii) how the events unfold if permission is not given and there is force/ coercion involved.
- Discuss how the person who was asked for consent felt i) when his/ her decision was accepted; ii) when his/ her decision was not accepted and force was used by the other person, how did he/ she feel?

**Discussion:**

Discuss the importance of permission/ consent:

- How you make the decision about giving consent when someone else asks you for something—your decision could be based on your comfort levels, how well you know someone or trust someone, whether it is possible for you to give permission...
- How taking permission from another person when we need something indicates our respect for others' feelings/ choices.
- Why it is important to respect their feelings and choices even when they are not the same as our own i.e. in case they refuse permission.

### Activity 8.3. The Decision to engage in Physical intimacy

**Method:** Film clip viewing and perspective-taking

**Materials:** Film clip 'Decision to Engage in Physical Intimacy'

**Process:**

- Screen the film clip.

**Discussion:**

- What do you see here?
- What does the boy say to the girl; what does he ask her (What does he want)?
- What was her reaction? Was she allowed to refuse? Why do you think she refused?
- How did he react to her refusal? What is your opinion of his reaction?
- Why do you think he reacted that way? What were his feelings?
- After she said 'no' what else could he have done instead of threatening her?
- How do we make decisions about getting into physical relationships?
- What have we learnt about consent and permission in sexual relationships?

- Perpetrator- While asking somebody if they are interested in physical relationship. What are some issues we need to consider? (before asking them)
- Later, ask the children to divide into groups of 4-5 and ask them to role play a similar situation and tell them that they need to show how they would respond to the same situation.

### Activity 8.4. Boundaries of Comfort

**Method:** Game

**Materials:** None

**Process:**

- First, explain to the group the concept of boundaries:
  - People have their own personal space around their bodies to make them feel safe. This is called a boundary. A boundary means: like when you colour a picture, or you play games like '*paandi*' (hopscotch), you stay within the lines...this is called a boundary.
  - If someone hits you or touches you in ways that make you uncomfortable, they have violated your boundaries.
  - Sometimes, when our boundaries get broken, we feel confused about whether it is ok or not ok for someone to have done this.
  - So now we are going to learn more about personal space boundaries, so that you can protect yourself and know when your boundaries are broken.
- Ask one member of the group to volunteer in a game you are going to play and demonstrate issues about boundaries.
- With the volunteer, do the following to demonstrate the game and concept of boundaries:

Get the volunteer to stand in a particular place and not move. You stand about 10 feet away from her (let us assume that it is a girl).

Round 1: Facilitator (you): 'Let us imagine that I am a girl also and a very close friend of yours in class or in the institution...we know each other well. I will walk towards you and move nearer and nearer you until you raise your hand and say 'stop'—which you need to say when you don't want me to come any closer'. (Now, do it).

Round 2: Facilitator (you): 'Let us imagine that I am a girl...I may be in your school but I don't know you. I will walk towards you and move nearer and nearer you until you raise your hand and say 'stop'... (Now, do it).

Round 3: Facilitator (you): 'Let us imagine that I am a boy, and I am only 5 or 6 years old i.e. very young. I will walk towards you and move nearer and nearer you until you raise your hand and say 'stop'... (Now, do it).

Round 4: Facilitator (you): 'Let us imagine that I am a boy, about your age (adolescent)...I am a very good friend of yours we know each other well. I will walk towards you and move nearer and nearer you until you raise your hand and say 'stop'... (Now, do it).

Round 5: Facilitator (you):‘Let us imagine that I am a boy, about your age (adolescent)...I meet you on the street, we don’t know each other at all. I will walk towards you and move nearer and nearer you until you raise your hand and say ‘stop’... (Now, do it).

Round 6: Facilitator (you):‘Let us imagine that I am a man, much older than you...I meet you on the street, we don’t know each other at all. I will walk towards you and move nearer and nearer you until you raise your hand and say ‘stop’... (Now, do it).

Round 7: Facilitator (you):‘Let us imagine that I am a man, much older than you...I work in your institution and know you very well. I will walk towards you and move nearer and nearer you until you raise your hand and say ‘stop’... (Now, do it).

- Do part 1 of the discussion (as outlined below) and then get the participants to form pairs and practice maintaining their individual boundaries—just as you demonstrated. They need to do this with their partners as you did—by telling their partners who they are and then walking towards them.

