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HANDBOOK FOR FACILITATION

OF

LIFE SKILLS, PERSONAL SAFETY AND SEXUALITY EDUCATION FOR CHILDREN RESIDING IN CHILD CARE INSTITUTIONS

April 2026



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Handbook for Facilitation of Short Programs on Life Skills, Personal Safety and Sexuality Education for Children residing in Child Care Institutions

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ABOUT ENFOLD

Enfold was started in 2001 (and registered as a trust in 2002) by Dr. Shaibya Saldanha and Dr. Sangeeta Saksena in response to the lack of discourse on sexuality, silence and apathy around gender based violence and child sexual abuse in India. They saw the after effects of this in their day to day practice as gynaecologists. They began conducting sessions on gender equity, sexuality and personal safety education in schools (from grade 1 through 12) and colleges with the aim of creating safer spaces and preventing sexual and gender based violence against children and adults. The Prevention team conducts Gender Equity, Sexuality, & Personal Safety education for children, including children with disabilities, college students and adult stakeholders. The Support and Rehabilitation team assists children who have faced sexual violence through the criminal justice system and conducts training on the POCSO Act, workplace sexual harassment and redressal mechanisms. The Restorative Practices Team facilitates Circles and trains Child Care Institution (CCI) staff, school teachers, counsellors, and social workers to build a restorative culture and address conflict through Restorative Practices. The Research Team works on child protection issues to advance children's rights and implementation of laws.

1. ABOUT THE HANDBOOK

Children residing in CCIs under the The Juvenile Justice (Care and Protection of Children) Act, 2015 (JJA) and the Juvenile Justice (Care and Protection of Children) Model Rules, 2016 (JJ Rules), have a right to live with dignity, with access to services that cater to 'their basic needs through proper care, protection, development, treatment, social reintegration, by adopting a child-friendly approach.'[1] Life skills education is an integral part of the rehabilitation services that must be provided to children in CCIs.[2] The JJA, in Section 3, outlines several principles that need to be adhered to by all stakeholders working within the child protection system. These include the 'Principle of dignity and worth -All human beings shall be treated with equal dignity and rights', and the Principle of best interest -All decisions regarding the child shall be based on the primary consideration that they are in the best interest of the child and to help the child to develop full potential,' and the 'Principle of safety - All measures shall be taken to ensure that the child is safe and is not subjected to any harm, abuse or maltreatment while in contact with the care and protection system, and thereafter.' This program aims to enable care takers to fulfill the aims of the Act as reflected in its Preamble, and apply these and other principles while engaging with the children specifically in the context of promoting gender equity, personal safety and sexuality education.

[1] Preamble, Juvenile Justice (Care and Protection of Children) Act, 2015.
[2] JJ Act, 2015, Section 53(1)(v).

While providing Case Work support and while facilitating Restorative Circles with children and staff of the CCIs housing children in need of care and protection and children in conflict with law in Bengaluru, and online in other districts and States across India, their need for personal safety and sexuality education emerged strongly from the staff themselves, and the children as well. Majority of the children residing in the CCIs hail from very deprived backgrounds and have had little or no guidance on personal safety or on gender and sexuality. The lack of self-worth and self-esteem, low social skills, and prevalence of deeply entrenched gender stereotypes aggravated their vulnerability.

In 2023-2024, Enfold envisioned a program aimed at ensuring that children residing within Child Care Institutions (CCIs) receive comprehensive, rights-based education and guidance on life skills, personal safety, and sexuality education. The Prevention team and Restorative Practices team at Enfold jointly developed and implemented tailored programs to enable both the children and the staff working directly with them in select CCIs to foster a safe and supportive environment within CCIs, and where children are empowered with the knowledge and skills necessary to navigate various aspects of their lives with confidence and resilience. A 6-session programme was designed and piloted at Govt. Girls Home, Govt. Boys Home, Auxilium Navajevana, Bosco Life Skills and Vocational Training Centre, with 39 boys and 75 girls. An orientation was also conducted with 39 staff of CCIs mentioned above and WeLive (an NGO providing aftercare services) to equip them to respond to the children and young persons in their care in an effective and informed manner.

The six sessions focussed on Self-Esteem and Body Image, Teasing and Bullying, About the Body, Personal Safety, Sexual Development in Adolescents, and Gender Stereotypes. After interacting with children in four CCIs in Bangalore (Government Girls' Home, Government Boys' Home, Auxillium Navajeevana, and BOSCO Life Skills Training Centre) in 2023, it was observed that certain additional topics on life skills as well as on certain laws were required, as children in CCIs come from extreme vulnerabilities with little to no help on how to navigate these aspects in their lives. Children in CCIs based on previous sharings, experience rejection, shame and guilt on a regular basis for having been admitted in a CCI, they also hold within them dreams and goals with no avenue to gather tools to make these a reality. Children also struggled with notions of accountability and some were unaware of the laws surrounding certain child abuse offences, leaving them confused on the reason they were admitted to a CCI in the first place.

Therefore, drawing from the insights derived from these programs, the curriculum was re-designed and sessions revised to suit the specific learning needs of children in need of care and protection residing in CCIs. Eight sessions were developed on the following broad themes:

1. Our Multiple Intelligences and Qualities
2. Self-Esteem and Body Image
3. Goal setting and achieving goals
4. Sexual development in adolescents - pubertal changes
5. Understanding sexuality with responsibility, respect and support
6. Gender Sensitivity and Gender Equity
7. Personal Safety Education
8. Relevant laws such as Protection of Children from Sexual Offences Act, 2012 and Prohibition of Child Marriage Act, 2006

The Handbook includes the following information for each of the 8 Sessions: Learning Objectives, Key Messages, Key concepts that the facilitators need to bear in mind, a Session plan (which also contains recommendations for the use of Restorative Circle elements) and some tips for the facilitators specifically for that particular session.

Individuals facilitating sessions on Gender Equity, Personal Safety and Sexuality for staff of CCIs, require to be oriented to the profile of the children living in the CCIs, and have a fair understanding of the child protection system in India - which is the specific context in which the program participants are working, aside from the profile of the staff attending the program itself. Some useful **Guidelines for facilitators facilitating sessions for staff of CCIs is available in Annexure 3.**

Who can use the Handbook?

This Handbook can be used by any individual who works with children in CCIs established under the JJA, who has preferably undergone a training in Life Skills. It is important that the individual has had prior training in Personal Safety and Comprehensive Sexuality Education, as this program's effectiveness depends on the facilitator being at ease with their own sexuality and their ability to be open-minded, non-judgemental, and competent to facilitate conversations on sex and sexuality with children and adults from diverse backgrounds, including children who are survivors of sexual abuse/trafficking. Training in Restorative Circles is also an added advantage as the elements of a Restorative Circle can be incorporated in the design of the programme.

2. OVERVIEW OF THE CURRICULUM AND KEY DESIGN ELEMENTS

2.1. Composition of the Program Participants

This curriculum is designed to cater to groups of 12-15 children (of all sexes and genders) aged 14-18 years residing in CCIs.

2.2. Methodology

A needs assessment captures the realities of the children in a CCI before facilitation of the sessions. Facilitators are encouraged to speak to the staff and children of the CCI to understand factors such as suitable timings of the program, current risk factors of the children, the language requirements of the children, identification of ideal group size, and a general understanding of the backgrounds of the children to prepare for more trauma-informed approaches during the sessions. This information acts as a prerequisite for the preparation of the facilitators and gives time to decide how to facilitate sessions. A needs assessment may therefore be done at least one month before the program starts to provide ample time for preparation.

The program is designed to suit the needs of young learners and involves the use of a variety of interactive methods (such as role-plays, and group work), power point presentations and videos. The session plans also include games, activities, and positive affirmations to energize the participants and enable them to be more attentive.

If the facilitator is trained on Restorative Circles, elements such as a meditative opening, check-in questions, values creation, and check-outs can be used to co-create comfortable and safe spaces for conversations on sensitive topics, while also enabling participants to inform these conversations by bringing in their own life lessons and wisdom. **Refer to Annexure 1 on Restorative Circle elements.**

2.3. Structure of the program

The Handbook can be used to conduct sessions for children on the selected themes, with each session having a duration of 90 minutes, taking into account the attention span of children of this age. The program structure is designed to enable a smooth flow and progression from topics that are generic, to ones that are more sensitive, given the need for participants to build a sense of comfort and trust with the facilitator. The sessions should therefore, as far as possible, be offered consecutively and in sequence, with preferably not more than two days between each session. Longer gaps between sessions must be avoided so as to retain flow as well as the connection with the participants.

2.4. Logistics

Sessions must be scheduled in coordination with the concerned staff of the CCI and other concerned authorities such as the Child Welfare Committee (CWC) and District Child Protection Officer, so as to ensure that all participants participating in the session are available for all the sessions and can participate meaningfully. It is also essential for children to actively engage during the sessions and therefore, the time chosen for the sessions should ideally be when the children are rested and in a positive frame of mind. They should not be scheduled during their play time, or on days when they may have to attend hearings by the CWC, or on days when their parents are scheduled to visit them, during exam times, etc. Longer gaps between sessions must be avoided so as to retain the flow as well as the connection established with the children.

2.5. Programme Evaluation

To assess the effectiveness of the programme, consider using pre-test and post-test surveys in a language that is understandable to the children. **Refer to Annexure 2 for the Pre-test and Post test Tools.** The pre-test tool must preferably be administered a week before the delivery of the program so as to provide ample time for the facilitators to analyse the results and incorporate insights into the respective sessions. The tool can incorporate two multiple-choice questions for each of the sessions to help ascertain the current level of understanding of each child and for the facilitators to use as a point of reference when conducting the sessions. The analysis of the answers provided during the pre-test is essential before commencing the program to determine which topics need to be emphasised and which ones the participants already have an understanding of. The pre-test answers can also be used by the facilitators to provide additional prompts or to dive deeper into certain topics if necessary.

The post-test tool incorporates the same set of questions used in the pre-test and can include feedback questions as well. These can be administered to the participants approximately one month after the last session was completed, to ascertain the level of retention as well as the effectiveness of the program on the mindset of the participants. A select group of children (10-12) may be randomly selected to participate in a Focus Group Discussion (FGD) to gather qualitative feedback about the program as well as assess the retention of some of the key messages. To enable the children to give honest feedback and maintain the authenticity of the process, the FGS can be facilitated by an independent person or someone not involved in the conduct of the sessions. An analysis of the pre- and post-tests would indicate both the favourable and unfavourable shifts in the participants as well as those areas that remain constant.

The questionnaires could be translated into the relevant languages. Where children are literate, the questionnaires could be translated into the relevant languages and handed out for each child to fill without discussing with another. If the children do not have the requisite literacy skills to comfortably respond to the pre- and post-tests in writing, the facilitator can read out the questions to each child and then mark the responses to each question as stated by the child. It is important that participants are also reassured that answers are opinion based, and that there are no right or wrong answers.

3. FRAMEWORK FOR SESSIONS ON GENDER EQUITY, PERSONAL SAFETY AND SEXUALITY EDUCATION FOR CHILDREN IN CCIS

A detailed framework for each of the 8 sessions is given next.

SESSION 1

OUR MULTIPLE INTELLIGENCES AND QUALITIES



Session 1: Our Multiple Intelligences and Qualities



Learning Objectives:

1. Enable the identification of shared values for a meaningful learning experience during the program.
2. Enable children to understand the concept of multiple intelligences and develop skills to identify and appreciate diversity (multiple intelligences, qualities and skills) in themselves, and to leverage their strengths.



Key Messages:

1. We have multiple intelligences and qualities. No one quality or intelligence is superior to others. Humans need all of them to survive.
2. All of us have varying levels and types of intelligence. Human beings are social animals and live in a group that has been thriving for many centuries. Intelligence is inherent in every human being and can be developed to varying degrees. It is essential to recognize the wide range of abilities, talents, and skills in people that can be nurtured and developed.
3. Understanding our strengths, abilities and actions can foster a sense of self-worth.

Key Concepts

Theory of Multiple Intelligences:

Howard Gardner's Theory of Multiple Intelligence (1983)[3] suggests that intelligence is not a single ability but a combination of different types of intelligence. He identified eight intelligences (with a possible ninth), each representing a distinct way of processing information. Here's an overview with examples[4]:

1. Linguistic Intelligence ("Word Smart") **Strengths:** Good at reading, writing, storytelling, and public speaking, speaking with a sense of humour **Examples:** Writers, poets, journalists, lawyers, public speakers. **Activities:** Writing essays, debating, storytelling, learning new languages.
2. Logical-Mathematical Intelligence ("Number/Reasoning Smart") **Strengths:** Strong problem-solving and analytical skills. **Examples:** Mathematicians, scientists, engineers, accountants., computer analysts **Activities:** Solving puzzles, conducting experiments, analyzing data.
3. Spatial Intelligence ("Picture Smart") **Strengths:** Visualizing and manipulating objects in the mind. **Examples:** Architects, graphic designers, artists, pilots, sculptors, surgeons, chess players, interior designers **Activities:** Drawing, map reading, visualizing structures, playing chess.
4. Musical Intelligence ("Music Smart") **Strengths:** Understanding sounds, rhythms, and musical patterns. **Examples:** Musicians, composers, singers, music producers, DJ **Activities:** Playing an instrument, composing music, recognizing melodies.
5. Bodily-Kinesthetic Intelligence ("Body Smart") **Strengths:** Coordinating physical movement and using the body skillfully. **Examples:** Dancers, athletes, actors, surgeons, carpenter, mechanic, physical therapists **Activities:** Dancing, playing sports, acting, crafting.

[3] Gardner, H. (1983) Frames of Mind: The Theory of Multiple Intelligences. Basic Books, New York.
[4] Marenus, M. (2025) Gardner's Theory of Multiple Intelligences <https://www.simplypsychology.org/multiple-intelligences.html>

6. Interpersonal Intelligence ("People Smart")

Strengths: Understanding and interacting well with others.
Examples: Teachers, counselors, salespeople, leaders.
Activities: Teamwork, mentoring, resolving conflicts, socializing.

7. Intrapersonal Intelligence ("Self Smart")

Strengths: Understanding oneself, self-reflection, and emotional intelligence.
Examples: Philosophers, psychologists, writers, spiritual leaders.
Activities: Journaling, meditation, goal setting, introspection.

8. Naturalistic Intelligence ("Nature Smart")

Strengths: Understanding and appreciating nature, identifying patterns in the environment.
Examples: Biologists, farmers, environmentalists, geologists.
Activities: Gardening, hiking, studying animals, observing nature.

9. Spiritual Intelligence ("Big Picture Smart") (Possible addition)

Strengths: Deep thinking about life's big questions, meaning, and philosophy.
Examples: Philosophers, theologians, spiritual leaders.
Activities: Discussing morality, exploring the universe, contemplating existence.

Qualities

No quality is good or bad
We often label qualities as good or bad—for example, saying kindness is good and being harsh is bad. But in truth, no quality is inherently good or bad. Every quality we possess is simply a part of our emotional and behavioural toolbox, and each one exists for a reason. The qualities can be used mindfully, in different situations and contexts. Our qualities help us resolve problems, create and live in harmony with others and nature.

Every emotion or quality serves a purpose

- Anger, often labelled negative, can alert us to injustice or personal boundaries being crossed. When expressed constructively, it can drive change.
- Fear keeps us safe in dangerous situations. It says, "Proceed with caution!"
- Sadness helps us process loss and connect with others through vulnerability. It says "You may need support!"
- Even qualities like selfishness, when balanced, are essential for self-care and setting boundaries.

Mindful Use of Qualities

What matters is how, when, and why we use a particular quality. This is where our choice and agency come in:

- Is the quality helping me or others at this moment?
- Is it being used in a way that respects myself and others?

Am I aware of the impact of my behaviour?

By developing emotional awareness and discernment, we learn to choose which quality to draw upon in a given situation.

We Need All Qualities to Thrive

Life is complex and dynamic. To navigate relationships, challenges, and growth, we need the full range of human qualities:

- Courage and caution
- Assertiveness and empathy
- Confidence and humility

Instead of suppressing or judging parts of ourselves, we can learn to integrate and manage them wisely.

No quality is good or bad by itself. Each has a role to play. Our power lies in recognising when and how to use these qualities with awareness and responsibility.

Session Plan

Opening: Guided meditation (5 minutes)
Read the following instructions in a calm reflective tone - Begin by finding a comfortable position. You can sit upright or choose a position that feels best for you. Gently close your eyes or soften your gaze. Take a deep breath in... filling your lungs completely... and slowly exhale. Again, inhale deeply... and exhale slowly, releasing any tensioner tightness in the body. Now, bring your awareness to your body. Notice the sensation of your feet on the floor or your back against the chair. Feel the support beneath you, grounding you in this present moment. As you breathe, imagine a warm wave of relaxation flowing through your body. Starting from the top of your head... down to your shoulders...Relaxing your arms... softening your hands...Allowing your chest to open... your belly to relax...Feeling warmth travelling down your legs... all the way to your toes. Let go of any tension, any thoughts, just for now. With each breath, feel lighter, calmer, and at ease. Now, gently bring your awareness back to the room. Wiggle your fingers and toes. Take a deep breath in... and exhale slowly. When you're ready, open your eyes and return to your day with a sense of calm and clarity.

Ice-breaker: Music, Name Card Making: (10 minutes)
Give papers, colours, cards, crayons, and art materials to the children and ask them to make name cards that will represent them in all the Circles. Tell them they can decorate the cards as they like, by drawing, colouring, and illustrating their hobbies. Play some music while children make their name cards. Ask children to introduce themselves and say one thing they like that begins with the first letter of their name.

Circle format & Talking piece (5 mins): Offer explanation about the Circle format and talking piece. Refer to Annexure 1

Check-in (15 minutes): Invite each participant to share how they are feeling today on a scale of 1 to 10, where 1 means feeling very bad and 10 means feeling excellent.

Community building question (15 minutes): If you could have any superpower, what would it be and why?

Circle guidelines: Explain the four circle guidelines - Speak from the heart, Listen from the heart, No need to rehearse, Without feeling rushed, say just enough. Refer to Annexure 1.

Values (15 minutes): Think of a person you trust, with whom you are able to share your secrets, dreams, happy things, as well as sad things in your life. Why do you share what is in your heart and mind with this person? What makes you feel comfortable to share with this person? Facilitators make notes, read out the values and build consensus by asking children to agree or if they wish to discuss in case there is a disagreement.

Reiterate that everyone in the Circle is invited to co-own the space. Gently remind the Circle participants about the values, in case the space is becoming uncomfortable/unsafe for any reason. Participants are also invited to add new values at any time.

Prompt 1: What are 3 skills you have (like drawing, cooking, playing a game, singing, helping others) that make you happy? You can share more than one skill if you like.

Prompt 2: Portrait of Myself
Choose one or more of the following sentences and ask the participants to complete the following sentences in their own minds, and ask a few to share their answers to each prompt, if they are comfortable:

1. I am liked by my friends/people around me, because I am .....
2. I felt proud of myself, when I did .....
3. I enjoy doing .....
4. My friends thanked me for .....
5. I feel good about myself when I .....
6. Recently, I tried something new which I liked very much .....
7. Things that I want to learn more about .....

Why do we respect people? Think of someone whom you truly respect. This person may be your friend, teacher, parents or a famous person. List the qualities they admire in the people they respect.

Note to Facilitator: *The first session may have some hesitance from the children to share, and a popcorn round may not encourage sharings on the first day. Therefore, facilitators are encouraged to feel the pulse of the group, and to use the prompts as pop-corn or rounds depending on the levels of sharings noticed in the children.*

A lot of qualities and skills are shared by the group, based on their life experiences so far.The facilitator can emphasise that to develop skills one needs different types of intelligences and abilities. Explain what intelligence is and also describe the nine types of intelligences with examples. (refer to the Key Concepts section). Connect the intelligences with the skills shared by the participants. Also clarify that intelligence is not measured just by academic performance, but by other skills as well.

Prompt 3: How do we develop these intelligences?

The facilitator can build on the examples shared by the group: cleaning, drawing, rangoli drawing, songs, music, learning new languages , pets, gardening and connect it with various intelligences. The following questions can be asked while passing TP to the participants to share about their existing beliefs about intelligence.

Quick popcorn questions to the groups with their responses :

1. Do we all have intelligence in us?
2. Do these intelligences come by birth or can we develop them as we grow up?
3. What if someone gets low marks in a subject, but has amazing drawing abilities? Are they intelligent or not?

Capture the responses from the participants and discuss the following message:
People naturally have different levels of development in each intelligence, with unique combinations varying from person to person. While everyone possesses all these intelligences to some degree, they can be strengthened through practice and effort. There is no set standard for how much of each intelligence one should have—what matters is recognizing our strengths, exploring our interests, and working to improve them.

As the brain is rapidly developing at this stage, it is beneficial to engage in diverse activities that stimulate cognitive growth and provide opportunities for learning and self-improvement.

Affirmations: Invite participants to stand in a Circle and repeat the statement together-
“I am beautiful. I am kind. I am unique.”

Reflection Question: Before you sleep tonight, think of two skills and qualities that you have, and two new skills that you would like to learn or acquire.

Check-out: Personal Reflection and Takeaways
At the end of the session, ask participants:

- How are you feeling now and what are you taking away?

The facilitators can respond to this prompt last.

Closing: Seed of Strength Activity

Ask the participants to reflect on the Circle and write down one strength they discovered in themselves. Once they have written their strength, help them fold the paper into the shape of a seed. Ask them to stand up and hold the folded paper close to their heart then close their eyes.

Say the following lines aloud, and ask the participants to repeat them after you:

"Just like a seed needs care and time to grow, so do the strengths within me. I carry this seed with me and I nurture it every day. Whenever I face disapproval or failure, I will remember the strength I have inside, and know that I can rise again, just like a seed growing toward the sun."

Tips for Facilitators

- Start this first session with some fun energisers.
- When talking about multiple intelligences, explain what each intelligence as children may not understand the different types of intelligences.
- Facilitators are encouraged to use storytelling to talk about qualities and intelligences to make sessions more relatable and encourage sharings by children.
- Children may share how they do not like the way they look. Consider sharing from your personal life a similar story, so as to make those children feel they are not alone, and ask participants if they would like to share why they feel that way if they are comfortable, when the Talking Piece is in their hands, without immediately trying to make them think/feel differently.
- Provide additional help if a child is not comfortable reading or writing.
- Ensure that you keep some extra time on hand to interact one-on-one with children who may have expressed their discomfort or challenge in identifying their qualities or whose sharing may point to low self-esteem. If necessary, alert the institutional counsellor or Superintendent, if they feel that the child may require additional support.
- Reiterate the Key messages in the following sessions where appropriate.

SESSION 2

SELF-ESTEEM AND BODY IMAGE



Session 2: Self-Esteem and Body Image

Learning Objectives:

1. Enhance the conceptual understanding of self-esteem and body image and encourage a sense of respect for self.

Key Messages:

1. Though I get different messages from others about my body, I could accept only those that help me take care of my body in healthy ways.
2. Our bodies are all very different. What we do with our capabilities, skills, experiences and qualities is important. It builds our self-esteem.
3. No quality is good or bad by itself. Each has a role to play.
4. People are respected for their skills, qualities and intelligence and not just for their looks.
5. Each one of us is worthy of love and respect
6. Everyone is unique in their own way.

Key Concepts

Self-esteem

Self-esteem is the attitude and belief one has about themselves. Having a healthy self-esteem means one has a strong sense of self-worth. One understands and accepts their weaknesses, and appreciates and celebrates their strengths. When one has healthy self-esteem, one recognises the inborn value of all people, including oneself. Having a low self-esteem may result in someone feeling unhappy or unsatisfied with themselves most of the time. It can be characterised by one being critical of themselves all the time, ignoring their qualities, judging themselves to be inferior to their peers, and using negative words to describe themselves such as stupid, fat, ugly or unlovable.

Self-Awareness is the key to Self-Esteem

Being self-aware is all about having an understanding of your own thoughts, feelings, values, beliefs, and actions. It means that you understand who you are, what you want, how you feel, and why you do the things that you do, awareness of your strengths and weaknesses.
To understand yourself is to know what are the qualities, skills and intelligences one has and can improve on. Self-awareness is a skill to be built and developed. Self-acceptance and reflection, cultivating a growth mindset to seek feedback and support and learn from mistakes are ways to develop self-awareness.

Understanding Body Image

One of the main aspects affecting a person's self-esteem is their body image. Body Image is how we feel about our bodies, and a negative perception can impact self-esteem. Unrealistic beauty standards—like fair skin, tall height, or a muscular build—often influence dissatisfaction. It's important to recognize whether this dissatisfaction comes from societal expectations, others' judgments, or personal feelings.

We are more than our looks, and people who judge based on appearance fail to see true qualities, values, and skills. Learning to ignore external judgments can help build confidence.

If body discomfort feels deeply personal, seeking guidance from knowledgeable adults can help explore and address these feelings. Our bodies allow us to experience and express ourselves, and respecting and caring for them is essential. This includes proper nourishment, cleanliness, and rest.

Expressions of self—like clothing, tattoos, or medical choices—should be made with self-respect. Beauty is not absolute; qualities like a smile, kindness, and gestures also contribute to attractiveness. When we move beyond societal beauty norms, we discover deeper connections with people.

