

Jargon Free forum

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REPORT ON PROJECT “OUT OF SALLABUS”



EDUCATION (OUT OF SYLLABUS)

PROJECT OUTLINE

Under this project “Out of Syllabus”, Jargon Free Forum (JFF) aims to work for the improvement of the learning process, critical thinking, as well as development of creative educational techniques, for the students of 9th and 11th standards. Government schools provide education to the majority of children in our country and are under constant pressure to maintain the quality of education and overall development of the children. This project supplements the teachers’ efforts in government schools through documentary videos, educational games, practical demonstrations and knowledge, capacity building trainings, career guidance, stress counselling and various other means. It aims to enhance the current educational process by the means of various activities that are simple and easy to interact with children.

OBJECTIVES

- Think about and evaluate their own thinking and behavior on issues related to health education, physical education, and home economics
- Make reasonable and defensible decisions about issues related to individual and community well-being
- Challenge and take action (individually and collectively) to address social, cultural, economic, and political inequalities
- Understand the role and significance of the movement culture and its influence on our daily lives and the lives of people in our community

SUPPORTING THE DEVELOPMENT OF CRITICAL THINKING

- Help them form and test theories, experiment and try to understand how the world works.
- Encourage children to explore, ask questions, test their theories, think critically about results and think about changes they could make or things they could do differently.
- Help children think more deeply about things by instilling a love for learning and a desire to understand how things work. Seek out

the answers to all of your children's "why" questions using books, the internet, friends, family or other experts.

- We are often given lots of information at a time, and it is important we evaluate that information to determine if it is true, important and whether or not we should believe it.
- Help children learn these skills by teaching them to evaluate new information. Have them think about where or who the information is coming from, how it relates to what they already know and why it is or is not important.
- When children are deeply vested in a topic or pursuit, they are more engaged and willing to experiment. The process of expanding their knowledge brings about a lot of opportunities for critical thinking, so to encourage this action helps your child invest in their interests. Whether it is learning about trucks and vehicles or a keen interest in insects, help your child follow their passion.

PERMISSION LETTER TO WORK WITH SCHOOLS FROM
DISTRICT EDUCATION OFFICER, JAIPUR, RAJASTHAN

कार्यालय जिला शिक्षा अधिकारी माध्यमिक (मुख्यालय) जयपुर

ब्लॉक नं: 3, प्रथम तल, डॉ० रामाकृष्णन शिक्षा संकुल, जवाहर लाल नेहरू मार्ग, जयपुर-30201
क्यांक-जि.शिक्षा/मा/मुख्या/जय/शै/का-वि.वि.वि/2019/7-45 दिनांक-19.07.2019

प्रधानाचार्य

राजमाहि मानसरोवर/शहीद मेजर दिग्विजयसिंह राजमाहि खातीपुरा/

शहीद मेजर आलोक माधुर राजमाहि झोटवाडा जयपुर

विषय- जायगन फ्री फोरम जयपुर शारीरिक शिक्षा एवं अन्य अतिरिक्त पाठ्यक्रम गतिविधियों हेतु।

उपर्युक्त विषयान्तर्गत लेख है कि जायगन फ्री फोरम जयपुर द्वारा अतिरिक्त पाठ्यक्रम गतिविधियों के अन्तर्गत कक्षा-9 व 11 के छात्रों को शिक्षा के अलावा स्वास्थ्य, भविष्य की दिशा बाल अधिकार, सामाजिक समस्याओं पर जानकारी दी जायेगी। जिसमें सप्ताह में 2 दिवस प्रति कालांश प्रति विद्यालय में शांतिशा के कालांश में जानकारी दी जायेगी। अतः आपको निर्देशित किया जाता है कि उक्त संस्था के प्रतिनिधि को शारीरिक शिक्षक से समन्वय स्थापित करते हुए उक्तानुसार शांतिशा के कालांश में कक्षा-9 व 11 के छात्रों को जानकारी हेतु अनुमति प्रदान कर पालना सुनिश्चित करें।


जिला शिक्षा अधिकारी
माध्यमिक (मुख्यालय) जयपुर

प्रतिलिपि-

1. मुख्य ब्लॉक शिक्षा अधिकारी झोटवाडा सिटी/जयपुर पश्चिम जयपुर
2. रजित पत्रावली।

जिला शिक्षा अधिकारी
माध्यमिक (मुख्यालय) जयपुर

**AWARENESS SESSIONS CONDUCTED AT GOVT. SR. SEC.
SCHOOL IN MANSAROVAR, JAIPUR, RAJASTHAN**

SL. No	NAME OF THE SESSION	DATE
1	Child Marriage	February, 2020
2	Child Labor and its effects	January, 20220
3	Violence with children and its effects	January, 20220
4	Awareness on Child Rights	January, 20220
5	Awareness on Body Shaming	November, 2019
6	Awareness on Bullying	November, 2019
7	Awareness on changes during adolescences ages	October, 2019
8	Session on gender inequality	September, 2019
9	Session on motivation	September, 2019



**SESSION ON CONDUCTED ISSUES OF CHILD MARRIAGE AT
GOVT. SR. SEC. SCHOOL IN MANSAROVAR, JAIPUR,
RAJASTHAN (FEBRUARY, 2020)**

Child Marriage

Child marriage has been a prevalent practice at different points in the history of almost all societies around the globe. In India, the practice has origins going back to ancient times and it continues to persist today.

Child marriage is most common in the world's poorest countries. The highest prevalence rates of women getting married in the age of 20-49 years reporting entering marriage before 18 years are in South Asia (56%), followed by West and Central Africa (46%), Eastern and Southern Africa (38%), Latin America and the Caribbean (30%).

According to a UNICEF report (2014), one in three of all child marriages globally take place in India and rates are highest among the poorest and most socially disadvantaged areas. Child marriage has been declining slowly over the years, but the numbers of girls and boys getting married before their respective legal ages remain large. In

the 2011 Census, 12 million child marriages were reported for girls aged less than 18 and boys below 21 years. High variance has been noted across regions, states, and urban and rural areas in the prevalence of child marriage within India.

Activities conducted during the Session

PRE-SESSION ASSESSMENT

40 students studying in 11th standard were present during the session. The following points were discussed with the students during the pre-assessment:

Question for all students:

What is child marriage? A few students replied that child marriage is when a person marries before a specific age, defined by the laws. Others responded that a child who marries before the age of 18 is called child marriage. **What are the reasons behind child marriage?** Some students replied that child marriage occurs due to poverty, cultural practices, and to fulfill promises with relatives and friends. One girl replied that family members are concerned about their daughter's reputation. Some students answered that family members see their daughter as a burden and believe that if she marries into a well-to-do family, she will lead a happy life. **What is the age of children involved in child marriages?** Some students replied that child marriage is considered when a girl's age is below 18 and a boy's age is below 21. **Are boys also married at an early age?** All students replied in unison that yes, boys are also married at an early age. **What are the consequences of child marriage?** Some students responded that both children can dislike each other and not be happy with their marriage. Others responded that child marriage can impact a girl's health, increase the death rate among girls, cause premature pregnancy, and make children emotionally weak and force them to leave school. **Is child marriage legal?** All students replied in unison that no, child marriage is illegal. **How can child marriages end worldwide?** Students replied that child marriages can be stopped by spreading awareness about the consequences, implementing strict laws, and improving police arrangements.

DOCUMENTARY SCREENING: THE SESSION INCLUDED THE SCREENING OF FOUR DOCUMENTARIES ON THE SUBJECT OF CHILD MARRIAGE:

Child Marriage: A third animated short film from the series "Shattering the Silence," titled "Child Marriage" was shown to the students. The film is seen through the eyes of a young girl named Mina, who is forced to drop out of school and get married at a young age. The film highlights the physical and mental toll that child marriage can have on a child bride and the limited opportunities that come with a lack of proper education. Through determination and awareness, Mina is able to turn her life around when she seeks help from Panah, a shelter that not only provides a safe place for her and her daughter, but also offers vocational training. (Video Link: https://youtu.be/mLxny_MjnY)

Like Sisters: The death of her best friend due to miscarriages and abortions caused by child marriage prompts a strong transformation in Priya. She channels her sorrow into empowering young girls to make the right decisions at the right age. (Video Link: <https://youtu.be/6Zb0tU2e63E>)

Early Child Marriage: Child marriage is still a common phenomenon in India and is one of the main causes of poor health among girls. The lack of preparation, both mentally and physically, leads to dysfunctional families. The documentary warns against the consequences of child marriage and emphasizes the importance of education for girls. (Video Link: <https://youtu.be/WrmRqm6VBI0>)

Choti Si Dulhan: This episode of the popular animated series Meena focuses on the issue of early marriage. It teaches that the legal age of marriage for women is 18 and emphasizes the importance of education for girls. Child marriage can have adverse effects on a girl's physical and mental health, and many child brides die from pregnancy-related complications. (Video Link: <https://youtu.be/mFc-32rcZkE>)

POST-SESSION ASSESSMENT

What if the girl's mother didn't take any action in the first movie? Most students responded that if the girl's mother didn't take action, then her daughter would have faced the same violence as her mother. Some students replied that the girl's father would have forced her into an early marriage, and she would not have been able to complete her education. **What positive changes occurred in their lives after leaving**

home (Child Marriage movie)? Some students responded that they would no longer face physical violence, the girl could finish her education, and the mother became an independent woman who could support her daughter. **What other steps do you think the mother, Maya, could have taken?** Some students mentioned that Maya could have refused the marriage. Some students suggested that Maya could have refused the child (pregnancy) and continued her education. **Do you think Maya was wrong for agreeing to the marriage?** Some students answered yes, she was wrong. Others responded that no, she was not wrong because the decision was not hers to make. Her parents arranged the marriage, and even if she had refused, they would not have listened to her. **Is it a good idea to get married to someone you love at a young age?** Some students responded that it was not a good idea because making this kind of decision at a young age is unwise, and getting married without parents' permission is always problematic. However, some students thought that it was a good idea because it's better to marry someone you love than a stranger. **Why was Tulli's decision wrong?** Some students responded that Tulli was not aware of the consequences of early marriage, and her family's financial situation forced her to make a poor decision. **Was Tulli's husband a bad person?** Some students answered that Tulli's husband was not a bad person, but her in-laws were the problem. Some students mentioned that the situation and employment made him a bad person. **What was the reason for the positive outcome in the movie "Choti Si Dulhan"?** Students responded that the movie had a positive ending because both the girl and boy were educated and aware of the consequences of child marriage, and they prioritized their education.





Session on Child labor and its effects at Govt. Sr.
Sec. School in Mansarovar, Jaipur, Rajasthan (January,
2020)

Child labor

Child labor is a global phenomenon. Its magnitude and dimensions, however, vary widely from country to country. India possesses the largest child labor force in the world despite various measures undertaken by the government and non-governmental agencies to tackle this issue. According to an estimate, there are over 60 million child laborers in India who constitute nearly 25 % of the working children of the world.

Child labor is the exploitation of underage children in many forms, forcing them to work illegally which harms or abuses them. This abuse may be physical, mental, or sexual; depriving the children (child laborers) of their right to basic education. According to the International Labor Organization(ILO), "child labor is where children are deprived of their childhood because they are forced to work long hours for little or no money, deprived of education and in conditions harmful to their mental and physical development." It is present everywhere i.e. in developed, developing, and the underdeveloped worlds though ratios differ. Asia leads by 61% followed by Africa at 32%. According to UNICEF, there are 250 million children aged between 5-14 years employed as child labor in developing countries out of which 120 million work full time.

Among the developing countries, India has the highest number of child laborers under the age of 14 years which is approximately 12.6 million. Children are engaged in every sector of the economy like match stick making, fireworks, domestic labor, construction, carpet-making industry, brick kilns, etc.

The framers of the Indian Constitution incorporated relevant provisions under various articles in Part III and IV to ensure justice to children.

Selected articles of the Indian Constitution in this regard are presented as follows: Article-23: Prohibition of traffic in human

beings and forced labor. Article-24: Prohibition of employment of children below the age of 14 years in factories, mines, or in any other hazardous employment. Article-45: Provision of early childhood care and education for children until the age of six years (86th Constitutional Amendment Act-2002). Article-21(A): Provision of free and compulsory education of children of the age of six to fourteen years (86th Constitutional Amendment Act, 2002). Article-51A (k): Fundamental duties of parent or guardian to provide opportunities for education of children between the age of six and fourteen years.

Activity conducted during the session

DOCUMENTARY SCREENING

Childline 1098, Child Rights and Child Labor in India: The issue of child labor in India has been rapidly increasing and must be addressed. Childline is dedicated to providing 24-hour child protection services. (Video Link: <https://youtu.be/fjnauz6fspw>) "**Darpan Child Labor In India**": This thought-provoking film tells the story of Bholu, a 12-year-old boy who was forced to leave school and work at a hotel due to a family tragedy. The hotel is owned by a kindly old man named Rahim, who is arrested for violating the Child Labor Act by employing an underage child. But then, something unexpected happens. (Video Link: <https://youtu.be/40s7Qlseyh8>) "**Child Labor in India: A Documentary on the Sad Reality**": There are three landfill sites in Delhi where all of the city's waste is disposed of. Some people make a living from sorting through this waste, including children like Ravia. Ravia, who is only seven years old, is the sole breadwinner for her family, as everyone else is unwell. She has to work at the landfill instead of going to school. Sadly, this is the story of many children in the area. (Video Link: https://youtu.be/5f_ra1q5phc) "**Child Labor In India | The Real Cost of Child Labor**": Despite being illegal, a significant portion of the workforce in India is comprised of child laborers. The Indian government and various ngos are working to eradicate this issue. Say "NO" to child labor and take a stand against it. (Video Link: <https://youtu.be/CNPM0OgQtIA>) "**Anchaha Bachpan: A Child Labor Documentary**": Child labor is a crime, not an act of mercy. This short documentary sheds light on this issue. (Video Link: <https://youtu.be/8oc-oifpozC>) "**Count On Us - A Film on Child Trafficking**": Poonam is a young girl from a small village in West Bengal who is struggling with poverty

and hardship. One day, she is lured to the city by her uncle Pronob's promises of a better life. Tragically, she ends up in a brothel. Back in the village, Poonam's mother waits for her daughter's return and when she doesn't, she contacts **CHILDLINE 1098** for help. CHILDLINE and the police rescue Poonam from the brothel and reunite her with her mother. (Video Link: <https://youtu.be/eapjucct9fk>)

POST ASSESSMENT SESSION

What is your opinion on child labor? Students replied that child labor should be abolished as it hinders children's growth. Why do you think people employ children? Students said that people employ children because they work for lower wages compared to adults. What options are available for children who need to work to support themselves? Some students responded that children who are in a financial situation that requires them to work can balance their studies and work by studying in the morning and working in the afternoon and evening. However, some students disagreed with this idea, stating that it would be difficult to manage both things simultaneously and therefore would affect their ability to concentrate on their studies.









Violence with children and its effects

SUMMARY OF VIOLENCE WITH CHILDREN

The definition of violence- The UNCRC considers violence to happen when someone's mind is hurt as well as their body.

Forms of violence by UNCRC: Mental violence, Physical violence, Sexual violence, Violence through information and communication technologies, Violence in mass media, Self-harm, torture or inhuman and degrading treatment or punishment.

ARTICLES :

Article 24 - Children and young people should be protected from the traditional practices that are violent against them. **Article 25** - If a child or a young person is living away from home, they should be regularly checked upon, in case, they are not safe. **Article 28-** No one should be violent against children or young people at school. **Article 34** - Children and young people shouldn't be exploited sexually. **Article 37** - Children and young people shouldn't be punished in a cruel or degrading way. **Article 38** - There are rules relating to the involvement of children and young people along with the armed forces. **Article 39** - Children and young people should be helped to recover, if they are survivors of violence.

Socially accepted forms of violence, such as shouting at children and corporal punishment, are often not perceived as violent behavior. However, studies indicate that the majority of child abuse occurs at the hands of people known to the child, rather than by strangers. The effects of violence on children can vary based on their age and developmental stage. Exploitation, violence, abuse, and neglect can harm children emotionally, socially, and within their family relationships, and can lead to loss of self-respect, trust, self-esteem, and the joy of childhood. It corrupts, kills, and destroys children, and debases our societies. As parents, it is our primary responsibility to protect our children from violence. Violence against children is unacceptable in all settings, including the home, schools, care or justice institutions, and the community. Parents who resort to

violence in their upbringing will not learn alternative methods of educating and dealing with their children.

PRE-SESSION ASSESSMENT

QUESTIONS WITH THE GROUPS:

"Which children are considered safe?" - Some students answered that no child is completely safe, while others stated that rich, powerful, courageous, educated children who are not involved in any negative activities are safer. **"Which children are considered unsafe?"** - Some students responded that children who engage in harmful activities are unsafe, while others mentioned that children who are poor, uneducated, or orphans are at greater risk. **"What factors determine a child's safety?"** - Students answered that factors such as proper education, nutrition, stable home environment, good parenting, and moral values play a significant role in making a child safe. On the other hand, the absence of these factors can make a child unsafe.

ACTIVITY CONDUCTED DURING THE SESSION

We divided into 4 groups and each group was tasked with crafting a hypothetical story about the various forms of violence, including physical violence, emotional violence, sexual violence, and exploitation.

Story on physical violence: Once upon a time, there was a family with four members. The parents were kind and the elder son was also good-natured, doing well in life. However, the younger son was involved in bad habits such as spending his parents' money recklessly, drinking alcohol, harassing girls on the streets, and physically assaulting those who defied him. One day, his parents caught him in the act and severely punished him. This only made his situation worse and he spiraled into further trouble. In the end, he turned his life around and became a better person, earning respect from others through hard work.

Story on emotional violence: There was a boy named Sohan who was known for his love of making people happy and his sense of humor. Due to his family's financial difficulties, his parents were often frustrated and took out their anger on him. Sohan tried to cheer them up but was met

with constant criticism. They called him crazy for always smiling, and told him to focus on his studies. Despite his efforts to communicate his feelings, his parents never seemed to understand him. The emotional toll of this mistreatment left Sohan feeling lonely and unvalued.