#### **Discussion (part 1):**

- What did everyone observe about the personal boundaries set by the volunteer in each of the five instances? Were they the same or did they differ?
- On what basis did she make the boundaries different?
- Highlight how we make our personal boundary/ comfort level decisions based on certain criteria such as i) age, ii) gender, iii) how well we know the other person.
- Also highlight that it is absolutely alright, in fact it is important, to maintain your personal boundary in whatever way is comfortable to you and that even if an adult is intruding on your personal space and you feel uncomfortable, you can say ‘no’!

#### **Discussion (part 2):**

- How did you feel and what did you learn or observe about how you set your personal boundaries?
- Were there any additional criteria anyone used while deciding on a boundary?
- What happens or how do we feel if someone violates our personal boundaries? (This can also be tried out and demonstrated—by the a person who continues to walk into the other’s individual space even after ‘stop’ has been said.)

### **Activity 8.5. Readiness for Physical Intimacy**

**Method:** Film clip viewing and perspective-taking

**Materials:** Film clip ‘Readiness for Physical Intimacy’

#### **Process:**

- Screen the film clip.

#### **Discussion:**

- What do you see here?
- What type of relationship did they have?
- Where does he suggest taking their relationship?

- Is it ok for 2 people who know each other for long time( friends/lovers) to want to take the relationship to the next level/
- What level of physical intimacy was she comfortable with? Is it different from what he wants/is suggestion, how so?
  - **Scene1:**
- Is (i) Experimentation (ii) Knowing someone for long time; is this enough to engage in physical/sexual relationship?
- What is she feeling while he was trying to persuade her?
- When she absolutely refuses to get into a physical relationship what does he say initially? Why does he say this? What are his feelings?
  - **Scene 2:**
- What reasons does she give for not wanting to engage in physical intimacy, are they valid?
- What is his response to her refusal this time?
- What is the difference between his response in scene 1 and 2, which do you think is better response and why?

### Activity 8.6. Possessiveness

**Method:** Film clip viewing and perspective-taking

**Materials:** Film clip 'Possessiveness'

**Process:**

- Screen the film clip.

**Discussion:**

- What kind of relationship do you see here?
- Is Leela allowed to talk to other boys apart from her boyfriend? Why/Why not?
- Why did he get angry when she was talking to another boy? What was his feeling/fears? Did you feel/think that his feelings/fears were justified? Why/Why not?
- Why did she finally decide to break up with him?
- Later she starts going out with somebody else. Is she allowed to do so? Why/Why not?
- What is the first boyfriend's reaction to her moving on with her life and moving on to a new relationship? Why do you think he reacts this way?
- There is a word for this type of reaction. What is that word? (Revenge)
- Do you think that taking revenge is justified? Are revenge actions helpful to anyone?
- Do you think that her first boyfriend truly loved Leela? If someone does not allow the other person to have freedom that he/she wants to, is it real love? What then is real love?
- You saw 5 different clips on romantic relationships and sexual decision making.
  - What were some themes/aspects that were common to all of them?
  - Based on what you have seen, which actions/beliefs may be problematic in a romantic relationship?
  - And finally, what behaviours would you practice to ensure that your relationship is happy and successful?

## Activity 8.7. The Pressure of Romantic Relationships

**Method:** Film clip viewing and perspective-taking

**Materials:** Film clip 'The Pressure of Romantic Relationships'

**Process:**

- Screen the film clip.

**Discussion:**

**Scene 1:**

- What is happening here?
- What was her fear about the relationship and its future?
- What strategy she came up with to ensure to be with him in the long term?
- What was his response? What is your opinion about the use of this strategy? Why?
- What do you think are his concerns about this strategy? What might be your concerns about these strategies?

**Scene 2:**

- Is her persistence to be with him legitimate according to you?
- What strategy does she suggest? What is his reaction?
- Does this refusal of her strategy mean that he doesn't love her/does not want to be with her? How would you interpret his refusal?
- If he continues to refuse, what does she threaten to do. What is your opinion of what she proposes to do?
- If you were him, what would you do? If you were the girl's friend what advice would you give her.
- Let's go back to the movie 'OK Kanmani', there they liked each other but they had decided to wait and did not want to runaway/get married immediately. How come? How would Taara's thoughts been different from this girl (This girl's priorities and concerns was to get married) what were their priorities/consideration before getting married?
- There is also a law that girls and boys should not get married before 18years; why do we have these laws? If we marry before 18yrs what are the risk to your health (particularly on the girl's health) what are the long term impacts on your studies and carrier.
- Was it easy for him to refuse to do as she wanted him to?
- What reasons he could have given to convince her to not to follow her suggestions?