The perception of beauty is an inbuilt sense of symmetry and proportion in the body and face. It is one of the markers of genetic health as in some genetic conditions, there is marked asymmetry - like a single eye (the two eyes are fused in the middle). Some people have very symmetrical and proportionate faces - making them widely perceived as attractive. Most of us don't have extremely symmetrical faces, but we are healthy.

Media Influence

The different forms of media (TV, Movies, advertisements, social media, influencers, magazines etc) influence the way adolescents perceive the way they look. The media often portrays a false sense of beauty, which is engulfed in the shape of the body, gait, presence/absence of body hair, colour etc. The usage of filters, editing, and staged content creates unrealistic comparisons where adolescents go to great extents trying to emulate what they see on social media. The role of influencers in shaping the mindset of adolescents about how one should look is being increasingly detrimental to the mental and physical health for many. Platforms like Instagram and TikTok amplify appearance-based validation while influencers often present curated, edited versions of their lives and bodies. It is important for facilitators to enable children to understand the effects of influencers, posts and advertisements they view on social media on their thought process and their perception of the standards of beauty and looks. Children can be encouraged to understand and avoid consumption of such content and use media wisely to benefit themselves.

Note for Facilitator: *You can use these study highlights to understand the effects of body image on adolescents. You may refer to these highlights or create a short note based on the available research studies on body image. A few survey statistics have been attached for reference.*

Summary Table: Mental Health Effects Linked to Body Image Issues (India)			
Mental Health Outcome	**Key Statistic**	**Study Sample & Location**	**Insight**
Depression & Anxiety	Among college students, 77.6% of girls and ~34% of young men reported moderate to marked body image dissatisfaction. This dissatisfaction significantly predicted depression and anxiety.	Coimbatore study among 18–19-year-old college girls; male sample from young men cohort.	High prevalence of body dissatisfaction is strongly associated with poor mental health outcomes—especially depression and anxiety—in both young women and men.
Depression & Anxiety Correlates	In a study of undergraduates (18–24 years) in Meghalaya, self-esteem and anxiety together explained 15.1% of the variance in body image satisfaction ($p = .001$).	Study of 358 undergrad students in Shillong, Meghalaya.	Anxiety significantly contributes to poor body image satisfaction, indicating a direct link between body perception and emotional wellbeing.
Social Phobia + Depression	In rural Sangli adolescents, body image anxiety was present in 23.3%, social phobia in 19.4%, and depression in 32.7%. Body image anxiety and social phobia both significantly predicted depression (OR 1.85 and 4.58, respectively).	Adolescents from rural Sangli, Maharashtra.	Body image anxiety and social phobia strongly increase the risk of depression among rural adolescents.

Session Plan

Opening: Draw a large heart on the paper and fill it with what is in your heart right now. It could be drawings or even writings.

Talking Piece: Explain about the talking piece. Refer to Annexure 1.

Check-in: Invite participants to share what they have drawn or to share how they are feeling without feeling the pressure to also show their drawings.

Community building question: If you could be someone else for a day, who would you like to be and why?

Circle guidelines: Explain the four circle guidelines - Speak from the heart, Listen from the heart, No need to rehearse, Without feeling rushed, say just enough. Refer to Annexure 1.

Values (15 minutes): Reiterate values same as in session 1. Ask participants if they would like to add or remove any Value, and have a discussion regarding the same. If everyone is comfortable with the Values co-created, ask for visible/verbal consensus. Reiterate that everyone in the Circle is invited to co-own the space. Gently remind the Circle participants about the values, in case the space is becoming uncomfortable/unsafe for any reason. Participants are also invited to add new values at any time.

Prompt Questions and Activities

Note to Facilitator: *Recap the following message from Session 1 and then start with the first prompt question.*

People naturally have different levels of development in each intelligence, with unique combinations varying from person to person. While everyone possesses all these intelligences to some degree, they can be strengthened through practice and effort. There is no set standard for how much of each intelligence one should have—what matters is recognizing our strengths, exploring our interests, and working to improve them.

As the brain is rapidly developing at this stage, it is beneficial to engage in diverse activities that stimulate cognitive growth and provide opportunities for learning and self-improvement.

Prompt 1: What did you reflect on yesterday night about the skills and qualities you have or you wish to learn?

The facilitator can capture responses. Even if there is only one participant who has given a response, it is a great sign to begin the session . If the participants are non responsive, the session can be started with the following activity.

Prompt 2: Why do you like a person? Is it because of how they look or anything other reason? How much does their appearance matter?

Capture responses from participants and if needed, follow up with these quick popcorn questions for more discussion around the topic of body image:

1. Do we get to choose our parents and siblings? Our body?
2. Would you like it if all flowers in the world looked the same? Why is diversity needed in nature?
3. What do you know about Mahatma Gandhi?
4. What do you know about Abdul Kalam?
5. Who is Draupadi Murmu? What are they famous for?
6. What are Virat Kohli and P.V.Sindhu famous for?
7. How many of you know Rajinikanth? Sadhu Kokila? Jaggesh?

Note to Facilitator: *The facilitator can give other relatable examples of people who are known for their work. Based on the responses from the participants about appearances, one's actions, skills, qualities, the facilitator can discuss body image and provide the following message.*

Body Image: How we feel about our body is called body image. If one is unhappy with how the body looks, it can be hard to feel good about oneself. One can receive different messages from others about their body, but one can choose to accept only those that help them care for it in a healthy way.

Everyone's body is different. What we do, and how we act, matters a lot. We must pay close attention to these qualities in ourselves as well, and not just our looks. Our bodies deserve respect and should be taken care of properly. Respect is not automatic. It is earned through our behavior and attitude, which should match the situation and be guided by our values.

Prompt 3: Why do we need to care for our bodies?

We express a lot through our bodies - through gestures, actions, behaviors and our body is an important part of our survival and well-being. It deserves respect for getting us wherever we are in life. We may not have chosen how it looks or how each part functions, we may also not like all the parts of our body, but our body nourishes us, keeps us active and is an integral part of us. To ensure that our body can continue to support us, we need to take care of it by nourishing it appropriately and keeping it safe.

Prompt 4: **What is one thing you like about your body?**

Note to Facilitator: *Facilitators can guide children to reflect on their physical strengths, abilities, and unique features. They may encourage children to share something they appreciate—like their smile, their strength, their ability to play, or even how their body helps them do daily activities. This helps balance the earlier discussion by focusing not only on what they wish to change, but also on self-acceptance and appreciation.*

Prompt 5: **If you could change any part of your body, what would you change?**

Note to Facilitator: *The facilitators can take note of the changes children would like to make in their bodies. General changes that have been shared in the past have included changing one's skin colour, height, weight, hair, etc. The facilitators can then lead the conversation into why one feels that way and why they feel they want to look differently. Facilitators can encourage children to think about how when we are born we do not have control over the way we look, that all life forms look differently, which contributes to the beauty of life-forms. While we may not have control over the way we look, what we choose to use our bodies for is more important. The concept of a garden with a variety of flowers, trees, leaves, etc. that make the garden beautiful can be discussed.*

Prompt 6: (Popcorn)

How do you feel when you see a person without arms or legs or with one arm or with one leg? Do you think they should have low self-esteem because of their disabilities?

Note to Facilitator: *The Facilitator can make note of the responses of children and further share that many times people with disabilities are name-called. This can affect them negatively. The facilitator can remind children that people with disabilities can go on to having many skills and qualities. Examples of notable people like Nick Vujicic and other Indians with disabilities who have gone on to lead very fulfilling lives can be given. The facilitator can state just like how one feels bad when someone makes fun of the way they look, the same hurt is caused to people with disabilities and can hamper their sense of self-esteem. We are encouraged to pay attention to the qualities, talents and Multiple Intelligence of an individual and not simply on how one looks.*

"The world is indeed a more interesting and beautiful place precisely because no two people are the same. There is nothing wrong in being different from others. Everyone is unique and that makes every individual special. Each one of us is different, because we have different experiences , skin colour, looks, places that we come from, to name a few. We can all try to respect ourselves for who we are. However, we are encouraged to recognise that our individual uniqueness can sometimes pose a challenge for others, as they may not be willing or able to accept our differences. However, we can choose how we think about and value ourselves, about our bodies, and therefore respond to criticism or disapproval in a way that empowers us. Yes, it's indeed a choice. Discovering, acknowledging, and embracing our qualities, intelligences and skills are essential steps towards building healthy self-esteem."

Affirmations: Invite participants to stand in a Circle and repeat the statement together.

"I am okay with the way I look. And okay is good. I am grateful/thankful for my body and its ability to do its best. "

Note to Facilitator: *To bring continuity to the next session on Goals, ask participants to reflect on the question below as h*ome work.

Affirmations: Invite participants to stand in a Circle and repeat the statement together - "I am okay with the way I look. And okay is good. I am grateful/thankful for my body and its ability to do its best."

Check-out: Personal Reflection and Takeaways
At the end of the session, ask participants:

- How are you feeling now and what are you taking away?

The facilitators can respond to this prompt last.

Closing: Invite participants to appreciate something about each other - turn to the person on your left and go round in a circle.

SESSION 3

GOAL SETTING AND ACHIEVING GOALS



Session 3: Goal Setting and Achieving Goals

Learning Objectives:

1. To enable a deeper understanding of the importance of goal setting.
2. To enable children to think about and explore their interests, passions, dreams and goals.
3. To encourage them to identify strategies to deal with obstacles that may come in the way of achieving goals and how to remain motivated and move forward.

Key Messages:

1. Identify clear and achievable goals.
2. Break big goals down into smaller goals and tasks, as this will boost your motivation and confidence in your capacity to achieve the big goal.
3. Consistent effort and focus is helpful in staying on track on the path of achieving goals.
4. Challenges and failures are part of the journey and present an opportunity to acquire new learnings and skills.
5. How we can acknowledge and celebrate small successes.
6. Having a trusted adult who could help guide us in the process.

Key Concepts

What is goal setting?

A goal is something that an individual decides to achieve in their life. Goals may be big or small, some may be achieved in a short amount of time and some take a longer time to achieve. To achieve a goal, it is necessary to create a plan by making a list of smaller achievable tasks, and complete these tasks one by one, which will then serve as a motivation to reach the end goal.

Why is goal setting important?

Goal setting provides guidance and serves as a direction for an individual to focus on what's important and to work towards what they have decided is important in their life. Being on a journey to achieve something important, provides the motivation to do more and gives a feeling of accomplishment when small tasks in the journey of reaching something bigger are completed. Achieving little things boosts self-confidence and encourages the individual to deepen a sense of self-worth and belief in oneself.

What are the steps that help individuals achieve their goals?

1. Set Clear Goals: When setting goals, it is essential to have a clear understanding of what needs to be achieved. Goals should be specific and have a well-defined time frame. Gathering information, seeking guidance from those who have successfully achieved similar goals, and thorough preparation can contribute to success.
2. Break Down the Goal: While keeping the bigger goal in mind is important, breaking it down into smaller, manageable tasks helps maintain focus and progress. Completing each step provides motivation to move forward and stay committed to the overall objective.
3. Create a Proper Plan: A well-structured plan is crucial for achieving any goal. The plan should be based on individual interests and abilities, ensuring that the steps taken align with the desired outcome.
4. Stay Motivated: Goal achievement is a journey, and maintaining motivation is key. The duration of this journey should be determined based on the goal itself.
5. Staying motivated may involve seeking advice from experienced individuals, engaging in discussions about challenges, or turning to supportive friends, family, or mentors for encouragement and guidance.
6. Track Progress: Regularly reviewing progress within a short time frame helps maintain momentum. If progress is slow, additional effort may be required. If progress is steady, recognizing and appreciating personal achievements can further reinforce motivation.
7. Stay Flexible: If the original plan does not yield the expected results, it is important to remain calm and adaptable. Exploring alternative strategies and adjusting the plan as needed ensures that progress continues in the right direction.

Goal Wheel

This structured approach to goal-setting helps individuals stay focused, motivated, and adaptable while working towards their objectives.

Session Plan

Opening:
Goal Setting
https://youtu.be/XrsERz952qM?si=rCMEzwPF5eJTbMlN

Talking Piece: Explain about the talking piece. Refer to Annexure 1.

Check-in: How are you feeling today on a scale of 1 to 10 (1 being very low and 10 is being happy)?

Community building question: Which is your favourite movie and what did you like about it?

Circle guidelines: Explain about the Circle guidelines. Refer to annexure 1.

Values: Reiterate values same as in session 1. Ask participants if they would like to add or remove any Value, and have a discussion regarding the same. If everyone is comfortable with the Values co-created, ask for visible/verbal consensus.

Core values that could be introduced or reiterated during the session: Respect, accountability, growth mindset, commitment

Prompts and Activities

Note to Facilitator: *Based on the availability of time, number of participants and their engagement levels, consider using one or more of the following prompts and activities.*

Facilitator to do a recap of the previous session and can ask about the homework.

Prompt: What did you reflect on last night about the goals you have for yourself?

Facilitators should note down the children's responses about their goals and explain the following points to them before moving on to the activities and games.

Facilitators use PPT while discussing these concepts with the children.

When we think about our goals, some of them may feel very big and far away. That is why it is important to break our goals into smaller parts. Breaking goals helps us in many ways. It makes big dreams easier to manage, because we can take one step at a time. It keeps us motivated, because each time we achieve a small goal, we feel proud and encouraged to continue growing. It also shows us the progress we are making and builds our confidence, reminding us that *"Yes, I can do it."*

1. **Short-term goals:** These are the small things we can achieve quickly, usually within a few days, weeks, or months. For example, finishing your homework on time, reading a book this month, learning a new song, or improving in one subject at school can all be short-term goals. These small steps prepare us for bigger achievements.
2. **Medium-term goals:** These take a little more time, usually a few months to a year or two. Examples of medium-term goals could be improving your marks at the end of the school year, learning to swim, practicing a sport well enough to join a team, or saving money to buy something you want. These goals need consistent effort over time but are still achievable with planning and practice.
3. **Long-term goals:** These are our big goals that may take several years to achieve. For example, becoming a doctor, teacher, engineer, artist, or owning a business could be long-term goals. Some children may also dream of building a happy family life in the future. These goals take patience and many smaller steps to reach, but they guide us in the direction we want our lives to go.

For example, if your long-term goal is to become a teacher, your medium-term goal could be completing your studies well, and your short-term goal could be finishing your homework daily and practicing speaking in class. Each small step adds up and brings you closer to your big dream.

Facilitators ask children to make a note of the things they are learning in the sessions and facilitators share an example to make it easier for children to breakdown their goals.

Types of Goals

1. **Personal Goals:**
   These are about *you* and the things you want to do for yourself.
   Example: learning a new hobby, becoming more confident, or managing your time better.
2. **Professional Goals:**
   These are about the kind of *work or career* you want in the future.
   Example: studying well to become a teacher, doctor, artist, or choosing a job you love.
3. **Social Goals:**
   These are about how you connect and behave with *friends and society*.
   Example: making new friends, helping others, or being kind and respectful.
4. **Spiritual Goals**
   These are about *understanding your thoughts and your beliefs*.

5. Health Goals
These are about keeping your *body and mind healthy*.
Example: eating healthy food, exercising, sleeping on time, or managing stress.
6. Intellectual Goals
These are about *growing your knowledge and skills*.
Example: reading more books, learning a new language, practicing maths, or being creative.
7. Family Goals
These are about your *relationships at home*.
Example: spending quality time with family, helping in chores, or supporting your siblings.
8. Financial Goals
These are about *managing money wisely*.
Example: saving money for something you want, learning to spend carefully, or planning for the future.

SMART Goals

Facilitator shows an video
which gives an simple explanation of of SMART goals:
https://youtu.be/yA53yhiOe04?si=1NotT3QL3Rn4wwe6

Based on the availability of time, number of participants and their engagement levels, consider using one or more of the following activities

Game: "Who Am I?" – Profession Guessing Game

Objective: To help children learn about different professions, their roles, tools, and importance in society.

Materials Needed:

- Profession cards (Teacher, police officer, farmer, nurse, scientist, engineer, tailor, driver, artist, cook, construction worker, clerk)
- Chart paper/whiteboard and marker (optional)

How to Play: Act It Out

1. A child draws a card and acts out the profession silently (like charades).
2. The group guesses what profession it is.
3. After the answer is guessed, the facilitator explains the role in detail. (The facilitator can include gender roles here to help students see biases and stereotypes)

Activity 1: Depiction of one's future goal or dream in a drawing

Provide paper, colours and encourage children to draw their goals big or small. Share the theme of their drawing and then continue with the following self reflection questions:

- Do we need to have a goal or dream in life? If so, why?
- What does having a goal mean to you? Why do you think it is important?
- is your dream about the future or goal for the future?
- Have you taken any step towards this goal?

Based on the positive responses to prompt questions above, Capture a few goals and dreams shared in the circle and start the discussion with the next prompt.

Prompt: **How to go about achieving the goal? How to make use of people and resources in CCI?**

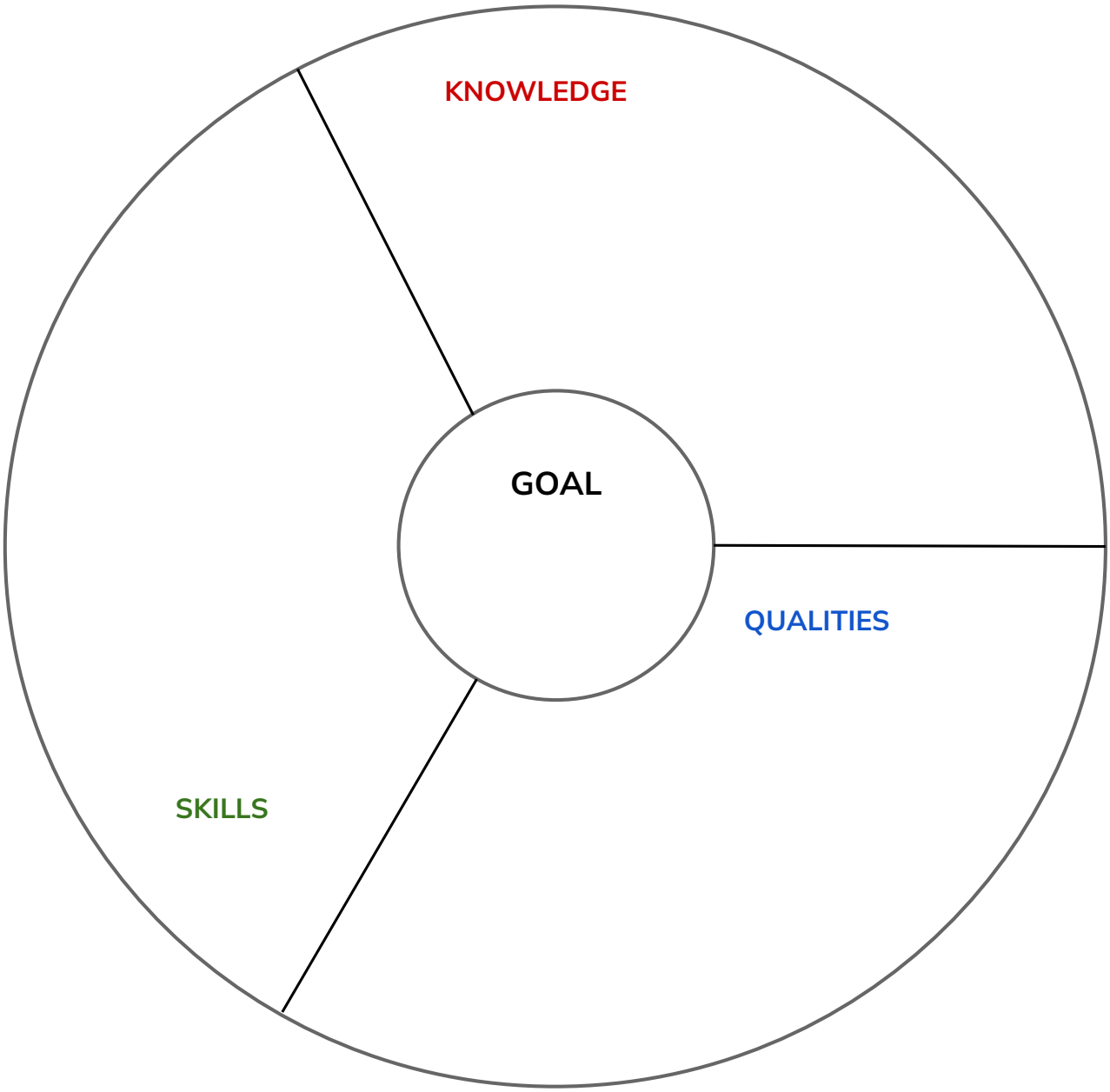
The facilitator can explain that they can get answers for the above question, through a small activity.

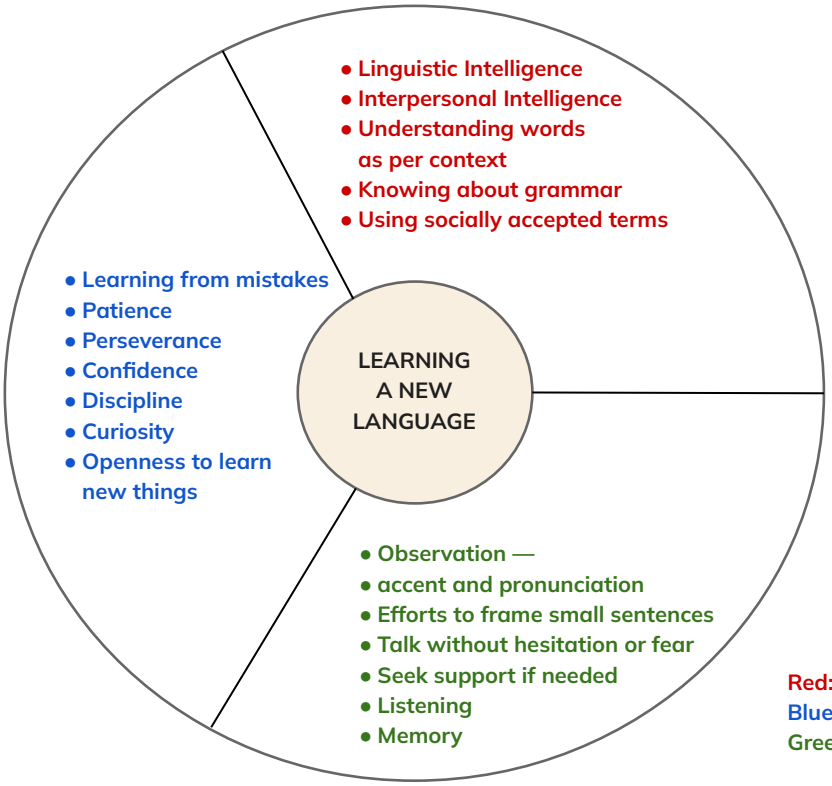
To begin with let's pick two of the goals(future career/job) and look at what qualities, skills and knowledge are needed.

Explain through the goal wheel activity below, get responses from children about the three components of the goal wheel. Nudge them with questions so that they understand the job and its requirements and define skills and knowledge needed for the job

Activity 2: To devise and select a goal using the Goals Wheel

Note to Facilitator: *This activity is for the participants to set a goal - personal or career based for themselves, and use these steps to help children in their care to select and pursue a goal. Continue with this activity based on the participation level of participants. Once the goal wheel portion is complete , follow it with a general discussion. In the interest of time, facilitators may take skeleton printouts of the goal wheel for the children to fill in.*





Step 1: Goals Wheel Activity

1. Think About Your Goals: Take two minutes to think about a hobby or dream you'd like to pursue. You can also think about any personal goals or aspirations.
2. Understand That Goals Can Change: Choosing a goal is a journey—you may adjust your goals as you grow and learn more. Gathering information and talking to the right people can help shape your path.
3. Identify Helpful People: List people in your life who can provide guidance, share experiences, or keep you motivated when things get tough. Remember that friends, family, teachers, or mentors can support you in reaching personal and professional goals.
4. Create Your Goals Wheel
    - Draw a wheel with different segments.
    - In each segment, write down the skills, behaviors, and qualities needed to succeed in your chosen goal.
    - Example: A pilot needs patience, good spatial awareness, stress management, math skills, and teamwork. Cyclist: Needs balance, patience, regular practice, good fitness, stamina, and motivation to join groups and events. Nurse: Needs knowledge of the human body, kindness, compassion, ability to comfort patients, attention to detail, organization, and patience.

Step 2 : Share and Reflect

If comfortable, share your wheel with the group.

- Discuss the qualities, behaviour and skills currently present, to be acquired from the wheel.
- See the potential for breaking a goal into smaller goals.
- Pick one of the smaller goals and set a plan to achieve the same.
- Discuss how others can help you stay motivated and reach your goals.

Note to Facilitator: *Add more examples if time permits: If you want to be a singer, dancer, teacher, etc., ask them to share what they have listed and write them on the board. Then separate /circle out qualities.*

Step 3: Who can support the children to set goals?