Story on sexual violence: A 15-year-old girl was coming home from school one day when some boys tried to accost her on the road. Despite her attempts to fend them off, they persisted in following her. This became a daily occurrence. One day, the boys managed to assault her and filmed the abuse, spreading the video widely. The girl was blamed for the attack and was shunned by her community. But she refused to give up and pressed charges against the attackers. Despite facing inappropriate questioning during the trial, she held onto her self-belief and won the case. Now she works to help other survivors of sexual violence and encourages them to fight for justice.

Story on neglect: A child was ignored and mistreated by his family. They forbade him from working and excluded him from family events. Whenever he tried to speak up, they dismissed him as a child with no knowledge or opinions. The elder children in the park also wouldn't let him play cricket with them. When he asked to go out with his family, they told him to focus on his studies and stay at home. This constant neglect left him feeling lonely, with low self-esteem and a lack of self-worth.

Common Forms of Violence: Girls are often subjected to sexual violence, while boys are more likely to experience physical violence. Children in refugee camps and those from marginalized communities are at a higher risk of experiencing violence.

Impact of Violence on Children: Experiencing violence can have serious impacts on a child's mental health, including depression, loneliness, and low self-confidence. In severe cases, it can lead to thoughts of suicide.

MOVIE SCREENING

The Rose - <https://youtu.be/bqyb4PoLDKc> - This short film focuses on the issue of Corporal Punishment and Child Rights. It provides valuable information on child abuse and encourages the reporting of such

incidents. To report abuse, call 1098 and know that your information will be kept confidential by Child Line India. **KOMAL** - A Film on Child Sexual Abuse (CSA) - Hindi - <https://youtu.be/CwzoUnj0Cxc> - Komal is a bright, sensitive, and happy 7-year-old girl. Her father's old friend, Mr. Bakshi, and his wife have just moved in next door, and Komal quickly forms a close bond with Mr. Bakshi. However, she soon learns the bitter truth about him. **UNICEF: Stop Child Abuse Now!** - <https://youtu.be/CJzbDn58eTA> - Are there 100,000 people who will stand up to protect children from abuse? Let's show those who abuse children in our society that their actions will no longer be tolerated.

POST-SESSION ASSESSMENT

Which forms of violence do you think are the most common, and which type of children are most at risk (girls, boys, adolescents, or younger children, refugees or children in their own country)? The students answered that girls are more likely to experience sexual abuse, while boys are more likely to experience physical abuse. Some students stated that refugee children are more susceptible to violence than other children. **What impact do you think different forms of violence can have on children?** Some students responded that a child can experience depression, loneliness, low self-confidence, and in some cases, they may even consider suicide.







Child Rights

Children and young people have the same general human rights as adults, as well as specific rights that acknowledge their unique needs. They are not considered the property of their parents or helpless objects of charity, but instead are recognized as individual human beings with rights. The UNCRC Convention views children as individuals and members of a family and community, with rights and responsibilities appropriate for their age and developmental stage. Under the convention, governments are obligated to meet the basic needs of children and help them reach their full potential. This includes the recognition of each child's basic and fundamental rights, including:

- The right to life, survival, and development.
- Protection from violence, abuse, and neglect.
- An education that allows children to reach their potential.
- The right to be raised by and have a relationship with their parents.
- The right to express their opinions and have them heard.

PRE-SESSION ASSESSMENT

Who is considered a child? Some students responded that a child is considered to be innocent, unable to make decisions for themselves, under 5 years old, sometimes stubborn and mischievous. Another student stated that a person below 18 years of age is referred to as a "child."

What are the needs of a child? Some students indicated that a child requires care and protection, proper guidance, a healthy environment, education, opportunities to play, access to healthy food, and parents who listen to them. **Do you think children have rights?** The students answered in unison that yes, children do have rights. **Can you provide examples of these rights?** The students replied that children have the right to education, the right to play, the right to be protected by their family, the right to access healthy food, and the right to live in a healthy environment. **How do you think society views children?** Some students responded that society often sees children as individuals who are unaware and in need of decisions being made for them.

ACTIVITY CONDUCTED DURING THE SESSION

"Here's a link to a cartoon film that showcases all the articles of children's rights according to the UNCRC: <https://youtu.be/442yLFwrzs8>"

POST SESSION ASSESSMENT

A small introduction of the United Nations Convention on the Rights of the Child (UNCRC) and its laws:

The United Nations Convention on the Rights of the Child (UNCRC) serves as the foundation for all of UNICEF's work. It is a comprehensive declaration of children's rights and is the most widely ratified international human rights treaty in history. The Convention comprises 54 articles that address all aspects of a child's life, setting out the civil, political, economic, social, and cultural rights that all children are entitled to. The Convention also outlines the responsibilities of adults and governments to ensure that children can exercise their rights.

Every child, regardless of their ethnicity, gender, religion, language, or abilities, has rights under the UNCRC. It must be considered as a cohesive whole, where all rights are interconnected and none are more important than the others. For example, the right to leisure and play (Article 31) and the right to freedom of expression (Article 13) are equally important as the right to be protected from violence (Article 19) and the right to education (Article 28). All rights hold equal significance.

The United Nations Convention on the Rights of the Child (UNCRC) outlines the basic human rights that must be granted to children. These rights are divided into four main categories:

1. Right to Survival:

- Right to be born
- Right to a minimum standard of food, shelter, and clothing
- Right to live with dignity
- Right to access healthcare, safe drinking water, nutritious food, a clean and safe environment, and health information.

2. Right to Protection:

- Right to be protected from all forms of violence
- Right to be protected from neglect
- Right to be protected from physical and sexual abuse
- Right to be protected from harmful drugs.

- Right to Participation:
- Right to freedom of opinion
- Right to freedom of expression
- Right to freedom of association
- Right to access information
- Right to participate in decision-making that affects them directly or indirectly.

3. Right to Development:

- Right to education
- Right to learn
- Right to relax and play

Articles in the United Nations Convention on the Rights of the Child (UNCRC) can be found at the following link:
https://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf

The significance of child participation cannot be overstated. Children have unique perspectives and opinions, which may differ from those of adults. Every child has the right to participate in decision-making that affects them, regardless of their age. As children grow older, their opinions and voices should be increasingly considered and valued. Active participation is crucial for young people as it fosters a sense of self-esteem and helps build their confidence. By listening to children and taking their opinions seriously, we are preparing them to become trustworthy and capable adults.







BODY SHAMING

According to the Oxford English Dictionary; body shaming is the act or practice of humiliating a person based on their body type by making critical and/or mocking statements about their body shape and size.

Body shaming, is an act in which individuals are judged negatively based on their physical appearance. Generally, men and women are body-shamed if they appear “overweight” or don’t fit the idyllic image of “thin and beautiful.” However, researchers note that thin-shaming is also a negative and form of judgment and bullying as well, although not as prevalent.

Body shaming is one of the biggest problems in today’s generation. Society doesn't just find humor in degrading a woman's body; they also find humor in degrading a man's body. Body shaming has become a problem for both genders. Body shaming, while common in both genders, is especially harmful to women.

While body shaming has been in society for quite some time, the internet and social media platforms such as Instagram, Twitter, and Snapchat, have brought it to an all-time high. With millions of users signing-on each day, social media platforms open the door for individuals and companies to share unrealistic expectations of an ideal body. Technology has made the focus on appearance easier and given way to a platform that invites body shaming and bullying more frequently.

Body-shaming statistics indicate that 94 percent of teenage girls have been body shamed. However, the practice isn’t exclusive to the female gender. Teen boys and men are subjected to thoughtless opinions and hurtful comments made as well. Nearly 65 percent of teen’s boys reported having been body shamed.

PRE-ASSESSMENT SESSION

Basics question for all students

What are your heights? Girls responded that their heights are around 4.9 inches to 5.6 inches and boys responded that their heights are around 5.1 inches to 5.9 inches. **What are your current weights?** Girls responded that their current weights are around 35 Kg to 60 Kg, and

boys responded that their current weights are around 39 Kg to 75 Kg. **What should be the ideal height for a boy?** Boys responded that the ideal height for a boy should be 5.5 inches to 6.5 inches. Girls responded that the ideal height should be more than 5 inches to 6 inches. **What should be the ideal height for a girl?** Most of the boys responded that the ideal height for a girl should be 5.5 inches and 5.4 inches. Some boys replied that a girl's height should be 6 feet. Most of the girls responded that a girl's height should be 5 inches to 5.2 inches. Some girls responded that a girl's height should be more than 5.6 inches. **What are three things you like about yourself?** Most of the girls replied that they like their smile, eyes, dimples on their face, hair, nails, hands, and height. Some girls replied that they like their hair cut, eyebrows, nose pin on their face, and dressing sense. Most of the boys responded that they like their hair, smile, hands, fitness, hairstyle, height, and body. Some students responded that they like being simple and their clothes. **How do you take care of your body and keep it healthy?** Most of the students replied that they take care of their body by eating good food, doing yoga, running, playing different sports, and exercising. **What is the best comment you get on your body?** Most of the girls responded that they receive good comments on their bodies such as their dressing style, eyebrows, dimples on their face, good health, height, nails, and lips. Boys responded that they receive good comments on their bodies such as their hands, body, height, hairstyle, fitness, eyes, clothes, and simplicity. **What is the worst comment you get on your body?** Girls responded that they receive bad comments on their bodies such as pimples on their face, thin body, nose, short height, wearing glasses, teeth, health, and being overweight. Boys responded that they receive bad comments on their faces, pimples, thin body, poor hair, height, walking style, being overweight, ugly, and health. **What is the one thing you want to change in your body?** Girls answered that they want to change their height, lose weight, health, lips, nose, diet, thin body, and pimples. Boys responded that they want to change their height, personality, body, looks, face, and hair.

ACTIVITY/GAMES/DOCUMENTARY SCREENING

PICTURE ANALYSIS BY STUDENTS

Analysis of Photo No. 1 by Students: The students commented that the girl has a nice smile, beautiful hair, and cute and attractive appearance. However, they also noted that her eyes are nasty.

Analysis of Photo No. 2 by Students: The students stated that the girl is both ugly and beautiful. They noted that her figure is not ideal, but her eyes are nice and her lifestyle is stylish. They also appreciated her necklace.

Analysis of Photo No. 3 by Students: The students noted that the girl is considered the smallest in India. They mentioned that she has a good smile, nice eyes, and irregular teeth. They also observed that her hands and legs are small, her watch looks good on her hand, and her hair is long, making her appear like a small child.

Analysis of Photo No. 4 by Students: The students remarked that the boy is tall, while the girl is shorter. They also noted that the boy is fairer than the girl and has brown hair, while the girl has black hair. They appreciated the girl's good-looking eyes and cute appearance. They also noted that the boy is thin and has a good-looking nose, while the girl has good-looking lips.

Analysis of Photo No. 5 by Students: The students commented that the boy is black, has large and black lips, small hair, and a not-so-good photo. They noted that he has thin cheeks, is not very good-looking, but is healthy and has a nice body shape. They also appreciated his good height and eyes.

Analysis of Photo No. 6 by Students: The students described the boy as looking weak, but with a good height. They noted that his face is small and that he is wearing a red pant, black t-shirt, watch, and black shoes. They concluded that he looks awesome.

Analysis of Photo No. 7 by Students: The students noted that the lady is fit, good-looking, and has hair resembling a man's hair. They suggested that she may want to lose weight or improve her appearance. They appreciated her good hair style and the t-shirt she is wearing, and concluded that she is beautiful.

Analysis of Photo No. 8 by Students: The students noted that the girl is from a foreign country, fair but weak in health. They appreciated her awesome hair style and her appearance as a model.

Analysis of Photo No. 9 by Students: The students described the boy as smart, with beautiful eyes, an awesome hair style and beard, good looks, a good body shape, small

eyes, a long face, a good nose, and a fair complexion. **Analysis of Photo No. 10 by Students:** The students described the boy as handsome, fit due to daily workout, having a classic body, and a good hair style. They also noted that he has eagle-like eyes, awesome muscles, an impressive stand-up style, and is very attractive.

Movie screening

"Lesser Man" - https://youtu.be/-g_CuyTeLac - This film by Must Bol is based on real-life experiences of young people who deal with body shaming and stereotypes related to body image. "Let's Talk About Body Shaming" - <https://youtu.be/r0unvidHHNYU> - Many of us are likely to experience body shaming, where we receive harsh criticism for not meeting unrealistic beauty standards. In this video, Vidya Balan speaks about body shaming. "Let's Talk About Body Shaming" - <https://youtu.be/24k64HRdGo8> - "Aye Moti, Aye Machis Ki Tili, Woh Dekh Kaddo." Let's talk about it and put a stop to it with our inner confidence. "A Beautiful Story by RJ Vashishth" - Share a heartwarming story told by RJ Vashishth.

POST-ASSESSMENT SESSION

Facilitator's Suggestions for Dealing with Body Shaming:

- Practice self-kindness towards your body.
- Remind yourself of your inherent value and worth.
- Acknowledge your cultural background and heritage.
- Don't change yourself based on others' opinions or comments. • Prioritize your body's health over physical appearance.
- Know what is healthy for your body.
- Refrain from body shaming others and respect their unique qualities and individuality.







The Issue- Bullying

Bullying is an aggressive behavior that is intentional and that involves an imbalance of power or strength. Typically, it is repeated over time. A child who is being bullied, has a hard time defending him or herself. Bullying can take many forms, such as hitting or punching (physical bullying); teasing or name calling (verbal bullying); intimidation using gestures or social exclusion (nonverbal bullying or emotional bullying); and sending insulting messages by e-mail (cyber bullying).

- Stresses of being bullied can interfere with student's engagement and learning in school.
- Children and youth who are bullied are more likely than other children to be depressed, lonely, anxious, have low self-esteem, feel unwell and think about suicide.
- Students who are bullied may fear going to school, using the bathroom, and riding on the school bus.
- Research shows that bullying can be a sign of other serious antisocial or violent behavior. Children and youth who frequently bully their peers are more likely than others to get into frequent fights, be injured in a fight, vandalize or steal property, drink alcohol, smoke, be truant from school, drop out of school, and carry a weapon.
- Bullying also has an impact on other students at school who are bystanders to bullying. Bullying creates a climate of fear and disrespect in schools and has a negative impact on student learning.

PRE-SESSION ASSESSMENT

Questions for the individual:

Do you feel safe coming to school? - The student answered "Yes, I feel safe coming to school."
Have you received any comments on your looks that you don't like? - The student replied "No, I have never received any comments on my looks that can hurt me."
Has anyone teased you for being financially unstable? - The student replied "No, nobody has teased me for my financial condition."
Do you like to tease your younger ones? - The student answered "Yes, I tease my younger ones for fun."
Do your friends make fun of you because of your choices and likings? -

The student answered "Yes, my friends make fun of me because I give them a lot of knowledge." **Has anyone spread any rumors about you?** - The student replied "Yes, my friends have spread rumors about my bad habits in school, which I don't like." **Have you been teased because of your name?** - The student replied "No, nobody has teased me by my name 'Soniya', but my friends tease me with names like 'Moti' etc." **Do you feel protected in the classroom?** - The student replied "Yes, I feel protected in the classroom." **Have you been teased on social media?** - The student answered "Yes, my friends tease me on social media about the photos I have uploaded and calling them odd."

Questions with all Students:

What is your understanding of the term "bully"? A few students responded that "bully" refers to intentionally or unintentionally hurting and irritating people with one's actions and words. **What forms of bullying are you aware of?** Some students replied that they are not aware of the different forms of bullying, while others replied that they are aware of four forms, but cannot recall their names. **What is the difference between bullying and just joking around?** Students replied that bullying involves consistently irritating someone through the same actions and jokes that hurt them, whereas just joking around is simply entertaining with friends. **What are your thoughts on kids who bully others?** According to your perception, some students answered that these kids are naughty, fashionable, use bad language, have big hair, engage in bad activities, lack interest in studies, fearless, have anger issues, are spoiled, and trouble others. Other students replied that anyone can bully others and there are no specific characteristics. **What are your thoughts on why some kids are bullied, according to your perception?** Students answered that these kids are shy, intelligent, simple, studious, always do good things, don't interrupt others, are good-natured, engage in good activities, don't hurt others, are weak, fearful, help others, and don't bother others. **Why do you think you would join a bullying group?** Some students replied that they would join a bullying group to have power and enjoy making fun of others, or to avoid being in a group where they can be bullied. Other students replied that they cannot be part of this group because they cannot bully others. **If bullying does not stop, what do you think the victim or kid should do?** Students

responded that the victim may resort to suicide, become depressed, stressed, sad, want to be alone, stop talking to others, lose trust in others, only think about things that upset them greatly, and even drop out of school. **Have you considered how your actions or words may hurt other people's feelings?** Students replied that they do care about others' feelings and always remain mindful of their actions and words. **Is bullying different for boys and girls?** Students responded that "yes," there is a difference between bullying for girls and boys, with girls typically facing verbal and cyber bullying, and boys facing more physical bullying. Some students also noted that girls are more likely to be bullied than boys.

ACTIVITY/GAMES/DOCUMENTARY SCREENING

PICTURES ANALYSIS ACTIVITY

Photo No. 1 and its analysis written by students: The students replied that the girl in the photo appears to be alone and disturbed. They said she might not have friends or might have been excluded from her group. It could be that her parents are pushing her to study, or she might just want to focus on her exams. **Photo No. 2 and its analysis by students:** The students replied that the photo depicts three college students, with one boy being weaker. The two stronger boys are taking advantage of the weaker boy's weakness and bullying him. The weaker boy is in fear. The two boys are bullying him just for fun and showing their power. They don't care about his feelings and enjoy seeing him afraid. **Photo No. 3 and its analysis by students:** The students replied that the photo shows a girl who might be crying due to various reasons. Some of the reasons mentioned include blackmailing, a breakup with a boyfriend, rumors spread about her, an expired internet pack, stress about an exam, scolding from parents, a damaged phone, or crying while looking at a photo. **Photo No. 4 and its analysis by students:** The students replied that the photo depicts two girls, with one girl teasing the other because she is black and not as beautiful. The black girl is crying and feeling embarrassed. **Photo No. 5 and its analysis by students:** The students replied that the photo shows a group of four students initially, but later three of them started discussing among themselves and excluding one member from the discussion. The excluded

student is wondering what they are discussing and is starting to feel self-conscious. One of the girls in the group of three whispered something to the other two members about the excluded student, making him feel sad.