## 8.8. Peer pressure

**Method:** Film clip viewing and perspective-taking

**Materials:** Film clip 'Peer Pressure'

**Process:**

- Screen the film clip.

**Discussion:**

- What is happening in this clip?
- What is the relationship between these three people?



- What are they discussing about? What is your opinion about such discussions? (is it normal/does it happen...)
- One person/boy is not participating in the conversation. What do the others think of him? What is your opinion about lack of sexual experience in someone? Is it necessary..?
- “If you’re a man, you should try... if you don’t try then you are a disgrace to the ‘male’ community....” Do you agree with this statement? – Why/Why not?
- “If you haven’t seen anything yet, then when are you going to do”... What do you think of this?
- What do you think was the reason for his hesitation? Was he interested?
- Who do you think passed by and how old might this person have been?
- What do you think he had in mind for this child?
- Can we engage in sexual acts with children (let’s say below 13 years of age)? Why/Why not?
- Does this mean that we can engage in sexual acts with those who are 13yrs and above? Why/Why not?
  - OR
  - Under what circumstances could you even consider engaging in a sexual act? (On issues of consent / protection / using condom/ Risk of pregnancy and STD)
- What does the law say about engaging in sexual acts with children? (Provide information about POSCO)
- How could he have responded to these friends who believed that engaging in sexual act is important and shows that you are a “real man”? What, according to you, are the qualities of a ‘real man’? (Facilitator to discuss qualities that are human—to do with compassion, equality, sensitivity...)

#### **POCSO- Protection of children from sexual Offences**

POCSO is an act formed by the government in the best interests and well-being of the children as being of paramount importance at every stage, to ensure the healthy physical, emotional, intellectual and social development of the child. Act to protect children from offences of sexual assault, sexual harassment and pornography.

It defines different forms of sexual abuse, including penetrative and non-penetrative assault, as well as any other kind of sexual harassment such showing naked pictures and videos (pornography), including talking or texting or sending emails/letter with explicit sexual contents .

A sexual assault is termed as “aggravated” under certain circumstances, such as when the abused child is mentally ill or when the abuse is committed by a person in a position of trust or authority such as family members/parents, hostel/institutions staff, police officer, teacher, or doctor. The Act prescribes stringent punishment to the offender as per the gravity of the offence, with a maximum term of rigorous imprisonment for life, and fine.

## 9. Health and Disease

### Objectives:

- Awareness about the risks of unsafe sex.
- Learning about safe sex practices.
- Enabling negotiation and assertiveness skills to be safe in sexual relationships.

### Activity 9.1. Safe Sex

**Method:** Viewing of information film clips.

**Material:** Information clips as follows:

- Sexually Transmitted Diseases: <https://www.youtube.com/watch?v=hbW0PJEFxGk>
- Condoms: <https://www.youtube.com/watch?v=GpmHXaRuBHI>
- Birth Control Pills: <https://www.youtube.com/watch?v=gAV1sskQUo8>
- Emergency Contraception: <https://www.youtube.com/watch?v=VsmLvNASv1I>

*Note: In the absence of film clips, you could also use hand-outs and posters to explain sexual risk and safe sex methods.*

### Process:

- Ask children what they understand:
  - From the term 'unsafe sex'—and what its consequences might be.
  - About safe sex practices i.e. if one must be safe whilst having sex, what methods can be used?

(Start with this discussion so that you know what their knowledge is about high risk sexual behaviours and risks, as well as about safe sex methods and practices).

- Play each of the clips, one by one and ask children what they understood after each clip.
- Invite children to share anything they may have heard about unsafe sex, and about safe sex methods—so that you can clarify any myths and correct any wrong information they may have received.

### Discussion:

- Emphasize that consideration of health and disease consequences is the 4th of the 6 criteria we are using to develop a framework on sexual decision-making.
- Based on the information we now have about safe sex practices, at the time of making decisions about physical intimacy, we need to ask ourselves whether we have taken steps for our health and safety.
- Clarify differences between the various methods of safe sex. For example, the morning after pill and the birth control pills will not protect us from HIV and other sexually transmitted diseases (STDs)—unlike condoms which will not only prevent pregnancy but also protect us from (STDs).
- Towards the end of the discussion raise and discuss the issue of masturbation- “As we have discussed desire for sexual pleasure is not wrong. And one way for fulfilling sexual desire is masturbation. It is the safest method where in the sexual pleasure is gained by self-stimulation.”