Note to Facilitator: *Role of other people - who can provide information, share their experiences with us, keep us motivated when we feel like giving up or find it too hard etc. Point out that we live in groups - we can motivate each other and support each other in achieving a goal which may be entirely personal. For example, I want to give up smoking or I want to exercise/ do yoga every day. My friends can motivate me, and support me in achieving my goal!*
Ask children to identify such people in their life.
Wrap up the session with the following prompt questions in popcorn format

Prompt: Can goals change? What could be the reasons for the changes?
The facilitator can capture responses from the participants and discuss the realities of some obstacles, workarounds if possible.(obstacles, circumstances, interest). The facilitator can share personal examples of failed goals or change of plans with alternate goals. To close the discussion, reiterate the message that even if goals change ,what is important is to have a goal and continue working towards the goal

Note to the Facilitator: *Sometimes the session may not proceed as planned till the Goal wheel activity. Not all responses in the session on goals are positive. Many participants may not have a goal or have a negative outlook towards the future as they cannot visualize anything beyond getting out of the CCI. And even then due to their circumstances, they do not want to have goals.*

How to handle responses when a participant says there is no point in having a goal at CCI or life in general?
When we hear negative responses from children to having a goal or dream. (Example: No point in having a goal or dream in the CCI etc), the Facilitator can convert the session into a story telling mode and share :
Stories of children from CCI , who are working towards their dream by taking help and support from people around.

Anecdotes shared in some sessions listed as examples. Facilitator can come up with those from their experience

1. CCI child who is now running a paper plate/cup factory
2. CCI child who went to a reality music talent show to achieve the goal of being a singer
3. CCI girl who is studying and has dream of becoming a police officer
4. CCI girl learnt tailoring and then fashion designing course and has her own small tailoring unit

Affirmations:

1. I am fully committed to achieving my goal, no matter how long it takes!
2. I celebrate myself as I take each and every step toward my goals.
3. I can break down my dreams into specific achievable goals, goals into workable plans and plans into reality.
4. I am capable. I believe in myself and my ability to succeed.
5. Every small little step I take makes a big difference on my journey towards my goal.
6. I may make mistakes but I will learn from these mistakes and move on, wiser and with even more determination.
7. I can ask for help and support as and when I need it.
8. I can do it!

Check-out: Personal Reflection and Takeaways

At the end of the session, ask participants:

1. How are you feeling now?
2. Before going to bed, think about one or two concrete steps you have decided to take to try and achieve your goal. What do you want to start doing from today to get closer to achieving your goals?
3. What is one key takeaway from the session today?

Closing: Play the video below
CGI Animated Short Film: "One Small Step" by TAIKO Studios
https://www.youtube.com/watch?v=yWd4mzGqQYo

This is another option for closing:
UZAIR Best Animated Short Films 2025
https://youtu.be/Bi-7pho5XB8?si=bQG8JPDjlmru80v3

Super-Man/Woman Pose: Ask the children to stand in the Circle. The facilitator asks the children to close their eyes, stand with their feet apart, chest up high, chin-up, and hands on the waist- just like the way super-man stands. Ask the children to visualise themselves achieving their goals. With each deep breath, the image gets clearer. Stand like that for a few moments, and see the image of oneself achieving that goal clearly. Motivational energy music can be played in the background to help with this exercise.

Tips for Facilitators

- While giving examples of jobs use whatever is common in the local tradition using simple words.
- Goals can also be non-professional and personal goals, facilitators are encouraged to pay equal attention to both.
- Facilitator to come prepared with success stories of people in CCI achieving their goals with using the resources around them and taking help/support from others.

Stories of Impact

- It was inspiring to see some children clearly express their goals through drawings and explanations. One more boy dreamed of joining the Army. Though he had limited reading and writing skills, he was determined to learn from other children at CCI and improve his literacy to achieve his goal.
- One child aspired to become an automobile mechanic. Unfortunately, his mother passed away without treatment due to a heart disease. His goal is now to become a mechanic and help at least one heart patient.
- Another child wanted to become a government driver, just like his father. He was so passionate about it that he had a tattoo of KSRTC (Karnataka State Road Transport Corporation) and gears on both hands. He was able to draw a goal wheel to achieve his dream of becoming a KSRTC bus driver and he mentioned that this exercise helped him to gain more clarity on how to achieve his goal.

SESSION 4

SEXUAL DEVELOPMENT IN ADOLESCENTS – PUBERTAL CHANGES



Session 4: - Sexual development in adolescents - pubertal changes

Learning Objectives:

1. To encourage adolescents to develop the confidence to discuss, ask questions/doubts about physical and emotional changes they experience during puberty.
2. To enable adolescents to enhance their knowledge about the physical changes happening in their bodies and how they may adjust to these changes.
3. To enable children to address their concerns and receive clarifications they may need about puberty, their experiences, and their anxieties.
4. To enable the children to critically analyse personal beliefs and myths on puberty and body changes and gain a more scientific understanding of the same.

Key Messages:

1. During puberty, each person's body develops at its own pace, and it is natural to feel different from others. Some adolescents may be taller, leaner, or fuller, and all variations are normal.
2. Every adolescent, regardless of their health, ability, shape, or form, can care for their body in ways that suit their unique needs and circumstances.
3. The physical and emotional changes experienced during puberty are a normal part of growing up. These changes are unique to each person and influenced by factors such as biology, environment, nutrition, and other external conditions.
4. Seeking guidance from trusted adults can provide clarity on these topics. Open conversations can help adolescents better understand their experiences.

Note to Facilitators: *Experience from the field shows that boys tend to share more openly and honestly in the presence of male facilitators as opposed to when a woman facilitator is present in the group. The presence of a cis-man and cis-woman together in a group may lead to shyness by the children, and therefore, in the event one of the facilitators is a cis-woman, she may step out during the sharings.*

Key Concepts

Puberty

The phase of transition from childhood to adulthood is marked by physical and emotional changes due to hormonal effects in the body. Emotional and physical changes are similar for all sexes, they vary in onset, extent, and duration of change depending on the chromosomes, hormone receptors, other local factors, nutritional status of the person. It is important to note here that one may experience these changes at different times during their adolescence phase. One may start noticing these changes earlier in their adolescence phase or some may experience it a little later in their adolescence phase.

Emotional changes during puberty - Some of the common emotional changes include mood swings, sense of independence, attractions, increased need for peer relationships, self consciousness, heightened sense of privacy, development of identity, including gender identity and sexual orientation.

Physical changes during puberty - Everyone's body develops at a different pace and it is ok to feel different from the others - taller, leaner, fuller. What matters is that one is healthy. All the changes one experiences during puberty are normal and are part of the growing up process.

Explain the concepts below:
We are now going to discuss the various changes that you are going through in this phase of adolescence / teenage. And it is common for adolescents to get worked up and anxious because their peers seem to be growing faster or earlier, while their body is not showing as much growth, or the other way around - oh no, my body is growing so much compared to the others! Have you had such thoughts?
The fact is that each person's genetic disposition differs, hormones, metabolism, and various other internal processes are different for different people. That's the reason all adolescents of the same age are not the same height/weight/size/shape. In the same manner, changes that happen in the body and mind during puberty vary from person to person. Each person's body and mind are unique. Facilitators can use the flipchart to discuss physical changes as part of the growing up process.

The onset and progression of changes in secondary sexual characteristics usually occur in a sequence. Intersex variations are caused by several underlying factors (as detailed in the section on intersex variations) and the bodily changes would depend on the interplay of the factors unique to the individual. Intersex variation may become evident for the first time during puberty if the 'expected' changes do not happen in a child assigned a certain sex at birth. Some secondary sexual characteristics may seem to be exaggerated, and some may not appear at all depending on the underlying factors. Transgender adolescents would experience the changes as per their bodily characteristics and this can often cause extreme distress. Adolescents would require support from the family, peers, teachers, and at times professionals, to navigate puberty in a safe and healthy manner.

Pubertal changes are common to all sexes. Their onset, rate of change and extent of change varies between the sexes depending on the chromosomes, hormones, nutritional status and other biological factors. The changes include:
Growth spurt (height increases more in males); increase in weight; muscle mass increases - more in males; fat deposition - more in females; shoulder widening - more in males; pelvis widening - more in females; voice change (voice deepens more in males); development of Adam's apple (more in males); change in body odour, acne (may occur - it is not a must during puberty); body and facial hair - more in males; breast development (more in females); axillary and pubic hair develops; growth of external and internal genitalia; and the sexual organs begin to function.

Key Terminologies

Genitals: The sexual and reproductive organs are also called genitals. It consists of both the external and internal reproductive organs

Parts of the male system include:

- **Scrotum:** The sac-like structure that holds the testes. Scrotum: The scrotum controls the temperature of the testicles. Scrotal temperature is about 1-2 degrees centigrade below body temperature. This is ideal for producing sperm. In warm temperatures, the scrotum becomes somewhat looser and more expansive and limper to expose and cool a larger skin area. In cold weather, the scrotum contracts to conserve heat. There is a muscle in the scrotum that does this.
- **Testes**: The testicles, which produce sperm and the hormone, testosterone, are located in a wrinkled-looking pouch called the scrotum, which hangs behind the penis. There are two testicles and they contain hundreds of thousands of chambers where sperms are produced from puberty onwards.
- **Penis:** The penis is made up of spongy erectile tissue and has the urethra passing through it. It serves the dual function of sperm deposition as close to the egg as possible - that is the upper **vagina** - and to pass urine. When erect the penis fills up with blood and can reach a size of 5-7 inches in length and an inch-and- a-half in diameter, irrespective of its size in the resting (flaccid) state.

- **Vas Deferens**: As sperms are produced, they pass through two fine tubes, each called a vas deferens. They carry the sperms to the urethra.
- **Seminal vesicles:** These are located behind the urinary bladder and produce seminal fluid that form a large part of the semen. Their ducts join the vas deferens to form the ejaculatory duct..
- **Prostate Gland:** This gland is present below the urinary bladder. The ejaculatory ducts go through the prostate gland where additional fluid is added to nourish the sperm. Then the ejaculatory ducts join with the urethra.
- **Cowper's Gland:** Also called Bulbourethral glands, these are two pea-shaped glands located beneath the prostate gland at the beginning of the internal portion of the penis. They produce a clear, mucus-like slightly alkaline fluid that helps to lubricate the urethra and neutralise the acidic urine prior to ejaculation. This secretion can form up to 5% of the ejaculate and is referred to as pre-ejaculate or pre-cum. In some, sperms may leak into this fluid.
- **Urethra:** Extends from the urinary bladder to the tip of the penis. Besides being the passage for urine, it allows passage of sperms through the penis to outside the body.
- **Sperm:** These are the microscopic male reproductive cells. They make up less than two percent of the total ejaculated semen. They are much smaller than the egg. Each sperm has a head, a middle piece and a tail like a tadpole, and carries 22 chromosomes and either an X or a Y chromosome. If a sperm carrying an X chromosome fertilizes the ovum (which always has an X chromosome), usually a female baby develops. If a sperm carrying a Y chromosome fertilizes the ovum, usually a male baby develops.

Parts of the female reproductive system include:

- **Ovaries:** One almond shaped ovary measuring 1cm x 2cm x 3cm is present on either side of the uterus. Each ovary contains lakhs of immature ova at the time of birth. With the onset of puberty, the ovaries begin to develop the immature ova and make estrogen and progesterone hormones under the influence of the master gland – the pituitary and hypothalamus in the brain.
- **Fallopian tubes:** about 10cm long, narrow soft tubes stretch from the sides of the uterus to the ovary on either side. These tubes help pick up the ovum after ovulation and propel it towards the uterus. Sperms travel up from the vagina, through the cervix and uterus, to the tubes where fertilization occurs.
- **Uterus:** The uterus, also known as the womb, is a pear-shaped muscular organ in which the fertilized egg grows and develops into a foetus. Normally, the uterus is about three-inches long and two-inches wide.
- **Cervix:** The uterus narrows down to form the cervix - the neck - which protrudes into the upper part of the vagina. Cervix is the entrance to the uterus proper.
- **Vagina:** The vagina is a hollow organ with elastic walls that leads up to the womb. Its walls collapse normally, but can stretch to accommodate a tampon, a penis or a full-term baby.
- **Clitoris:** A pea sized structure of the external genitalia (Most of it is internal), covered by soft folds of skin in front of the urethra. It has an abundant supply of nerves and blood vessels, and provides sexual pleasure.

- **Urethra:** Behind the clitoris is the opening of the urethra, which is the passageway for urine
- from the bladder to the outside of the body. The opening is a few millimetres wide.
- **Vaginal opening:** This is located behind the urethra, in the area referred to as the vulvar vestibule. This is the opening into the vagina.
- **Hymen:** This is a thin membrane that stretches across the entrance of the vagina. It has a perforation to allow menstrual blood to flow out of the vagina. The elasticity and blood supply to the hymen varies. The shape and size of the opening in the membrane also varies from person to person, as does its elasticity or stretchability. The hymen may hardly exist in some individuals, in others it is very easily stretched.
- **Labia:** The clitoris, the urethral opening and the vagina are surrounded by folds of soft skin - the labia minora (inner lips) and the labia majora (outer lips). Labia minora protects the vagina and urethral opening. Labia majora have hair and glands which release pheromones.
- **Bartholin's glands:** They are two pea-sized glands located on either side of the vaginal opening. Their ducts open in the space between the labia minora and the vagina. During sexual excitement, mucus secretions from these glands help in lubrication of this area and the vagina.

Wet Dreams: Wet dreams, also known as nocturnal emissions, are spontaneous orgasms that occur during sleep, typically accompanied by ejaculation in males or vaginal lubrication in females. They are a natural and normal part of sexual development and are most common during adolescence but can occur at any age. In males, wet dreams often involve ejaculation of semen, while in females, they involve vaginal lubrication and sometimes orgasm. Wet dreams are often the result of sexual arousal during dreams, though they can also happen without any sexual thoughts or dreams.

Erections: An erection is a physiological response in which the penis (in males) or clitoris (in females) fills up with blood and becomes enlarged and firm and the nerve endings become more sensitive. It is a natural response to sexual arousal or stimulation, though it can also occur spontaneously without sexual arousal, as in the case of nocturnal emission. This response can occur in various anatomical structures, such as the penis, clitoris, or other erectile tissue, depending on the individual's anatomy. The engorgement and firmness facilitate sexual activity, allowing for penetration, stimulation, or other sexual behaviors. In males, an erection typically involves the penis becoming stiff and erect, allowing for sexual intercourse or other sexual activities. In females, the clitoris can also become erect during sexual arousal, though it may not be as visually noticeable as a male erection.

Masturbation: Masturbation is a process of touching, rubbing or stroking one's own genitals for pleasure.

Menstruation: Menstruation, also known as menses or the menstrual period, is the regular monthly process where blood and tissue are shed from the inner lining of the uterus (womb). It usually signals the absence of a pregnancy. This shedding typically lasts 3 to 5 days, during which menstrual blood and tissue exit the uterus through the cervix and are expelled from the body through the vagina. Menstruation usually occurs approximately every 28 days, except during pregnancy, and its duration and frequency can vary from individual to individual. It typically commences during puberty and ceases at menopause.[5]

Myths around menstruation:

1. Blood is impure
2. One must not go to religious places during that time
3. Utensils should not be touched, so one must not go to the kitchen during that time.
4. The body is impure at that time
5. Plants will die if touched during one's period
6. One must not have pickles and sour items at that time
7. One must not touch babies at that time
8. One must not keep the hair untied at that time
9. It is compulsory to take a head bath everyday.

Myths around puberty:

1. Puberty is a taboo topic that should not be openly discussed, especially within families.
2. You can "catch up" on growth spurts if you start puberty later.
3. Masturbation is harmful or abnormal during puberty.
4. Puberty is just about physical changes.
5. Acne is only a problem for teenagers.
6. Puberty happens at the same age for everyone.

Myths related to boys during puberty:

(In case the facilitator is facilitating a session with men)

1. Boys should not talk openly about puberty-related changes or seek information about reproductive health.
2. Masturbation is a sin.
3. Masturbation leads to loss of masculinity and infertility.
4. The length of the penis depends on the length of the palm and feet.
5. Masturbating multiple times a day increases life span.
6. A male who cannot masturbate is not a man.
7. Masturbation causes pimples.
8. One drop of semen is equal to 40 drops of blood - masturbation leads to weakness.

[5] ENFOLD PROACTIVE HEALTH TRUST. Demystifying Sexuality Reference Book, 2021 <https://enfoldindia.org/wp-content/uploads/2021/07/Demystifying-Sexuality-Reference-Book-by-Enfold-2021.pdf>

Compilation of Questions around Puberty, Child Birth which can be raised by Children:

Puberty/Menstrual Cycle

1. Explain the female reproductive system and parts and explain their functions.
The facilitator can refer to the header Parts of the female reproductive system include
And use visuals of reproductive system in their explanation

2. Why do women get periods?

3. How does sperm reach the ovum?

For the questions #2, #3 and #4, the facilitator can use the following notes:
For pregnancy to start, the sperm and the egg must meet and the fertilized egg must settle in the lining of the uterus (called the endometrium). The sperm are deposited in the vagina and they travel through the uterus to the fallopian tubes. If an egg (ovum) is there, the sperm surround it, and one sperm fertilizes the egg to form a zygote. If the egg is fertilized, it travels down the fallopian tube to the uterus in about 4-5 days and implants/burrows/settles inside the ***endometrium****. This is where the baby starts to grow, and a* ***placenta*** *forms to provide nutrients and oxygen to the baby. Over the next 9 months, the baby develops. If the egg isn't fertilized, it breaks down and most of the fragments/pieces are absorbed by the body. The lining of the uterus is also shed about 14 days after the ovum was released from the ovary. This is called a period or 'menstruation'.*

4. How does a body know when to release an egg/ovum in a female body?
The release of an egg (ovulation) in a female body is regulated by hormonal signals from the brain. The hypothalamus and pituitary gland releases hormones that aid in the growth and maturity of follicles (small sacs in which ova mature) in the ovaries. The hormone Estrogen is also produced in the ovaries which signals the brain that the egg is ready and when the estrogen level peaks, it aids in the release of the mature egg.
This process typically occurs around the middle of the menstrual cycle, about 14 days before the next period, in a regular 28-day cycle.

> ***Note:*** *Facilitator to simplify the response as children may not grasp the names of different hormones*

5. Why are periods irregular in some children?

During puberty, the body is still going through changes. The hormones which are causing these changes are new to the body. Different organs and glands are involved and the brain is still learning to regulate the release of these hormones. Factors like stress and nutrition also play a role. For periods to come regularly, perfect synchronization of all the hormones is needed. It takes some time for the system to set itself. So, for the first 2-3 years after the periods start, the periods may be irregular. A female may get her period only once in 2-3 months or more. As the person grows older, the periods usually stabilize to a regular cycle.

6. Why is the onset of a period delayed in some children? What can one do when periods are delayed? How to know the right reason?

Delayed periods happen when the menstrual cycle is longer than usual or the period doesn't start on time. This can be caused by many factors, including hormones, stress, body weight changes to name a few. If a person is pregnant then periods won't come until after the baby is delivered. A medical professional could be consulted to find out the reason.

7. What is PCOD?

PCOD (Polycystic Ovarian Disease) is a common condition where the ovaries don't work as they should. Instead of releasing eggs regularly, they produce many tiny, immature eggs that can turn into small cysts. This can lead to irregular periods, acne, weight gain, and extra hair growth on the face or body.

It happens because the body has a hormone imbalance, which affects the menstrual cycle. While PCOD can make periods unpredictable and sometimes affect fertility later, it can be managed with healthy eating, exercise, and, if needed, medication. It's nothing to be ashamed of, and many people with PCOD live happy, healthy lives and go on to have babies if they want to!

8. At what age does the menstrual cycle start and stop for a woman?

9 .Why do periods stop after the age of 50? Is there not enough blood in the body?

10. How much blood is lost during periods?

Facilitator to refer to the notes below for questions #8,#9 and #10:

The menstrual cycle typically starts between the ages of 9 and 16, with the average age being around 12 or 13. This is known as menarche, the first period. A woman's menstrual cycle usually continues until she reaches menopause, which happens on average around the age of 50, although it can happen earlier or later. During menopause, the ovaries stop releasing eggs, and periods end permanently.The time leading up to menopause, called perimenopause, can start a few years before menopause, around the age of 45, and is marked by changes in cycle regularity and symptoms like hot flashes and mood swings.

The average menstrual cycle length is 28-days, it can vary anywhere between 21 to 35 days. Menstrual flow lasts for 2 to 7 days. It depends from person to person. Blood loss is around 30-50 ml during periods. In the initial years, it is normal to have bleeding for 1-2 days only and that too once in several months. However, heavy bleeding during these 7 days or bleeding for many more days can be a matter of concern and a medical professional could be consulted to rule out any health issues.

11. Why do we get stomach cramps and body pain during periods?
During periods, the muscles of the uterus contract to let the blood out. This may cause cramps or pains during or a little before periods for some girls. It is ok to take a rest and use hot water bags. Certain painkillers work well to reduce period pain. These can be taken with due precaution and preferably after consulting a medical professional. If the discomfort and pain is intense, and occurs regularly, it is also advisable to consult a doctor to rule out any health issues. Yoga / regular physical exercise can also reduce the pain for some people.

12. Can one play sports or any physical activities during periods?
Exercising is almost always good for us. Some exercise, if done regularly, may reduce pain during menstruation for some people. Some people may find it uncomfortable to engage in intensive physical activity during their periods and choose not to exercise - that is also ok. Exercising does not increase menstrual flow. Tampons or menstrual cups can be used if someone wants to swim during periods.

13. Is period blood pure or impure?
The blood that collects in the lining of the uterus (endometrium) is full of nutrition and nourishment for the expected baby. So, it is as 'pure' as any other blood. Hence the blood that comes out during periods is 'natural and normal'

14. Talk about myths related to impure period blood.

15. Myths about periods.

For questions, #14 and #15, Facilitator to capture various responses from the group. Discuss the belief and logic behind each myth and make the group rethink about the myths. The facilitator can refer to the section : Myths around menstruation

16. How can one maintain personal hygiene and mainly any special care during periods?

Facilitator to capture responses from the group. Discuss messages about nutrition and genital hygiene. Share period products and discuss their pros.

Pads need to be changed every 6-8 hours or as per requirement. It is important for personal hygiene, even if there is very little blood as bacteria are attracted to the blood and it may lead to infection. Tampons need to be changed every 6-8 hours and menstrual cups may be used for longer periods of 8-10 hrs. Depending on the blood flow it is important to read the instructions on how to use these products and adhere to them to ensure hygiene and health.
Gently wash the genital area with water daily. Avoid using harsh soaps or scented products, as they can irritate sensitive skin and disrupt the natural balance of bacteria..Choose cotton underwear as it allows the area to stay dry and prevents irritation. Change underwear daily. A well hydrated , balanced diet with the right nutrients can help manage symptoms and keep one feeling their best throughout the periods

Pregnancy and Childbirth

1. Can pregnant women get periods?
No, pregnant women do not get their regular periods. Once a woman becomes pregnant, her body stops ovulating as there is no need for a fresh egg when a baby is already growing within the uterine lining! This lining is not shed - it is busy supporting the growing baby and providing nutrition . So periods do not occur.

2. When do periods start again after pregnancy?
Periods typically start again after pregnancy once a woman has stopped breastfeeding (hormone suppressed ovulation), though the timing can vary. If a woman isn't breastfeeding, the periods could return as early as 6-8 weeks after giving birth. However, it's different for everyone, and it can take several months for one's cycle to return to normal.

3. How does a baby cell survive inside the uterus and what is its nutrition?
A baby cell (zygote) survives inside the uterus thanks to a special structure called the placenta. Once implanted in the endometrium, the baby starts to develop a placenta. The placenta acts as a lifeline for the baby, it absorbs nutrition from the mother's blood and conveys it to the baby via the umbilical cord. (the umbilical cord stretches from the placenta to the baby's navel and has blood vessels).. Nutritional Support: The placenta provides oxygen and nutrients to the growing baby. It takes in substances from the mother's blood (like oxygen, glucose, vitamins, and minerals) and passes them on to the baby. It also helps remove waste products from the baby's blood.

4. Why do some women not get pregnant?
The facilitator can explain ovulation, fertilization, role of hormones in releasing an ovum, role of Thyroid, PCOD and also sperm quality as various reasons. A thorough medical diagnosis is needed of male and female bodies to come to a conclusion. In cases of infertility, approximately one-third of the time, the issue lies with the male reproductive system, another one-third of the time, it is due to the female reproductive system, and in the remaining third, no clear cause is identified, or minor factors affect both partners.

5. What are the precautions one can take to avoid pregnancy. What are contraceptives? Why are they used?
Facilitator to capture responses from the group. Many children get confused between abortion and prevention of pregnancy. Also, confusion can be between surgical methods to stop pregnancy vs contraceptives. Most of them may talk about condoms (male) and pills.

***Facilitator to discuss these options.** How condoms /pills work and the failure rates and reasons for failure. Facilitator to discuss STI in this context and explain how to be safe from getting an STI.*

Puberty in Males

1. Why do testes grow in size and move away from the body?

2. Why does erection happen? What are spontaneous erections that happen during night or any time of the day involuntarily

3. What is the white fluid that is released from penis?

4. What is sperm?

> ***Note:*** *For questions 1-4 , the Facilitator can refer to the section on Key Terminologies to know about - and refer to notes on Scrotum, Erections, Seminal Vesicles, Sperm and others.*

5. Why do we not hurt boys on their testes?
The testicles are part of the male reproductive system. They make sperm and the hormone called testosterone. These important organs are outside the body in a sac called the scrotum. And since they are outside the body, they don't have bone or muscle around to protect them like other organs do. That means there is nothing to absorb the impact if they happen to get hit. Hence nature has provided the sensation of pain for the person to protect these organs.