Movie screening:

Aasha - An Anti-Bullying Film - <https://youtu.be/F2aKZgGqeHw> This silent movie portrays the story of students who were friends but start bullying one of their friends in various ways, causing the boy to become depressed and sad. **Stop Cyber Bullying** - <https://youtu.be/hk3LCAfq330> Cyber bullying is the use of technology, such as cell phones, instant messaging, e-mail, chat rooms, or social networking sites, to harass, threaten, or intimidate someone. Children are often the perpetrators of cyber bullying, as they have early access to these technologies. The anonymity provided by using pseudonyms makes it difficult to trace the source and can lead to more aggressive behavior. **Strain** - An Anti-Bullying Short Film - <https://youtu.be/tXI79v0l-QE> This 11-minute silent video is a powerful representation of the fallout between two best friends when one of them joins a dangerous clique. The childhood friends (played by Michelle Page and Cali Fredrich) face an emotional turning point when only one is selected to join the popular clique in high school (played by Francia Raisa). The friendship tries to survive in secret, but on the night of the big Spring Formal, loyalties are tested and ties are severed, leading to devastating consequences. **Anti-Bullying Animated Movie** - <https://youtu.be/YyDJafzuUK4> This video was created by a student at Veterans Memorial High School. It showcases the message that bullying can be stopped.

POST SESSION ASSESSMENT

What do you think is the reason that most students don't complain about bullying? - Some students replied that they may have fear and believe that nobody will listen to their problems. Some students said that they lack confidence to speak up and others replied that if they tell someone, the bullies may become more aggressive. **Are you aware that the suicide rate among high school students is high and that many teens take their own lives due to bullying?** - The students replied unanimously

that they were not aware of this. How many types of bullying are you aware of now? - Students responded that they now know that bullying can take four forms: verbal, social, physical, and cyber bullying. **What do you think is the impact of bullying on those who are victims of it?** - Some students replied that they may face depression, stress, sadness, and low self-confidence. Some students said that they tend to avoid others and become reclusive. **How can bullying be prevented?** - Some students replied that the victims can confide in close family members or friends. Others said that bullies could be confronted. Some students suggested that victims must stand up to their bullies. **What are the most common things that we ignore and hurt others?** - Some students replied that they make fun of others and neglect their feelings just to show their power and dominance. **In the movie "Strain," do you think the friend was wrong?** - As the students didn't fully understand the movie, they could not answer this question. **What have you learned from these movies?** - Some students replied that they have learned to be mindful of their actions and words and to ensure that nobody is being bullied.









Changes of Adolescence Ages (after age 15)

The teenage years bring many changes, not only physically, but also mentally and socially. During these years, adolescents increase their ability to think abstractly and eventually make plans and set long-term goals. Each child may progress at a different rate and may have a different view of the world. In general, the following are some of the abilities that may be evident in your adolescent:

- Develops the ability to think abstractly
- Is concerned with philosophy, politics, and social issues
- Thinks long-term
- Sets goals
- Compares one's self to one's peers
- Conflict with parents

As your adolescent begins to struggle for independence and control, many changes may happen. The following are some of the issues that may be involved with your adolescent during these years:

- Wants independence from parents
- Peer influence and acceptance becomes very important
- Romantic and sexual relationships become important
- May be in love
- Has a long-term commitment to relationship

PRE-SESSION ASSESSMENT

The pre-session assessment involved 40 children in 11th grade, and the following topics were discussed with them.

INDIVIDUAL RESPONSES:

- **Describe yourself in 5 lines:** Most of the students wrote their names and qualities like being good at cooking, playing cricket, being a good friend, keeping the environment clean, being a good speaker, a good dancer, a good student, a good reader, a good child to their parents, not thinking anything wrong about others, etc.
- **Write two significant changes in their life from the last 5 years:** Most of the students wrote about physical, emotional, and behavioral changes such as height growth, becoming more beautiful, becoming stronger, parents not helping them, experiencing hair growth and

maturity, feeling love, anger issues, pursuing their interests, understanding family situations, starting to smoke, etc.

- **Now I'm conscious about my appearance:** Most of the students said that they either do not care about their appearance and clothing or are very conscious about how they look and dress. For those who are very conscious, a negative comment about their appearance can upset them.
- **Now my friends understand me more than my parents:** Most of the students feel that their friends understand them better than their family because their friends listen to them, while their family underestimates their choices.
- **Now I have more conflicts and arguments with my parents:** Some students replied that they have conflicts with their parents if they don't understand their views and thoughts, while others do not engage in conflicts and do not try to understand their parents' thought processes.
- **I love to copy my friends' actions that seem cool and fashionable:** Most students mentioned that they do not copy their friends, as they are content with who they are. However, some students tend to copy their friends' actions that they find cool.
- **Sometimes I'm unable to understand some physical changes that are happening to me:** While most students said that they understand their changes and don't face any problems, some students admitted that they sometimes face difficulty in understanding the changes they're experiencing.
- **Now I feel that I'm an adult, and I need my own space and privacy:** All students replied that they feel like adults now and require their space and privacy.
- **I love to spend most of my time chatting with my friends on social media:** Most students said that they spend a lot of time on social media or video games, and some students do not use mobile phones or operate any social media accounts.
- **Sometimes I feel upset because of my friends and family:** Most students replied that having conflicts with friends or family makes them upset for the whole day.

Activity conducted during the session

In this activity, 40 students participated and acted out different situations.

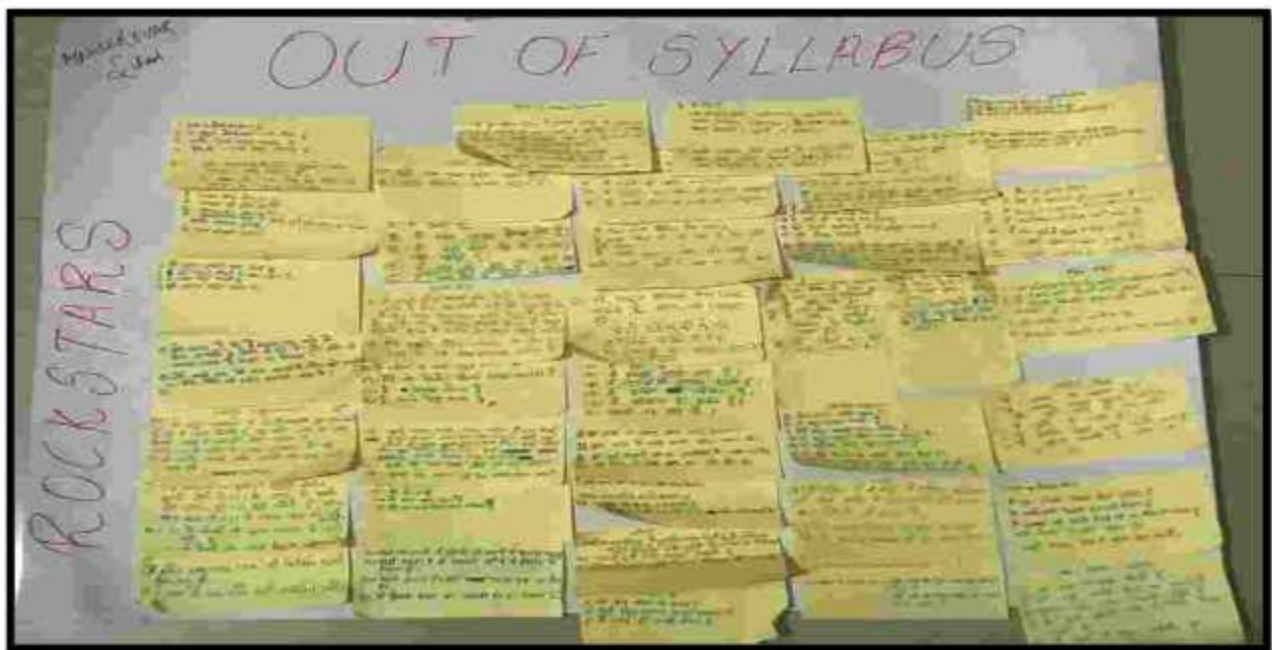
- In the first situation, they demonstrated how their financial situation affects their choices and how their friends can influence them when they want a new cell phone.
- In the second situation, they played a role in which a girl wanted to go to her friend's place at 7:00 PM but couldn't due to her grandfather's disapproval. Her mother tried to convince him, but as a woman, she felt she had no right to speak up in front of the head of the house.
- In the third situation, the students played out a scenario in which a girl wanted to pursue a subject that her parents were against. With the help of her friends and teacher, they convinced the parents and ultimately gained permission for her to take humanities as a subject.
- In the fourth situation, the students played out a scenario where a teacher discovered that some of her students had bad habits, such as consuming alcohol and smoking. The teacher warned them to quit these habits and informed their parents, who then threatened to teach them a lesson in a violent manner if they did not stop.

POST-SESSION ASSESSMENT

- **Where did these thoughts come from that they played out?** - The students replied that these situations were based on their day-to-day experiences and what they had faced in real life.
- **Are these the only solutions to these situations, or are there other possible solutions?** - Another group of students suggested alternative solutions for each situation. For example, in the situation where the family doesn't allow the girl to go out after 7pm, she could ask her brother or father to drop her off, or have an open conversation with her family to understand their reasons for not allowing her to go out.
- In situations where parents discover that their child has developed bad habits, they could have a conversation with their child and seek help from a rehabilitation center if necessary.

The facilitator shared some tips to cope up with these changes:

- Try new things but always consider the risks involved.
- Firstly, we need to accept these changes.
- Share your thoughts with a trusted adult.
- Always appreciate yourself.
- Spend time with your family and share your problems with them honestly.
- Support your friends and classmates.
- Avoid harmful things like alcohol and smoking.
- Take care of your health.









Gender Inequality

“Gender” is a socio-cultural term referring socially defined roles and behaviors assigned to ‘males’ and ‘females’ in a given society; whereas, the term ‘sex’ is a biological and physiological phenomenon which defines man and woman. In its social, historical and cultural aspects, gender is a function of the power relations between men and women where men are considered superior to women. Therefore, gender may be understood as a man-made concept, while ‘sex’ is the natural or biological characteristics of human beings.

Gender Inequality, in simple words, may be defined as discrimination against women based on their sex. Women are traditionally considered by society as the weaker sex. She has been accorded a subordinate position to men. She is exploited, degraded, violated and discriminated both in our homes and in the outside world. This peculiar type of discrimination against women is prevalent everywhere in the world and more so in Indian society.

PRE-SESSION ASSESSMENT

There were a total of 50 participants in the 11th standard. The following points were discussed in the pre-session assessment:

QUESTIONS FOR ALL STUDENTS:

- **What is the first thought that comes to your mind when you hear the words "gender inequality"?** - The students replied that gender inequality is discrimination between girls and boys.
- **Who believes that girls are gentle/boys are tough?** - Some students said that they do not believe that boys are the only ones who are tough. Girls can also be tough and strong. Some boys replied that boys are still tougher than girls.
- **Men are logical/women are emotional** - Most of the students agreed with this point.
- **Women are shy/men are not** - Some students replied that they think men are less shy, but some students said that women are not shy anymore. Some students said that some men are also shy.
- **Men should work outside the family/women should work within the family** - Every student disagreed with this point. They said that women and men can both work in any field.

- **What are the responsibilities of a man/woman?** - The first group of students replied that a woman's responsibility is to take care of her children, continue her family's generation, support her husband when the family's financial condition is not good, and work outside to help her family. Women's fighting behavior in the house can create problems, educated women are essential for a country's progress, and a woman is the leader of her house. The second group of students replied that a man's responsibilities are to make important decisions for his family, educate his children, take care of his parents, fulfill social and family responsibilities, and meet the family's financial needs.
- **How should a girl/boy be?** - The third group of students replied that a girl should be beautiful, have good behavior, a quiet nature, be strong, fearless, and good at everything. A girl should be educated and not have bad habits. She should be a good girl who talks slowly and speaks less in front of others. The fourth group of students mentioned that a boy should be physically fit, friendly, independent, determined, respect others, not follow girls, and give respect to them.

Activity conducted during the session

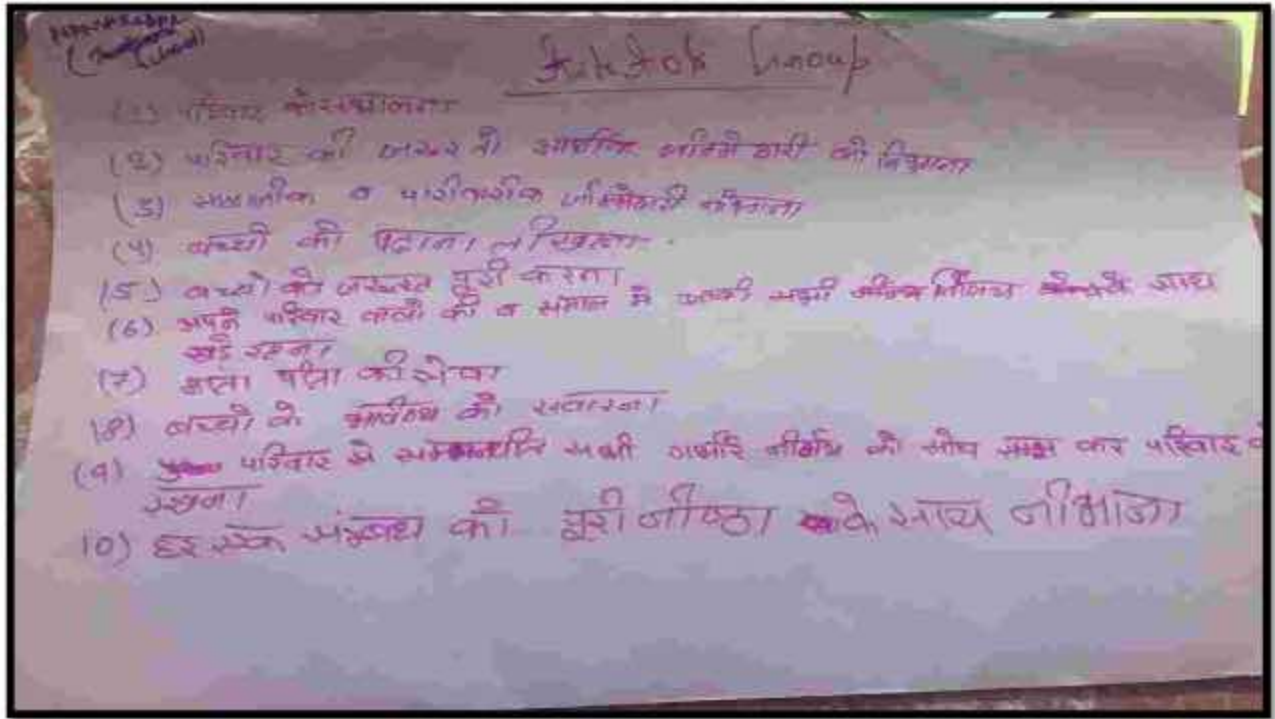
There were a total of 50 participants, all of whom were 11th-grade students. Here are some resources that were discussed during the session:

- **#StartWithTheBoys:** This short film by Vinil Mathew, starring Madhuri Dixit for Vogue Empower, tackles the issue of domestic violence from a different perspective. The film shows baby boys being raised with the phrase "boys don't cry," which can lead to bottling up emotions and dysfunctional behavior. The film emphasizes that there is nothing wrong with crying, but making someone cry is wrong. Link: <https://www.youtube.com/watch?v=VJ48uk1FhEg>
- **MUSKAN:** This animated movie tells the story of a young girl named Muskaan, who learns that her pregnant mother is being forced to undergo a test to determine the gender of the unborn child, which will be aborted if it's a girl. Muskaan takes on the challenge to change the minds of her family members and break down prevalent gender biases and notions in society that lead to female feticides. Link: <https://youtu.be/9HK1P4YKXu4>

- **Meena - Dividing the Mango:** In this short film, Meena works hard every day but is always given a smaller portion of food compared to her brother Raju. When Meena and Raju decide to swap jobs for the day, Raju realizes how hard Meena works and decides to share his portion of food equally with her from now on. Link: https://youtu.be/OHaX-_cVEiU
- **The Girl Story:** This short film highlights the importance of educating girls, stating that "educate a boy and you educate an individual, but educate a girl and you educate a community." Link: <https://youtu.be/CJA05MQf05s>

POST-SESSION ASSESSMENT:

- **Where did all these thoughts come from?** Most of the students replied that their understanding was shaped by their daily life experiences, what they learned from their childhood, and what they heard in society and at home.
- **What is their role in their house?** Most of the girls said that they do household work on a daily basis and also some outside work. Some boys said that they also help their mothers with household work and sometimes cook as well.
- **Do they actually have equality?** Some students said that they are treated equally in their family and their parents treat them equally, but some students said that they are treated unequally in their house. For example, some girls mentioned that they have less freedom compared to their brothers, while some boys said they do not have any restrictions as girls have.





Motivation

MOVIE SCREENING: QUEEN OF KATWE

Living in the slum of Katwe in Kampala, Uganda is a constant struggle for 10-year-old Phiona (Madina Nalwanga) and her family. Her world changes one day when she meets Robert Katende (David Oyelowo), a missionary who teaches children how to play chess. Phiona becomes fascinated with the game and soon becomes a top player under Katende's guidance. Her success in local competitions and tournaments opens the door to a bright future and a golden chance to escape from a life of poverty.

LESSON FROM THIS MOVIE

- Where you come from doesn't define where you're going
- Hope always wins
- Dream bigger than you think possible because it might just come true
- Stay focused on the destination and not on the journey to get there
- Staying in your comfort zone can keep you from winning
- You belong where you believe you belong
- You don't have to fit in to win
- When it comes to winning in life; create a plan of attack and focus on that plan until you get there
- You don't have to compromise your integrity in order to thrive

PRE-SESSION ASSESSMENT

Activity conducted during the session

There were a total of 40 11th standard students who participated in the pre-session assessment. The following topics were discussed:

- **Why do you want to become a successful person?** Students replied that they want to have financial and family support, achieve their dreams, goals, education, hard work, discipline, guidance, etc.
- **What are those things that keep us away from our dreams?** Students replied that lack of practice and hard work, laziness, and no clear goals can keep us away from achieving our dreams.
- **Is winning the only important thing in life?** Most students replied that winning is not the only important thing in life. It is important to learn from failures and remain grounded. Success without experiencing failure can lead to becoming an egoistic person.