- Ask the children what they know about masturbation and what their view about it is. The facilitator needs to reassure the children that “masturbation is not a shameful or abnormal thing; it is normal part of sexuality in humans.”
- Provide explanations to children regarding myths and wrong notions about masturbation.
- Explain the process of masturbation “it is the sexual stimulation of one's own genitals for sexual arousal or other sexual pleasure. The stimulation is done through hands, fingers etc. In females clitoris, breast/nipples and vagina are stimulated and in males penis is stimulated to attain pleasure”
- Later, provide a rationale to children about the advantages of masturbation- “there are few advantages of masturbation there won't be any risk of STD's or pregnancy”.
- Discuss the concept of privacy and boundary- As we had discussed earlier about maintaining privacy and respecting others privacy (i.e. maintaining boundaries). While masturbation we should always ensure that we do not violate others privacy and boundaries”

### **What do we Know about Masturbation?**

Myth 1: Dose masturbation cause health issues?

Fact: No it does not, but if it is done excessively will have some impact on our daily routine. If one engages in masturbation and is not able to do all other activities then it certainly causes issues. One should also take necessary measures to be hygienic.

Myth 2: It's more acceptable for boys to masturbate than girls.

Fact: It's natural for boys and girls to masturbate - both do it.

Myth 3: A child who masturbates has been exposed to sexual information that is not appropriate for his/her age.

Fact: From birth, children explore their bodies by touching. They learn this feels good. Showing knowledge of sexual acts besides masturbation could mean they've been exposed to inappropriate sexual information.

Myth 4: Masturbation causes acne or loss of eyesight.

Fact: This oldie but goodie probably ties to the fact that teenagers generally start masturbating around the same time puberty hits, which is also the time of acne and when many teens get glasses.

Myth 5: Masturbation causes sexually transmitted diseases.

Fact: In order for a disease to be 'transmitted', you need two people. Mutual masturbation is actually taught in some sex education courses as a way to avoid sexually transmitted diseases.

Myth 6: Teenagers shouldn't masturbate often, as they will lose the ability to have children.

Fact: Teenagers will tend to masturbate more often than adults as their hormone levels are at the highest they will be in their lifetime.

## Activity 9.2. Negotiating for Safe Sex

**Method:** Viewing and discussion of film clips; role play

**Material:** Video clips as follows:

- <https://www.youtube.com/watch?v=jJBQX0zqM5g>
- <https://www.youtube.com/watch?v=F7debUmP824>

**Process:**

- Screen the 2 film clips and carry out discussion A.
- Ask children to divide into pairs and use the same two situations or any others they wish, to demonstrate how they would negotiate condom use (followed by discussion B):
  - How would they behave in such a situation?
  - What would they say to convince their partner to have protected sex/ use a condom?
  - What would they do in the event that the partner was not convinced to practice safe sex methods?
- Invite some of the pairs to volunteer to role play their scenario in plenary.

**Discussion A:**

- What do you see in the video clips?
- What were the girl's concerns about not using a condom? (What risks did she fear in case of unsafe sex?)
- Why did the boys (in each of the clips) not want to use condoms? (What reasons did they use to try and convince the girls to continue without protection?)
- What is your view of what the boys said?
- What is your view of the stand that the girls took?

**Discussion B:**

With reference to the role plays:

- Ask the participants to comment on the role plays they saw...did they think that their peers had demonstrated effective negotiation strategies for safe sex? Are there other strategies that could be used?
- Return to discussions on trust—remind children that if their partners are genuinely caring and trustworthy, and have their interests at heart, they are unlikely to refuse to adopt safe sex methods i.e. a caring and respectful person will want the safety and health/ well-being of his/ her partner.

## Activity 9.3. Peer Disclosure

**\*Note: This activity is to be done only with HIV/AIDS infected children.**

**Method:** Film clip viewing and perspective-taking

**Materials:** Film clip 'Peer Disclosure'

**Process:**

- Screen the film clip.