6. How to maintain genital hygiene in boys?
Wash the genitals with water and mild soap. The foreskin can be pulled back a little and glans (tip of the penis) cleaned well. Discharge from the glans collects under this loose skin. This is called smegma and can produce a strong smell. After ejaculation, the semen can be wiped away with a cloth/ towel or tissue paper. Though semen does not leave any easily visible stains, clothes can be washed to remove any smell or stains. Use of comfortable, breathable (for example, cotton) dry undergarments is advisable, especially for people living in warm climatic conditions.

7. Is penis size different in people?
Yes penis size is different for different people. It depends on various factors like genetics and body size. Presence and amount of pubic hair can also make the penis appear larger or smaller

8. Whom do we talk to if there is any infection in the genitals?
It is better we talk to a medical professional. A urologist is a doctor who has specialized in caring for males.

9. Does urine and semen come out at the same time from the penis? Why?
The male genitals have an optimal and efficient design. Sperm and urine cannot come out together, because the sphincter of the bladder closes when ejaculation takes place.

10. What is undescended testes
It is a condition where there is an absence of one or both testis in the scrotal position at birth. Most common in premature babies and testis usually descends into its position inside the scrotum by 6 months of age. If undescended until 6 months of age, treatment options include surgery and hormone therapy with HCG. If testes remain in the abdomen, there is higher risk of developing testicular cancer. It is important to check if the testes are in the scrotum when a male baby is born.

Session Plan

Opening: Dance Movement
Stand in a big circle and find enough space to spread your arms. Come down to your hands and knees. Now imagine you are a small bird just hatched from an egg. Make your movements small. How is the bird reacting to the new environment? Now slowly raise your knees off the ground and begin to duck-walk around, slowly flapping your tiny wings. Now raise yourselves a little higher. Move your head in a pecking motion, like you are looking for food. Flap your wings a little bigger. Now stand a little taller, still walking around, pecking more, and your wings are getting bigger. Now you are a full-grown bird. Make your wings really large. Flap them stronger and stronger. Now break away from the Circle and go anywhere in the room. Slowly start returning to the Circle. Keep flapping till your wings are tired. The sun is setting outside, and the bird must now rest. Slow down the flapping. Slow down your breath. Slowly melt to the ground and wrap your wings around you. Sit in silence for 2 minutes with your eyes closed, or lowered, as you notice your breath and body. Try and bring your focus back to this space. And when you are ready, you may open your eyes.

Talking piece and check-in (15 minutes): Explain about the talking piece. Refer to Annexure 1.

Check-in: How are you feeling now? Through using your body and expression, show us how you are feeling?

Community building question: Name 1 or 2 of your hobbies. What made you choose them?

Circle guidelines: Explain about the Circle guidelines. Refer to annexure 1.

Values: Reiterate values same as in session 1. Ask participants if they would like to add or remove any Value, and have a discussion regarding the same. If everyone is comfortable with the Values co-created, ask for visible/verbal consensus.
Core values that may be introduced or reiterated during the Circle- Self awareness, Managing emotions, Self Care.

Prompts and Activities (Popcorn format)

Note To Facilitator: *Based on the availability of time, number of participants and their engagement levels, consider using one or more of the following prompts and activities. Facilitator to do a recap of previous session and can start the session on Puberty with some context setting. Remind participants about safe space and how it is relevant to today's topic. Pubertal changes could be confusing to children and the Facilitator can share personal experience about their adolescence on how they did not have anyone who talked to them clearly on this topic. The participants also may or may not have complete information on Puberty. So they can consider this session a safe space and take this opportunity to ask questions on this subject.*

Prompt questions (Puberty)

1. **Draw Reproductive Organs of your sex.**
   On a sheet of paper draw the outline of a human and name/draw the reproductive organs you know of pertaining to your sex. If possible, the facilitator can hand them a printed sheet of the outline of a human body for them to just draw and label the parts. For example, boys will draw and label the reproductive organs for a man, and girls will do so for a woman.

   Facilitators can take note of all organs listed and lead the discussion into what was missed and if there is any shyness regarding naming these organs. This is a common feeling, and it's important to ask yourselves why there might be a feeling of shame or discomfort around these words. Perhaps it's because these body parts are often treated as a secret or something to be embarrassed about. However, all parts of your body, including your reproductive organs, are natural and normal. By using the correct anatomical names for these body parts, we can replace feelings of shame with respect. This simple act helps us build a healthier relationship with our own bodies and shows respect for others. Learning to name all parts of the human body, from head to toe, with confidence and accuracy is a crucial step in developing self-respect.

2. **What are some of the myths surrounding puberty and periods that you have heard?**
   If the participants are hesitant to share, the facilitator can add some myths from their own life experience which will help participants to feel comfortable in sharing. Please refer to the list of myths in the “Myths around menstruation.”

3. **What changes do you observe physically when you look at someone growing from a child to an adolescent?**
   The facilitator can write them down in a chart paper, based on their sharing and the gender of the group, you can add in more if you notice something being missed out. As an alternate approach, participants can be asked to draw an outline of a human body and name all the external body parts (including genitals). However please be mindful of their current situation and check if appropriate vocabulary, analogies and examples are being used while referring to body parts and pubertal changes. This is a good opportunity to address respectful naming of the genitals and the shame associated with talking about genitals.

   Introduce puberty and what it is. Be sex-sensitive while asking this prompt. Make a note of the things the participants share. Discuss the physical changes during adolescence and how it is normal. Please make a note that this prompt is asked to understand their experiences when they compare themselves with others. . Explain how the changes are similar in all sexes, but differ in onset, extent and duration - resulting in unique bodies. This topic might require a round of Q&A with the participants. The facilitator can be prepared with questions related to menstrual cycle, childbirth, and physical changes in all genders. Please refer to the section on Key Concepts for the compiled list of questions related to puberty.

4. Why do you think these changes happen?

In the popcorn format, explain topics based on the gender of the group — for boys, cover the basic parts of the male reproductive system, erections, wet dreams, and masturbation; and for girls, explain the menstruation process, white discharge, and masturbation.

Affirmations:

1. I am enough just as I am!
2. My body has been crafted by nature. I can take care of it

Check-out: Personal Reflection and Takeaways

At the end of the session, ask participants:

- How are you feeling now? What is the one thing you will focus on regarding your health?

Closing: Balloon Activity

Blow a balloon as big as you can. Now throw it in the air, and as the facilitator calls each body part, touch the balloon with only that part of the body. For example: now only use your hands, now with your feet, now with your shoulder, etc. The objective is to ensure that the balloon does not touch the ground.

Tips for Facilitators

- Facilitators may have to process their own shame and embarrassment about their own bodies, and get over it to feel comfortable to discuss it.
- When debunking myths, ensure sensitivity and respect are maintained.
- Visual Aids like charts and videos are extremely beneficial for this session.

Stories of Impact

An adolescent girl stated that she believed in the superstitions around menstruation because she had first-hand experience of a pot of milk going sour after she touched it while on her period. She said there is truth to these beliefs and that is why it is practiced. As facilitators it was a challenge to help the child think differently. However, after multiple attempts, the child finally during the check-out round stated “Okay, when I go back home next, I will try and touch the milk and see what happens.”

In another session on Puberty, an adolescent girl wanted to go back and ask her mother “ Why do you put me in isolation and treat me as impure during my periods, isn't it the same blood that helped me grow into a baby when I was in your womb?”

An adolescent boy said “ After this session, I finally got the courage to go and discuss the health issue related to my genitals (itching, rashes) with my House father. I shed the shyness and hesitation while talking about genitals”

Quote from a child during the FGD

“We learnt a lot about ourselves. How we must change. I feel I have changed. I am growing up and how I should behave now.”

- Adolescent boy from Govt. Boys’ Home, Bengaluru.

SESSION 5

UNDERSTANDING SEXUALITY WITH RESPONSIBILITY, RESPECT AND SUPPORT



Session 5: Understanding sexuality with responsibility, respect and support

Learning Objectives:

1. To enable children to normalize the understanding of sexual and reproductive functions and experiences - like attraction, menstruation, masturbation, wet dreams, ejaculation, and pregnancy.
2. To enable the children to critically analyse messages and myths on various sexual and reproductive functions and experiences.(mentioned in #1)

Key Messages:

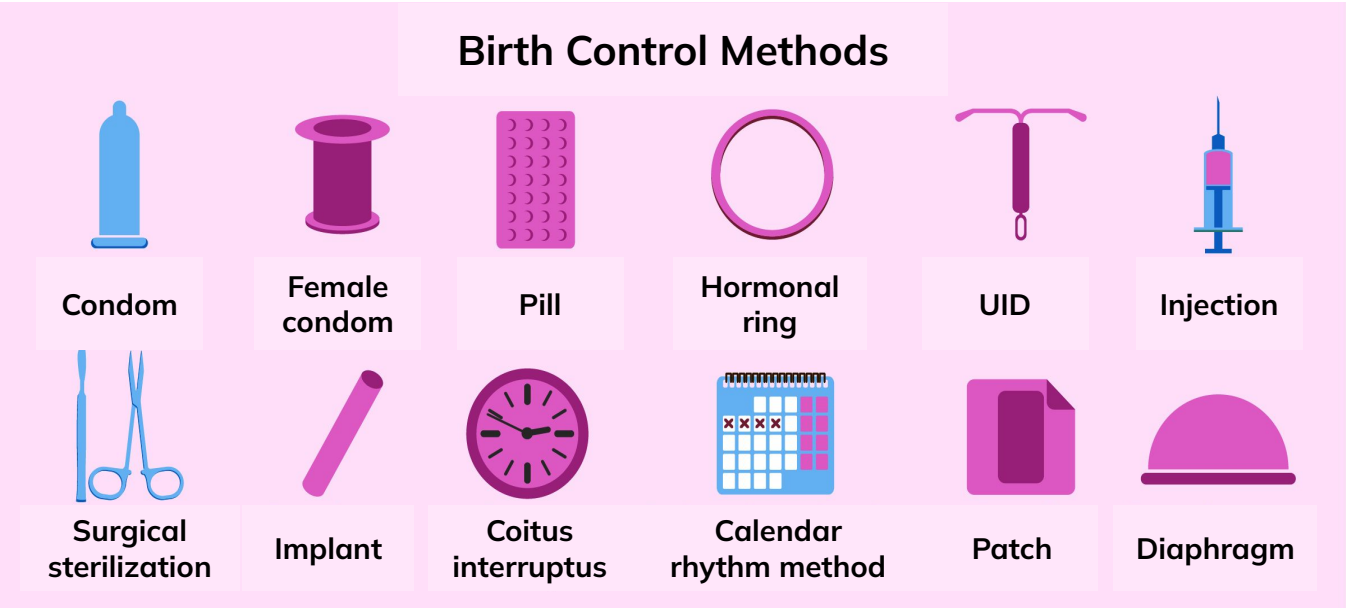
1. Everyone has a right to their beliefs and behaviour - so long as it is not depriving others of their rights. One's beliefs and behaviour need to be in alignment with one's values to avoid internal stress. One is free to question and choose any belief. It helps to have empowering beliefs about our bodies and body functions.
2. Experiencing sexual pleasure is a natural part of human development. Masturbation is one way individuals may respond to sexual urges, and it carries no inherent harm. However, choosing not to engage in it is also completely normal. There is no absolute right or wrong—context matters, including when, where, with whom, and why certain actions are taken. Privacy, maintaining dignity and being safe are important when engaging in a sexual activity.
3. Basic sexuality education builds respect for all parts and functions of one's body and the bodies of others. It enhances a scientific understanding of the structure and function of the human sexual and reproductive systems, and the diversity in sex, sexuality and gender identities.

Key Concepts

Discussing attraction and sexual activities

Acknowledge that this may happen as one enters puberty. These feelings may arise now, but continue to be experienced into adulthood and elder years as well. All feelings are fine and can be acknowledged. However, acting on these feelings needs to be with awareness of possible consequences - emotional, physical (pregnancy, sexually transmitted infections etc), social as well as legal. As per the POCSO Act no one under 18 years of age can give consent for any sexual activity - even if it's with a person of their own age, and both parties are willing. A way to manage the attraction is to accept that it exists. One may or may not take any further action. Sexual desires can be managed by a person by masturbation - it is not necessary to have sex with another person. Sexuality and sexual feelings will exist well into adulthood and into older years - so it is not necessary for an adolescent to act on all these feelings and get into sexual activities with another person. Like any other action - like driving a vehicle - a person can choose to do these actions with responsibility and accountability, make informed choices knowing about the consequences, and one's ability to handle the consequences without causing harm to oneself or others.

Facilitator's Note on contraceptives and STIs: If questions on contraceptives, HIV, STIs come up answer them factually in words that the students can comprehend.



What is a contraceptive?

A contraceptive is a device or method or drug that prevents conception (pregnancy). Various types of contraceptives are:

1. **Condom:** It is a contraceptive device made of latex. It is of two types - one used to cover the penis and the other is inserted into the vagina. It has a failure rate of about 8-10 pregnancies per 100 women in one year. Since the condom prevents direct exchange of bodily fluids between partners during a penetrative sexual act, using it also reduces the risk of HIV transmission and other STDs by 70%.

2. **Copper-T or IUCD:** It is a contraceptive device placed in the uterus. It makes the uterine lining unsuitable for implantation. The failure rate is about 1 pregnancy per 100 women in one year

3. **Oral Contraceptive Pills (OCP):** These are tablets which prevent the development of ova in the ovaries. The failure rate is about 6 pregnancies per 100 women in one year in typical usage, though with diligent use, it can be much lower. These are meant to be taken after medical consultation.

4. **Emergency Contraception:** These pills contain a very high dosage of hormones aimed at preventing the fertilized egg from implanting in the uterine lining. These should be taken as soon as possible (within 72 hours) after unprotected sex. EC failure rate is 0.5% to 48%depending on the time of intake. It is not meant for repeated or long-term use since their long term effects haven't been studied too well. If there is reason to use contraception on a long term/ repeated basis, then the person can take daily OC pills or follow some other regular method of contraception

5. **Safe Period:** It is a method of calculating what days in one's menstrual cycle are 'safe' and is based on previous period dates. Generally, in a 28 day cycle, the first and last 7 days of the cycle are considered safe and the middle 14 days are considered unsafe. The failure rate is as high as 19 per hundred women in one year.

Sexually Transmitted Infections

STIs include Chlamydia, Gonorrhea, Syphilis, HIV, Genital herpes, Hepatitis B, Human papillomavirus (HPV) etc. Many cause ulcers, blisters, rashes in the genital area, discharge from the genitals, painful or burning urination, pain during sexual intercourse, or pain or pressure in the lower abdomen or pelvic area to name a few. Sometimes, there are no symptoms but the infection is still there.

What is HIV? What is AIDS?

HIV stands for Human ImmunoDeficiency Virus. It is a virus which attacks the human immune system. For many years, this virus can live in the body without the person becoming ill or showing any symptoms. During this time however, the virus remains in the body damaging the immune system and the person is infectious; is able to spread the infection to others if precautions are not followed. Over a period of time, HIV can damage the immune system to such an extent that various infections can start to occur. When this happens, it is called AIDS or Acquired Immune Deficiency Syndrome. The person's immune system is unable to fight off infections and other diseases.

How does HIV get transmitted?

HIV is found in the semen, blood, vaginal fluids and breast milk. Infection can occur when body fluids from an infected person enter the bloodstream or lymphatic system of another person. The most common methods of transmission of HIV are: unprotected sex with an infected partner, blood transfusion from an infected person to a healthy person and sharing of needles with an infected person.

What are the myths about HIV or how it does not get transmitted?

HIV does not get transmitted by: coughing, hugging, sneezing, spitting, shaking hands, crying, sharing clothes or plates, spoons, vessels, sharing bathrooms or toilets or by mosquitoes.

Session Plan

Opening: Guided meditation
Find a comfortable position, either sitting or standing. Close your eyes if you feel comfortable doing so, or you can look down at the ground. Let's take a moment to just relax and focus on our breath. Now, let's begin by taking a deep breath in through your nose. Inhale deeply... (pause). And slowly exhale through your mouth. Exhale slowly... (pause). As you breathe in, imagine you're filling your body with calm, peaceful energy. As you breathe out, imagine letting go of any stress or worries. Now, take one more deep breath in... Inhale deeply... (pause), and slowly exhale out...Exhale slowly... (pause). When you're ready, gently open your eyes and come back to the room. You can bring this calm feeling with you as we continue.

Check-in: Think about how you're feeling right now. Draw a symbol, shape, or color that shows your energy level or mood.

Community building question: If you're in a jungle for a day and given a chance to spend time with one of the animals, which animal will you choose and why?

Circle guidelines: Explain about the Circle guidelines. Refer to annexure 1.

Values: Reiterate values same as in session 1. Ask participants if they would like to add or remove any Value, and have a discussion regarding the same. If everyone is comfortable with the Values co-created, ask for visible/verbal consensus.

Core values that may be introduced or reiterated during the Circle- Self awareness, Managing emotions, Self Care.

Prompts and Activities (Popcorn format)

1. What are some of the emotional changes that you have experienced or observed during this age?

The facilitator can explain this by explaining puberty, pubertal changes, adolescence and how they can manage them. Ensuring that these physical and emotional changes are normal is key.

Based on their sharing you can add or discuss attractions, anger, scared/anxiousness, we can avoid comparing our bodies with anyone, sense of independence (character/ identity formation), peer group influences.

2. After the discussion on the topic of attraction and sexual activities, ask adolescents to share anecdotes related to attraction.

Note to Facilitator: *The facilitator should explain the role of hormones in attraction, emphasizing that attraction is a natural and normal feeling. The discussion can begin with the following questions, encouraging participants to share anecdotes based on their experiences.*

Key Discussion Topics

1. **Understanding and Handling Attraction**
- How can we handle attraction towards someone?
- How can we respond if someone likes us?
- What happens to the brain during puberty? Does it develop along with the body?
- How does our brain help us make decisions and solve problems (e.g., avoiding dangers like fire or accidents)?
- How can we handle our thoughts and actions related to attraction?
- Can we act on every thought our brain suggests when we are attracted to someone, or can we pause and think before acting?
- What can we do if someone does not reciprocate our feelings of attraction?

2. **Managing Emotions and Reactions that come with being attracted to someone**
Sometimes, we may harm ourselves due to anger or because someone does not accept our feelings. What do you think and feel about this? Are there other ways to deal with such feelings? What could those be? Can we think of ways to express anger where we neither physically hurt ourselves nor the person we are angry with?

3. **Health, Safety, and Growing Up**
- What can we do to help our body grow in a healthy manner? (Encourage responses related to nutrition, fitness, hygiene, emotional balance, and safety.)
- How do we choose a safer path when facing risks or dangers?

4. **Safety Aspects**
- Based on the group's responses, facilitate a discussion on safety aspects
- If adolescents ask, provide factual information about contraception, abortion, and sexually transmitted infections (STIs) in a responsible and age-appropriate manner.

This structured approach ensures that adolescents engage in an open and informed discussion while promoting responsible decision-making.

Prompt question on masturbation: Is masturbation a sin or shameful?
Facilitators can refer to the “facilitator content” above on masturbation to answer any other questions the participants might ask.

Prompt questions on Contraceptives and STI (Discuss with adolescents)
If questions on contraceptives, HIV, STIs come up answer them factually in words that the students can understand. The answers to these are in the facilitator content above on STI. Please refer to that)

Ask: What is a contraceptive? What are various types of contraceptives ? What is STI? What is HIV? AIDS?

Affirmations:
My body allows me to experience life. I respect my body.

Check-out: Personal Reflection and Takeaways
At the end of the session, ask participants:

- What impact can body shaming and negative talk have on the children?

Closing:
Keep Girls In School (Hindi)
https://www.youtube.com/watch?v=oLTlfPgmuXI

SESSION 6

GENDER SENSITIVITY AND GENDER EQUITY



Session 6: Gender Sensitivity and Gender Equity

Learning Objectives:

1. To help children understand gender, diversity in gender identities, and gender based violence.
2. To enable children to understand and discuss gender stereotypes.

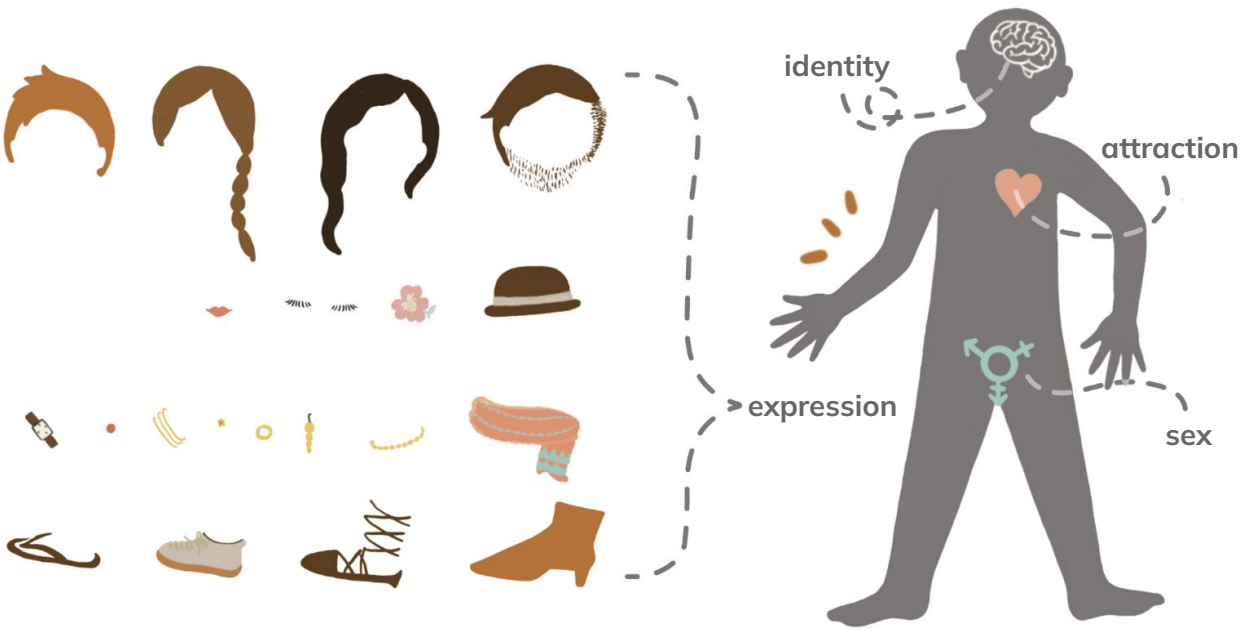
Key Messages:

1. Everyone is equally human.
2. Everyone deserves respect irrespective of their gender.
3. To encourage active bystanderism.

Key Concepts

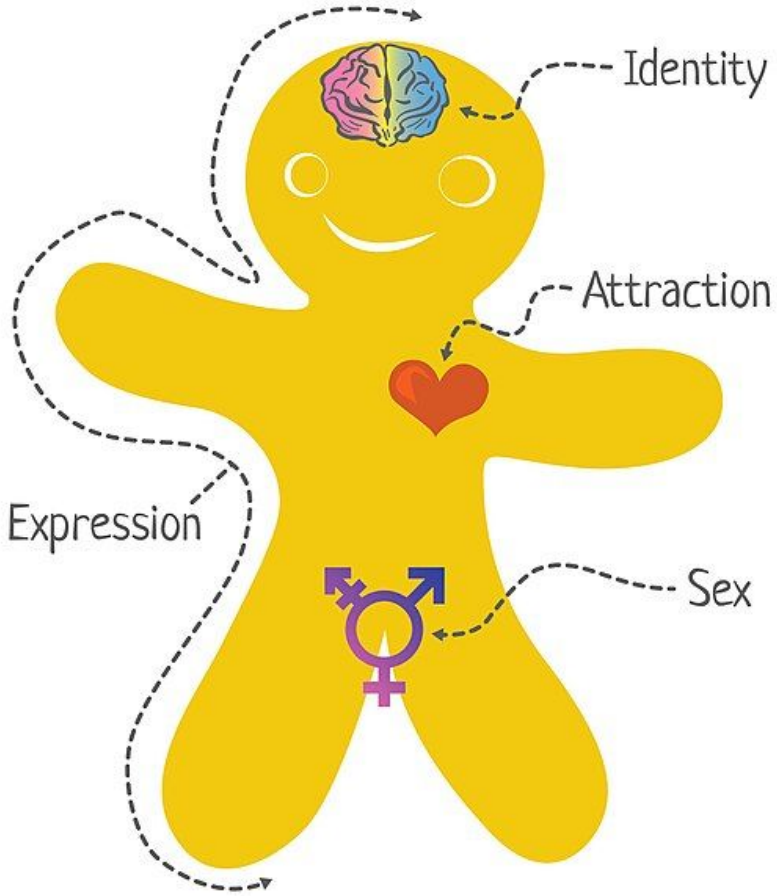
Sex

Sex refers to the biological attributes that distinguish male, female, and intersex individuals (e.g., reproductive organs, chromosomes).