POST-SESSION ASSESSMENT:

- **What did you observe about Pheona's behavior at the beginning and after winning a few tournaments?** Students replied that at the beginning, Pheona had no hope or dream of becoming a successful player, and her behavior was kind and sweet. However, after winning a few tournaments, she began to find problems in her life and complained to her coach and mother. Her mother also complained to her teacher that he changed her daughter, and these changes were negative. Due to these changes, she lost some tournaments, but with hard work, she became a successful player.
- **What do you think about Pheona's mother's behavior?** Some students replied that Pheona's mother was independent, had integrity, was honest, and a supportive mother. Others replied that her mother had self-respect and did not lose it in front of anyone.
- **Who played the main role in the film?** Most students replied that Pheona's teacher played the most important role in her life. From the initial stages to becoming a successful player in chess, he motivated her every time and recognized that her talents were far beyond his own.
- **What did you learn from this movie?** Most students replied that they learned a lot from Pheona's behavior and life. They realized that nothing can stop them from achieving their dreams if they are determined and work hard. Some students also said that they now think about their dreams from a different perspective and want their team's support to achieve their goals.







**AWARENESS SESSIONS CONDUCTED AT AT SHAHEED MAJOR
ALOK MATHUR SENIOR SECONDARY SCHOOL, JHOTWARA,
JAIPUR, RAJASTHAN**

SL. No	NAME OF THE SESSION	DATE
1	Awareness on Child labor	February, 2020
2	Violence with children and its effects	February, 2020
3	Awareness on Child Rights	January, 20220
4	Awareness on Body Shaming	November, 2019
5	Awareness on Bullying	November, 2019
6	Awareness on changes during adolescences ages	October, 2019
7	Session on gender inequality	September, 2019



Child labor

Child labor is a global phenomenon. Its magnitude and dimensions, however, vary widely from country to country. India possesses the largest child labor force in the world despite various measures undertaken by the government and non-governmental agencies to tackle this issue. According to an estimate, there are over 60 million child laborers in India who constitute nearly 25 % of the working children of the world.

Child labor is the exploitation of underage children in many forms, forcing them to work illegally which harms or abuses them. This abuse may be physical, mental, or sexual; depriving the children (child laborers) of their right to basic education. According to the International Labor Organization(ILO), "child labor is where children are deprived of their childhood because they are forced to work long hours for little or no money, deprived of education and in conditions harmful to their mental and physical development." It is present everywhere i.e. in developed, developing, and the underdeveloped worlds though ratios differ. Asia leads by 61% followed by Africa at 32%. According to UNICEF, there are 250 million children aged between 5-14 years employed as child labor in developing countries out of which 120 million work full time.

Among the developing countries, India has the highest number of child laborers under the age of 14 years which is approximately 12.6 million. Children are engaged in every sector of the economy like match stick making, fireworks, domestic labor, construction, carpet-making industry, brick kilns, etc.

The framers of the Indian Constitution incorporated relevant provisions under various articles in Part III and IV to ensure justice to children.

Selected articles of the Indian Constitution in this regard are presented as follows: Article-23: Prohibition of traffic in human beings and forced labor. Article-24: Prohibition of employment of children below the age of 14 years in factories, mines, or in any other hazardous employment. Article-45: Provision of early childhood care and education for children until the age of six years (86th

Constitutional Amendment Act-2002). Article-21(A): Provision of free and compulsory education of children of the age of six to fourteen years (86th Constitutional Amendment Act, 2002). Article-51A (k): Fundamental duties of parent or guardian to provide opportunities for education of children between the age of six and fourteen years.

Activity conducted during the session

PRE-SESSION ASSESSMENT:

What is child labor? The majority of students responded that child labor refers to children working before the age of 18. **Why do children work at an early age?** Some students responded that children work due to their family's financial condition, poverty, desire to fulfill dreams, or having an unemployed, alcohol-addicted father. Some mentioned orphans as a reason, while others said family pressure and compulsions. One student cited bonded labor as a reason for child labor.

DOCUMENTARY SCREENING

Child labor in India - In Delhi, there are three dump yards where all the city's trash is thrown. Some people earn their living from this trash, including children like seven-year-old Ravi, who sorts through the trash to support her unwell family. Ravi is the only healthy member of her family and has to work to manage the household. Although she is supposed to attend school, she works at the dump yard instead. This story has become the reality of many children in the area. (Video link: https://youtu.be/5f_ra1q5pHc)

Childline 1098, Child rights and Child labor in India- The problem of child labor in India is growing rapidly and needs to be stopped. Childline works for child protection 24 hours a day. (Video link: <https://youtu.be/FJNAuz6FsPw>)

Darpan - Child Labor In India- This thought-provoking film is about Bholu, a 12-year-old boy who had to leave school and work in a hotel due to a tragedy with his parents. The hotel is owned by a kind-hearted old man named Rahim, who gets arrested for employing an underage child.

But then something unexpected happens. (Video link: <https://youtu.be/40s7Qlseyh8>)

POST SESSION ASSESSMENT

What are your thoughts on child labor now? Some students responded that there is a difference between child labor and children being forced to work due to circumstances. Therefore, whether or not a child is engaged in child labor depends upon the situation they are in.

What options are left for those children for whom working is necessary? Students responded that a child can manage both work and studies, but they should not do any hazardous work and should take care of their mental and physical health.







Violence with children

SUMMARY OF VIOLENCE WITH CHILDREN

The definition of violence- The UNCRC considers violence to happen when someone's mind is hurt as well as their body.

Forms of violence by UNCRC: Mental violence, Physical violence, Sexual violence, Violence through information and communication technologies, Violence in mass media, Self-harm, torture or inhuman and degrading treatment or punishment.

ARTICLES :

Article 24 - Children and young people should be protected from the traditional practices that are violent against them. **Article 25** - If a child or a young person is living away from home, they should be regularly checked upon, in case, they are not safe. **Article 28-** No one should be violent against children or young people at school. **Article 34** - Children and young people shouldn't be exploited sexually. **Article 37** - Children and young people shouldn't be punished in a cruel or degrading way. **Article 38** - There are rules relating to the involvement of children and young people along with the armed forces. **Article 39** - Children and young people should be helped to recover, if they are survivors of violence.

Socially accepted forms of violence, such as shouting at children and corporal punishment, are often not perceived as violent behavior. However, studies indicate that the majority of child abuse occurs at the hands of people known to the child, rather than by strangers. The effects of violence on children can vary based on their age and developmental stage. Exploitation, violence, abuse, and neglect can harm children emotionally, socially, and within their family relationships, and can lead to loss of self-respect, trust, self-esteem, and the joy of childhood. It corrupts, kills, and destroys children, and debases our societies. As parents, it is our primary responsibility to protect our children from violence. Violence against children is unacceptable in all settings, including the home, schools, care or justice institutions, and the community. Parents who resort to

violence in their upbringing will not learn alternative methods of educating and dealing with their children.

ACTIVITY CONDUCTED DURING THE SESSION

PRE-SESSION ASSESSMENT

Questions with the group:

Which children are safe? Some students responded that children who have good behavior, are educated, come from wealthy families, do not have bad habits, and have good family support are safe. One student said that no children are completely safe. Another boy replied that physically and mentally fit children are safe.

Which children are not safe? Some students responded that uneducated children, those who have bad habits, orphaned children, those who lack proper knowledge about society, poor children, and those whose parents are not good are unsafe in society. One student mentioned that disabled children are also unsafe.

Which factors make a child safe or unsafe? Most of the students mentioned that family, friends, police, good teachers, children's rights, education, proper nutrition, parenting, and a safe home make a child safe, and vice versa.

STORY WRITING

We Form 4 groups and each group had to imagine and write a story on the 4 types of violence which are physical violence, emotional violence, sexual violence, exploitation, and negligence respectively. Students wrote the following stories:

Story on physical violence: There was a boy named Ram who was physically violated by his school teachers. He shared this with parents at home but his parents thought that he is not studying that's why his teachers beat him at school. They didn't think about their child's situation. Ram couldn't survive this violence and committed suicide. All of this happened because of the negligence of his parents as a result of their actions they lost their son.

Story on emotional violence: Himanshu and Harshita lived in a village. Himanshu was an elder brother. Their family was an orthodox family. When Himanshu was born in his family everyone was happy and distributed sweets in the whole village but when Harshita was born her family member become sad because she was a girl. Harshita was not permitted to go to school. She wanted to go to school but her parents told her to get involved in household chores because that she was violated mentally by her parents. Her big brother also teased her all time. She complained about him to her parents but they didn't say anything to him because he was a boy. There was no value of Harshita which made her so stressed.

Story on sexual violence: There was a girl who studied in 12th class. After school, she went to a mathematic tuition class. She always reached home late after her class. On her way home, some boys stood on the road after consuming alcohol. They stared at her. After some days those boys started gesticulation to the girl and this activity happened on daily basis. The girl always ignored their activity and the boys courage increased by this and they started to harass that girl on road. One day the boys surrounded the girl and started touching her, pulling off her clothes. Anyhow she ran away from that place and shared all the things with her mother. Her parents filed a case against the boys so that nobody can do such things with any girl.

Story on neglecting: There was a boy named Lokesh. His parents did not give him proper love, care and attention. One day he ran away from his house with a man. That man was involved in child trafficking and sold him in a different state. He was exploited by the people, he had to beg for his supervisor and had to stay hungry. Then he gained the courage and ran away from that place. When he came back to his house nobody trusted him not even his parents and friends. Everybody told him that he was mad. Because of that, he became mentally ill and also tried to attempt suicide.

MOVIE SCREENING

The Rose: This short film is based on Child Rights (Corporal Punishment).The most useful information on Child Abuse. Call on 1098 to report about it. All your information is safe with ChildLine India.

(Video Link: <https://youtu.be/bqyb4PoLDKc>)

KOMAL A film on Child Sexual Abuse (CSA): Komal is like any other bright, sensitive, and happy 7-year-old girl. Her new neighbor Mr. Bakshi, who moved in with his wife, is her father's old friend. Komal bonds with the affable Mr. Bakshi with whom she has a whale of a time. Until Komal discovers Mr. Bakshi's bitter reality.

(Video Link: <https://youtu.be/CwzoUnj0Cxc>)

UNICEF: Stop Child Abuse Now !: Are there 100,000 people who care enough to protect our children from abuse? Let us show abusers in our society we will not tolerate them hurting our children anymore.

(Video Link: <https://youtu.be/CJzbDn58eTA>)









Child Rights

Children and young people have the same general human rights as adults, as well as specific rights that acknowledge their unique needs. They are not considered the property of their parents or helpless objects of charity, but instead are recognized as individual human beings with rights. The UNCRC Convention views children as individuals and members of a family and community, with rights and responsibilities appropriate for their age and developmental stage. Under the convention, governments are obligated to meet the basic needs of children and help them reach their full potential. This includes the recognition of each child's basic and fundamental rights, including:

- The right to life, survival, and development.
- Protection from violence, abuse, and neglect.
- An education that allows children to reach their potential.
- The right to be raised by and have a relationship with their parents.
- The right to express their opinions and have them heard.

PRE-SESSION ASSESSMENT:

Who is a child? - Students responded that a child can be defined by their age, who is below 5 years, 8 years or 3 years but not more than 10 years. Some students responded that a child is someone who is stubborn, innocent, naughty, and cute.

What are the needs of a child? - Some students responded that a child needs education, playing games, love and care, and good food.

Do you think that children have any right? - Students answered in one voice that yes, children also have rights. If yes, give some examples of their rights - Students answered that children have the right to education, the right to play, the right to speak, and the right to have a good environment.

Activity conducted during the session

Jyoti - An Ignite to Education & Child Rights: <https://youtu.be/6ztP54FVDic> - Jyoti, a slum girl who wants to go to school and achieve something in her life but is not able to fulfill

her dreams. In India, the government has so many plans to help such kids, but something is missing..!!

A short film on child rights - <https://youtu.be/x75T0C7IQt0> - This film illustrates all the needs of a child and about child rights and how adults should behave with children.

Cartoons on Children's Rights - <https://youtu.be/442yLFwrzs8> - This cartoon film shows all articles of rights of children by UNCRC.

POST-SESSION ASSESSMENT:

Small introduction to UNCRC and their laws: The United Nations Convention on the Rights of the Child, or UNCRC, is the basis of UNICEF's work. It is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history.

The Convention has 54 articles that cover all aspects of a child's life and sets the civil, political, economic, social, and cultural rights that are entitled to children. It also explains how adults and the Government must work together to make sure all children can enjoy their rights. Every child has rights, whatever their ethnicity, gender, religion, language, or abilities.

The Convention must be seen as a whole: all the rights are linked, and no right is more important than the other. The right to relax and play (Article 31) and the right to freedom of expression (Article 13) have equal importance as the right to be safe from violence (Article 19) and the right to education (Article 28). All the rights carry equal importance.

The United Nations Convention on the Rights of the Child (UNCRC) outlines the basic human rights that must be granted to children. These rights are divided into four main categories:

Right to Survival:

- Right to be born
- Right to a minimum standard of food, shelter, and clothing
- Right to live with dignity

- Right to access healthcare, safe drinking water, nutritious food, a clean and safe environment, and health information.

Right to Protection:

- Right to be protected from all forms of violence
- Right to be protected from neglect
- Right to be protected from physical and sexual abuse
- Right to be protected from harmful drugs.
- Right to Participation:
- Right to freedom of opinion
- Right to freedom of expression
- Right to freedom of association
- Right to access information
- Right to participate in decision-making that affects them directly or indirectly.

Right to Development:

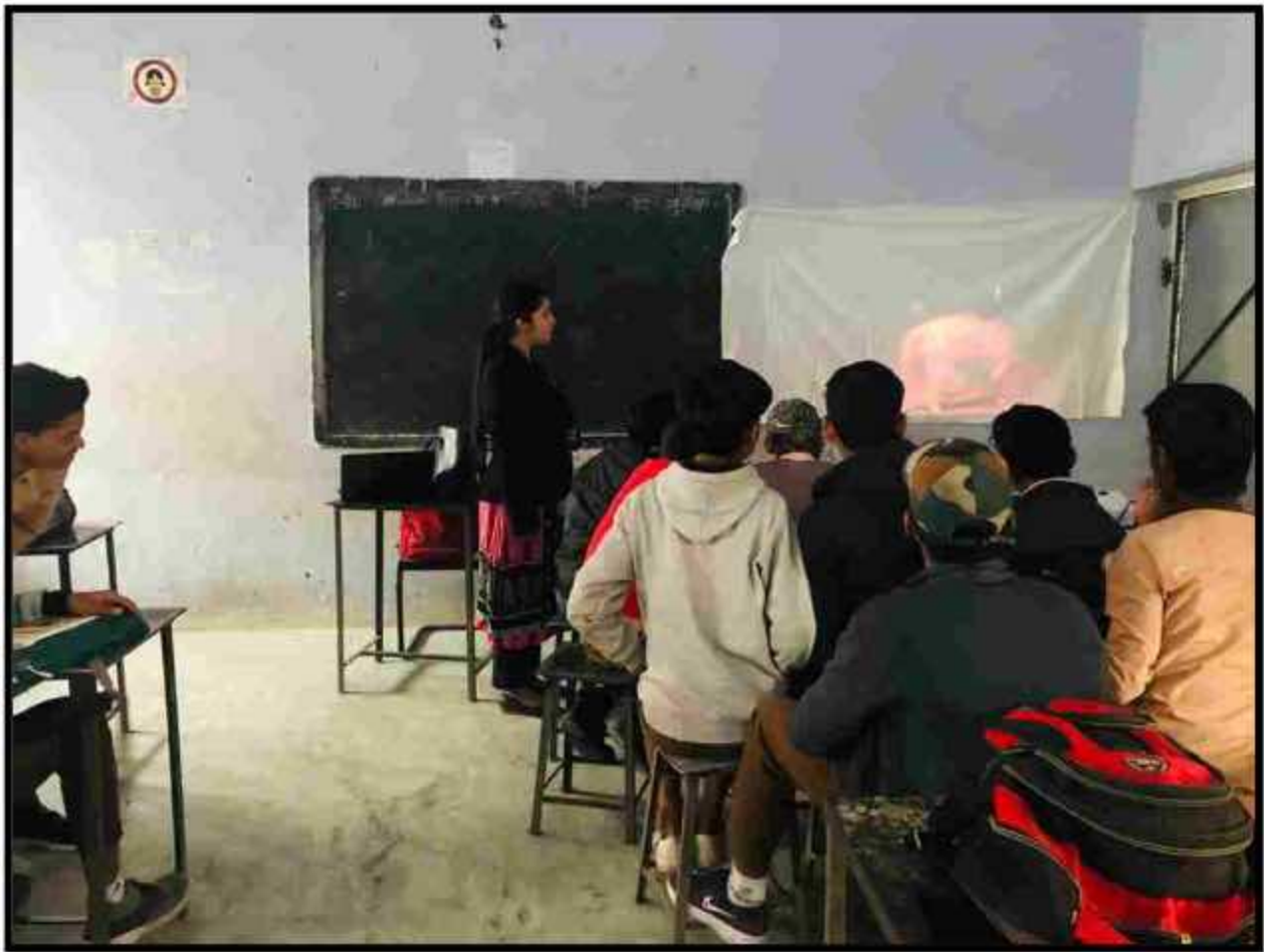
- Right to education
- Right to learn
- Right to relax and play

Articles in the United Nations Convention on the Rights of the Child (UNCRC) can be found at the following link:
https://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf

SUMMARY ON CHILD PARTICIPATION AND WHY IT IS IMPORTANT

Child participation is important because children have their own opinions that may differ from those of adults. All children have the right to participate in decisions that affect them, regardless of their age. As children get older, their opinions should be given more weight and taken into account. Active participation is crucial for young people as it helps them develop a sense of self-worth. When their voices are heard and they feel valued, it builds their confidence. By

listening to children and taking their opinions seriously, we can help them become trustworthy and capable adults.







BODY SHAMING

According to the Oxford English Dictionary; body shaming is the act or practice of humiliating a person based on their body type by making critical and/or mocking statements about their body shape and size.

Body shaming, is an act in which individuals are judged negatively based on their physical appearance. Generally, men and women are body-shamed if they appear “overweight” or don’t fit the idyllic image of “thin and beautiful.” However, researchers note that thin-shaming is also a negative and form of judgment and bullying as well, although not as prevalent.