**Discussion:**

- Why has Sama come to the health centre?
- What type of lifestyle did he have before coming to the institution? Which behaviours may have placed him at risk of health problems?
- What type of health problems would such sexual behaviours cause?
- How could these health problems be prevented? (abstinence, use of condoms to prevent pregnancy/STIs—recap safe sex methods from the previous session).
- What impact could chronic diseases have on one's life/future/relationships?
- Regarding decisions that we make about our sexuality – Do they only matter in our immediate lives OR do they have long term impacts?
- Sama really loves this girl; he is HIV+ but she is not.
  - What should he do? Should he tell her about his disease? Why/ Why not?
- How can he tell her? What could he say?
- What responses might she give that he should anticipate or be prepared for?
- If she says “no”, what could be his response?
  - If she says “yes” and agrees to enter into a long term relationship with him, but he knows she loves kids and wants to have babies, what can he tell her about this now?

# 10. Safety and Abuse

## Objectives:

- Enabling children to understand issues of personal safety.
- Helping children to recognize and understand sexual abuse.

## Activity 10.1: Safe People and Safe Spaces

**Methods:** Art, simulation games

**Materials:** Sheets of white paper, pens, colours

### Process:

- **Introduction to session:** We are going to talk about safety issues, especially pertaining to personal safety and abuse. This is the next criteria in making decisions about love and sexuality issues.
- Explain to the group: “Everybody deserves to feel safe and protected. Trusting a person means knowing or believing that this person will not hurt you in any way or do anything that makes you feel confused or uncomfortable. Children who have been hurt by someone have had their trust broken. It can be hard to trust others again when you have been hurt or been unsafe and unprotected. Sometimes you may not even trust yourself—and you may even believe that it was your fault that you were hurt. But you need to know that what happened was NOT YOUR FAULT!”
- Give them sheets of white paper and pens/ colours.
- First, ask them to draw a picture of a person they can trust.
- Then, ask them to draw a picture of a person they cannot trust.
- Now, ask them to draw a picture of a space they feel safe in.
- Then ask them to draw a picture of a space they feel unsafe in.

### Discussion (Part 1—about Safe/ Unsafe People):

- What does trust mean to you?
- The person you trust—what are some of the things that this person does (or does not do) that makes you feel he/she is trustworthy?
- Can you share secrets with this person? Even secrets that are hard to tell?
- The person you do not trust-- what are some of the things that this person does (or does not do) that makes you feel he/she is NOT trustworthy?
- What are some ways you feel that trust can be broken?

### Discussion (Part 2—about Safe/ Unsafe Spaces):

- Why do you feel safe/ unsafe in these places?
- About unsafe spaces--has anything ever happened to you or other children in these places to make you feel the way you do?

### Summarize the discussion with some safety rules such as:

- It is ok to say ‘no’ to someone who wants to get in your personal space.
- It is ok to express any feeling as long as you don’t hurt anyone or anything.

- Keep a safe distance from strangers or people who make you feel uncomfortable.
- It is advisable to avoid places that seem unsafe to you.
- If anyone/ any incident makes you feel unsafe or uncomfortable in any way, it is important to tell an adult that you trust (discuss who that might be for individuals in this group).

Encourage the group to add to this list of rules (as applicable to their context).

*Note: Children who feel reluctant to share need not do so. Let them know that there is no pressure to do so and that it is fine if they are able to participate and think through some issues and learn about them along with others. (They may also choose to talk to you/ facilitator later on if they wish to share anything in particular).*

## Activity 10.2. Safety in Practice

**Method:** Planning and discussion

**Material:** Paper and pens (for groups to write down their plans)

- Explain to the group: 'Now that we have learnt about safe people and safe spaces, and some basic safety rules, we are going to do an interesting activity to help us plan and practice what we have learnt'.
- Divide the participants into two sub-groups and give them about 30 to 40 minutes to do the activity.
- What you tell sub-group 1 (to do):
  - You are an expert safety committee that has been appointed by the government to design a children's institution and to advise them on children's safety issues. The institution is going to have children of various age groups (starting 6 years of age up to 16) and there are boys and girls).
  - What might be the physical features/ building plan to ensure children's safety? (Consider segregation of boys and girls, locks, fire alarms...)
  - What might be potential sources of danger to the children?
  - What in your plan will help to address these issues/ overcome these dangers?
- What you tell sub-group 2 (to do):
- You are an expert safety committee that has been appointed by your institution. The children are all going on a camp. The cook, supervisors, teachers, guards and others are also going along with them.
- How will you ensure the children's safety on the camp? (Consider lighting, use of toilets, cooking safety...)
- How will you organize the children and the other staff?
- What rules would you make or what instructions will you give the children?