The Genderbread Person v4

by it's pronounced METROsexual .com



⊘ means a lack of what's on the right side

Gender Identity
- ⊘ → Woman-ness
- ⊘ → Man-ness

Gender Expression
- ⊘ → Femininity
- ⊘ → Masculinity

Anatomical Sex
- ⊘ → Female-ness
- ⊘ → Male-ness

Identity ≠ Expression ≠ Sex
Gender ≠ Sexual Orientation

Sex Assigned At Birth
☐ Female ☐ Intersex ☐ Male

Sexually Attracted to... and/or (a/o)
- ⊘ → Women a/o Feminine a/o Female People
- ⊘ → Men a/o Masculine a/o Male People

Romantically Attracted to...
- ⊘ → Women a/o Feminine a/o Female People
- ⊘ → Men a/o Masculine a/o Male People

Genderbread Person Version 4 created and uncopyrighted 2017 by Sam Killermann

For a bigger bite, read more at www.genderbread.org

Intersex: Intersex is an umbrella term used to describe a wide range of natural bodily variations in reproductive anatomy and sex characteristics. People with intersex variations are born with physical sex characteristics (including genitals, gonads, hormone patterns and chromosome patterns) that do not fit the typical binary notions of male or female bodies (UNFE Fact Sheet, 2015).

As such, intersex is a category based on sex characteristics (and not gender). Intersex babies are often subjected to medical interventions and surgeries. Some medical interventions on infants may be necessary for their health, for instance, in cases where they may have high risk of gonadal tumors or if the infant has an inability to urinate. However, many medical interventions including surgeries on intersex infants and children are done for the sole purpose of gender assignment. Such surgeries and interventions reflect and fulfill more of a societal need, rather than a need felt by intersex individuals themselves.

Gender

It is a concept that refers to socially constructed roles, behaviors, expressions and identities of girls, women, boys, men, transgender, non-binaries and other gender diverse people. It depends a lot on existing social norms about how people of each category are supposed to behave, the kind of clothes and accessories they are supposed to use, the social roles they should perform and the kind of jobs they should take up. It influences how people perceive themselves and each other, how they act and interact, and the distribution of power and resources in society.

Cisgender: A cisgender person is one whose sense of gender identity matches with the sex assigned to them at birth. For example, a person who identifies as a woman, who was also assigned the sex ‘female’ at birth based on her genitals and other physical characteristics, is a cisgender person.

Transgender: When the person’s gender identity, that is, their self-perception of their gender does not align with the gender given to them by society (based on their sex). This includes transgender persons.

Sexual orientation

Sexual orientation refers to a person's emotional, romantic, or sexual attraction to others. Scientists think that sexual orientation develops from a complex interaction between several biological, psychological and sociocultural factors and processes. It is not something that is decided, but rather something that is discovered. This self-discovery can be a lifelong process with the possibility of changes over time. In fact, some studies suggest sexuality is innately fluid and that the current dominance of heterosexual behavior is primarily the result of cultural forces.

Some common sexual orientations include:

- **Heterosexual:** A heterosexual is someone who is attracted to people of a different sex than their own. For example, someone who considers themselves male and who is attracted to people who are not male might consider themselves to be heterosexual. If a person is attracted to more than one sex, they may use different words such as bisexual or pansexual.
- **Homosexual:** A homosexual is someone who is sexually attracted towards people of the same gender and a significant lack of sexual interest in people of other genders. Note that sexual attraction and romantic attraction are different, and someone who feels romantic but not sexual attraction to the same gender may describe themselves as homoromantic rather than homosexual.
- **Bisexual:** A person who experiences attraction towards both men and women. Their attraction is not limited to one specific gender.
- **Asexual:** A person who experiences little to no sexual attraction to others. Asexuality is a sexual orientation where individuals might not feel a desire for sexual activity or relationships, though they can still experience romantic attraction or form emotional connections.
- **Pansexual:** A person who experiences attraction to individuals regardless of gender. Pansexuality emphasizes the idea that gender is not a factor in who someone is attracted to, meaning they can be attracted to people of all gender identities.
- **Demisexual:** A person who experiences sexual attraction only after forming a deep emotional connection with someone. For demisexual individuals, the bond and emotional intimacy with a person are important before any sexual attraction develops.

Gender norms

It is a social concept and is identified as societal guidelines that regulate the conduct of girls, boys, women, and men, transgenders and gender diverse people, confining their gender identity to what is deemed “socially acceptable”. Gender norms are neither static nor universal and change over time.They are different in different cultures, regions and countries and exist for many years. Gender norms can affect anyone who doesn't abide by these guidelines. According to Save the Children, girls account for two-thirds of all children who perform household chores for at least 21 hours per week, which is the amount of time that can negatively impact a child’s schooling.

Similarly, women spend 2 to 10 times more time on unpaid caregiving and domestic work than men. Household chores, for example, are much more likely and are expected to be performed by girls than boys. Boys and men are affected by the expectation to be breadwinners for the family, to support their family that can potentially lead to a lot of mental health concerns in boys and men. In most contexts, gender norms do not approve of gender identities other than men and women, or boys and girls. Gendering human qualities, feelings, and intelligence (boys can't cry, be sensitive and empathetic; girls can't be bold, assertive and outgoing) is wrong. It makes us grow into half human beings, developing only a part of our human nature. It limits our humanity - and hinders our development and our sense of self.

Gender roles

Gender roles encompass behaviors, attitudes, and actions deemed suitable or unsuitable for individuals based on societal expectations and cultural norms, distinguishing between men and women, boys and girls. There is no mention of expected behaviours by people with diverse gender identities as traditionally only binary genders, i.e., man and woman and girls and boys were recognised. Therefore, there are times when one sees people with diverse gender identities, they are either ridiculed, ignored or bullied.

Gender identities

Gender identity is each person's internal experience of their gender. It is a person's sense of being a woman, a man, both, neither, queer or questioning or other gender identities. Gender identity is believed to be developed under the influence of prenatal hormones, genetic factors, socialisation factors, to name a few. A person's gender identity may be the same as or different from the sex and gender they were assigned at birth. When it is the same, the person may be called cis-gender. When it is different, the person may be called trans gender. There is considerable diversity in how individuals and groups understand, experience and express gender through the roles they take on, the expectations placed on them, relations with others and the complex ways that gender is institutionalized in society.

Gender discrimination

Gender discrimination means any exclusion or restriction made on the basis of gender that creates barriers for girls, boys, women and/or men, transgenders and gender diverse people in recognizing, enjoying or exercising their full and equal human rights. Gender discrimination occurs when an individual is treated unfairly or unequally due to their gender identity. Similar to all forms of discrimination, gender discrimination constitutes a violation of human rights.

Active Bystanderism

A bystander observes violence or aggressive behaviour, and when one actively intervenes, they become an active bystander. While we often perceive bystanders as individuals, they can also collectively influence societal norms and culture or any distressing situation. Involving bystanders enhances community awareness of violence, encouraging active participation at various stages.

Session Plan

Opening: Meditative Art: In the Centre of the Circle place art and craft items like paper, crayons, clay, flowers, etc. As you play meditative music in the background, invite children to create something with the supplies, if they feel like it. Children may also just choose to be silent and meditative in that moment. This can be done for 5-7 minutes.

Talking piece (TP): Explain about the talking piece. Refer to Annexure 1.

Check-in: How are you feeling now? Through using your body and expression, show us how you are feeling?

Community building question: If you could have a conversation with a famous person, living or from history, who would it be and what would you talk about?

Circle guidelines: Explain about the Circle Guidelines Refer to section 4.7.

Values: Reiterate values same as in session 1. Ask participants if they would like to add or remove any Value, and have a discussion regarding the same. If everyone is comfortable with the Values co-created, ask for visible/verbal consensus. Core values that may be introduced or reiterated during this Circle - Respect, understanding, empathy, kindness, acceptance.

Prompts and Activities (Popcorn format)

Note To Facilitator: *Facilitator to do a recap of previous session and can start the session with the following questions. Please refer to the conceptual understanding section.*

1. **How do we know a newborn is a female or male child? Is there any other sex?"**

   Capture responses from the participants. Introducing the term “Sex”. It will be good to know the term in various local languages. Explain how the genitals are used to assign a sex to the baby. The facilitator can to refer to the section on Key Concepts related to this topic. Introduce the term “Intersex”. In simple words, explain the biology behind Intersex. There could be a confusion between Intersex and Transgender. Clarify that these are two different terms. Explain about transgender in the next prompt. Participants can have the following questions about Intersex.

   Facilitator to be prepared for answering these in simple words and reiterate the respect and dignity that needs to be associated with everybody - female, male or Intersex

   - Can intersex people get periods?
   - Can intersex people get pregnant?
   - What do Intersex people look like?

2. **What is Gender? How is the term Gender different from Sex?**

Gender is how a person experiences and expresses themselves in society. It is different from biological sex, which is based on physical traits like anatomy and chromosomes. Gender roles refer to cultural and social roles assigned to a particular gender. – Ideas about gender vary across different societies and change over time. Gender Identity is about an inner sense that a person has about their gender - it is a personal identity and it can be expressed in different ways . Gender identity is not the same as biological sex. Every individual deserves respect and recognition for who they are.
Facilitator to explain the difference by referring to the content in the section on Key Concepts.

3. **What is Gender Identity? How do people express their gender?**

Facilitator to explain the meaning of these terms with examples. Gender Identity – This is how a person feels inside (boy, girl, both, neither, or something else). It's who you know you are in your heart and mind. It is also important to mention that the identity formation starts as early as 3 yrs of age in a child.
Gender Expression – This is how a person shows their gender to the world, like through clothes, hair, or behaviour.

Facilitator to explain girl/woman, boy/man, and transgender in detail. Not to confuse this with Biological sex (male, female or intersex).
Bring in the aspect of discrimination and marginalization in our society regarding trans people. In certain communities there is respect and regard for the trans people, but still not accepted in the mainstream. Facilitator to provide examples of successful trans persons, how they are holding responsible positions in society and the need for respecting all sexes and genders.

Participants may be aware of terms like gay and lesbian used to label people but they may not have clarity about them. In case such questions are raised by the children, Facilitator to discuss sexual orientation to give them clarity on the words they use.

4. **Group Work: What are the different gender roles and stereotypes that you may have heard or experienced while growing up? How did it make you feel?**
    - Stereotypes about girls
    - Stereotypes about boys
    - Stereotypes about transgenders

Note to facilitators: *Demonstrating solidarity and empathy is key for this prompt. There could be participants who share deeply about their experiences. It is important for the facilitator to ensure that their feeling is validated and understandable.*

For this prompt, the facilitator can use the chart papers and images of certain gender roles that may represent what the participants are sharing. It is important for the facilitator to explain to the participants that only biological roles depend on one's sex - for example bearing a child, delivery, breast feeding. All other roles are imposed by society stereotyping people based on one's gender and limiting a person's freedom and choice. That's not right. Everyone has the right to do what they would like to do so long as it does not restrict someone else's rights.

Role-Play 1

Imagine you are walking on the street with your friends and you see a group of boys teasing a person/trangender because of their gender identity. What would you do?

Note to facilitators: *It is important for the facilitator to respect all sharings from participants. The facilitator can introduce the concept of active bystanderism here and in case, participants are found not wanting to be active bystanders, please avoid imposing the active bystanderism concept on them. The role of the facilitator is to give unbiased perspectives that can help the participants to think about such a situation from a different lens/approach.*

Role-Play 2

Imagine a boy is being teased because he has long hair and likes to wear make-up. What would you do?

Note to Facilitators: *Facilitators can talk about the stereotypes regarding how each gender is expected to look by society. Conversations can explore if these expectations are valid, and if one has the liberty to look and dress as they feel. The facilitator can also explore conversations on whether they would also partake in this teasing of the boy.*

Role-Play 3

Imagine a man is restricting his wife from going to work as her full-time job is to be at home and take care of the household and that women should not work outside.

Note to Facilitator: *Facilitators can explore gender stereotypes here and talk about how they feel regarding many women who need permission from their husbands or families to work or study based on their interests.*

Videos:

The Other Side | Kannada Short Film | 2018
https://www.youtube.com/watch?v=QmX1z6rI8yE

Gender Identity Short Film
https://www.youtube.com/watch?v=Mvxd-28ULlU

Independence Day - #FreeTheRoads
https://www.youtube.com/watch?v=RJdM2mvEFEs

Affirmations:

1. I dress for myself!
2. Equality has no gender.
3. No labels, just human.

Reflection Question: Imagine yourself with a super power for a day, what would you like to do irrespective of your gender identity?

Check-out: How are you feeling now and what are you taking away?

Closing: Ask participants to volunteer and demonstrate what it looks like to run/do boxing, etc., as a girl . Then play the video below. This will be impactful closing.

Run Like a Girl
https://youtu.be/4Ct2bCfPpD8?si=aGcYXUuWzbyqZOmH

For reference to similar Handbooks, see:

Enfold Proactive Health Trust, (2020) Facilitation of Life Skills in Child Care Institutions in Times of Covid-19 and Beyond <https://enfoldindia.org/wp-content/uploads/2020/10/Life-Skills-in-CCIs-during-COVID-27-Sept-2020.pdf>

Enfold Proactive Health Trust, (2021), Handbook for Facilitation of Restorative Practices in Child Care Institutions, <https://enfoldindia.org/wp-content/uploads/2019/06/Restorative-Circle-Handbook-for-CCI.pdf>

Tips for Facilitators

- Facilitators to be clear on their concepts on Sex and Gender and shed any bias they have before the sessions
- Gender bias, roles and discrimination may come from a place of family culture and belief system, which the children believe in. It is important to be sensitive about addressing them without mocking anyone.

Stories of Impact

“I learned that it is not wrong to cry when I feel sad,”

- Adolescent boy from Govt. Boys Home, Bengaluru

“I am happy to know transgender people have successful careers like Traffic Police, Doctor and are also in the Navy”

- Adolescent boy from Govt. Girls Home

Quote from a child during the FGD

“We can do anything without discrimination of gender, give respect to others, and also how to respect ourselves.”

- Adolescent boy from Govt. Boys Home, Bengaluru

SESSION 7

PERSONAL SAFETY EDUCATION



Session 7: Personal Safety Education

Learning Objectives:

1. To build awareness about the concept of personal space, boundaries, digital and online personal safety, digital boundaries, including the importance of protecting one's privacy and personal information online.
2. To enable a deeper understanding of body safety rules .
3. To deepen the understanding of the concept of safe and unsafe touch or behaviour, safe and unsafe online behaviour, messages, and interactions.
4. To build awareness about how personal safety boundaries can be violated and how people who violate these boundaries must be dealt with.
5. To enable children to identify and respond appropriately to online risks such as cyberbullying, grooming, and exposure to inappropriate content.
6. To encourage and empower children to report sexual violence to a trusted adult and how to do so in a safe manner.

Key Messages:

1. Everyone has a comfort zone, and I can decide what happens within mine.
2. Personal space also exists online. I can choose what I share, with whom, and how much.
3. If someone enters my personal space in a way that makes me uncomfortable, I can take steps to stop them.
4. I can say "No," "Go away," or "Stop it" if I can, to discourage unsafe behavior. I can go away from the unsafe person as and when I can. I can tell my safe adults about the person who caused sexual harm.
5. If someone asks for my personal photos, information, or tries to talk about private body parts online, I can say “No” and tell a safe adult.
6. If I feel unsafe, uncomfortable, sad, confused, or scared, I can talk to a safe adult for help.

7. Just like in real life, I have the right to feel safe, respected, and comfortable in digital spaces too.
8. There is no shame in any part of my body. If someone troubles me, it is not my fault—they should be held responsible for their actions. They should be held accountable.

Key Concepts

Personal space

Personal space refers to the physical area surrounding a person that they consider their own, where they feel comfortable and free from unwanted intrusion. It varies based on cultural norms, relationships, and individual preferences. Respecting personal space helps maintain boundaries and promotes comfort in social interactions.

Personal boundaries

When we feel uncomfortable, we normally step away or we may tell them to move away. If it is unintentional most people will just do it without any hesitation. We do not intentionally step into another person's personal space or regardful space. We maintain certain boundaries with each person, the boundary is more with strangers, and people we just know formally and it might be less or much less with friends and close family members depending on how close we feel with them. Depending on that we decide how much we would like to share information about our personal life and how much of their opinions and comments influences us, or matters to us. Our conversations also differ based on the kind of relationship we share with each person. We respect each other's feelings and boundaries and we don't intentionally do or say something to make the other person uncomfortable. We maintain personal space for our safety.

Note to Facilitator: *Use simple examples of boundaries in Cricket or a Country or other synonyms like fence, limits, barrier to explain the idea of personal boundary or space. Choose words from Kannada or Hindi for easier understanding of the audience.*
By citing the Road Safety rules or Fire hazard rules, the facilitator can emphasize the need for rules and social etiquettes around clothing, talking and touching. Following these rules enhances a person's safety. Explain the touching, clothing and talking rules clearly with examples.

Safe Adults

A Safe Adult is an adult who follows all the personal safety rules and etiquettes for themselves and others. A safe adult is someone who is accountable, respects one's boundaries and holds a judgement-free attitude. Speaking to a safe adult can help one feel listened to and decide on next steps.

Note to Facilitator: *Demonstrate using simple roleplay how permission can be asked and not assumed when it comes to entering someone's personal space.*

Safe and Unsafe Behaviour

Safe behaviour is defined as the one that follows the personal safety rules for self, and others and breaking any or all the rules is termed as unsafe behaviour. If an adult breaks the personal safety rules of a child - touches, talks or exposes inappropriately, it is never the child's fault.
Reporting unsafe behaviour: If someone enters one's personal space in a way that makes them uncomfortable, they can take steps to stop that person. One can say "NO," "Go away," or "Stop it" to discourage unsafe behavior.

Note to Facilitator: *Can give simple examples (at school, home, in a bus or other environment) where a person may deliberately break safety rules and violate someone's personal space and make them feel uncomfortable and unsafe.*

Types of Abuse

1. **Physical Abuse** – Inflicting harm through hitting, slapping, biting, pulling hair, or any physical violence. Denying medical care or forcing drug use also falls under this category.
2. **Verbal Abuse** – Using hurtful language, name-calling, or speaking in a demeaning way to harm someone.
3. **Emotional/Psychological Abuse** – Blackmailing, threatening, constant criticism, emotional bullying, neglect, or actions that damage a person's self-worth, relationships, or confidence.

Focus on Sexual Abuse

In these sessions our primary concern is safety, especially from child sexual abuse. So, take the time to make this part clear and factual.
Child sexual abuse includes any act involving a child with sexual intent, whether physical, verbal, non-verbal (visual) or online. This includes:

1. **Physical abuse** – Touching, fondling, groping, licking, undressing, or forcing a child into sexual acts.
2. **Penetration and rape** – Using objects or body parts to penetrate a child.
3. **Coercion and exploitation** – Forcing a child to undress, touch someone, masturbate, or participate in sexual activities.
4. **Online and digital abuse** – Creating, sharing, or threatening to share sexually explicit images or videos of a child.
5. **Verbal and non-verbal abuse** – Making sexual gestures, comments, or exposing a child to pornography or sexual acts.
6. **Stalking and harassment** – Flashing, stalking, cyberstalking, or any form of persistent unwanted attention with sexual intent.

Pornography

Printed or visual material containing explicit descriptions or display of sexual organs or activity, intended to stimulate sexual excitement.
Core concepts:

- Watching pornography may be out of curiosity or as a pastime. One can be responsible and mindful and not let it become an addiction - in which case support can be sought.
- Pornography, while pleasurable or interesting, might create unhealthy attitudes towards sexuality, unrealistic body images and unrealistic and unhealthy conceptions of sex.

Pornography is the portrayal of sexual subject matter for the purpose of sexual pleasure. Such visuals depict people in sexual poses and acts. People may watch porn because they are curious about how sex happens. As most people find it difficult to talk about this subject, it is considered a taboo. Youngsters may be scared that if they ask their elders they might get scolded, and some may be concerned about how others will judge them. Some people watch pornography because they feel pleasure watching it, others watch porn to learn about sex, and some may watch it as entertainment.

Watching pornography may start off out of curiosity, and gradually the viewer may get hooked to it. Videos and pictures like these are meant to have the viewer keep coming back for more. Sometimes, without the awareness of a person, they can get addicted to watching pornographic pictures and videos - they may feel anxious if they don't get to watch them on a regular basis, they may feel distracted when they are doing other tasks and end up doing that task in a shoddy way (they may neglect their studies/time with friends/sports/family time to watch pornography). They may feel bored watching the same kind of stuff and may also keep looking for newer pornographic content.

When this happens to adolescents (and adults), they may feel ashamed or guilty about it and try to keep it a secret from others - even though they may genuinely want to get out of the addiction - as they wouldn't want to be judged. However, sometimes, it becomes difficult to do so by oneself. In such cases, it is ok to ask for help from trusted, safe adults or from professional helplines for such causes. One should make up their mind to overcome their hesitation and reach out for help. There is nothing shameful about it - in fact, it is a positive, healthy thing that one wants to get over their addiction.

Seeking and watching these kinds of images and videos can also be problematic, and can end up giving people a skewed idea about different genders, the act of sex, and their own bodies. The visuals are shot in unrealistic ways - using camera angles and multiple shots/takes so as to get the most alluring content. For someone who is a casual viewer, they may believe that that is how sex has to be for them, that sexual acts like those depicted are normal and exciting (which sometimes may be and sometimes may be harmful), that if they do not look like the people in these pictures, there is something lacking in them and so on.

The pornographic industry is also an exploitative one. Explain that this is an industry that makes use of the helplessness /vulnerability of people and is sometimes made using people and sometimes even children who are forced into the work. Many of these actors may be doing this because they are poor and this is the only source of income for them and their families, or they are in other difficult circumstances where they can't find other jobs, and children may be trafficked to be forced to make these videos. This is one other reason we may want to shun watching porn till we can make better judgments of how the material is made and made accessible to watch.

Session Plan

Opening: 3 minutes of deep breathing and guided meditation

Talking piece (TP): Explain about the talking piece. Refer to Annexure 1.
Check-in:How are you feeling now? Through using your body and expression, show us how you are feeling?

Community building question: If you have a chance to become famous for one thing what would that be?

Circle guidelines:
Explain about the Circle Guidelines. Refer to annexure 1.

Values: Reiterate values same as in session 1. Ask participants if they would like to add or remove any Value, and have a discussion regarding the same. If everyone is comfortable with the Values co-created, ask for visible/verbal consensus. Core values that may need to be reinforced during this session include- Respect, empathy, self awareness.

Important Note to Facilitator: *Facilitators can apply their presence of mind and observe how the participants are responding during the session, as this can be a sensitive topic for many participants. Introduce the concept of safe adults in varied situations, whether they are at home, or within the CCI itself. In case they are referring to the CCI staff to be safe adults, you can help them identify who from the staff they would like to inform. Explain to the participants that safe adults are people who they trust and feel safe with. They can inform and report about any form of verbal, non verbal, physical and sexual behavior of anyone that makes them feel unsafe and uncomfortable.*

After the session, it is extremely important to spend a little time just interacting with the children and making yourself available to children who may want to speak to you in private. If there is any participant who has come to the facilitator with a concern or an instance of any form of abuse, it becomes critical for the facilitator to listen to them, make them feel comfortable, while discerning the best course of action, so as not to put the child at further risk of harm, either from peers or the staff. In this way, if the participant feels the need to share they can have the space to share without any fear of judgement. The facilitator should take the consent of the child to report it to the senior staff of the CCI to address the needs of the child.

Prompts and Activities (Popcorn format)

Note To Facilitator: *Facilitator to do a recap of previous session and can start the session on PSE with the following questions*

Personal Space and Boundaries

1. **According to you, what is the meaning of personal?**
   Expect responses from the participants that could be about feelings, things or space. Next bring in the concept of personal boundary or space with the following question.

2. **Where do you see boundaries in this world?**
   Responses could be: Home, country, land, cricket. Most games have lines and boundaries and rules related to that that one needs to follow. Kho kho, cricket. Walls, fences around compounds and homes. Similarly, there is an invisible personal space around us.

Activity 1: Personal Space

Request volunteers to form pairs. One person A stands still while the other person B walks towards person A. Person A has to stop person B when they feel that they have gotten too close and are about to enter their personal boundary. Do this with 3-4 pairs of volunteers.

Follow up questions after the activity:

1. **Why do we allow some people to come into our personal space and sit close to us?**
   Responses from participants could be: Same gender. Trust, relationship, blood relation, someone known to us, having a great bonding, safe people, people we respect. Doesn't need to be blood relation.
2. **Do we respect boundaries? Both Physical or Personal? For example: Do we just enter someone's home without letting them know?**
   Based on the responses, facilitators reiterate the principle of giving and taking permission to enter personal space. We respect each other's boundaries. We decide who we allow and who we don't.
   Here are some follow up questions asked by children. Facilitator to bring in the topic of how to respond.
3. **What does one do in case of a lack of personal space? Like in a crowded place or vehicle?**
4. **What If some known elderly/ older person touches or talks inappropriately to us?**
   Facilitator to conduct the activity -Different Ways to Say No and have participants volunteer to enact few of the scenarios listed below:

Activity 2: Different Ways to Say No

Below are a few intrusive behaviours of people you know and don't like. What are some appropriate ways of setting boundaries?