Body shaming is one of the biggest problems in today’s generation. Society doesn't just find humor in degrading a woman's body; they also find humor in degrading a man's body. Body shaming has become a problem for both genders. Body shaming, while common in both genders, is especially harmful to women.

While body shaming has been in society for quite some time, the internet and social media platforms such as Instagram, Twitter, and Snapchat, have brought it to an all-time high. With millions of users signing-on each day, social media platforms open the door for individuals and companies to share unrealistic expectations of an ideal body. Technology has made the focus on appearance easier and given way to a platform that invites body shaming and bullying more frequently.

Body-shaming statistics indicate that 94 percent of teenage girls have been body shamed. However, the practice isn’t exclusive to the female gender. Teen boys and men are subjected to thoughtless opinions and hurtful comments made as well. Nearly 65 percent of teen’s boys reported having been body shamed.

PRE-SESSION ASSESSMENT

Basic questions for all students:

- **What is your height?** - Most of the girls replied that their height is around 5'3" and most of the boys responded that their height is around 5'4".

- **What is your current weight?** - Most of the girls said that their weight is around 40 to 50kg, and most of the boys replied that their weight is around 45 to 60kg.
- **What should be the ideal height for a boy?** - Most of the students responded that the ideal height for a boy should be around 6ft.
- **What should be the ideal height for a girl?** - Most of the students responded that the ideal height for a girl should be around 5'5" to 5'7".
- **Are you conscious about facial hair?** - Some boys and girls responded that they are concerned about their facial hair. Some boys answered that they like their facial hair. Some girls said that they are not concerned about their facial hair.
- **What are three things you like about the way you look?** - Students replied that they like their hair, body, mouth, eyes, nose, cheeks, lips, smile, and beard.
- **How do you take care of your body and keep it healthy?** - Students replied that they drink a lot of water, eat healthy food and fruits, go to the gym, run, drink milk, and exercise.
- **Do you eat when you are not hungry? If so, why?** - Some students responded that they don't eat anything until they feel hungry. Some students replied that they eat only if the food is delicious.
- **When do you feel most proud of yourself?** - Some students answered that they feel proud when their parents appreciate them. Some students answered that they feel proud when they do good work, get admission to the army, or get appointed as a government servant.
- **What is the best comment you've received on your body?** - Some students replied that they have never received good comments on their body. Some students responded that they have received good comments on their height, hair, face, white teeth, smile, handsome appearance, and fit body.
- **What is the worst comment you've received on your body?** - Students replied that they have received worst comments on their weight, feet, nails, lean body, lack of muscularity, and chubby body.
- **What is one thing you want to change about your body?** - Some students mentioned that they want to change their height, pimples, thin body, lips, face shape, hair style, chest, or chubby body. Some students

replied that they love everything about their body, so they don't want to change anything.

Activity conducted during the session

PICTURE ANALYSIS ACTIVITY

- **Photo No.1 and its analysis by Students**

Students responded that the girl is very beautiful, her health and body is also good, her eyes, nose and lips are also good, her hair is beautiful and her weight is approx. 55 kg.

- **Photo No.2 and its analysis by students**

Students wrote that a girl in this photo is very healthy; she is very fatty and ugly girl. Her nose is also impaired, her hair is big, lips are big and fat, she looks like a bum, her teeth are ugly and her weight is approx 200kg.

- **Photo No.3 and its analysis by students**

Students responded that there is a girl in the photo. She has a thumbs up bottle. She is standing on a road, girl height is short, she is looking as an older woman and she has acne on her face, she is smiling, looking like a married girl and wearing a "bindi" on her face.

- **Photo No. 4 and its analysis by students**

Students replied that this photo is of a couple, boy height is touching the roof, girl's height is shorter than the boy, boy is wearing a blue color t-shirt, girl is wearing a black color t-shirt, both are looking around 22 to 25 years old, they both are smiling, boy hair is black and girl hair is golden color.

- **Photo No.5 and its analysis by students**

Students responded that the boy is so black, he looks like west-indies player, his hair are like chowmin, he is wearing a t-shirt, he is a man, he doesn't look handsome and we cannot see him in darkness.

- **Photo No.6 and its analysis by students**

Students mentioned that the boy is so thin, he is a smart boy, he is wearing a red pant, black t-shirt and black shoes, he has a watch on his hand, and his face is bigger than his body.

- **Photo No.7 and its analysis by students**

Students replied that the girl is so fat, she is looking like a bull, she is wearing jeans and top, she is a fair girl, her thighs are very heavy and looks like a tanker.

- **Photo No.8 and its analysis by students**

Students responded that girl is very beautiful and thin, she is wearing a black dress which is stylish and she is standing like a model.

MOVIE SCREENING

Lesser man - https://youtu.be/-g_CuyTeLac This movie is by must bol, most of the films made in the campaign are based on real experiences of young people dealing with body shaming and stereotypes on body and how they face it on their daily routine.

Let's talk about body shaming - <https://youtu.be/r0UnvdHHNYU> Most of us are potential victims of 'body shaming' – the widespread phenomenon of receiving cruel feedback when our bodies don't meet the unrealistic beauty standards of our time. Here's VidyaBalan's take on Body Shaming.

Mirror - <https://youtu.be/ve0FewKH044> Mirror is a short film about insecurity and confidence seen through our minds and how people judge us according to our beauty.

Let's talk about body shaming - <https://youtu.be/24k64HRdGo8> AYE MOTI, AYE MACHIS KI TILI, WOH DEKH KADDU..BAHOT HUA BE, Chalobaatkarein, Aurchupkarein with our inbuilt confidence. Share a beautiful story by RJ Vashishth

POST SESSION ASSESSMENT

Here are some suggestions to improve the language of the facilitator's opinion:

- Practice being kind to your body.
- Remind yourself of your worth.
- Understand your own cultural and societal context.

- You don't need to change yourself to please others.
- Focus on the health of your body, not just its appearance.
- Be aware of what is healthy for your body, both physically and mentally.
- Avoid making negative comments about others' bodies, and accept people as they are because everyone is unique in their own way.









The Issue- Bullying

Bullying is an aggressive behavior that is intentional and that involves an imbalance of power or strength. Typically, it is repeated over time. A child who is being bullied, has a hard time defending him or herself. Bullying can take many forms, such as hitting or punching (physical bullying); teasing or name calling (verbal bullying); intimidation using gestures or social exclusion (nonverbal bullying or emotional bullying); and sending insulting messages by e-mail (cyber bullying).

- Stresses of being bullied can interfere with student's engagement and learning in school.
- Children and youth who are bullied are more likely than other children to be depressed, lonely, anxious, have low self-esteem, feel unwell and think about suicide.
- Students who are bullied may fear going to school, using the bathroom, and riding on the school bus.

- Research shows that bullying can be a sign of other serious antisocial or violent behavior. Children and youth who frequently bully their peers are more likely than others to get into frequent fights, be injured in a fight, vandalize or steal property, drink alcohol, smoke, be truant from school, drop out of school, and carry a weapon.
- Bullying also has an impact on other students at school who are bystanders to bullying. Bullying creates a climate of fear and disrespect in schools and has a negative impact on student learning.

PRE-SESSION ASSESSMENT

Questions for individuals

- **What is the best thing you like about your school?** A: The student replied that he likes the teachers and classmates in his school.
- **Have you ever received comments on your looks that you don't like?** A: The student replied that he has never received such comments, but other students have received comments such as "you're black," "haddi," "mota," etc., and they don't like it at all.
- **Do you enjoy making fun of others with your group of friends?** A: The student replied that he does enjoy it, but his intention is not to hurt anyone, he just does it for fun. He added that everyone in the classroom gives comments to each other but just for fun.
- **Have people made fun of you because you're not financially stable?** A: The student responded that he has never received such comments and no other students have either.
- **Have people made fun of you for your daily routine activities such as studying and respecting everyone?** A: The student replied that he doesn't receive any comments, and nobody makes fun of him.
- **Have you ever felt excluded from the class?** A: The student replied that he has never felt that he is not part of the class.
- **Has anyone spread rumors about you?** A: The student replied that his classmates have spread rumors about him, but they were baseless.
- **Have you ever received any threats?** A: The student replied that he has received many threats from his classmates, but he was never threatened because it was all useless and just for fun.

- **Do you feel safe on the way to school?** A: The student replied that she doesn't feel safe coming to school because there is a beer shop on her way, and people tease her on that road.
- **Do you make fun of other students because they make fun of you, too?** A: The student replied that he does make fun of other students, but he doesn't feel bad about it because everyone does the same thing to each other.
- **Have you ever been teased because of your shy nature?** A: The student replied that his sisters have teased him because of his shy nature and told him that he behaves like a girl.
- **Do you tease your friends just to cheer yourself up?** A: The student replied that he does that all the time and thinks that nobody is offended by his words.
- **Have you ever been teased on social media?** A: The student replied that she gets a lot of messages and fake friend requests on social media.

Question for all students

What is your understanding of the term "bully"? Students replied that they were not aware of the term. What forms of bullying are you aware of? Students replied that they were also not aware of this. **What do you think about kids who bully others, according to your perception?** Some students responded that bullies are big, muscular, powerful, use bad language, lack manners, are fearless, rude, always in a fun mood, and fashionable. **What do you think about kids who are bullied by others, according to your perception?** Students replied that kids who are bullied by others are innocent, shy, studious, powerless, fearful, and simple. **Why do you think you would join a bullying group?** Some students replied that if they do not join the bullying group, they may become a victim of the bullied group, and their classmates may think that they are dumb for not being a part of the group. Some students replied that they love to be in a bullying group because they want to be in power. Some students replied that being in power is always important, otherwise people will not give them importance. **Have you ever considered how your actions or words could hurt another person's feelings?** Students replied that they never consider the emotions and feelings of others because they do it just for fun and have no intention

to hurt anyone else. **Is bullying different for boys and girls?** Students responded that yes, people tease each other differently. With boys, physical teasing is more common, but with girls, verbal teasing is more common. **How would you feel if your friends said bad things to you?** Students replied that they would not like it if someone disrespected them or made fun of them in front of others.

Activity conducted during the session

Movie Screening: **"Aasha - Ek Hope"** Anti-Bullying Film - <https://youtu.be/F2aKZgGqeHw>. This silent movie depicts a group of friends who bully one of their own in various ways, causing him to become depressed and sad. **"Stop Cyber Bullying"** - <https://youtu.be/hk3LCAfq330>. Cyberbullying is the use of cell phones, instant messaging, email, chat rooms, or social networking sites such as Facebook and Twitter to harass, threaten, or intimidate someone. Cyberbullying is often done by children who have early access to these technologies. Bullies can hide behind a pseudonymous username, making it difficult to trace the source and encouraging them to behave more aggressively than they might if they were identified. **"Strain" - Anti-Bullying Short Film** - <https://youtu.be/tXI79v0l-QE>. This 11-minute "silent" video powerfully depicts two best friends who have a falling out when one of them joins a dangerous clique in high school. Their friendship tries to survive in secret, but on the night of the big Spring Formal, loyalties are tested, ties are severed, and friendships end with devastating consequences. **"Anti-Bullying Animated Movie"** - <https://youtu.be/YyDJafzuUK4>. This video was created by a student at Veterans Memorial High School. Bullying can be stopped.

POST SESSION ASSESSMENT

Why do you think most students don't complain to anyone? - Students replied that they believe if they express their concerns to someone, no one will take them seriously and they will be considered dumb and weak. They feel like it's all just a joke. **Are you aware that the suicide rate for high school students is very high, and many teens commit suicide as a result of bullying?** - Students mentioned that they are not aware that bullying is one of the causes of suicide. How many

types of bullying do you know now? - Students replied that there are four types of bullying: verbal bullying, social bullying, physical bullying, and cyberbullying. **What is the most common thing you observed in all movies?** - Students answered that in all the movies, the victims committed suicide as there were no other options left. **What impact do you think the movie "Aasha" would have on that boy?** - Students replied that if he shares his problems with anyone, people will make fun of him and think he is dumb. He will not trust anybody and will exclude himself, leading to stress. **How can bullying be prevented?** - Students responded that they can share their problems with their elders and not bear this tension in their minds. **What is the saddest part of all the movies?** - Students replied that the suicide part is the saddest part of all the movies.









Changes of Adolescences Ages (after age 15)

The teenage years bring many changes, not only physically, but also mentally and socially. During these years, adolescents increase their ability to think abstractly and eventually make plans and set long-term goals. Each child may progress at a different rate and may have a different view of the world. In general, the following are some of the abilities that may be evident in your adolescent:

- Develops the ability to think abstractly
- Is concerned with philosophy, politics, and social issues
- Thinks long-term
- Sets goals
- Compares one's self to one's peers
- Conflict with parents

As your adolescent begins to struggle for independence and control, many changes may happen. The following are some of the issues that may be involved with your adolescent during these years:

- Wants independence from parents
- Peer influence and acceptance becomes very important
- Romantic and sexual relationships become important
- May be in love
- Has a long-term commitment to relationship

PRE-SESSION ASSESSMENT

The total number of participants were 25 children in the 11th standard. During the pre-session assessment, the following points were discussed with the children:

QUESTIONS TO INDIVIDUALS:

- **Describe yourself in five lines** - Some students wrote down their names and what they like to do and what they are good at, such as cooking and painting, etc.
- **Write two significant changes in their life from the last five years** - Some students mentioned that they experienced physical changes in their bodies, such as an increase in height and hair growth, while

some students talked about emotional changes, such as being able to think about their future and having learned what is right and wrong. Other responses included having developed their own thought process, learning to control their anger, and spending more time with friends.

- **Who thinks that they can take care of their things now** - Most of the students replied that they can take care of their own things, while some students said that they cannot.
- **Do you think that you can make decisions independently?** - Some students replied that they can decide their own things, such as what they like to do, but some students replied that they cannot as their parents still make decisions for them.
- **I don't understand my worth in front of my family and friends** - Most of the students replied that they do not agree with this point, and they all feel the importance of their family and friends.
- **I love to explore new things and don't care about the risks involved** - Most of the boys replied to this question that they love to explore new things and do not care about the risks, while some said that they always care about the risks.
- **I don't like studying anymore** - Some boys replied that because of games and mobile phones, they spend most of their time on these activities and do not like to study. However, all the girls said that this question does not apply to them.
- **Now I am conscious about my appearance**, such as how I look and what I wear - Some boys and girls responded that they care about their appearance, while some mentioned that they do not.
- **Sometimes I feel upset because of my friends and family** - Most of the girls replied that their friends' actions upset them, but only a few boys agreed with this point.
- **Now I need a person who can listen to me and understand what I like and what I do not like** - Most of the students replied that they feel this need in their lives.
- **Now I am attracted to a boy/girl** - Nobody responded to this question.

Activity conducted during the session

THE SITUATIONS THEY HAD TO DO A ROLE-PLAY (25 STUDENTS PARTICIPATED IN THIS ACTIVITY)

First situation: you want a new cell phone -In the first situation, they played a role “where a girl who wants a phone but didn’t get it because their parents told them this is not the right time to get your own personal phone”. **Second situation:** you want to pursue a subject but your parents are against that decision - In the second situation, they played a role “where a student who wants to pursue arts subject but his parents are not supporting him for this decision. As they showed, his friends influence him to take arts subject instead of science as if he will take science then he has to do lots of studies and if he choose arts then he will enjoy a lot and hangouts with friends, considering this he told his father that he just wants to pursue arts subject and wants to become an IAS officer and finally his parents agreed to this decision. More than being career-oriented, he took arts stream because his friends influenced him”. **Third situation:** you want to go to your friend’s place at 7:00 PM - In the third situation, they played a role where a girl wants to go to her friend's place but in the end, her parents did not allow her to go because the place is not safe. **Fourth situation:** your parents find out that you’re in bad habits - In the fourth situation, they showed a very positive ending as situation was that boy parents got to know that his child is in bad habits, so they provided counseling to their child with logics and told him ‘why he should quit all bad habit’.

POST-SESSION ASSESSMENT

When asked where they derived the ideas for the role-play scenarios, the students explained that they based them on their own daily experiences. When questioned about whether the role-plays represented the only solutions to these situations, the students responded that they could not think of other solutions and therefore the team shared additional perspectives on each scenario.

The facilitator provided tips for coping with changes, which include accepting the changes, trying new things while being aware of the

associated risks, confiding in trusted adults, practicing self-appreciation, spending time with family, honestly discussing problems with loved ones, supporting friends and classmates, avoiding harmful substances like alcohol and smoking, and prioritizing personal health.









Gender Inequality

“Gender” is a socio-cultural term referring socially defined roles and behaviors assigned to ‘males’ and ‘females’ in a given society; whereas, the term ‘sex’ is a biological and physiological phenomenon which defines man and woman. In its social, historical and cultural aspects, gender is a function of the power relations between men and women where men are considered superior to women. Therefore, gender may be understood as a man-made concept, while ‘sex’ is the natural or biological characteristics of human beings.

Gender Inequality, in simple words, may be defined as discrimination against women based on their sex. Women are traditionally considered by society as the weaker sex. She has been accorded a subordinate position to men. She is exploited, degraded, violated and discriminated

both in our homes and in the outside world. This peculiar type of discrimination against women is prevalent everywhere in the world and more so in Indian society.

PRE-SESSION ASSESSMENT

The total numbers of participants were 25 children of 11th standard. The following points were discussed with the children in the pre-session assessment:

Question for all students

What were your first thoughts when you heard the term "gender inequality"? During the interaction, most of the students were clueless about the concept. Some explained that discrimination between boys and girls in society is called gender inequality. **Who believes that girls are gentle and boys are tough?** Most of them replied that girls are gentle and boys are tough. While some had different opinions on the matter, most were in favor of the statement. **Do men tend to be more logical while women tend to be more emotional?** All of them agreed with this statement. **Are women shy while men are not, and so on?** There was a mixed response to this question. What are the responsibilities of men and women? Some students said that the main responsibility is to respect women, follow social norms, take care of the family, motivate other men to respect women in society, give equal opportunities to their children (regardless of gender), and support women in every situation. Another group of students replied that a woman's responsibility is to pursue higher education, take care of her parents and in-laws, teach her children good life lessons, and keep her family together in difficult situations. **How should a girl/boy be? Some students wrote that every boy should respect girls, support weaker girls, avoid having an ego and dependency on others.** Other students wrote that a boy should be mentally fit and polite. A girl should participate in every household activity and focus on proper education, while also being fashionable (although some students noted that fashion is not gender-specific).