**Discussion:**

- Get each group to share their plan in plenary.
- Discuss common safety issues/ dangers that children face and in what ways we can help children overcome them/ keep safe.

### Activity 10.3. Sexual Abuse

**Method:** Film clip viewing and perspective-taking

**Materials:** Film clip 'Sexual Abuse'

**Process:**

- Screen the film clip.

**Discussion:**

- What do you see here?
- Did Shiva know his new neighbour? How did the N. uncle gradually get to know Shiva?
- If the first conversation that they had (playing with friends, watching Jungle Book), there was something that the uncle said (a particular sentence) that should have warned Shiva that this uncle may not be a good person. What was that?
- Why is this a problem if someone says "don't tell your parents"?
- What is the difference between the kind of secrecy that is expressed here vs. the secrecy regarding a surprise birthday party/Gift for someone?
- What kind of pictures do you think the uncle is showing Shiva?
- What do you think of the statement – If you see all these things you grow up.... Does anyone at home/at school teach you stuff like this...?
- Is Knowledge/Experience of sex the only way to be grown up? Are there other ways of growing up such as ... ?
- Did uncle force Shiva to come home and see these pictures and taking photos at any point of time? So, does this mean Shiva is a bad guy? Who is the bad guy here?
- When Shiva said it's bad, what did the uncle suggest? What is your opinion? Why/Why not?
- At what point did Shiva feel uncomfortable and why?
  - Do you think that he felt uncomfortable only when his uncle touched him Or even before?
- One danger sign is "Do not tell anybody. This is our secret!!"
  - What is another sign to recognize danger?
  - (Hint: It is to do with how we feel) – Ans: Discomfort/confusion
- When Shiva says he wants to go home, what does his uncle threaten to do?
  - What should Shiva do now? How should he respond?



# 11. Relationships: Roles, Expectations and Decisions

## Objectives:

- Helping children understand relationships and the roles and boundaries they entail.
- Enabling children to understand roles and relationships in family and non-family contexts, with a view to preventing incest abuse.
- Helping adolescents make decisions about sexual relationships/ behaviours, including protecting themselves from sexual abuse.

**Methods:** Listing and Discussion; Role Play

**Materials:** White board/ paper

## Process:

**Introduction to session:** Today we will discuss relationships. There are many different types of relationships—those within families and those in social spaces. Relationships have feelings and experiences within them. There are also differences in levels of closeness...and relationships can be easy or difficult. We will now try to understand different types of relationships and what respect and security mean within these relationships, how to make decisions on which relationships we wish to engage in and how/ with whom.

## Activity 11.1. Family Relationships

**Method:** Discussion

**Material:** None

## Process:

- In plenary, ask children to list various types of relationships within families.
- Ask them to describe the nature and characteristics of these relationships:
  - Feelings involved
  - Activities done within them
  - Expectations of each person involved

## Discussion:

- What are the differences even within the family, between various relationships?
- Introduce the concept of rules and boundaries—that each relationship has certain boundaries/ people in it have certain roles to play...if they fail to play these roles/ do them differently, there might be a problem/ a violation.
- Ask children to give examples of when/ how these relationship boundaries get violated. In doing so, ask them to go back to the concepts of safety and permissions...how would they use these now to understand boundaries in relationships.
- In case the children do not provide examples of incest/ sexual abuse within the family, ask them about whether/how relationship boundaries would be violated if fathers/ uncles/ male

cousins engaged in sexual relationships with children and adolescents (what parameters of relationships have been violated here?)

## Activity 11.2. Romantic and Sexual Relationships

**Method:** Film screening and perspective-taking

**Materials:** Film 'Saathiya' (in Hindi) or 'Alai Payu De' (in Tamil)  
(They are both the same film in different languages).

**Process:**

Screen the film, followed by discussion and perspective-taking on issues emerging from the film.