1. A neighbour makes you uncomfortable by standing close and touching you while talking.
2. A friend shouts and fights with you in front of everyone and resorts to insulting and name calling.
3. When someone is touching us inappropriately in a crowded bus or place.
4. A friend shares your information with others ,which you shared with them in confidentiality.
5. A teacher asks personal questions about you or your family which you don't want to share.
6. You don't like your relatives giving tight hugs in the form of showing affection.

Note to Facilitator: *Capture the responses to the activity from the participants and ensure that the ways of setting boundaries, saying NO with words and through body language can be demonstrated. How to use No-Go-Tell – guidelines can be described as part of these scenarios.*

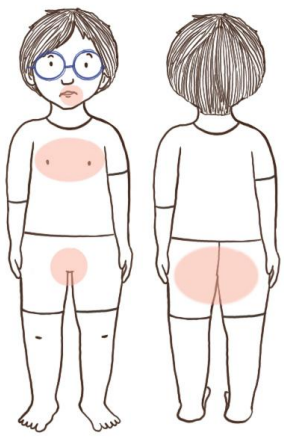
Personal Safety Rules

Prompt Question: What are the traffic rules and when did they learn them? What happens when the rules are not followed?

Note to Facilitator: *Based on the responses, Facilitator to explain the need for body safety and introduce Personal Safety rules one by one with explanation use the prompt questions below to discuss the rules. Through actions or through drawing a stick figure with paper/pen, the facilitator can identify the mouth, chest, genitals and buttocks/anus as parts that we consider to be private.*

Touching Rules:

- We don't touch anybody's body in a way that makes us or them feel uncomfortable or sad or scared or confused.
- We don't touch our chest, genitals, anus/buttocks in public.

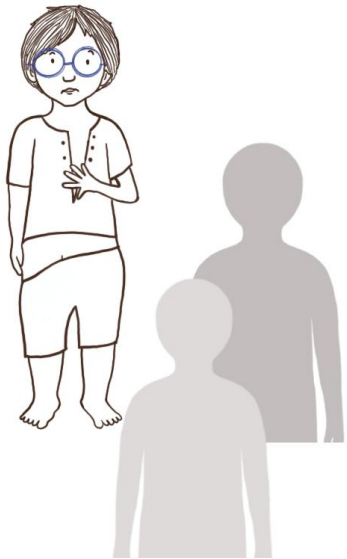


What do we do if we don't like people touching us?

Children may talk about parents or relatives kissing them on the lips or hugging them tight to show their love. Facilitator to demonstrate how one can tell adults not to do that.

Clothing Rules:

- We don't show (by taking off our clothes) our own body in a way that makes others feel uncomfortable/sad/confused/scared.
- We keep our private parts covered when in public.

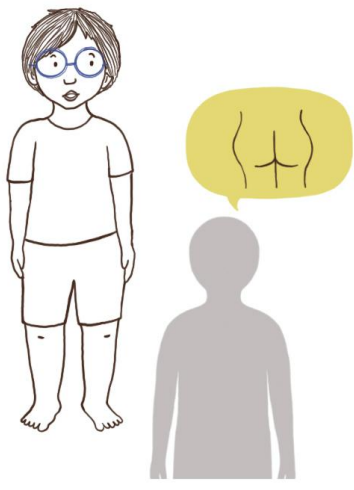


Note to Facilitator: *Listed below are questions that are usually asked by participants in the CCI environment. The facilitator can ask these questions in Popcorn format, Based on the response: Discuss the safety and societal rules about the need to wear clothes. The agency a child can have in leaving the space, when someone is changing clothes in front of them; not looking at a person when they are changing clothes. Also emphasize that we don't look at a person who is changing their clothes.*

a) Why do we cover our body with clothes?
b) What can a child do if an adult changes clothes in front of them?
c) Can small children change clothes in front of adults? or adults of the same gender?
d) How to follow clothing rules in a dorm where there are other children around and no space to change clothes in privacy (turn one's back towards others, use a towel etc. Also, others should not look at us when we are changing our clothes - provide whatever privacy we can provide to each other)

Talking Rules:

- We don't speak about others' bodies in a way that makes others feel uncomfortable/sad/confused/scared.
- We speak about our chest, genitals, anus/buttocks only with safe persons.[6]



Note to Facilitator: *Listed below are questions that can be asked to participants in the CCI environment. Capture responses and reiterate the Talking rule and respect for parts of the body.*

a) Have you heard of people using names of private parts to shame people?
b) How to tell people to stop if they make us feel uncomfortable with inappropriate talk

[6] 2021, Enfold Proactive Health Trust

Safe Adults:

Note to Facilitator: *Facilitator can ask the following questions to explain Safe Adults and need for PSE*

a) Who is a Safe Adult?
b) What do we do if anyone breaks body safety rules and troubles us?
c) Ask children to identify safe adults in different contexts - in a CCI, at home (As many as they can)

Activity 3:

Ask participants to trace their palms on a sheet of paper and ask them to remember 5 people who they can reach out to seek support and help during their difficult time in life. The participants can then write each person on every finger drawn. Tell them they can also write as many people's names as they can on the page.

Safe and Unsafe Behaviour: Safe behaviour is defined as the one that follows the personal safety rules for self and others and breaking any or all the rules is termed as unsafe behaviour. If an adult breaks the body safety rules of a child - touches, talks or exposes inappropriately, it is never the child's fault.

Reporting unsafe behaviour: If someone enters one's personal space in a way that makes them uncomfortable, they can take steps to stop them. One can say "No," "Go away," or "Stop it" to discourage unsafe behavior. Give information about 1098 and 112.

Activity 4: Consent and Privacy- Breaching Privacy and Confidentiality

Below are a few intrusive behaviours of people you know and don't like. What are some appropriate ways of setting boundaries?

1. A close friend reading your diary or spreading the personal details from it to others
2. Sharing private messages, photos, or videos without permission.
3. Recording or taking pictures of someone without their consent.
4. Using someone's personal information without their approval (e.g., posting their location online without asking).

Note to Facilitator: *The facilitator can capture what the participants share as that can help in understanding how participants deal with such situations. Facilitators must be mindful of using examples to explain this question that may come from a space of privilege.*

Digital Safety:

Note to Facilitator: *Start with activity below with participants volunteering to give a solution to each of the scenarios.*

Activity 5: Unsafe Scenarios Online

If such situations occurred with you, whom would you reach out to?

Case Studies:

1. A student in a school has taken a video of another person in the bathroom without their knowledge and posted it online. The video has gone viral.
2. Shabnum had an online friend with whom she shared a lot of personal details because he was sympathetic and understanding. She is not sure who he is. She doesn't want to talk to him anymore, but he is threatening her - if she doesn't keep chatting with him then he will tell everyone what she had told him. She is scared he will force her to meet him.
3. Christina is a new student who is shy and introverted. Two of her classmates have started targeting her. They post nasty comments about her online. Many of her classmates have joined in. Now Christina does not feel like going to school. [Note to facilitator: Make this into a bullying case as needed]
4. Manjul's friend has seen adult pictures on the net. Now his friend waits for his parents to go to sleep to watch these films through the night. His friend is sleeping in class and keeps asking Manjul weird questions about what he has seen.

Note to Facilitator: *As part of discussing the safe and unsafe behaviour in the above activity, the following questions can also be covered.*

Prompts on Digital Safety:

- How many of you have hand phones?
- How many of you have social media accounts?
- What do you do with your phone?
- What are the unsafe actions that can happen online while we use the internet or mobile phone?
- What is pornography?
- Why do people watch it?
- What are the effects of watching pornography?
- How do children get exposed to it and is it addictive in nature?

Note to Facilitator: *Capture responses first. Talk about digital sexual crimes - non-touch based sexual crimes such as Photo morphing, PII leaked, hate comments, trolling, catfishing, and fake accounts. Explain the ill effects of watching porn. If a person watches too much pornography, it may lead to compulsive habit forming. The person may neglect studies/ time with friends/ sports/ family time, in order to watch pornography. It could influence their behaviour as well. Watching porn can become a habit. People begin to watch more hard core porn. This indirectly supports an industry that is exploitative of people. It also urges a person to act out what they have seen – they may sexually abuse someone. All this can result in harm to themselves or another person.*

If the person cannot switch off the pornographic movie as planned, then it could mean that the person is addicted to it. If someone decided that they would watch porn for half an hour, but is not able to switch it off after 30 minutes, then it means that the person is no longer in control, the porn is controlling them!

Ask children about how to manage this addiction.

Discuss: Playing outdoor sports/ running/ jogging helps to channelize this energy in a way that is not harmful. Taking professional help can also help deal with the addiction. Explain how to get help from safe adults . Explain about digital footprint. What we do online gets saved and doesn't get deleted. Focus on the life skills of critical thinking and decision making. Decide what is correct or wrong? Who do we share our photos with? whom do we share our personal info with.

Reflection Question/Check-out:
What do you think about sharing the personal safety rules with younger children or their friends? Do you think it will help them in following these rules themselves - be safe persons? Identify unsafe behaviours and know what to do in such situations?

Affirmations:
My body is my own. It is okay to say “no” to hugs, tickling and touching.
I have the right to say No for my safety.
I have a right to safety and dignity.
My voice matters. I matter.

Check-out: How are you feeling now and what are you taking away?

Closing:

1. **Activity- shake-it-off:** Facilitators can play a peppy song and invite children to dance and shake-off any tension or stress held in their bodies. Children who do not wish to dance, can sit and listen to the music.
2. **Self- Hug:** Facilitators can play a calming instrumental song and invite children to hug themselves as tight as possible for as long as they want. Let the entire song play as children sit in silence and take in the music.

Note to Facilitator: *Here's a Dos and Don'ts breakdown for facilitators handling this sensitive discussion:*

Do's

- *Be observant & mindful. Pay attention to participants' responses, as this can be a sensitive topic for many. Adjust the discussion based on their level of comfort and engagement.*
- *Encourage open sharing. If participants are sharing proactively, acknowledge their experiences.*
- *Introduce the concept of safe adults in different situations (home, CCI, or elsewhere). Guide participants in identifying a trusted staff member they can inform in case of any harm/abuse.*
- *Explain the role of 'safe adults. Clarify that safe adults are people they trust and feel secure with who follow personal safety rules for themselves and with others. Emphasize that they can report any verbal, non-verbal, physical, or sexual behavior that makes them uncomfortable.*
- *Make Yourself Available Post-Session. Spend some time with the children after the session to ensure they feel comfortable approaching you to discuss their doubts/concerns. Allow private conversations for those who may want to share something confidential.*
- *Handle any sharing with care. If a participant shares an incident of abuse, listen attentively and ensure they feel safe. Discern the best course of action while ensuring the child's safety. Inform the child that since the matter concerns their safety and perhaps the safety of others in the CCI, it must be reported to their caregivers. Subsequently report the concern to senior CCI staff. Explain that this person may continue to harm other children. Some action needs to be taken so that the person causing the harm is held responsible and accountable for what they did.*

Don'ts

- *Don't rush or force sharing. Avoid pressuring participants to speak if they are uncomfortable.*
- *Don't dismiss or minimize concerns. Never downplay any disclosure of discomfort or harm.*
- *Don't put the child at further risk. Be cautious in handling sensitive information to avoid exposing the child to harm from peers or others.*
- *Don't make assumptions. Let the child share their experiences in their own words without jumping to conclusions.*
- *Don't violate their trust. Help children to understand that their safety is extremely important and therefore it is important that their caregivers are informed, so that they can take necessary steps. Report the matter to the caregivers if the situation poses immediate danger.*

Tips for Facilitators

- A safe space, with non judgmental listening needs to be created, so that the participant feels that they can share freely without any fear of judgement.
- Facilitator to be aware of any kind of triggering reaction among the participants, do a feelings check as needed, and respond appropriately.
- Facilitators can demonstrate asking for permission between themselves and to the participants while doing roleplays, so that respect for one's personal space is modelled in reality.

Stories of Impact

"I have shared the personal safety rules with my friends in CCI and when I go home, I will make sure all my young cousins learn these and keep themselves safe".

- Adolescent girl from CCI home.

Quotes from children collected during FGDs

"If I have to touch anyone I should take consent; treat everyone equally; should not wish bad on anyone."

- Adolescent boy from Govt. Boys Home

"The topics about POCSO, safe touch, and unsafe touch I liked a lot."

- Adolescent boy from Bosco Life Skill Training Centre

"Safe and unsafe touch and how to treat everyone with love and respect."

- Adolescent boy from Govt. Boys Home

SESSION 8

LAWS THAT CAN PROTECT YOUR RIGHTS



Session 8: Laws that can protect your rights

Learning Objectives:

1. To gain an understanding of the concept of safety networks.
2. To strengthen awareness on legal protection and rights.
3. To build confidence to seek help.

Key Messages:

1. Everyone needs a support system; it's okay to ask for help when you need it.
2. It's important to choose people who listen to you, respect you, and are there to support you.
3. Helplines, child care institutions and NGOs are all resources you can reach out to in times of need.
4. It's brave to ask for help when you feel unsafe—never hesitate to reach out.

Key Concepts

1. Protection of Children from Sexual Offences Act, 2012 (POCSO)

- What is the POCSO Act? Who is protected under the POCSO Act?
- What situations are protected under the Act?
- What are the roles and responsibilities of adults under the Act?
- How does one seek help under the Act?
- What is the POCSO Act? Who is protected under the POCSO Act?

What is the POCSO Act? Who is protected under the POCSO Act?

The Protection of Children from Sexual offences Act, 2012 is a law which protects children form sexual abuse, sexual harrasment and exploitation. Under this Act a child is defined as a person below the age of 18 years.

What situations are protected under the Act?

Sexual assault, penetrative sexual assault, sexual harrasment, exploitation of children.

1. Penatrative Sexual Assault: Which says any form of penetrative sexual assault on the child that could be in the form of vaginal, oral and anal penetration.

2. Aggravated Penetrative Sexual Assault: When a child has been a victim of penetrative sexual assault either by someone in the family, someone in position of authority, a person from the armed forces, person in government jobs, if the act greviously injures or hurts the child, if the child is pregnant, if the child is below 12 years of age, or repeatedly assaults the child, then the Act allows for increased punishment.

3. Sexual Assault: Which says any form of non-penetrative physical contact, touch, sexual intent.

4. Sexual harassment: When is person with sexual intent utters a word, makes any sound, shows the child an object or part of the body, shows object to child for any pornographic purpose, follows the child around either physically or with electronic purposes, threatens to use it in any form of media is called sexual harassment.

5. Pornogrpahy: Whoever uses a child in any form of media (including programme or advertisement telecast by television channels or internet or any other electronic form or printed form, whether or not such programme or advertisement is intended for personal use or for distribution), for the purposes of sexual gratification.

6. Abetment or attempt to commit: Instigates a person to commit the offence, takes part in the planning, or helps in the commission of the offence. In this present scenario cyber bullying and digital safety also matters and issues related to child pornography also covered in this act and children get protection. The Information Technology Act, 2000, also gives legal protection for the children from cyber bullying.

What are the roles and responsibilities of adults under the Act?

The Act entrusts responsibilities on all adults to mandatorily report any such situation to the police. This includes parents, family members, adult friends, teachers, doctors, etc.
Who can file a POCSO case?

- A child victim, her parents, guardian, and anyone else in the community.
- The police officer who is aware of the incident.
- Social workers, NGO staff, and Teachers
- Childline, Child Welfare Committee.

Procedure after filing the complaint

After filing a complaint as per the Act child friendly procedure should be followed throughout the legal proceedings. The initial statement of the child must be taken in a safe and child-friendly environment. In cases where the child feels scared or uncomfortable to give the statement the child can choose a trusted adult to be present while recording the statement. To make the trial process child-friendly, child-friendly courts are established, these courts are different from a formal court, and the environment created as such a child feels comfortable like painting the walls, keeping toys, and comfortable seating in waiting rooms. Also while in-camera trails happen the privacy of the child and case details are maintained. More importantly in the court hall the lawyers, judges and other officials who were supposed to speak to children should sensitively ask the questions and also make sure those questions should not re-traumatise the child.

Most of the cases under this act are non-bailable, it means where the accused does not have the automatic or immediate right to get bail. The accused must apply for bail from the court and it's up to the court's discretion. The offences involving sexual crimes on children have strict legal consequences. The non-bailable offences includes, penetrative sexual assault, aggravated sexual assault and sexual assault.

Support Persons

As per rule 4(7) of the POCSO rules, 2020, the Child Welfare Committee can appoint a support person in POCSO cases as a person who can help the child through the investigation and trial process. They can help the child to avail the necessary benefits like sponsorship under the Juvenile Justice Act based on the need.

Who can the child go to for help?

Encourage children to keep 3 main things in mind when they need help.
Remind them of the activity where we have helped them identify their safe person. Tell children to inform their safe adults about the incident and seek help.
If they do not get the help from the safe person, seek help from ChildLine, the organisation works for protection of the children.
The child may also seek help directly from the police.

Punishment under the Act

The minimum punishment is 7 to 20 years of imprisonment and the maximum punishment is life imprisonment to the death penalty.

Compensation Rights

The POCSO Act, 2012 and POCSO Rules, 2020 entitle child victims of sexual offences to compensation. Under Section 33(8) of the POCSO Act, the Special Court may order compensation if it finds that the child has suffered loss or injury as a result of the offence. Rule 9 of the POCSO Rules outlines the procedure for two types of compensation:

1. Interim Compensation (Rule 9(1)): Awarded at any stage of the trial to address the child's immediate needs—such as medical care or counselling—based on recommendations from the Child Welfare Committee (CWC) or the Special Court.
2. Final Compensation (Rule 9(2)): Granted at the end of the trial, irrespective of the verdict, based on the extent of harm, trauma, or loss suffered. The State Government must disburse this from the Victim Compensation Fund (under Section 357A CrPC, now Section 396 of the Bharatiya Nagarik Suraksha Sanhita, 2023) within 30 days of the Special Court's order (Rule 9(5)).

Additionally, the Juvenile Justice (Care and Protection of Children) Act, 2015 recognises children who have suffered abuse, including sexual abuse, as children in need of care and protection under Section 2(14). Section 39 of the JJ Act supports rehabilitation and reintegration, including through monetary support. Rule 23(16) of the JJ Model Rules, 2016 empowers the CWC to recommend compensation via the Legal Services Authority or District Magistrate if a child has suffered abuse.

Session Plan

Opening: Group Chant
Imagine you are standing near a water body. What are the different sounds you hear? The water is moving. The leaves rustling. The birds and animals close by. The wind. The breeze. The trees. anything. The facilitators start with the different sounds. Each person then adds to the sound. You may change your sound in-between. Keep adding as the sounds get louder. When you are done, you may stop, and slowly the room goes silent as each one stops their chant slowly.

Check-in: How are you feeling today? In the scale of 1-10 (1 is being very low and 10 is being happy)

Community building question: If you could change one aspect of this world, which one would it be and why?

Circle guidelines: Reiterate the Circle guidelines.

Note to Facilitator: *After this introduce laws to children under which one can get protection or seek help during certain circumstances. The objective is to give information to children about key laws that are designed to protect children from violence and exploitation. However, it should be kept in mind that the child protection system does not always ensure protection or justice to children, and broad statements that it will always be ensured can be avoided. These can be done by giving scenario-based case studies, asking children to do role play, etc..*

Doll activity: Use a doll, ask the children to make up a silly name (XYZ) that is normally not used for any person. Explain that this doll is the victim of child sexual abuse. Ask children the following questions and record their responses.
XYZ is a 16-year-old girl who lives in a rural part of the district. Her friend Raju asked her to send her photos on social media and later he morphed it in a way that the pictures appeared nude. He then threatened her that if she did not have a sexual relationship with him he would share those photos with everyone.

Prompts:

1. How do you think XYZ felt at that time?
2. Do you think what Raju did was right? Why?
3. Do you think it was XYZ's fault that this happened to her? - Can Pranitha seek legal help for this matter? Why?
4. Who can XYZ go to for help?

Note to Facilitators: *Facilitators should take into account that adolescents sharing nudes is being regarded as normal behaviour by research around the world.[7] Children are seeing this as normal means for relationships and flirting, as well as feeling a sense of empowerment. We cannot deny that the internet and the virtual world is extremely interwoven in the lives of children, and caution must be taken while addressing these issues, as to children this is normal and attention must be paid to the difference of a child sending nudes to a romantic partner/interest and those to people who could have potentially groomed the child into sending nudes.*

Facilitators after capturing the responses from the participants are required to provide a conceptual understanding of the POCSO Act while keeping in mind the comprehension levels of the children and clarifying any doubts children have as provided in the conceptual understanding section.



Key Concepts

2. PCMA

The Prohibition of Child Marriage Act, 2006 is aimed to prevent child marriages and protect children from marriage before they attain legal age for marriage. A child marriage under the central law is considered "voidable" which means whoever was a child at the time of the marriage may choose to nullify the marriage within 2 years from attaining majority. However, per Karnataka legislation a child marriage is "Void ab initio" which means void from the begining and which does not exist in the eyes of law.[8]

As per the Act the definition of child means a person who, if a male, has not completed twenty-one years of age, and if a female, has not completed eighteen years of age. Therefore, a marriage of man below the age of 21, or a girl below the age of 18 is considered child marriage.

[7] Self-Generated Child Sexual Abuse Material: Attitudes and Experiences, <https://info.thorn.org/hubfs/Research/08112020_SG-CSAM_AttitudesExperiences-Report_2019.pdf>

[8] Clause 2, < https://dpal.karnataka.gov.in/storage/pdf-files/26of2017.pdf>

Why is child marriage prohibited?

1. Education: After marriage most of the children drop out from school and miss their education. Which will be an obstacle to fulfill theirs and to get better future opportunities.
2. Health complications: Marriage in the early age can also affect children's health, especially early pregnancy, can cause infant mortality rate and sometimes affect the overall health of the mother and child.
3. Burden of responsibility: Early marriage also pushes children to take responsibility, while still they are growing and may lack the capacity to make proper decisions.
4. Missed childhood: Since early marriages impose responsibilities on the children they miss the opportunity to enjoy their childhood.

How children can protect themselves from child marriage

1. Share it with trusted people: When children come to know they are at risk of marriage, they can talk to the trusted people they know like teachers, counselors and relatives, or anyone else in the community.
2. Ask for help: Children can call Childline and seek support from them or from the NGOs who work to prevent child marriages. Children may also seek help from the police or the CWC directly.

Solemnization or Arrangement of Marriage

The Act prohibits any adult from solemnization or arrangement of marriage of/with a minor. If an adult is involved in the planning or arranging of the marriage, or if the other party to the marriage is an adult, such persons are punishable under the Act.

The procedure of Annulment of Marriage

If a minor is married, they have a right to file a petition before the court to annul the marriage before they are 20 years of age. If they are below 18 at the time of filing the petition, they will require the assistance of a trusted adult in the procedure.

Session Plan

Doll activity: Use another doll. Ask the children to make up another silly name (ABC). Explain that this doll is the victim of child marriage, and ask children the following questions and record their responses.

ABC is a 15-year-old girl. One day she heard that her parents were talking about arranging her marriage with a distant relative. ABC is the one who is very good at studies and wants to become a lawyer. She is confused and worried that she may not be able to fulfill her dream. She does not wish to get married now and intends to pursue her education.

Alternate: Play this video and ask children to respond to the following prompts
https://www.youtube.com/watch?v=KNV0pkBjg3U

Prompts:

1. How do you think ABC is feeling?
2. Can her parents force her to get married?
3. Can she seek legal help for the matter?
4. Whom can she seek support from?
5. Give suggestions to ABC to come out of the fear and how can she fulfill her dreams?

Note to Facilitators: *Facilitators after capturing the responses from the participants are required to provide a conceptual understanding of the PCMA Act while keeping in mind the comprehension levels of the children and clarifying any doubts children have as provided in the conceptual understanding section.*

Questions:

1. Do children have the right to terminate their pregnancy?
2. Do they need permission from their parents to terminate the pregnancy?
3. Does the girl child who is pregnant require permission from the father of the baby to terminate the pregnancy?

Note to Facilitators: *After capturing responses from the participants the facilitators can refer to the conceptual understanding section of the chapter and clarify any doubts. Most children believe only an adult woman has the right to terminate her pregnancy only if her husband allows it. This can be clarified as a universal right of all women whether adult or child to decide on her own if she wants to terminate the pregnancy. The facilitator can also place importance on the timelines of safe termination of pregnancy of up to 24 weeks by referring to the section on the law as provided above.*

Group Question: In which of the above situations is the child allowed a right to compensation?

Note to Facilitator: *Facilitators can refer to the compensation note in the conceptual understanding of the chapter and inform staff that a child can get compensation (interim and/or final) in a POCSO and PCMA case.*

Check-out: How are you feeling now? What are your learnings from today's Circle?

Closing: Ask children to stand in a circle and turn to the person standing next to them and tell one thing about that person which they would like to appreciate that person for.

Final Activity: Dancing Chinese Whispers
Ask the children to stand in a line. The child at the back thinks of a dance step, taps on the shoulder of the child in front of them and shows only them the step. The second child then shows the one in front of them and this goes on till it reaches the child standing right in the front. The child right in the front then shows the step. Watch how with each person, the step alters. The first person then shows the original dance step.