Activity conducted during the session

Start with boys - [#StartWithTheBoys](#) - This film by Vinil Mathew starring Madhuri Dixit for [VogueEmpower#StartWithTheBoys](#) tackles the issue of domestic violence from a different perspective. We watch baby boys, raised all their lives to not cry with the phrase "boys don't cry". Cut off from expressing feelings of joy, frustration and fear through tears, is emotionally stunting and can lead to bottling up feelings and dysfunctional behavior. There is nothing wrong with crying, but making someone cry is wrong.

Muskan animated movie - <https://youtu.be/9HkIP4YkXu4> - The Short film is a story about a young girl Muskaan who accidentally happens to know that her pregnant mother is being forced to undergo a test to determine the gender of her unborn child, that would be aborted if it turns out to be a girl. Muskaan takes up the challenge to change the mind of everyone in the family and to save them from committing such a horrific and inhumane act. While convincing her family members she breaks many gender biases and notions prevalent in the society that drive people to commit Female Feticides.

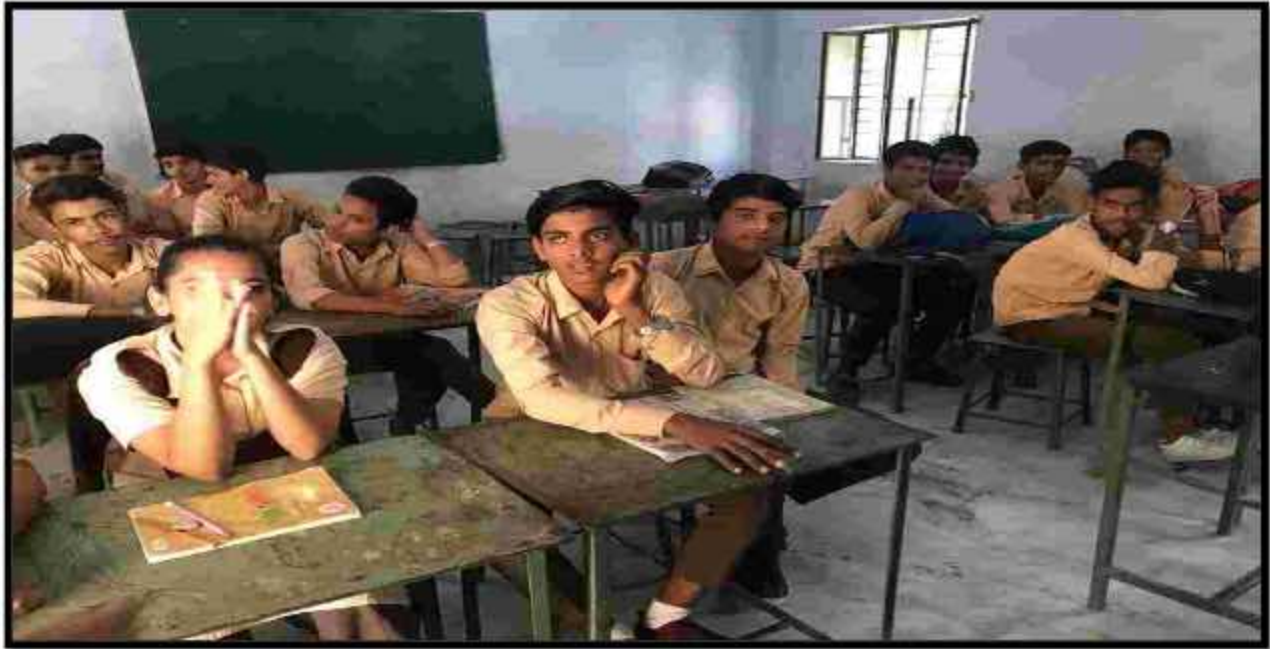
Meena - Dividing the Mango https://youtu.be/0HaX-_cVEiU - Meena works hard every day but it is Raju, her brother, who is always given the larger portion of food. When Meena and Raju decide to swap jobs for the day, Raju realizes that Meena works very hard and deserves the same share of the food. Raju decides he will help Meena and from now on he will share half and half.

The girl story - <https://youtu.be/CJA05MQf05s> - Educate a boy and you educate an individual, but educate a girl and you educate a community." Wise words indeed!

POST-SESSION ASSESSMENT

Where do these thoughts come from? - Some students mentioned that they observe these things in their day-to-day lives. **What is their role in their household?** - Some groups of girls said that their role at home is to help their mothers with household work and also study, while some groups of boys said that they help with outside work. Some boys said that they also help their mothers with household work, while some girls claimed that they do outside work as well. **Are you actually equal?** -

Some students replied that they are treated equally in their homes. Some girls said that they have equal freedom as their brothers have at home. Some boys said that they do not do any household work as it is considered "women's work". Some students replied that they are not equal as their responsibilities are different.







**AWARENESS SESSIONS CONDUCTED AT SHAHEED MAJOR
DIGVIJAY SINGH SUMAL GOVT. SR. SEC. SCHOOL IN
KHATIPURA, PARIVAHAN NAGAR, JAIPUR, RAJASTHAN**

Sl. No	NAME OF THE SESSION	DATE
1	Child Labor	February, 2020
2	Violence with children and its effects	January, 20220
3	Awareness on Child Rights	January, 20220
4	Awareness on Body Shaming	November, 2019
5	Awareness on Bullying	November, 2019
6	Awareness on changes during adolescences ages	October, 2019
7	Awareness on child marriage	October, 2019
8	Session on gender inequality	September, 2019



Child labor

Child labor is a global phenomenon. Its magnitude and dimensions, however, vary widely from country to country. India possesses the largest child labor force in the world despite various measures undertaken by the government and non-governmental agencies to tackle this issue. According to an estimate, there are over 60 million child laborers in India who constitute nearly 25 % of the working children of the world.

Child labor is the exploitation of underage children in many forms, forcing them to work illegally which harms or abuses them. This abuse may be physical, mental, or sexual; depriving the children (child laborers) of their right to basic education. According to the International Labor Organization(ILO), "child labor is where children are deprived of their childhood because they are forced to work long hours for little or no money, deprived of education and in conditions harmful to their mental and physical development." It is present everywhere i.e. in developed, developing, and the underdeveloped worlds though ratios differ. Asia leads by 61% followed by Africa at 32%. According to UNICEF, there are 250 million children aged between 5-14

years employed as child labor in developing countries out of which 120 million work full time.

Among the developing countries, India has the highest number of child laborers under the age of 14 years which is approximately 12.6 million. Children are engaged in every sector of the economy like match stick making, fireworks, domestic labor, construction, carpet-making industry, brick kilns, etc.

The framers of the Indian Constitution incorporated relevant provisions under various articles in Part III and IV to ensure justice to children.

Selected articles of the Indian Constitution in this regard are presented as follows: Article-23: Prohibition of traffic in human beings and forced labor. Article-24: Prohibition of employment of children below the age of 14 years in factories, mines, or in any other hazardous employment. Article-45: Provision of early childhood care and education for children until the age of six years (86th Constitutional Amendment Act-2002). Article-21(A): Provision of free and compulsory education of children of the age of six to fourteen years (86th Constitutional Amendment Act, 2002). Article-51A (k): Fundamental duties of parent or guardian to provide opportunities for education of children between the age of six and fourteen years.

Activity conducted during the session

PRE-ASSESSMENT SESSION

What is child labor? Some students responded that when children have to work in factories, tea stalls, hotels, and restaurants, it constitutes child labor. Some students mentioned that children who have to beg on footpaths or work as house helpers are also considered child laborers. **Which children have to work from an early age?** Some students responded that children with poor financial conditions may have to start working at an early age. Other students replied that children who support their families financially, whose families are unable to support their education, or those who lack interest in studying and want to start working early, may also be compelled to work from a young age.

DOCUMENTARY SCREENING

Childline 1098, Child Rights and Child Labor in India: The issue of child labor in India has been rapidly increasing and must be addressed. Childline is dedicated to providing 24-hour child protection services. (Video Link: <https://youtu.be/fjnauz6fspw>) "**Darpan Child Labor In India**": This thought-provoking film tells the story of Bholu, a 12-year-old boy who was forced to leave school and work at a hotel due to a family tragedy. The hotel is owned by a kindly old man named Rahim, who is arrested for violating the Child Labor Act by employing an underage child. But then, something unexpected happens. (Video Link: <https://youtu.be/40s7Qlseyh8>) "**Child Labor in India: A Documentary on the Sad Reality**": There are three landfill sites in Delhi where all of the city's waste is disposed of. Some people make a living from sorting through this waste, including children like Ravia. Ravia, who is only seven years old, is the sole breadwinner for her family, as everyone else is unwell. She has to work at the landfill instead of going to school. Sadly, this is the story of many children in the area. (Video Link: https://youtu.be/5f_ra1q5phc) "**Child Labor In India | The Real Cost of Child Labor**": Despite being illegal, a significant portion of the workforce in India is comprised of child laborers. The Indian government and various ngos are working to eradicate this issue. Say "NO" to child labor and take a stand against it. (Video Link: <https://youtu.be/CNPM0OgQtIA>) "**Anchaha Bachpan: A Child Labor Documentary**": Child labor is a crime, not an act of mercy. This short documentary sheds light on this issue. (Video Link: <https://youtu.be/8oc-oifpozC>) "**Count On Us - A Film on Child Trafficking**": Poonam is a young girl from a small village in West Bengal who is struggling with poverty and hardship. One day, she is lured to the city by her uncle Pronob's promises of a better life. Tragically, she ends up in a brothel. Back in the village, Poonam's mother waits for her daughter's return and when she doesn't, she contacts **CHILDLINE 1098** for help. CHILDLINE and the police rescue Poonam from the brothel and reunite her with her mother. (Video Link: <https://youtu.be/eapjucct9fk>)







Violence with children

SUMMARY OF VIOLENCE WITH CHILDREN

The definition of violence- The UNCRC considers violence to happen when someone's mind is hurt as well as their body.

Forms of violence by UNCRC: Mental violence, Physical violence, Sexual violence, Violence through information and communication technologies, Violence in mass media, Self-harm, torture or inhuman and degrading treatment or punishment.

ARTICLES :

Article 24 - Children and young people should be protected from the traditional practices that are violent against them. **Article 25** - If a child or a young person is living away from home, they should be regularly checked upon, in case, they are not safe. **Article 28-** No one should be violent against children or young people at school. **Article 34** - Children and young people shouldn't be exploited sexually. **Article 37** - Children and young people shouldn't be punished in a cruel or degrading way. **Article 38** - There are rules relating to the involvement of children and young people along with the armed forces. **Article 39** - Children and young people should be helped to recover, if they are survivors of violence.

Socially accepted forms of violence, such as shouting at children and corporal punishment, are often not perceived as violent behavior. However, studies indicate that the majority of child abuse occurs at the hands of people known to the child, rather than by strangers. The effects of violence on children can vary based on their age and developmental stage. Exploitation, violence, abuse, and neglect can harm children emotionally, socially, and within their family relationships, and can lead to loss of self-respect, trust, self-esteem, and the joy of childhood. It corrupts, kills, and destroys children, and debases our societies. As parents, it is our primary responsibility to protect our children from violence. Violence against children is unacceptable in all settings, including the home, schools, care or justice institutions, and the community. Parents who resort to

violence in their upbringing will not learn alternative methods of educating and dealing with their children.

Activity conducted during the session

PRE-SESSION ASSESSMENT

Which children are safe? Some students responded that children who are well-behaved, educated, from affluent families, without bad habits, and with good family support are safe. One student said that no children are entirely safe. One boy replied that physically and mentally fit children are safe. **Which children are not safe?** Some students responded that uneducated children, those with bad habits, orphaned children, those who lack knowledge about society, children from low-income families, and those whose parents are not good are unsafe in society. One student mentioned that disabled children are also at risk. **What factors make a child safe or unsafe?** Most of the students mentioned that family, education, knowledge, and good behavior make a child safe. Some students mentioned that having good friends, healthy food, a good environment, good teachers, decent people in society, and good parenting also make a child safe. Most of the students mentioned that bad habits, a destructive society, and misuse of social media make a child unsafe.

STORY WRITING

We Formed 4 groups and each group had to write one imaginary story of each of the following types of violence: Physical, emotional violence, sexual violence, exploitation, and negligence. Students wrote the following stories:

Story on Physical violence: Once there was a girl who was 14 years old and she had been harassed for 4 years. In her village, one lady forced her to come to the prostitution business and sold her. When she rejected to do this she was tortured by those people. They didn't leave that any mercy to her. Then she ran from that place and went to the police station at the railway station and told her whole story to them then the police bring caught them and she got her justice. **Story on emotional violence:** A child is violated emotionally when he doesn't fulfill their family expectation so the family scolded them. Forced him to study,

insult him in front of their relatives, discriminate between the children, practice untouchability and child marriage all these factors impact the mental and emotional health of a child. Students also wrote that if parents extremely force their child for studies which can make a child emotionally weak that's why we should talk nicely with children and show them the right direction. **Story on sexual violence:** These days the cases of rape and sexual harassment are increasing which is the reason for insecurity among girls. For E.g. the horrifying case of "Dr. Priyanka Reddy" of Hyderabad. Every time a girl/woman is harassed by a boy irrespective of age, everyone feels unsafe. Girls are not even safe in with relatives. they cannot play freely and cannot hang out in parks because of such incidents. Parents also feel that their girl child is a burden for them. We should make a safe society for everyone. **Story on neglecting:** In society, families don't fulfill their child's requirements because of the poor financial conditions of their family. They exploit them and even children have no right to speak. Sometimes family ignore their children. Family unheard their children and their problems increase because they don't understand the safety of their child and don't give so much importance to their things. Just as, One girl told her mother that one boy harassed her by the road and her parents ignored her problem and told her to change her way of coming home. That boy continued to harass that girl and because of that girl's life went in the wrong direction. Her family always ignored her problems because the boy was her cousin and in end her parents regretted by their actions because the boy sexually harassed that girl.

MOVIE SCREENING

The Rose: This short film is based on Child Rights (Corporal Punishment).The most useful information on Child Abuse. Call on 1098 to report about it. All your information is safe with ChildLine India.(Video Link: <https://youtu.be/bqyb4PoLDKc>) **KOMAL A film on Child Sexual Abuse (CSA):** Komal is like any other bright, sensitive, and happy 7-year-old girl. Her new neighbor Mr. Bakshi, who moved in with his wife, is her father's old friend. Komal bonds with the affable Mr. Bakshi with whom she has a whale of a time. Until Komal discovers Mr. Bakshi's bitter reality. (Video Link: <https://youtu.be/CwzoUnj0Cxc>)

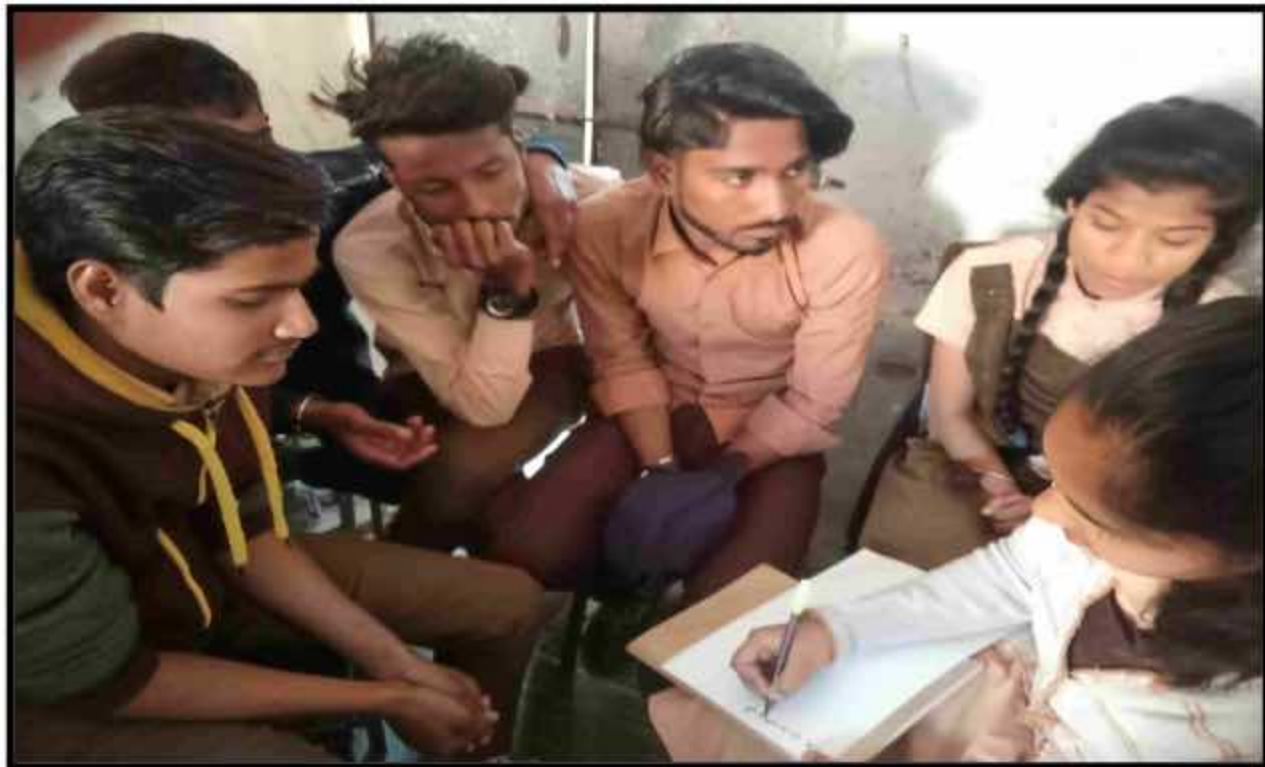
UNICEF: Stop Child Abuse Now !: Are there 100,000 people who care enough to protect our children from abuse? Let us show abusers in our society we will not tolerate them hurting our children anymore. (Video Link: <https://youtu.be/CJzbDn58eTA>)

POST SESSION ASSESSMENT

Which forms do you think are the most common and which type of children are most at risk of the different types of violence? Students answered that girls more have to face sexual abuse and boys have to face more physical abuse. Some students answered that boys and girls have both face neglect violence from their parents. Most of the students replied that children face physical violence compare to other types of violence. **What is the impact of the different forms of violence on children?** Some students responded that a child can commit suicide, become depressive and sad, stressful, aggressive, leave home and studies, irritated, lonely, will not share anything with anyone, and have low self-confidence.