**Discussion:**

- What are some unforgettable moments/ scenes in the film?
- When the family does not give permission for the boy and girl to get married, the boy suggests they should run away and marry. Why does the girl say 'no' at first?
- Later on, the girl suggests they get married in secret. What do you think of her decision?
- What complications arose later on from this secret marriage?
- Why do we sometimes make secrecy-related decisions? What may be the consequence of making major decisions in non-transparent ways? Can you think of some other examples of decisions that people make in secrecy and that later have difficult consequences?
- The girl has a love marriage while her sister's marriage is arranged. What are your views on love versus arranged marriage? (Facilitator to try and direct children's thinking towards the nature of the relationship and how decisions are made in love and sexuality contexts rather than the method of marriage by discussing issues like 'can problems and complications arise only from love marriages or only from arranged marriages?').
- What is the legal age for marriage? Is a marriage conducted in a temple/ below age 18 years considered valid by law? (No, it is not...a marriage needs to be registered at the Government Marriage Registrar Office—and it will be registered only if the girl and boy are above 18 years).
- Why does the law have a legal age to get married? (Discuss the rationale behind the 18 year age criteria—how marriage and physical intimacy lead to pregnancy...and the issue is whether a young girl would be in a position physically and mentally to parent a child...our bodies continue to grow until we are 18 years of age, so a woman's body, if forced to bear children sooner is going to be at risk, the baby may be at risk of disabilities and birth abnormalities; also, getting married later means that boys and girls can finish their education and get a job, plan their future...if they are still studying, it would be hard for them to support themselves...)
- The girl and boy in the film were both above age 18 years and both had completed their education and had a job. Given that they had no family support, would they have been able to carry on living on their own, had they been younger/ met and married before age 18 years?
- Does being madly in love mean that there will be no problems in a relationship? What are some of the day to day problems that the boy and girl have after their marriage?
- When things went wrong in their marriage/ relationship, what according to you were the 'real' problems?

- The boy and girl broke all family ties and networks in order to be with each other. The girl was in a difficult position, later on, having to choose between her husband and her father/family (when her father fell ill). What do you think of this? Can one person satisfy all our relational needs...or what happens when we rely on one person to be everything to us? (Facilitator to discuss taking a balanced perspectives on relationships...how we have different relationships from which we draw different types of love, comfort and security...no relationship is a substitute for another, they are all unique and important in their own way...therefore we need to nurture (not forsake) multiple relationships, with family, friends, work colleagues as well as lovers/partners).
- When the girl and boy are not getting on so well in their relationship, there is a scene where a group of people are discussing the 'before' and 'after' of marriage...how things are different at these times and how men and women change. Sure things may be more exciting in the initial phase of love and attraction...but as the relationship grows, with time, are the changes to be viewed as being negative? What are some positive changes that could occur as two people get to know each other better? (Facilitator to discuss sustainability of a long term relationship...what is this based on?)
- What did you observe about the other couple towards the end of the film (the couple wherein the wife was responsible for the girl's accident)? What was their relationship like?
- In the last (hospital) scene, the boy says 'I have now understood' [what love is]. What do you think he understood? Do you agree with him?

### Activity 11.3. Relationship Safety and Boundaries

**Method:** Game

**Material:** Chalk, list of safe/ unsafe situation statements (see box below)

**Process:**

- **Tell the children:** "Just like hopscotch, this is another game about following boundary lines. This game is a little more complex than hopscotch because it involves decisions around relationship safety and boundaries".
- Ask each child to draw a triangle (about the size of a hopscotch box) and stand inside the triangle.
- Explain to children how the game is played:
  - "This is your individual/ personal safety/boundary triangle."
  - "I will read out a bunch of statements, one by one—each statement will give you a scenario.
  - "You have to listen carefully to each statement and decide whether the statement describes a situation that is safe or unsafe for you".
  - If you decide you are safe i.e. that the person concerned is not crossing your boundaries and making you feel unsafe, then you remain within your personal safety triangle.
  - If you decide you are unsafe i.e. that the person concerned is crossing your boundaries and making you feel safe, then you step outside your personal safety triangle.
- Proceed to read the statements one by one—for each decision that the children make about being safe/ unsafe, ask them why it is so.

### **Statements for Safety Boundaries: In or Out of the Safety Triangle (Boys & Girls)**

- Your grandfather pats you on the back when you do well in school.
- Your uncle asks you to sit on his lap.
- The doctor puts ointment on your thigh when you get hurt.
- Your father sleeps next to you and touches your body all over, saying that he loves you/ that you are his special child.
- The PT master picks you up and carries you to the sick room when you hurt yourself during games.
- The priest (in temple/ church/ mosque) puts his hand on your head to give you his blessings.
- Your father's friend touches you in your private parts and tells you that if you tell anyone, he will hurt or kill your family.
- Your father's friend touches you in your private parts and tells you that no one is more special than you/ that he loves you.
- A group of your friends ask you to go on a trip with them.
- Your close friend shows you sexual videos/pictures of naked people and wants to talk to you about it.
- Your friend asks you to go to a party with him/her—and hang out all night.
- Your best friend has given you an expensive birthday present—she/he reminds you of this when you refuse to go to a fun party she is inviting you to go.
- Your boyfriend/girlfriend tries to persuade you to have phone sex (he/she says 'we are not touching each other...what is the harm in talking about it?')
- Your girlfriend/boyfriend says that if you love him/her, you need to prove it by taking pictures of you both being physically intimate.