Tips for Facilitators

- Ensure the session is not too context heavy for children to understand.
- Please note that in a CCI a child sitting in a Circle may have been a victim of child marriage, or sexual abuse. Facilitators are encouraged to handle this session with care and sensitivity.
- Please ensure the session has been tied up well, as this is the last session and context heavy. Ensure children can seek an adult's help after the session, should the need arise.

Quotes from children collected during FGD

"The topics about POCSO, safe touch, and unsafe touch I liked a lot."
- Adolescent boy from Bosco Life Skill Training Centre

ANNEXURE 1: ELEMENTS OF RESTORATIVE CIRCLE

The elements of a Restorative Circle include the opening and closing ceremony, a Centre, Check-in, Check-out, Rounds and a Talking Piece. The ritualistic aspects of a Restorative Circle helps to attune the energy of the participants, and "...encourages people to drop the ordinary masks and protections that create distance from others."[9] Circle Keepers in the RP team have found it very helpful to personalise each of these elements depending upon the topic of a particular Circle. A participatory approach is taken while designing these elements, wherein the participants in the Restorative Circle are often entrusted with the task of preparing or bringing some of these elements - such as a special object for the Talking Piece, flowers or elements from nature for the Centre, etc.

Keepers and Co-Keepers

The Circle Keepers and Co- Keepers (also referred to as Facilitators and Co Facilitators), 'keep' the space by keenly observing whether participants are feeling safe and comfortable, the Circle. They are equal participants, not experts, and although they take on the responsibility of planning the Circle and the questions in the Rounds, they too share responses from their own life experience.

Opening

The Opening generally sets the tone for the Circle process and marks the space apart. The purpose of an opening is to help the Keepers and participants transition into the Circle, become centered and grounded so that they may then be able to leave the distractions of the day aside, and focus so as to bring their 'whole' selves to the experience of the Circle. This is normally some form of mindfulness practice that enables participants to become more in tune with their bodies, minds and feelings, as well as the ambience of the Circle space itself. Openings can include:

- inspirational quotes, poems, or songs aligned with the theme of the Circle;
- breathing exercises;
- instrumental or meditation music;
- moments of meditative silence.

Centre

A Centre is a crucial element in a Restorative Circle. It is not only the centre of the circle in which participants are seated, in an in-person Circle, it is also a space that can be co-created online as well. The Centre contains objects, values, and elements from nature that are of importance to the participants and/or hold some relevance to the topic of a Circle. In some Circles, Keepers encourage participants to bring objects that have a special meaning attached to them and place it in the Centre (or briefly display it in an online Circle). The Centre often serves as an anchor that helps participants to focus and feel connected with the other participants. Children and adults have found strength from the Centre, especially when the Restorative Circle is emotionally heavy, or when there are difficult moments.

[9] Pranis, K. (2015). Little book of circle processes: A new/old approach to peacemaking. Simon and Schuster; 26

Aside from the personal objects of value, the Centre can be put together with any material that is available. It could be:

- A piece of cloth or dupatta;
- Dried or fresh leaves and flowers;
- Lamps;
- It is an arrangement of special objects/cloth/elements from nature, etc., that are placed in the Centre of the Circle.

A Centre can also be created in online Circles through a collage of pictures that can be collected from participants in advance. Participants can also be invited to create their own Centre next to them, in the space where they are attending the online Circle.

Talking Piece

The Talking Piece is any of the participant's special objects that are placed in the Centre, or which the Keeper or the children choose for the Circle. Children can be invited to pick the Talking Piece at the start of every Circle. Before using the object as a Talking Piece, the Keeper invites the person whose object it is, to share a story from their life about what the object means to them. The object is then respectfully passed around the Circle, from one participant to the next, with participants invited to use it in a manner that enables the holder to speak, while others listen with intent. Participants who do not feel like sharing are invited to accept the Talking Piece and pass it on to the next person in silence - without feeling compelled to speak. The Talking Piece equalizes power and enhances participation by ensuring that everyone has an equal opportunity to speak or express themselves. It also "slows the pace of conversation and encourages thoughtful and reflective interactions..."[10]

The agency of participants, irrespective of age or any other status, is recognised and encouraged. Participants are invited to share their thoughts, feelings and stories based on their comfort, and informed in the beginning of the Circle, that if they are uncomfortable sharing, they are welcome to pass it on.

Values

The heart of Circles are values that all participants agree to uphold during the Circle, to the best of their abilities. These values help create a safe container for the free and comfortable expression of emotions and stories from the heart. The term "value" may sound abstract to children and it can be difficult to convey to them what it means in the context of the Circle.

To help children understand and identify values for the Circle, Keepers may ask children to think of a person with whom they could share their dreams, secrets, desires, happiness, sadness and everything under the sun! Once children think of this person, they are asked "What is it about this person that makes you feel comfortable to share everything with this person?" Through these responses, the Keepers can derive the values that may be adopted by the participants.

[10] Pranis, K. (2015). Little book of circle processes: A new/old approach to peacemaking. Simon and Schuster; 30

The Keepers invite all participants to co-create values, and to own the space by sharing the responsibility to ensure adherence to them by encouraging each one to express themselves if their needs are not being met due to the non-adherence to values. The Keepers (and the participants too) can initiate a process of collective reexamination of the Circle space and whether any of the existing Circle values were being disrespected, and perhaps in identifying additional values that may need to be added too. Co-equalizing power and observing the Circle space for any bullying/teasing amongst children, or power dynamics amongst staff of the CCI is one of the key roles that Keepers must play.

Check-in

Check-ins are usually open-ended questions that are designed to "relax the group and build universality among participants." Check-ins serve as 'ice-breaking' tools, and also act as a catalyst for the initial steps in a relationship-building process. In this stage, it may also be helpful to invite participants to introduce themselves, even if they are already familiar with one another. The Keeper could also facilitate a deeper Check-in by providing an opportunity for each participant to express authentically what they are feeling at that moment in their day, and thereby share a little part of themselves with the other participants. Check-ins can be long or short, light or deep, depending on the time constraints, the level of trust in the Circle, and the theme for the Circle. Check-ins help everyone in the Circle to get a sense of what other participants in the Circle are feeling or carrying into the Circle, and therefore provides an opportunity for participants to also respond to the needs that may be expressed at this time, during the sharing that takes place subsequently in the Rounds.

Check-in questions can be:

- How are you feeling today?
- Draw and share with us what you are feeling today.
- Is there anything you feel that is important for the group to know?
- How are you feeling? If you were an animal, what animal would best describe how you are feeling?
- Please draw an outline of a heart. Now, fill it with drawings and colours of what is in your heart today.
- How are you feeling today? Think of a song that represents who you are and what you want from life? Do sing a few lines from it, if you are comfortable?

Community building round

The prompts are usually light-hearted at the beginning of the Circle, during the trust-building stage. Children are asked questions that they feel comfortable answering, without any fear of being ridiculed or judged for their responses.

Examples of such questions are:

- Share with us your favourite actor/sports person and what you like about them.
- If you had a super power what kind of a power would that be? What would you do with this power?
- If you were given an entire day to do whatever you wanted with no restrictions or instructions, what would you do?
- Tell us about your favourite film and why you like it.

Question Rounds

The question rounds help participants engage with, and reflect upon the theme chosen for the Circle. This is one of the central elements of the Circle, one that often takes up the most time. Questions are open-ended and invitational, they draw upon real life stories and emotions and not on cognitive theorizing. These are questions or reflective statements that the Keepers normally plan in advance, based on the theme identified for the Circle, and ask one at a time, inviting the participants to share. The Keepers always answer the questions first to model the depth of the Circle and the nature of response. Listening closely when in a Circle, the Keeper and Co-Keeper take a moment to quietly assess whether the group needs another round on a specific issue, based on what is arising in the group. They could either frame a question and ask it, or even invite the participants to collectively decide what question they would like to use for another round that best meets the needs of the group.

Check-out

The Circle Keepers ask a Check-out question to enable participants to share how they are feeling at the end of the Circle. This helps the Keepers to get a better understanding of how each participant is doing at this time, and whether or not the Keepers need to provide additional support to anyone after the Circle. Keepers could also invite participants to share the insights they derived from the Circle, which in turn helps the participants to share and draw from the wisdom that has been co-created together. Check-out questions could be:

- How are you feeling after the Circle?
- In one word, share how you are feeling after the Circle?
- Share with us something new you learnt about yourself from this Circle experience.
- Share with us something new you learnt from someone else's sharing in the Circle today.
- Share in a few words what you learnt from today's Circle.
- Draw something which helps us to understand how you are feeling now.

Closing

A Closing marks the end of the group's time together in Circle, as it "reminds people of their interconnectedness, and emphasizes positive potential."[11] It is ideally something that is positive and uplifting - and can be affirmations, a secular prayer, a physical movement, inspirational poem or a popular song sung together. Closings convey a sense of hope for the future and prepare participants to return to the space of their daily lives.

The Closing may include:

- Quotations, poems, songs or video clippings that resonate with or summarize key insights / core messages on the theme of the Circle;
- Breathing exercise or mindfulness practice;
- Relationship building exercise;
- Art exercises such as collaborative art, Origami, Squash Painting, etc.

[11] Pranis, K. (2015). Little book of circle processes: A new/old approach to peacemaking. Simon and Schuster; 30

ANNEXURE 2: ENERGISERS

Facilitators must have a list of energisers that they could consider using in order to shift the energy in the room, especially when participants may be mentally tired, emotionally drained or just sleepy after a meal. Here is an initial list of energisers for consideration.

1. **Zip-zap:** The facilitator asks the participants to stand in the circle after which they stand in the middle of the circle and explain the game to the participants. A participant is called to the middle of the circle and is asked at random to point at another participant in the circle and say “zip”. The person who is pointed out has to duck and the participants on either side of them have to point their hands in the centre and say “zap”. Whoever misses saying “zap” has to then go in the centre of the circle and the game continues. The words “zip” and “zap” can be replaced with any other fun words that may be relatable to the participants such as “Dum” and “Dhamaal” and the like.

2. **Count to 50:** Count 1 to 50, clapping on every number that has a 5, instead of saying the number. If a person misses, you start again from 1. Eg: “1, 2, 3, 4, clap, 6, 7,8, 9,10, 11, 12, 13, 14 clap,...”

3. **Simon Says:** Wherein a leader gives instructions, and players must only follow commands that start with "Simon Says," teaching them to carefully listen and only act when explicitly told to do so, thus promoting responsible behavior by considering the consequences of their actions. You could give instructions that if a person does not follow the instructions the person will need to step out of the game. Additionally, the person closest to them also has to step out of the game. After that the person who made the mistake must apologize to the person who was asked to drop out of the game along with them, and then ask what simple action they could do to ‘make up’ for the harm caused. The simple action could be like a - ‘forfeit’.
    - Key point about "Simon Says": Develops self-control as players need to think before acting and avoid impulsive responses.

4. **Red Light, Green Light:** Players must stop when the leader calls "Red Light" and move when "Green Light" is called, teaching them to follow rules and respond appropriately.

5. **Freeze Tag:** Players freeze in place when tagged, encouraging awareness of their actions and the impact on others.

6. **Hot Potato:** Quickly pass an object around a circle and when the music stops, the person holding the object must share a commitment or responsibility they would like to be accountable for - for example - I will ensure that I wash my plate clean after eating.

7. **Same and different (circle game):** Everyone stands in a circle. Facilitator calls out statements like: “Step in if you like jamun” - “Step in if you speak more than one language” - “Step in if you have ever hurt your friend” - “Step in if you have ever tried a bicycle’ - After each step-in, have a quick reflection: “Look how many of us have this in common.” At the end of the game explain that we’re all different in some ways, and similar in others and all of us deserve kindness and respect.

ANNEXURE 3: GUIDELINES FOR FACILITATORS

Introduction

This Guideline is intended for facilitators who conduct life skills-based Gender Equity, Sexuality, and Personal Safety sessions for children in need of care and protection (as defined in Section 2(14), JJ Act, residing in Child Care Institutions (CCIs) established under this Act. Children in such settings hail from diverse backgrounds, and include children from in situations of vulnerability having faced difficult situations, including abuse. Many of the children may have very low attention spans, which would pose a big challenge for facilitators used to facilitating sessions in schools or other settings. Further, a majority of the children would not have had the opportunity to engage with content relating to personal safety, sex and sexuality with safe adults in the past, and some of them are likely to be victims/ survivors of sexual abuse and/or trafficking. This Guideline therefore aims to help the facilitators learn how to create a safe, engaging, interactive, and effective learning experience for the children in the CCIs while discussing topics related to Comprehensive Sexuality and Gender Equity.

The Guidelines contains guidance on the following topics:

A. Prerequisites for facilitators
B. The difference between facilitation and teaching
C. Principles that one can keep in mind during facilitation
D. Approaches that may be used while facilitating sessions
E. Preparation that must be done prior to each Session
F. Time management/organizing skills
G. Handling a disagreement that is disrespectful
H. Using multiple intelligence to enhance facilitation
I. Pocket tools to handle difficult emotions
J. Dos and Don'ts for consideration.

A. Prerequisites for facilitators

These facilitation guidelines are for any individual who facilitates life-skills sessions for children in (CCIs) and has preferably undergone training in life skills. It is important that the individual has had prior training in Personal Safety and Comprehensive Sexuality Education (which covers age appropriate discussions on human development, gender, rights based approach to sexual and reproductive health, relationships and consent) as this program's effectiveness depends on the facilitator being at ease with their sexuality and their ability to be open-minded, non-judgemental, and competent to facilitate conversations on sex and sexuality with children and adults from diverse backgrounds. The facilitators should also be either working directly with CNCP or have had a thorough orientation to the profile of children residing in these facilities. This is especially given that a majority of them hail from very vulnerable situations (such as gender based violence, abandonment, neglect, etc.), and have experienced several Adverse Childhood Experiences.

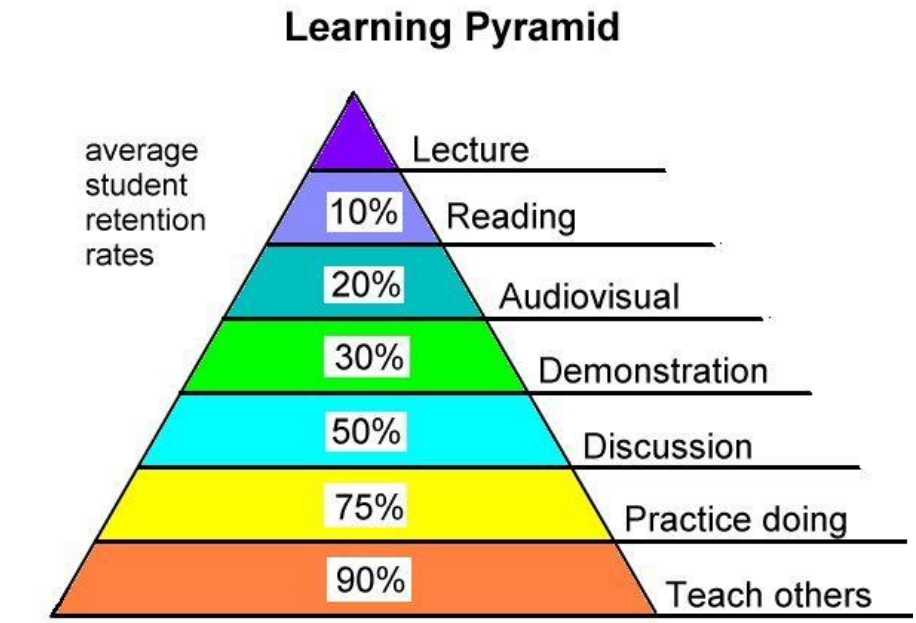
Additionally, the facilitator must be oriented to the child-rights based approach, the Trauma-Informed approach and laws governing child protection, such as the JJ Act, the Protection of Children from Sexual Offences, Act, 2012, the Prohibition of Child Marriage Act, 2006, the Medical Termination of Pregnancy Act, 1971, the Child and Adolescent Labour (Prohibition and Regulation) Act, 1986, etc.

B. The difference between facilitating and teaching

The word facilitate comes from the French word faciliter, the Italian word facilitare, and from the Latin word facilis which means 'easy'. Basically one is about pointing out, showing, demonstrating, while the other is about making something easy. "Facilitators have egalitarian (promotes equal rights and opportunities for everyone) dialogues - where the status or position of power of the speaker is not considered when determining the validity and usefulness of the views expressed. Instead, everyone is considered worthy and encouraged to voice their opinion. Opinions are weighed by their logic and validating facts and figures." Let us see how facilitation is different from teaching:

Facilitation	**Teaching**
Facilitation focuses on supporting learning through discussion, activities and reflective processes.	Teaching happens in a structured way of delivering the content with instructions and explanations.
It helps participants to construct their own understanding through discussions and explorations.	Focuses on delivering the content as per the lesson plans.
Open-ended questions.	Mostly lecture method and limited scope for interaction, discussion and debate.
Flexible and adaptable to participants' needs by making necessary changes to the learning process, which is often shaped by the group.	Follows a structured curriculum or syllabus.
Facilitation encourages a two-way or multi-directional flow of knowledge. Learning happens from peer interactions as well.	Primarily one-way from teacher to learner with limited back-and-forth dialogue.
It focuses on developing various skills among participants, such as critical thinking, problem solving, and decision making, through experiential learning.	Focuses on knowledge acquisition.

As a facilitator, encourage discussion and share authentically from your life experiences. Encourage participants to do the same. Encourage participants to put the concepts they agree with into practice - and share how you did the same. Encourage participants to discuss and engage with others to expand and deepen their learning. Once again, share your experience of doing the same. Keep the Learning Pyramid in mind - use the 'lecture' mode only when sharing facts and figures!



Source: National Training Laboratories, Bethel, Maine

C. Principles that one can keep in mind during facilitation.

1. **Duty of Care - Creating a safe space for learning:**

- Take appropriate steps to ensure the dignity, safety and well-being of all children. Be sure to study and diligently adhere to the Child Protection Policy of the CCI. Ensure that the content delivered and actions intended to safeguard children from harm/violence do not cause further harm or distress. Never justify or approve of any form of violence.
- Use the Restorative Circle elements (refer Annexure 1) to co-create a comfortable and safe space. Setting up values of kindness and respect and other values that the group agrees upon and practising these values throughout the sessions can help participants feel more comfortable and safe, especially when discussing topics related to sex and sexuality.
- Be patient, compassionate and respond to their emotions. This can increase their level of comfort.
- Offer support if the child is distressed.

- Meditation, listening to soothing music, and breathing exercises at the beginning of the sessions may help children manage their emotions and stay focused.
- Children need to feel accepted regardless of their background, culture, and abilities. Acknowledge and accept the differences. Facilitators can practice acceptance and listening to understand and not judge or reject any idea, opinion, or person.
- Use inclusive language to respect diversity in terms of gender identities. Avoid criticism. Example; Don't cry like a girl - instead say 'it's okay to cry when you are sad', don't jump like a boy - instead say 'I appreciate you energy, be safe while playing' don't be shy like a girl - instead say 'you take your time and you can talk/share when you are ready to', etc. Use words like children instead of saying girls and boys.

2. Confidentiality

- Remember the fundamental principle of the right to confidentiality and privacy[12] and ensure that all facilitators, volunteers and participants adhere to the same.
- Do not ask or discuss a child's personal matters in front of other children. If needed, ask the child if this discussion can happen privately.
- Do not use examples from the same institution or other CCIs along with identifying information to illustrate a point. This can break the confidentiality of the people involved in the incident - even though the incident may have been a 'good' one.

3. "Child friendly"

The term 'child friendly' has been defined to mean 'any behaviour, conduct, practice, process, attitude, environment, or treatment that is humane, considerate, and in the best interest of the child'.[13] Accordingly, ensure that the content is designed to promote the best interest of children, and these are not compromised due to focus on the interests, concerns or other priorities of the CCI. Ensure that the learning environment and process is accessible, and age and gender appropriate.

4. Inclusion

Ensure that the content is carefully designed to meet the needs and capacities of the participants and that it is accessible, sensitive and adapted to the diversity of the participants' age, gender, caste, racial or ethnic origin, language, disability, religion or belief, and sexual orientation.

5. Accessibility

Ensure that the content and the design of the learning environment is accessible to all children and persons with special needs.

[12] See JJ Act, Section 3(ix)
[13] JJ Act, 2015, Section 2(15)

6. **Privacy and Managing boundaries**

- At times, a participant may ask a personal question out of curiosity or in an attempt to be humorous or to put the facilitator in a spot. One is not obliged to answer questions that have been posed, especially. those that cross personal boundaries. One could respond by saying something to the effect that “I choose not to answer that question or comment on that statement because it is personal / will not add value to this discussion.” or “The particular question has no relevance to the topic we are discussing. Besides, it is a personal question that is inappropriate to ask a person you barely know in such a setting.”
- One could also use this opportunity to reiterate the values and agreements that would have been co-created at the beginning of the sessions that all participants are encouraged to adhere to, inviting participants to reflect on how everyone can contribute to strengthening a sense of safety amongst the group members.
- One could also. facilitate a discussion on boundaries and psychological safety, and encourage the group members to respect and assertively protect them.

7. **Deep listening to foster connection**

Facilitation of topics as sensitive as the ones in this program becomes easier when one has established an authentic connection with the participants. It might help to think of the participants as members eager to learn from the facilitator and by listening and sharing with each other. The facilitator’s role, as mentioned, is to introduce topics, help learners discover new perspectives and information and create an environment conducive to learning. It is not to establish one’s credentials as an expert and to ‘teach’ the others. Connection with participants is enhanced when one listens actively, demonstrates empathy, acknowledges the unique contexts and experiences of participants, connects topics with experiences and ideas shared by participants, admits to one’s own vulnerabilities and takes the effort to bring in information that adds value to the specific group of participants.

D. Approaches that may be used while facilitating sessions

There are various approaches that the facilitators must consider adopting while facilitating sessions during this program. These include:

1. **Trauma-informed Approach**

   Facilitators need to be aware of how the words, scenarios, case studies, videos or any other activities and discussions can trigger painful memories for these children. Trauma-informed facilitation is especially crucial in the CCI set-up to avoid re-traumatisation. This approach includes the use of respectful language, setting up class values before you start the session like mutual respect, trust, acceptance, confidentiality, being non-judgemental, etc., and you as a facilitator practicing these values may help the child feel comfortable and safe. Never force any child to share or participate, encourage them to express themselves in a way they are comfortable with, acknowledge their opinions and be open to listen to them, avoid assumptions, never ask personal or triggering questions like parents, home, family, their past abuse, why they are here, etc.,).

   Some of the key points for consideration while adopting a Trauma Informed Approach to facilitating sessions for children on these topics in CCI are:

   a. **Understanding Trauma's Impact:**

   - Recognize the prevalence of trauma: Many children residing in CCIs have experienced trauma, which can significantly impact their development and behavior.
   - Learn about the effects of trauma: Trauma can manifest in various ways, including emotional dysregulation, behavioral problems, and difficulty forming attachments.
   - Be aware of "trauma reminders": Certain situations, objects, or people can trigger traumatic memories, leading to distress or challenging behaviors. Take the assistance of counselors to understand how to avoid triggering individual children who have shared about their trauma and their trauma reminders.

   b. **Prioritizing Safety:**

   - Ensure physical and emotional safety: Create a stable, predictable, and nurturing environment in the CCI during the program, so that the children feel safe and secure. Co-create values and consistently encourage the children and to practice adhering to them so as to help strengthen a sense of safety and control.
   - Practice universal precautions: Approach all interactions with children as if they may have experienced trauma, even if their history is unknown.
   - Avoid triggers and re-traumatization: Be mindful of potential triggers and take steps to prevent situations that could cause further harm or distress.

c. **Fostering Strong Relationships:**

- Build trust and rapport: Aim to be a safe person to every child in the CCI. Establish genuine and supportive relationships with children, demonstrating empathy, patience, and consistency right through the program.
- Promote attachment: Help children develop secure attachments by providing consistent care, responsiveness, and emotional availability during the program.
- Model healthy communication and interactions: Demonstrate appropriate communication and conflict resolution skills, teaching children how to manage their emotions and build healthy relationships.

d. **Promoting Collaboration and Empowerment:**

- Involve children in decision-making: Remember to apply the fundamental principle of participation[14] and create opportunities for children to express their opinions and preferences, fostering a sense of agency and control during the sessions.
- Work collaboratively with the staff of the CCI and other professionals: Maintain open communication with the authorities and the functionaries working in the CCI. Keep them informed and invite them to support you in the facilitation of the program by offering the support and care that the children may need especially when they may have been triggered during the sessions and require follow up and counseling.
- Strengthen your competence and understanding of the CCI context and the additional sensitivities you will need to facilitate sessions on these topics in this setting: Develop your knowledge, skills in engaging with children in need of care and protection and how to effectively facilitate sessions from a trauma-informed lens.
- Focus on strengths and resilience: Acknowledge and build upon children's strengths and resilience during the sessions, carefully choosing Case studies, video resources and activities that help them to overcome fear and challenges they may be experiencing in relation to these topics.

[14] See the fundamental Principle of participation in Section 3 (iii) , JJA, 2015 which states - 'Every child shall have a right to be heard and to participate in all processes and decisions affecting his interest and the child's views shall be taken into consideration with due regard to the age and maturity of the child'.