Child Rights

Children and young people have the same general human rights as adults, as well as specific rights that acknowledge their unique needs. They are not considered the property of their parents or helpless objects of charity, but instead are recognized as individual human beings with rights. The UNCRC Convention views children as individuals and members of a family and community, with rights and responsibilities appropriate for their age and developmental stage. Under the convention, governments are obligated to meet the basic needs of children and help them reach their full potential. This includes the recognition of each child's basic and fundamental rights, including:

- The right to life, survival, and development.
- Protection from violence, abuse, and neglect.
- An education that allows children to reach their potential.
- The right to be raised by and have a relationship with their parents.
- The right to express their opinions and have them heard.

PRE-SESSION ASSESSMENT

Who is a child? Some students responded that a child is stubborn, innocent, goofy, dear, demon, sweet, cute, and naughty. Some students responded that a child is someone who doesn't know what is right and wrong, destroys things at home, doesn't discriminate, always speaks the truth, plays all the time, doesn't like to go to school, cries when they don't get things from their elders, and whose elders always love them. **What are the needs of a child?** Most of the students responded that a child's needs are their mother and father, toys, healthy food, education, care, love from their family, and playing outside games. **Do you think that children also have rights?** Students responded in one voice that yes, children have rights. If yes, give some examples of their rights. Students responded that a child has the right to education, the right to play, the right to live, the right to live with family, the right to live with their mother, the right to speak, and the right to have good parenting. **What do you think, how do people see a child in society?** Some students responded that society thinks about the future of a child and pressurizes them for that, and the child will have to make a name for themselves and their family in society. Some students responded that according to the behavior of a child, society sees them positively and negatively and also sees them as a slave.

ACTIVITY CONDUCTED DURING THE SESSION

POST SESSION ASSESSMENT

The United Nations Convention on the Rights of the Child (UNCRC) outlines the basic human rights that must be granted to children. These rights are divided into four main categories:

4. Right to Survival:

- Right to be born
- Right to a minimum standard of food, shelter, and clothing
- Right to live with dignity
- Right to access healthcare, safe drinking water, nutritious food, a clean and safe environment, and health information.

5. Right to Protection:

- Right to be protected from all forms of violence
- Right to be protected from neglect
- Right to be protected from physical and sexual abuse

- Right to be protected from harmful drugs.
- Right to Participation:
- Right to freedom of opinion
- Right to freedom of expression
- Right to freedom of association
- Right to access information
- Right to participate in decision-making that affects them directly or indirectly.

6. Right to Development:

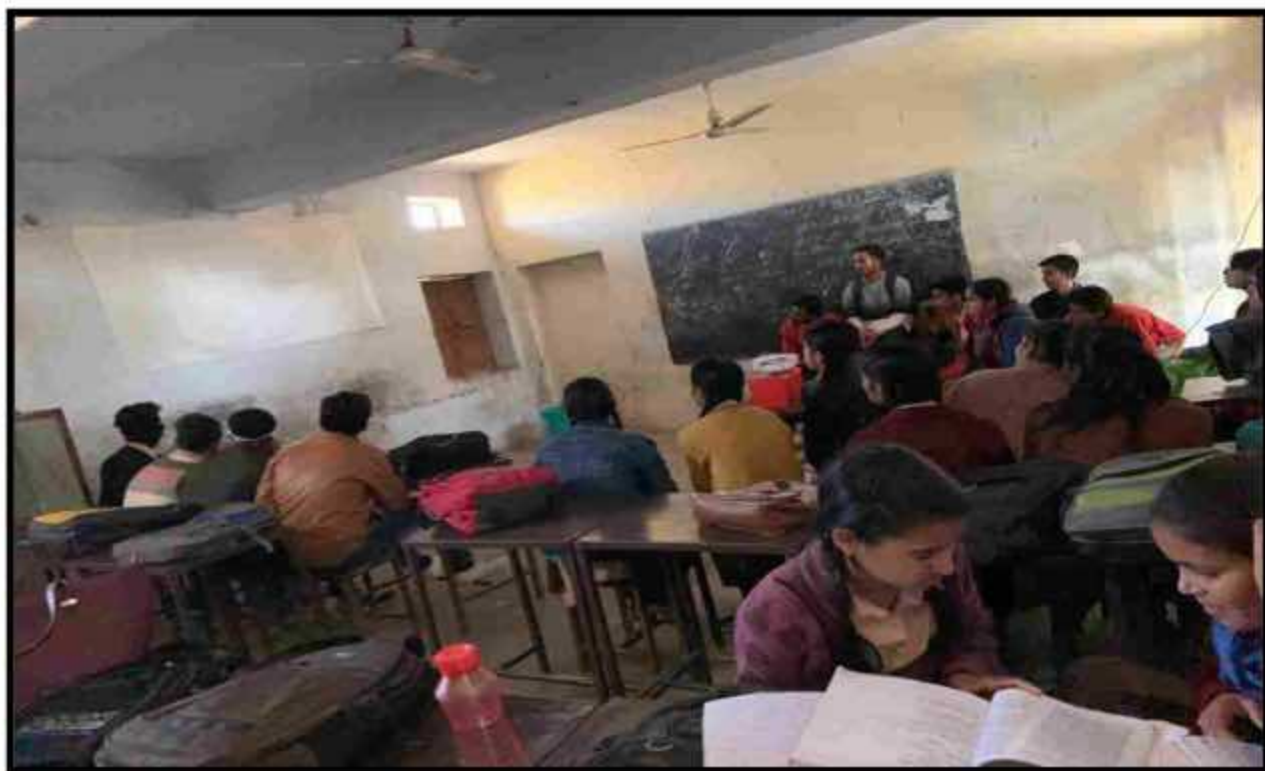
- Right to education
- Right to learn
- Right to relax and play

Summary on Child participation and why it is important:

Child participation is very important. Children have opinions which may differ from adults'. All children have the right to participate in decisions which affect them, even when they are very young. As the child grows older, their opinions should be listened to and taken into account more. Active participation is crucial for young people, and it gives them a sense of self-worth. It should be acknowledged that they are valued, and their voices are heard, which is essential to building their confidence. By listening to children and taking their opinions seriously, we help them grow into trustworthy and capable adults.







BODY SHAMING

According to the Oxford English Dictionary; body shaming is the act or practice of humiliating a person based on their body type by making critical and/or mocking statements about their body shape and size.

Body shaming, is an act in which individuals are judged negatively based on their physical appearance. Generally, men and women are body-shamed if they appear “overweight” or don’t fit the idyllic image of “thin and beautiful.” However, researchers note that thin-shaming is also a negative and form of judgment and bullying as well, although not as prevalent.

Body shaming is one of the biggest problems in today’s generation. Society doesn’t just find humor in degrading a woman’s body; they also find humor in degrading a man’s body. Body shaming has become a problem for both genders. Body shaming, while common in both genders, is especially harmful to women.

While body shaming has been in society for quite some time, the internet and social media platforms such as Instagram, Twitter, and Snapchat, have brought it to an all-time high. With millions of users signing-on each day, social media platforms open the door for individuals and companies to share unrealistic expectations of an ideal body. Technology has made the focus on appearance easier and given way to a platform that invites body shaming and bullying more frequently.

Body-shaming statistics indicate that 94 percent of teenage girls have been body shamed. However, the practice isn’t exclusive to the female gender. Teen boys and men are subjected to thoughtless opinions and hurtful comments made as well. Nearly 65 percent of teen’s boys reported having been body shamed.

PRE-SESSION ASSESSMENT

BASIC QUESTIONS FOR ALL STUDENTS:

What are your heights? Girls responded that their heights are around 5.1 inches to 5.3 inches, and boys responded that their heights are around 5.4 inches to 5.9 inches. **What are your current weights?** Girls responded that their weights are around 40 to 55 kg, and boys responded

that their weights are around 45 to 60 kg. **What should be the ideal height of a boy?** Boys responded that the ideal height of a boy should be around 6ft, and girls responded that a boy's height should be around 5.5 inches to 6ft. **What should be the ideal height of a girl?** Boys answered that a girl's height should be around 5.3 inches to 5.6 inches, and girls answered that a girl's height should be around 5.4 inches to 5.7 inches. **Are you conscious about facial hair?** Some boys replied that yes, they are conscious about facial hair as they have no growth of hair on their faces, so their friends make fun of them. Some boys replied that their facial hair doesn't make them conscious. All girls replied that their facial hair doesn't make them conscious. **What are three things you like about how you look?** All girls responded that they like their hair, voice, eyes, face, lips, eyebrows, ears, and nails. Boys responded that they like their height, hair, eyes, face cut, body, tattoo, smile, hands, and body color. **How do you take care of your body and keep it healthy?** Most of the girls replied that they don't do anything about their health; they feel that they are already healthy, and some girls replied that they do exercise to keep themselves healthy. Most of the boys replied that they do exercise, running, yoga, and take good diet.

When do you feel so proud of yourself? Some boys replied that they feel proud of themselves when their parents appreciate them. One student mentioned that when something happens well because of him in someone's life. Some boys mentioned that when they stand with their brother and hear the compliments for their brothers and when they get appreciation by teachers. Some girls replied that they feel proud when they do something for others, receive compliments, and when they respect others. Some girls replied that when their parents appreciate them for their studies and when they do something good. **What is the best comment you get on your body?** Some girls mentioned that they receive compliments on their eyes, nails, voice, etc. One student replied that she gets compliments for her figure and eyebrows. One girl replied that she received a good comment that she is so beautiful. Boys mentioned that they receive comments on their hair, face cut, height, eyes, and beard. **What is the worst comment you get on your body?** Some girls and boys replied that they don't receive any bad comments on their body. Some

girls replied that they receive worst comments on their short heights and heavy weight. Almost every boy responded that they receive worst comments on their facial hair as they have no growth of beard on their face, short height, lean body, and the way of talking. **What is the one thing you want to change in your body?** Most of the girls responded that they don't want to change anything in their body. Some girls mentioned that they want long hair, big height, and gain weight. Only one boy said that he doesn't want to change anything in his body. Most of the boys replied that they want to be fit and want a fine body. Some students replied that they want good height and good hair. One boy replied that he just wants a healthy body, neither fat nor thin.

Activity conducted during the session

PHOTO ANALYSIS ACTIVITY:

Photo No.1 and its analysis by students: The students replied that the girl is looking very nice. She is pretty, beautiful and has good, silky hair. Her eyes are so beautiful, like the waves of the ocean, and her eyebrow shape is also good. She has a fair complexion, no pimples on her face, and a soft face. She is fit and has a good smile. She looks like a model and it seems that she takes care of her health and body.

Photo No.2 and its analysis by students: The students responded that the girl is chubby and healthy. Her hair is short and rough, but her hairstyle is good. Her lip shape is good, but they are black. She has oily skin and no pimples on her face. She is not good-looking, her eyes are too small, and her body is not good. Her clothes are not suitable for her body and color; she should wear light-colored clothes. Her health is not upright, her nose is also heavy, and she seems to be short.

Photo No.3 and its analysis by students: The students responded that this girl looks older, and her height is too small. She is beautiful and good-looking and she looks like a small girl.

Photo No.4 and its analysis by students: The students responded that the girl's height is too small and the boy's height is bigger than hers. The girl is beautiful, but the boy is thin and tall.

Photo No.5 and its analysis by students: The boy has black hair, and he is looking angry. His body is so fit and good. He is wearing a net t-shirt. His looks are awesome,

his face cut is also good, and his nose is sharp. **Photo No.6 and its analysis by students:** The students responded that the boy is too thin. The boy has good height, but his face cut is not good. His hairstyle is not good, and he does not look good. **Photo No.7 and its analysis by students:** The girl is fat, her smile is awesome, and her hair is short and cool. She is posing for a photoshoot and giving a smile so she can get a good picture. The girl is fair, her eyes are lovely, she has a good face cut, good height, and she is so cute. **Photo No.8 and its analysis by students:** The students mentioned that the boy's personality is so good. His looks are also good, he has a good face cut, his hairstyle is also good, and it looks good on his face.

MOVIE SCREENING

Lesser man - https://youtu.be/-g_CuyTeLac This movie is by must bol, most of the films made in the campaign are based on real experiences of young people dealing with body shaming and stereotypes on body and how they face it on their daily routine. **Let's talk about body shaming** - <https://youtu.be/r0unvdHHNYU> Most of us are potential victims of 'body shaming' – the widespread phenomenon of receiving cruel feedback when our bodies don't meet the unrealistic beauty standards of our time. Here's VidyaBalan's take on Body Shaming. **Mirror** - <https://youtu.be/ve0FewKH044> Mirror is a short film about insecurity and confidence seen through our minds and how people judge us according to our beauty. **Let's talk about body shaming** - <https://youtu.be/24k64HRdGo8> AYE MOTI, AYE MACHIS KI TILI, WOH DEKH KADDU..BAHOT HUA BE, Chalobaatkarein, Aurchupkarein with our inbuilt confidence. Share a beautiful story by RJ Vashishth

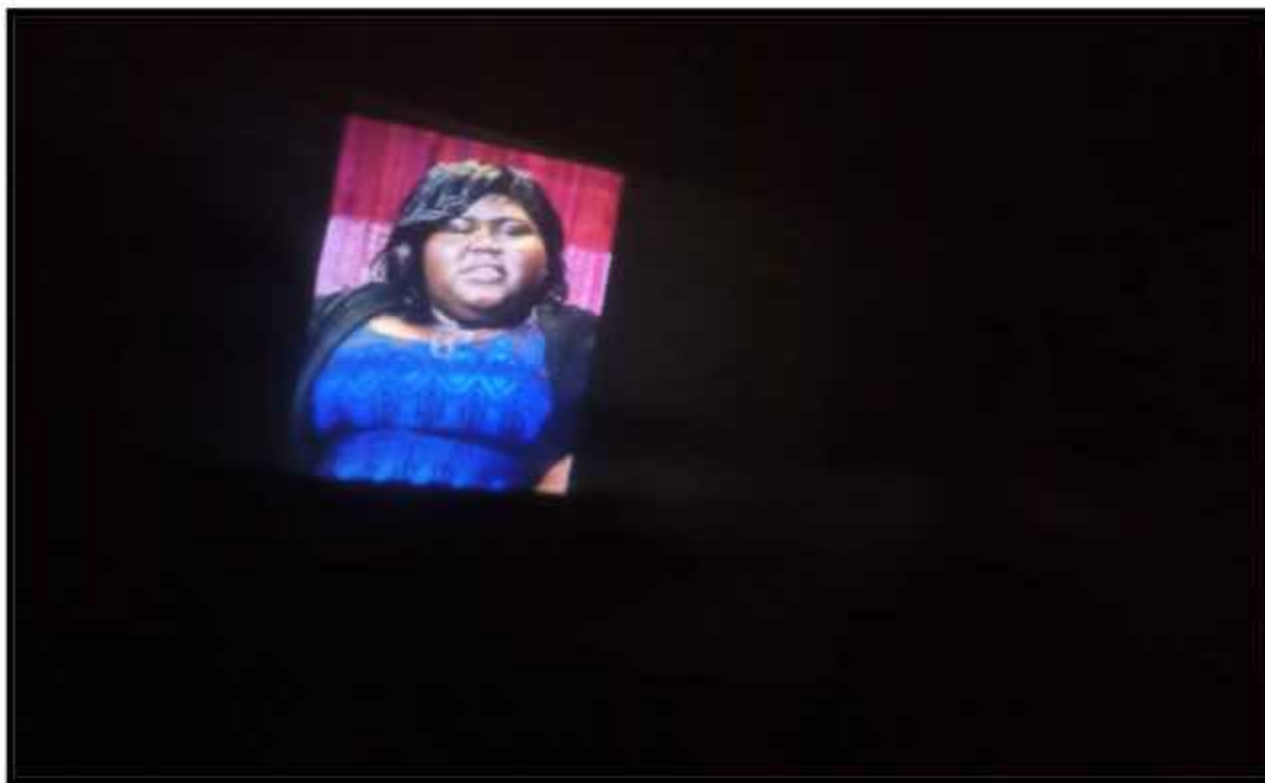
POST ASSESSMENT SESSION

The facilitator gives some opinions and views on how to deal with body shaming:

- Practice being kind to your body.
- Remind yourself of your worth.
- Understand where you come from geographically.
- You don't need to change yourself based on what other people say to you.

- Focus on your health, not your looks.
- Be aware of what is healthy for your body.
- Also, don't give negative comments to others. Accept people for who they are, because every person is special in their own way.









The Issue- Bullying

Bullying is an aggressive behavior that is intentional and that involves an imbalance of power or strength. Typically, it is repeated over time. A child who is being bullied, has a hard time defending him or herself. Bullying can take many forms, such as hitting or punching (physical bullying); teasing or name calling (verbal bullying); intimidation using gestures or social exclusion (nonverbal bullying or emotional bullying); and sending insulting messages by e-mail (cyber bullying).

- Stresses of being bullied can interfere with student's engagement and learning in school.
- Children and youth who are bullied are more likely than other children to be depressed, lonely, anxious, have low self-esteem, feel unwell and think about suicide.
- Students who are bullied may fear going to school, using the bathroom, and riding on the school bus.
- Research shows that bullying can be a sign of other serious antisocial or violent behavior. Children and youth who frequently

bully their peers are more likely than others to get into frequent fights, be injured in a fight, vandalize or steal property, drink alcohol, smoke, be truant from school, drop out of school, and carry a weapon.

- Bullying also has an impact on other students at school who are bystanders to bullying. Bullying creates a climate of fear and disrespect in schools and has a negative impact on student learning.