### **Statements for Safety Boundaries: In or Out of the Safety Triangle (Girls Only)**

- Your cousin brother takes his trousers off in front of you.
- Your brother takes you out shopping to buy you clothes for your birthday.
- An unknown man flicks the insect off your bag while you are riding the bus.
- Your brother says he likes to watch you having a bath.
- Your female friend insists on having a bath together.
- Your male classmate invites you to go to a film with him.
- Your male teacher asks you to come to his home so he can help you with studies.
- Your brother insists on sleeping with you every night (he says he loves you and cannot sleep without you).
- Your new male friend tells you that you are the most beautiful girl he has ever known. (He later asks you to meet him in secret as it will be exciting if no one knows).
- Your male cousin visited you on holiday, told you he loved you as a sister and touched your private parts.
- Your cousin says there is a family agreement that you are to marry him and so he has the right to take you out/buy you things/be intimate with you.

### **Statements for Safety Boundaries: In or Out of the Safety Triangle (Boys Only)**

- Your cousin sister takes her clothes off in front of you.
- Your neighbour (an older aunty) says she likes to watch you having a bath.
- Your older male cousin insists on having a bath together.
- Your female classmate invites you to go to a film with him.
- Your teacher asks you to come to her home so he can help you with studies.
- Your new female friend tells you that you are the most wonderful boy she has ever known. (She later asks you to meet him in secret as it will be exciting if no one knows).
- Your male cousin visited you on holiday, told you that you were his favourite cousin, and touched your private parts.
- Your cousin says there is a family agreement that you are to marry her and so she has the right to ask you to take her out/buy her things/be intimate with you.
- Your girlfriend says that she is under pressure from her parents to marry someone, so it is best, she suggests, that you run away with her and marry her.
- Your girlfriend says that she will commit suicide if you don't run away and get married to her.
- The most popular girl in your class (she is beautiful and smart/ cool) tells you that she wants to smoke cannabis with you and get physically intimate.

## 12. Summary & Wrap-Up

### Objectives:

- To recap all the issues discussed and learnt.
- To understand some of the specific take-aways that each child has about sexual decision-making.

**Method:** Discussion

**Materials:** None

### Process:

- Go around the circle and ask the group to recall all the issues discussed, in as detailed a manner as possible. (Every child should have an opportunity to contribute to the re-cap).
- Acknowledging that we have done many activities and discussed many issues, next, ask each person in the group to share one key issue that he/she will always remember (to consider) when confronted with decisions about romance and sexuality issues. (What will always stand out in your mind from the many issues we discussed in our sessions?)
- Request anyone who has already used any of the learnings, over the time period that the sessions were conducted, to share their experience and how they applied some of the session reflections to their lives.
- In summary:
  - Acknowledge the legitimacy of love, attraction and desire for romantic and sexual relationships as being an important aspect of life that we would need to make decisions about at some point of time.
  - While many maintain moralistic positions about love and sexuality, tell the group that there is no 'right and wrong' about the desire itself or about even about engagement in what are normal life processes.
  - However, what is critical is how we apply the criteria and frameworks we have learnt about while making decisions about love relationships and physical intimacy (whether it is before or after marriage)—how these are based on the parameters of health, safety, privacy, consent and relationships.
  - Different people may make different decisions using these criteria and that is ok—as long as they have considered these parameters and are confident, comfortable and happy that they have made a decision for a happy, healthy and responsible love and sex life.

## Annex

### Films on Gender, Sexuality and Relationship Themes for Adolescents

	Film Name	Language	Theme
1.	Rockford	English	Residential schools/Romance & sexuality
2.	OK Janu (Ok Kanmani)	Hindi (Tamil)	Romance & sexuality
3.	Sathiya	Hindi	Romance & sexuality
4.	Wadjda	Arabic	Gender
5.	Dhangal	Hindi	Gender
6.	Salam Bombay	Hindi	Stealing/substance use/ gender violence/ Relationship and sexuality
7.	Sathiya	Hindi	Romance and sexuality

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