Key Concepts

Understanding the Psychological Impact of Rejection , Violence and Neglect

Children in CCIs often come from difficult backgrounds, where they may have experienced neglect, abuse, violence, or abandonment, leading to deep-seated emotional and psychological wounds. These experiences can manifest as:

- Emotional Dysregulation: Frequent outbursts, aggression, or withdrawal.
- Low Self-Esteem: Feeling unworthy of love or care.
- Trust Issues: Difficulty forming healthy relationships due to fear of rejection.
- Survival Coping Mechanisms: Hoarding food, aggression, or avoidance behaviors.
- Difficulty with Authority Figures: Reacting defensively to discipline or boundaries.

According to Gabor Mate,[15] Childhood trauma, particularly experiences of rejection, abandonment, or disrupted attachment with primary caregivers can have lasting effects on emotional development. These early relational wounds may compromise a child's sense of safety and self-worth, leading to chronic emotional dysregulation, heightened anxiety, depression, and susceptibility to addiction. Mate emphasizes that trauma is not defined solely by the events themselves but by the internal disconnection and coping mechanisms a child develops in response. As a result, individuals may grow up either hypervigilant or emotionally numb, perceiving the world as inherently unsafe.

What does non-judgemental attitude mean

As a facilitator, maintaining a non-judgmental attitude and showing support to the children are essential for creating a safe and healing environment where children feel valued and accepted. These concepts, rooted in humanistic and trauma-informed approaches, help children build trust, regulate emotions, and develop a stable sense of self-worth.[16]

A non-judgmental attitude involves accepting children without criticism, blame, or labels for their behaviors or emotions.behaviors. Children who have experienced adversity often internalize the belief that their feelings are wrong or that they are "bad" for struggling. If met with judgment or punishment, such children may withdraw or act out further. Understanding that behavior is a form of communication enables you as the facilitator to ask: What is the need behind the behavior? This shift helps the facilitator to respond with empathy rather than reactivity, recognizing that many challenging behaviors are survival responses to fear, stress, or trauma.

[15] Mate, G. (2021). The myth of normal: Trauma, illness, and healing in a toxic culture. Avery.
[16] Perry, B. D., & Szalavitz, M. (2017). The boy who was raised as a dog: And other stories from a child psychiatrist's notebook (3rd ed.). Basic Books.

What is Unconditional Positive Regard and why is it important?

Unconditional Positive Regard (UPR) means accepting a person for who they are, no matter what they say or do.[17] Many children from difficult backgrounds only receive love or approval when they behave "well." This can make them fear rejection if they make mistakes. UPR teaches them that they are worthy of care and respect at all times. This also helps us tackle more problems that are bound to arise by supporting a sense of self worth and safety for children. In order to be truly non judgemental, create an accepting environment.

Being open-minded, accepting and understanding doesn't mean that the facilitator must agree with or condone disruptive behaviour that the child may be exhibiting during the sessions. It means to relate to the child with care and concern, express one's disapproval respectfully, without punishing the child, and encouraging the child to reflect on the consequences of their actions. This can facilitate positive and healthy behaviors in children. Try to be a role model and demonstrate non-violent, restorative behaviour.

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[17] Rogers, C. R. (1957). The necessary and sufficient conditions of therapeutic personality change. Journal of Consulting Psychology, 21(2), 95–103. https://doi.org/10.1037/h0045357

S.A.F.E. C.A.R.E. -
Trauma-Informed Care Strategies for Facilitators

Do's - What to Practice

S- Show Unconditional Positive Regard (UPR)
Support children regardless of their behavior.
You can say, "I see you're struggling. Let's find a way to help."

A - Acknowledge and Validate Emotions
Recognize feelings without judgment.
You can say, "It makes sense that you're upset. Want to talk about it?"

F - Foster Safe, Calm Presence
Model emotional regulation to create a secure space.
You can say, "I'm here. We can work through this together."

E - Encourage Positive Behavior
Use praise and recognition to reinforce good choices.
You can say, "I noticed you shared your toy, that was kind of you."

C - Create Consistent Boundaries
Set clear rules and follow through kindly.
You can say, "I know you're upset, but hitting is not okay."

A - Actively Listen
Be present, make eye contact, and reflect on what you hear.
You can say, "You feel unheard, did I get that right?"

R - Reflect and Problem-Solve Together
Involve children in finding solutions.
You can say, "What can we do to make this better?"

E - Embrace Mistakes with Compassion
Show that it's okay to be imperfect including yourself.
You can say, "I forgot the game today, I'll bring it tomorrow."

Don’ts - What to Avoid

- Don’t Shame or Label: Avoid calling children “bad.”
- Don’t say, “You’re such a troublemaker! Why can’t you behave?”
- You can say, “I see that you’re having a hard time right now. Let’s figure out what’s wrong and how we can help.”
- Don’t Dismiss Feelings: Telling them “you’re fine” silences emotion.
- Don’t say, “You’re fine. Stop crying, it’s not a big deal.”
- You can say, “I see that you’re really upset. Do you want to talk about what happened?”
- Don’t Use Harsh Punishment: Focus on natural, related consequences.
- Don’t say, “Because you broke the rule, you’re grounded for a week with no playing break.”
- You can say, “Since you threw your toys, you’ll need to clean up before playing again.” (Natural consequence: learning responsibility.)
- Don’t Compare Children: Each child learns at their own pace.
- Don’t say, “Look how well Mala listens, why can’t you be more like her?”
- You can say, “Everyone learns in their own way. Let’s figure out what works best for you.”
- Don’t Use Sarcasm or Mocking: Children need clarity and kindness.
- Don’t say, “Oh wow, great job making a mess! That’s exactly what we needed.”
- You can say, “Looks like you need some help cleaning up. Let’s do it together.”
- Don’t Withhold Love or Affection: Every child deserves care, always.
- Don’t say, “I’m not going to talk to you until you start behaving.”
- You can say, “I care about you no matter what, but we need to work on handling our feelings safely.”
- Don’t Expect Perfection: Mistakes are part of learning.
- Don’t say, “You should know better than to make a mistake like that!”
- You can say, “Mistakes happen! What can we learn from this so we can do better next time?”
- Don’t Force Apologies: Focus on empathy, not just the words.
- Don’t say, “Say sorry right now, or you’ll be in trouble.”
- You can say, “How do you think your friend felt when that happened? What could we do to make it right?”

Facilitating sessions with children from harsh backgrounds isn’t always easy, as they often have a very low attention span, and also engage in attention seeking behaviour which may be due to a range of unmet needs. But every act of kindness, patience, and presence contributes to creating a space where healing and healthy growth can begin. SAFE CARE isn't about being perfect- it's about being present, consistent, and compassionate as a facilitator.

Below is some guidance to help facilitators differentiate a Trauma Informed response from Traditional responses to disruptive behaviour during your sessions. Read the two scenarios/conversations below between caregiver and child.

Discussion:
What did the caregiver do differently in scenario 2 versus scenario 1?
Which do you think would be more effective in building a relationship with the child and why?
How do you think the child would have responded/ or felt next in i) scenario 1; scenario 2?

Case Scenarios:
Trauma-Informed vs. Traditional Response

Scenario 1:	**Scenario 2:**
Child: *I hate being here in this home! I don't want to stay here! I want to go back to my life on the street...!* Caregiver: *You can go whenever you want, back to the street, to the bad life you had. You are not even grateful for the food and shelter you have here.* Child: *I miss my family. I don't like it here.* Caregiver: *I don't care. Don't waste my time. Go back to the room.*	Child: *I hate being here in this home! I don't want to stay here! I want to go back to my life on the street...!* Caregiver: *Yes, it must be difficult for you...it must make you angry to be in a place you dislike, where you don't have the freedom you are used to.* Child: *I hate the food here...it tastes horrible.* Caregiver: *What else about being here makes it hard for you?*

Child with Aggressive Behavior

Scenario 1:	**Scenario 2:**
Child: (Throws a toy across the room and pushes another child) *I don't care! I hate everyone!* Caregiver: *Stop that right now! You're a bad boy!* Child: *They won't let me play with them! They always leave me out!* Caregiver: *You always create fuss about little things. Go and sit in a corner.*	Child: (Throws a toy across the room and pushes another child) *I don't care! I hate everyone!* Caregiver: *That sounds really hard. Feeling left out can be really frustrating.* Child: *Yeah! It's not fair!* Caregiver: *I understand. It's okay to feel upset. Can we find ways to express our upset in a way that doesn't hurt you or others and helps solve the issue? Maybe we can talk about how to let them know how you're feeling?* Child: *Yes, we can do that!*

Instead of reacting with punishment or labels, the facilitator acknowledges the child's emotions and helps them find a healthier way to express frustration. This creates a sense of safety and encourages emotional regulation.

2. Child-centric approach

- Respect each child's opinion, be patient in hearing individual voices, and encourage them to express themselves freely.
- Ensure the discussion points, activities, role-plays, and case studies planned are relevant to the context of these children.
- Focus on using interactive methods to engage these children, such as short videos (preferably in the local language), storytelling, and games.
- Offer reflective exercises so children can understand the relevance of the topic in their own lives, in their thoughts and beliefs and in their understanding of it. Make it optional for children to share these reflections so they do not feel awkward and pressured to share something they are apprehensive about.
- Value children's feelings and thoughts, and don't push them to share anything beyond what they are comfortable with.

3. Survivor-centred approach:

Many children in the CCI are survivors of some form of violence/abuse. They have the right to be listened to, believed and supported in a way that respects their wishes and choices, needs and experiences and to be involved in decisions impacting them. Ensure that the content and the facilitation style takes their needs, choices and rights into account, while also affirming their strengths, vulnerabilities, needs and developmental capacities.

E. Preparation that must be done prior to each Session

It is good practice to spare some time for preparation before you start facilitating a program or a session on Gender Equity, Personal Safety and Sexuality Education in a CCI. This is so whether one is facilitating for the first time or it is a session one has facilitated multiple times. It is seldom that one can hold a session in exactly the same way as they did a previous session because the audience is different, the external contexts may have changed, the needs of the group may vary and there may be emerging, newer perspectives and research findings about the topic being facilitated. Preparation might include;

- Undergoing an orientation to better understand the unique context of CCIs and the profile of the children residing there.
- Doing a Needs Assessment to understand the profile of the participants, their routine and schedules, the languages spoken, etc.
- Meeting with the Person in Charge of the CCI, and their Managing Committee/Board to orient them about the sessions and help them to broadly understand the curriculum and facilitation style, get an understanding of their concerns and challenges in relation to the topics being covered, to put in place systems which ensure that participants who may experience emotional disturbance during the sessions (due to the sensitive nature of some topics) have mental health service providers who can support them, etc., to find out whether they have a Child Protection Policy and other policies that would need to be adhered to during the program - and signing up to them, etc.

- Finding and consuming information about the topics, scanning for the latest news and reports about the same that may be relevant to the context and the needs of the participants, attending learning events and engaging in conversations with experts and practitioners in the space.
- Reflecting on one's own beliefs about the topic - to be aware of one's own conviction about the topic, to acknowledge any reservations or conflicts one may have with key messages to be conveyed, to process these and feel okay about discussing the topic without judgement or prejudice is very important to the effectiveness of this program.
- Planning the session - to include information relevant to the group, activities that will engage and stimulate the thinking of the audience or address questions they may have had, finding and showing digital content relevant to the topic (videos, apps, blogs) - which is beyond just what is part of the course content suggested.
- Refer to the findings of the pre-test or need assessment before and after each session and plan relevant activities or discussions to address the negative shifts. Conducting need assessment and pre-test helps in understanding current challenges children are facing, their background, interests, their emotional status and their knowledge about topics. Facilitators can consider tailoring the activities and discussions based on the findings of the pre-test and the need assessment.

F. Time management/organising skills

A facilitator often has to plan carefully to cover a given topic within a specified time - or decide well in advance what might be possible to cover within a given time. This may mean working with the available content and tweaking it to include/ exclude certain parts, ensure key messages for the particular target group are identified and conveyed and not compromised or rushed through and that participants are not overwhelmed by the pace or volume of the content that was shared.

Once there is a broad plan for a session, the facilitator needs to be conscious of delivering the session more or less as per plan. Common challenges to this are when a topic generates discussions that run to an unexpectedly long time, or when there are interruptions that cannot be avoided (children get called away for other activities, power outages, children need care and attention because of emotional distress, group dynamics becoming difficult to manage etc). This requires the facilitator to be mindful of time, make decisions on the spot about what deviations from the plan are required, prioritise between covering the topic and enabling discussions, and the ability to pace oneself so that the participants feel sufficiently engaged and reflective.

G. Handling a disagreement that is disrespectful

- Disagreements are normal and bound to exist in a group of individuals with diverse backgrounds and upbringings. They can surface critical points that enhance the understanding of a concept. A facilitator may do well to anticipate disagreements and not be perturbed by them—and not take them as a personal affront.
- Thank the participant for sharing a disagreeing point of view since it takes conviction and courage to do so. If you are unclear about what they mean, ask for more details and explanations.
- Offer verified information if the disagreement is about facts and information. Acknowledge and agree to let an opinion be (and not try hard to change it), if the disagreement is about an unverifiable feeling, perspective, or belief. It might be counterproductive to insist that learners/ participants should come over to one's own point of view.
- Sometimes, a participant or a group of people may disagree strongly with the facilitator on a topic or on an opinion they expressed. In such situations, the discussion may feel like an attack on the facilitator. It will help the facilitator stay open to the information and emotions expressed by the children and provide them with a safe space to express distress while also conveying that disagreement can be expressed without becoming disrespectful. This means that we choose our words and gestures carefully and mindfully. Remind the entire group of the values that were agreed upon at the beginning of the program and how we can recommit ourselves to these values.
- Convey how disagreement may be expressed assertively without attacking or insulting the other. Do not get argumentative or defensive (in tone or words) when countering any points made by the participant. If the participant insists on holding a certain point of view that is contrary to currently available and accepted information and perspectives, agree to disagree respectfully and move on in the interests of time and the needs of other participants in the session.
- It could help to ease the situation by stating that we are only presenting the current understanding around the topic, that these are evolving concepts that change as we learn more about people, as we discover new scientific facts and information, and as we listen to more and more people and their experiences. Besides, facts or information are not moral judgments about anyone. Knowledge is amoral.
- Personal attacks become personal only if we start believing them to be true. We know our truth. No one else is the expert on us except us!

- To avoid getting hooked on proving our point of view as the 'right' ‘valid’ ‘scientific’ ‘reasonable’ ‘correct’ point of view, it helps to remind ourselves that there are as many opinions and beliefs as there are people. Our job is not to change or convince people to align with our beliefs. Our job is to present different perspectives, facts and figures and share anecdotes and relevant experiences from our lives. It's the job of the participants to challenge their own selves, move forward to a space that is respectful of their own selves and others and every person's rights. Whether they move or not, is their choice - it's up to them. Our job is not to pull or push them - but to gently call upon them to explore and discover for their own selves. Sometimes, this journey begins right there, in the session itself. Sometimes it takes longer. We can take solace in the fact that no one can ‘unhear’ what they have heard! It may have a positive effect someday, somewhere - or not. We have done our bit!

H. Using multiple intelligence to enhance facilitation

We can utilize all our multiple intelligences (as proposed by Howard Gardner) when engaging with people. We can keep in mind that each one of us has a unique mix of these intelligences, and we can develop these to some extent through practice. Being aware of these and honing these as we take sessions would support us in being more effective facilitators. Also, each participant has a unique mix of intelligences, so some may be linguistically inclined, while others may be more kinesthetic and so on. So, if we use all our intelligence, we would be in a better position to connect with all participants. Also, the intelligences are interconnected and overlap.

Facilitators can keep in mind the following:

1. **Linguistic intelligence:**
    - Vocabulary is sensitive, relevant and easily understood by the participants

2. **Logical-scientific intelligence:**
    - Reasons given to explain an idea/ process/belief.
    - Authentic and researched information provided
    - To the point, logical responses to questions
    - Content presented and discussed in a logical flow

3. **Spatial intelligence**
    - Appropriate use of gadgets, props
    - Walking and utilising available space in the classroom to connect with all participants
    - Use of space on the writing board

4. **Kinaesthetic intelligence:**
    - Open, easy, friendly and respectful body language,
    - Moves in the classroom
    - Inclusion of activities that require movement

5. **Sense of rhythm and time (musical intelligence):**
    - Session started at the scheduled time (even if only a few participants were present).
    - Maintain a flow and spread out the delivery of the content throughout the session. Avoid a rush to complete the topic towards the end.
    - time allocated for interaction, sharing, questions and activities during the session.
    - Session completed in the allotted time

6. **Interpersonal Skills:**
    - Tone of voice, eye contact to include all participants
    - Harmonious interaction with participants and sensitive to the socio-cultural background of the participants
    - Respond to questions in ways that address the underlying assumption, biases and beliefs - in ways that the participant can connect with
    - Not force participants to agree to one's point of view immediately (even if it is supported by scientific evidence) and give them time to process the new inputs they have got.
    - Space for disagreements, invitation to participants to explore the topic further, look at it from different perspectives, speak with people with different points of view.
    - Respectful yet assertive handling of disruptions and interruptions. Use of "I - statements to describe one's feelings, describing the behaviour or the issue at hand without labelling the person.
    - Appropriate use of humour
    - Reiterates inalienable human rights of all persons
    - Be sensitive to the learning needs of participants who may not be so vocal, enabling all participants to feel that they have an opportunity to express their doubts, concerns and wisdom from their lived experience.

7. **Intrapersonal intelligence:**
    - Manage one's emotional state to facilitate the session well
    - The process of preparing to facilitate a session, the content itself and the sharing in the sessions can lead one to question their beliefs which they may discover to be disempowering, or violating of other's rights. The facilitator takes time to reflect on and resolve such beliefs for themselves.
    - Set boundaries regarding kind of questions one would and would not answer so as to maintain professional boundaries and personal space

8. **Naturalistic intelligence:**
    - Content delivered has a link with Nature - connecting with evolution, other life forms and the environment.

9. **Spiritual intelligence:**
    - Content delivered has links with values, is humane and speaks of the larger picture.
    - Enables participants to enhance self-awareness and makes sense of their world, builds respect, empathy and compassion for people with gender non conforming identities, and transgender persons, etc.

I. Pocket Tools to enable participants to deal with difficult emotions

Consider using these and other activities that help participants to deal with difficult emotions that may come up during the sessions

1. **Burn it Up:** Write down your worry and put it in a box. You can also burn this or rip it to tiny pieces.

2. **Divert:** List five distracting activities that have worked for you in the past, and use them when you are worried. For instance, you could count from 100 to one, make a mental list of the things around you, visualize people you love or your dream place etc.

3. **Box Breathe:** This is a four-step process where you inhale, hold your breath, exhale, and then hold your breath again, each for a set count. For instance, if the set count is 4, inhale for 4 counts, hold for 4 counts, exhale for 4 counts and hold for 4 more . You can repeat for 6-8 cycles or whatever feels most comfortable.

4. **Butterfly Hug:** Imagine that your hands are like the wings of a butterfly, and your fingertips are lightly resting on your shoulders, creating a "hug." Keep your hands in a relaxed and gentle position. Take slow, deep breaths. Inhale through your nose, and exhale through your mouth. Focus on the rise and fall of your chest as you breathe. While maintaining the Butterfly Hug and continuing to breathe mindfully, gently tap or alternate your fingertips on your shoulders. The tapping can be gentle and rhythmic, similar to a butterfly's wings. You can continue tapping for as long as you need.

5. **Self Hug:** A self-hug is a simple and comforting self-soothing technique that can help you feel more secure and provide comfort. You can sit in a position that is comfortable for you. Start by crossing your arms over your chest, just like you would in a regular hug. Your right arm should be over your left arm, resting on your left shoulder or upper arm and your left arm should be resting on your right shoulder or upper arm. Apply a gentle and soothing pressure with your arms. Imagine that you are giving yourself a comfortable, soothing and reassuring embrace. Stay in the self-hug for as long as you need. When you're ready to release the self-hug, do so slowly and gently.

6. **Trash Can:** Write a feeling of rejection or disappointment in a paper, crush the paper and make a long action of throwing it in the trash can.

J. Do's and Don'ts for consideration

Here is a list of simple Do's and Don'ts that may be considered by the Facilitator:

Dos

- Administer the needs assessment at least 1 week before the session starts. Review the findings, and take note of the areas where participants may need additional inputs and clarification.
- Allocate adequate time to plan the content of each session and the examples and stories that the participant group may connect with.
- To create a warm, fun, and comfortable learning environment, include short games, fun activities, and community-building questions.
- Incorporate games, activities, and videos related to the session content. Use scenario-based incidents and case studies to provide space for participants to reflect on situations, helping them handle and perform well in their day-to-day work situations.
- Include sufficient breaks to give participants time to absorb the information.
- Ensure that the content is translated into the language in which the session is conducted. The language should be easy and colloquial for the staff to understand.
- Pay attention to the responses during check-out to gauge how the session's content is being received. If there is any confusion, facilitators can either address in their check-out responses or in the next session.
- Choose and frame games and activities with the understanding that participants come from different age groups, educational backgrounds, and varying levels of comprehension.
- Role-playing allows for deeper discussion or sharing. However, facilitators can keep in mind that a surge of energy may take place due to the excitement that comes with such activities causing participants to stray away from the topic at hand. Therefore, facilitators could be prepared with certain tools to try and guide the conversation back to the topic.

Don'ts

- Avoid using stories and references that participants will be unable to relate to.
- Avoid narrow questions or ones that are restrictive in nature.When asking community-building questions, use ones that give participants broader space to think, not restricted to a specific period. For example, avoid asking, "What is your happiest memory from the past six months?"
- Avoid responding to any particular participant individually, as they may feel targeted. It is better to address doubts or myths collectively, rather than pointing out specific participants.

ANNEXURE 4: PRE-TEST AND POST-TEST QUESTIONNAIRE AND FEEDBACK QUESTIONS

Name: _____
Age: _____
Institution: _____

I understand that responding to these questions is voluntary and I can stop at any time I wish to.

Have you participated in Enfold sessions before?
a. Yes
b. No

Intelligence and Qualities

1. Kavya and Ramesh are two friends. Kavya has come first in class and is good in sports. Ramesh is weak in studies, but is good at dancing. Based on this, **what do you feel about Kavya and Ramesh's intelligence?** *(Choose as many responses as true for you)*

a. Kavya is intelligent. .
b. Ramesh is intelligent.
c. Ramesh is not intelligent.
d. Both Kavya and Ramesh are intelligent.

2. I believe I am good at some things.

a. Strongly Agree.
b. Agree.
c. Disagree.
d. Strongly Disagree.

Self-Esteem and Body Image

3. What do you like most about yourself?

4. How much pressure do you feel to look a certain way from your friends, movies, and adults around you? *(Choose only one response)*

a. A lot of pressure.
b. A little pressure.
c. No pressure at all.

5. I know that everyone's body is different and that's okay. (Choose only one response)

a. Strongly Agree.
b. Agree.
c. Disagree.
d. Strongly Disagree.

Goal Setting and Achieving Goals

6. I believe that I can develop new talents even if I was not born with them. (Choose only one response.)

a. Agree.
b. Disagree.
c. Don't know.

7. When I face challenges: (Choose as many responses as are true for you.)

a. I learn from the challenges and try to do better.
b. I give up.
c. I seek support from friends/adults.

Sexual Development in Adolescents -Myths and Facts about Puberty

8. Pubertal Changes Include: Choose all applicable responses).

a. Change in voice.
b. Increase in height.
c. Growth of hair on the body.
d. Romantic Feelings.
e. Sexual feelings.
f. All of the above.

9. I understand the pubertal changes happening in my body.

a. Yes, I do
b. No, I am confused.
c. Sometimes.

Gender Sensitivity and Gender Equity

10. A man should: (Choose all applicable responses.)

a. Not cry and always be strong.
b. Be able to physically protect those around him.
c. Not engage in household chores if there is a woman in the house who can do it.
d. Have the freedom to express his feelings and emotions.

11. A girl/woman should: *(Choose all applicable responses.)*

a. Cook and take care of her family and children.
b. Always be kind and gentle and not get angry.
c. Take decisions about her future independently.
d. Be financially independent.
e. Work or study only if her family allows her to.

12. In comparison to boys, girls are:

a. Superior.
b. Inferior.
c. Cannot be compared

Personal Safety Education

13. If a person touched or spoke to me in a way that I did not like or made me uncomfortable I will: *(Choose all applicable responses)*

a. Tell them to stop.
b. Shout and ask for help.
c. Adjust and keep quiet (not tell anyone).
d. Tell my friend about it.
e. Seek help from an adult.

14. How easily can you tell an adult if you have been touched in a way that made you uncomfortable? *(Choose only one response)*

a. Very easily.
b. Somewhat difficult.
c. Very difficult.

15. Marriage of a girl below 18 and a boy before 21 is an offence and is not valid.

a. Agree.
b. Disagree.
c. Don't know

16. Sexual acts with a person below 18 years is an offence only if it is without their consent

a. Agree.
b. Disagree.
c. Don't know.

17. A child can receive compensation from the court in cases of sexual abuse.

a. Agree.
b. Disagree.
c. Don't know.

18. Are there any topics or questions related to your body or life questions you are interested to know more about. Please share.

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About Enfold

Enfold Proactive Health Trust is a nonprofit based in Bengaluru founded in 2001, and is working towards building safer, rights affirmative, inclusive spaces and justice systems for children and communities.

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