PRE-SESSION ASSESSMENT

Questions with an Individual:

Do you feel safe coming to school? Yes, I feel safe coming to school.
What is the best thing you like about your school? I like my teachers and friends in school.
Have you ever received comments about your looks that you didn't like? No, I have never received comments about my looks that I didn't like.
Do you make fun of others with your group? Yes, I do that normally, but just for fun. My intention is not to hurt them.
Have people made fun of you because of your financial situation? No, no one has made fun of me because of my financial condition.
Have you ever felt excluded or not part of your class group? No, I have never felt excluded or not part of my class group.
Has someone spread rumors about you? Yes, someone has spread rumors about me. I got angry about it and went to the principal to say that I didn't want to be in this school anymore.
Has a classmate ever forced you to do something that you don't like? Yes, some boys in my class group forced me to become friends with them.
Has someone purposefully destroyed your things just for fun? Yes, my friend tore pages from her books just for fun.
Have you ever been purposefully excluded from a group? No, nobody has done that to me. But sometimes I purposefully remove people from my WhatsApp group.
Have you been teased because of your name? Yes, my friends tease me because my name is Komal and I am a boy. They ask me why I have a name like a girl, but it doesn't hurt me.
Do you feel protected in the classroom? Yes, I feel protected in the classroom because all my classmates are my friends.
Have you been teased because of your shy nature? No, nobody has teased me because of my shy nature.

Questions with a Group:

What is your understanding of the word "bully"? We don't have any knowledge about this word. **What do you think about kids who bully others, according to your perception?** Those types of kids have big hair, stylish looks, are generally involved in wrong activities, are mannerless, have no fear, don't like to study, and are powerful and healthy. **Why do you think some kids are bullied by others, according to your perception?** Those kids who are bullied by others are shy in nature, simple, studious, fearful, and serious. **Why do you think someone would join a bullying group?** Some students responded that they would join a bullying group because they want to be powerful. Other students answered that they would join the group because if they don't, they will also face the same bullying problem. **Is bullying different for boys and girls?** Yes, girls face less physical bullying compared to boys, and girls face more verbal and social bullying.

Activity conducted during the session

PHOTO ANALYSIS ACTIVITY:

Photo no. 1 and its analysis by students: The students observed that the girl in the photo appears sad and isolated, as if she has no friends and stays away from people. They suggest that when she tries to talk to someone, nobody responds, leaving her feeling lonely and ignored.

Photo no. 2 and its analysis by students: The students noted that two boys in the photo are teasing and bullying another boy. They are trying to assert their power over him and make fun of him. The boy being bullied is unable to stand up to them, and they take advantage of his vulnerability.

Photo no. 3 and its analysis by students: According to the students, the girl in the photo is away from her family for her studies and is feeling homesick. She appears to be crying while looking at a photo of her family on her mobile phone.

Photo no. 4 and its analysis by students: The students suggested two possibilities for the scenario in the photo. Either the girl's friend is making fun of her, causing her to cry, or the girl is already upset, and her friend is trying to cheer her up.

Photo no. 5 and its analysis by students: The students observed that the photo captures a senior student bullying a junior. The senior student is beating up the junior and showing off

his power to impress other students. The onlookers are laughing while the junior boy is crying and struggling to cope with the situation. **Photo no. 6 and its analysis by students:** According to the students, three groups of friends in the photo are planning to tease and irritate the kid standing next to them. The kid looks sad and angry, anticipating the upcoming harassment.

MOVIE SCREENING:

Aasha - An Anti-Bullying Film - <https://youtu.be/F2aKZgGqeHw> This silent movie portrays the story of students who were friends but start bullying one of their friends in various ways, causing the boy to become depressed and sad. **Stop Cyber Bullying** - <https://youtu.be/hk3LCAfq330> Cyber bullying is the use of technology, such as cell phones, instant messaging, e-mail, chat rooms, or social networking sites, to harass, threaten, or intimidate someone. Children are often the perpetrators of cyber bullying, as they have early access to these technologies. The anonymity provided by using pseudonyms makes it difficult to trace the source and can lead to more aggressive behavior. **Strain** - An Anti-Bullying Short Film - <https://youtu.be/tXI79v0l-QE> This 11-minute silent video is a powerful representation of the fallout between two best friends when one of them joins a dangerous clique. The childhood friends (played by Michelle Page and Cali Fredrich) face an emotional turning point when only one is selected to join the popular clique in high school (played by Francia Raisa). The friendship tries to survive in secret, but on the night of the big Spring Formal, loyalties are tested and ties are severed, leading to devastating consequences. **Anti-Bullying Animated Movie** - <https://youtu.be/YyDJafzuUK4> This video was created by a student at Veterans Memorial High School. It showcases the message that bullying can be stopped.

POST SESSION ASSESSMENT

Question and Answer Session:

Why do you think most students don't complain to anyone? Students answered that most students neglect things that hurt them and fear

being bullied more. They may also feel anxious about speaking out and seek to avoid further attention. **Do you think the earlier comments about people who bully others are different from the students' answers?** Students answered that there may be some differences, but some of the points such as being fashionable, powerful, and fearless, may still hold true for people who bully others. **What do people who have been bullied have to face in their lives?** Students answered that people who have been bullied may become withdrawn and lose confidence in themselves. They may struggle to connect with others and may suffer from anxiety and depression. **What are the most common things that we neglect that hurt others the most?** Students answered that we often neglect other people's feelings and hurt them through our actions. **In the movie "Strain," do you think the friend was wrong?** Students answered that the friend was not necessarily wrong; she may have simply not wanted to be associated with the protagonist, as they feared being bullied themselves. **What did you learn from these movies?** Students learned the importance of not engaging in activities that hurt others and the importance of speaking out against bullying and other harmful behaviors.









Changes of Adolescence Ages (after age 15)

The teenage years bring many changes, not only physically, but also mentally and socially. During these years, adolescents increase their ability to think abstractly and eventually make plans and set long-term goals. Each child may progress at a different rate and may have a different view of the world. In general, the following are some of the abilities that may be evident in your adolescent:

- Develops the ability to think abstractly
- Is concerned with philosophy, politics, and social issues
- Thinks long-term
- Sets goals
- Compares one's self to one's peers
- Conflict with parents

As your adolescent begins to struggle for independence and control, many changes may happen. The following are some of the issues that may be involved with your adolescent during these years:

- Wants independence from parents
- Peer influence and acceptance becomes very important
- Romantic and sexual relationships become important
- May be in love
- Has a long-term commitment to relationship

PRE-SESSION ASSESSMENT

A group of 40 11th-grade students participated in a pre-session assessment where the following topics were discussed:

Self-description: Some students wrote down their names and mentioned their hobbies and skills, such as cooking and painting. **Two big changes in their lives from the last 5 years:** Some students mentioned physical changes like an increase in height, while others mentioned changes in their behavior, such as understanding their family's problems, making new friends, and thinking about their career. **Ability to take care of their own things:** Most students replied that they can take care of their own things, but some said they cannot. **Independence in decision-making:** Most students replied that they cannot decide their own things independently as they rely on their parents, while a few said they can

make their own decisions. **Understanding their worth in front of family and friends:** Most students replied that they feel important and valued by their family and friends. **Willingness to take risks:** Most boys replied that they love to explore new things and don't care about the risks, while some said they explore new things but also take care of other things. **Knowing right from wrong:** Most students replied that they know what they are doing and where they are right or wrong. **Interest in studying:** Some students said that they are more interested in studying now, while others mentioned distractions like mobile phones, video games, and social media accounts affecting their ability to concentrate. **Consciousness about appearance:** Some students replied that they are conscious about their looks and clothes, while others said they don't care about their appearance. **Likelihood of copying friends:** Most students replied that they don't like to copy their friends.

Activity conducted during the session

The situations that the 40 participating students had to act out were:

First situation: You want a new cellphone - In this situation, the students acted out a scenario where a girl wants a cellphone because all of her friends and her brother have their own phones. She goes to her parents to ask for a phone, but they convince her to wait until after 12th grade as she should focus on her studies. **Second situation:** You want to go to your friend's place at 7:00 PM - In this situation, the students acted out a scenario where a girl wants permission to go to her friend's place. She asks her mother, but her mother says no because it's not safe to go outside at that time. **Third situation:** You want to pursue a subject but your parents are against it - In this situation, a student wants to pursue humanities, but his parents are against it because he got 91% in 10th standard and they think taking humanities means he's not good at studies. The student seeks the help of his teacher and friends to convince his parents, but they still don't understand, so he ends up having to take science instead. **Fourth situation:** Your parents find out that you have bad habits - The group of students didn't understand this situation and didn't act anything out.

POST-SESSION ASSESSMENT

Where do all these thoughts come from that they played out? Students replied that they observed and experienced these situations in their day-to-day routine and face them in their lives. Are these the only solutions to every situation, and what could be other solutions? Students replied that the solutions they played out were the ones they thought of at the time.

The facilitator shared some tips to cope with these changes:

- First of all, we need to accept these changes.
- Try new things, but always be aware of the risks involved.
- Share your thoughts and things with trusted adults.
- Always appreciate yourself.
- Spend time with your family and share your problems with them honestly.
- Support your friends and classmates.
- Avoid things that can harm you, like alcohol and smoking.
- Take care of your health.







Child Marriage

Child marriage has been a prevalent practice at different points in the history of almost all societies around the globe. In India, the practice has origins going back to ancient times and it continues to persist today.

Child marriage is most common in the world's poorest countries. The highest prevalence rates of women getting married in the age of 20-49 years reporting entering marriage before 18 years are in South Asia (56%), followed by West and Central Africa (46%), Eastern and Southern Africa (38%), Latin America and the Caribbean (30%).

According to a UNICEF report (2014), one in three of all child marriages globally take place in India and rates are highest among the poorest and most socially disadvantaged areas. Child marriage has been declining slowly over the years, but the numbers of girls and boys getting married before their respective legal ages remain large. In the 2011 Census, 12 million child marriages were reported for girls aged less than 18 and boys below 21 years. High variance has been noted across regions, states, and urban and rural areas in the prevalence of child marriage within India.

PRE-SESSION ASSESSMENT

There were a total of 40 participants, children in the 11th standard. The following points were discussed with the children in the pre-session assessment:

The question to all students:

What is child marriage? Students replied that it's when a person marries before a specific age defined by laws. **Why does child marriage happen?** Most of the students replied that child marriage happens because of poverty, low financial stability, and lack of awareness. Most of the students said that child marriage happens usually in rural areas and where illiteracy is high. **How old are the children involved in child marriages?** Some students replied that child marriage is considered when the girl's age is below 18 and the boy's age is below 21, whereas some students didn't answer this question. **Are boys also married in**

childhood? Students replied in one voice that yes, boys are married off while still being children. **What are the consequences of child marriage?** Students replied that both girl and boy children have to take responsibility for the house at a very early age, drop out of schools, and have adolescent pregnancies, etc. **Is child marriage legal?** Most of the students replied with one voice that child marriage is illegal. **How can the world end child marriage?** Students replied that with awareness and education, the world can end child marriages.

Activity conducted during the session

DOCUMENTARY SCREENING: THE SESSION INCLUDED THE SCREENING OF FOUR DOCUMENTARIES ON THE SUBJECT OF CHILD MARRIAGE:

Child Marriage: A third animated short film from the series "Shattering the Silence," titled "Child Marriage" was shown to the students. The film is seen through the eyes of a young girl named Mina, who is forced to drop out of school and get married at a young age. The film highlights the physical and mental toll that child marriage can have on a child bride and the limited opportunities that come with a lack of proper education. Through determination and awareness, Mina is able to turn her life around when she seeks help from Panah, a shelter that not only provides a safe place for her and her daughter, but also offers vocational training. (Video Link: https://youtu.be/mLxnxy_MjnY)

Like Sisters: The death of her best friend due to miscarriages and abortions caused by child marriage prompts a strong transformation in Priya. She channels her sorrow into empowering young girls to make the right decisions at the right age. (Video Link: <https://youtu.be/6Zb0tU2e63E>)

Early Child Marriage: Child marriage is still a common phenomenon in India and is one of the main causes of poor health among girls. The lack of preparation, both mentally and physically, leads to dysfunctional families. The documentary warns against the consequences of child marriage and emphasizes the importance of education for girls. (Video Link: <https://youtu.be/WrmRqm6VBI0>)

Choti Si Dulhan: This episode of the popular animated series Meena focuses on the issue of early marriage.

It teaches that the legal age of marriage for women is 18 and emphasizes the importance of education for girls. Child marriage can have adverse effects on a girl's physical and mental health, and many child brides die from pregnancy-related complications. (Video Link: <https://youtu.be/mFc-32rcZkE>)

POST-SESSION ASSESSMENT

The number of participants in the session was 40 11th-grade children. The following points were discussed with the children during the pre-session assessment:

The question to all students:

What is child marriage? The students replied that child marriage is when a person marries before a specific age defined by laws. **Why does child marriage happen?** Most of the students replied that child marriage happens because of poverty, low financial stability, and lack of awareness. Most of the students said that child marriage usually happens in rural areas and where illiteracy is high. **How old are the children involved in child marriages?** Some students replied that child marriage is considered when the girl's age is below 18 and the boy's age is below 21, whereas some students didn't answer this question. **Are boys also married in childhood?** The students replied in unison that yes, boys are married off while still being children. **What are the consequences of child marriage?** The students replied that both girls and boys have to take responsibility for the house at a very early age, drop out of school, and may have adolescent pregnancies, among other consequences. **Is child marriage legal?** Most of the students replied in unison that child marriage is illegal. **How can the world end child marriage?** The students replied that with awareness and education, the world can end child marriages.

Regarding the movies discussed during the session:

If the girl's mother in the first movie didn't take any action, the students replied that the girl would have continued to face domestic violence and could have been married at an early age. The positive changes that came out of leaving home for the girl in the child marriage movie were that she and her mother became independent, and her father

could no longer harass them. **When asked what other steps Maya could have taken**, the students replied that she could have refused to get married at such an early age. **When asked if Maya was wrong to agree to the marriage**, some students said yes, while others said she wasn't because she had no awareness of the consequences of getting married at an early age. **When asked if getting married to a loved one at an early age is good**, the students replied that getting married to someone at an early age, either by choice or not, is not a good option. **When asked why Tulli's decisions became wrong**, the students replied that Tulli thought that she had no other option, so she left her home with her boyfriend and got married to him, but the pressure of fulfilling the responsibility as a woman didn't let her complete her dreams, and her husband didn't help her because of the responsibility of the family. **When asked if Tulli's husband was a bad person**, the students replied that he wasn't a bad person as he became rude with Tulli because he was not able to support the financial expense of the family. **When asked what was the reason for the positive end in the movie Choti Si Dulhan**, the students replied that the girl and boy were educated and aware of the importance of education, so they mutually decided not to get married at such an early age and finish their studies first.







Gender Inequality

“Gender” is a socio-cultural term referring socially defined roles and behaviors assigned to ‘males’ and ‘females’ in a given society; whereas, the term ‘sex’ is a biological and physiological phenomenon which defines man and woman. In its social, historical and cultural aspects, gender is a function of the power relations between men and women where men are considered superior to women. Therefore, gender may be understood as a man-made concept, while ‘sex’ is the natural or biological characteristics of human beings.

Gender Inequality, in simple words, may be defined as discrimination against women based on their sex. Women are traditionally considered by society as the weaker sex. She has been accorded a subordinate position to men. She is exploited, degraded, violated and discriminated both in our homes and in the outside world. This peculiar type of discrimination against women is prevalent everywhere in the world and more so in Indian society.

PRE-SESSION ASSESSMENT

The total number of participants were 40 children in 11th grade. The following points were discussed with the children during the pre-session assessment:

Question to all students:

What were your first thoughts when you heard the term "gender inequality"? - During the discussion with the children, most of them were clueless about this concept. Many explained that discrimination between boys and girls in society is called gender inequality. **Who believes that girls are gentle and boys are tough?** - Most of the students replied that girls are gentle and boys are tough. There were a few who had a different opinion on this point. They did not consider that girls are gentle and boys are tough. However, most were in favor of the statement. **Men are logical and women are emotional** - All of them agreed with the above statement with one voice. **Women are shy and men are not, etc.** - There was a mixed response to this question. **What are the responsibilities of a man/woman?** - Some groups of students (both girls and boys) mentioned that a man should solve all the household problems and take care of his family financially. Some students mentioned that a man should get a good education and make the right decisions for his family. A group of students mentioned that a woman should take care of her family and maintain harmony between them. Some students said that a woman should exercise all her rights and have the right to go out and work. Other students said that a woman should work for her self-respect. **How should a girl/boy be?** - Some groups of students (both girls and boys) mentioned that a boy should be an ideal son/husband and father and give respect to his wife, as well as provide equal opportunities to her. Some students said that a boy should have respect in society and should not do things that can destroy his image or his family's reputation. Many students said that a girl should not think that she is not equal to a boy and should not go for child marriage. Some students said that a girl should have the right to education and be able to take up a job if she wants to.

Activity conducted during the session

#StartWithTheBoys: This short film by Vinil Mathew, starring Madhuri Dixit for Vogue Empower, tackles the issue of domestic violence from a different perspective. The film shows baby boys being raised with the phrase "boys don't cry," which can lead to bottling up emotions and dysfunctional behavior. The film emphasizes that there is nothing wrong with crying, but making someone cry is wrong. Link: <https://www.youtube.com/watch?v=VJ48uk1FhEg>

MUSKAN: This animated movie tells the story of a young girl named Muskaan, who learns that her pregnant mother is being forced to undergo a test to determine the gender of the unborn child, which will be aborted if it's a girl. Muskaan takes on the challenge to change the minds of her family members and break down prevalent gender biases and notions in society that lead to female feticides. Link: <https://youtu.be/9HK1P4YKXu4>

Meena - Dividing the Mango: In this short film, Meena works hard every day but is always given a smaller portion of food compared to her brother Raju. When Meena and Raju decide to swap jobs for the day, Raju realizes how hard Meena works and decides to share his portion of food equally with her from now on. Link: https://youtu.be/OHaX-_cVEiU

The Girl Story: This short film highlights the importance of educating girls, stating that "educate a boy and you educate an individual, but educate a girl and you educate a community." Link: <https://youtu.be/CJA05MQf05s>

POST-SESSION ASSESSMENT

Where do all these thoughts related to gender roles come from? - Some students mentioned that they observe these things in their day-to-day life.

What is his/her role in their house? - Some groups of girls said that their role in the house is to help their mothers and study as well. Many boys said that they help in outside work, while some boys said that they also help their mothers in household work. Some girls also claim that they do outside work as well.

Are you actually equal? - Some students replied that they are treated equally in the house. Some girls said that they have equal freedom as their brothers in the house. Some boys said that they don't do any household work and think that it's a woman's work. Some students replied that they are not equal as their responsibilities are different.



Handwritten text in Hindi, likely a list or report, with a signature and the name "Khatipuro" at the bottom.

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Dr. Khajur
Khatipuro

