



care[®] TIPPING POINT

Facilitator's Manual for Structured Allyship to Girl-led Activism

Phase 2 | Bangladesh and Nepal

CARE USA

Contents

Acknowledgements 4

Overview..... 5

Session 1: Introductions7

Session 2: What is activism? 9
 Reference Material for Session 2..... 11

Session 3: Role of an Activist..... 12
 Handout: Role of an Activist14

Session 4: Beginning Activist Conversation15

Session 5: Being an Ally 17

Session 6: Inspiring Critical Thinking19
 Agree-Disagree-Don’t Know Statements - For Photocopy (Session 6)21

Session 7: Hand in Hand.....22

Session 8: The Power of a benefit-based approach23
 Scenarios for Session 8..... 25

Session 9: Gender Positions27

Session 10: What is Gender-Based Violence (GBV)? 29
 Resource sheet about GBV31

Session 11: Guiding Principles of Supporting Survivors32

Session 12: Referral pathways..... 34

Session 13: Hand in Hand..... 35

Session 14: Girls’ Groups Objectives 36

Session 15: Sharing Social Maps 38

Session 16: Review, Reflection, and Planning..... 40

Session 17: Revisiting Commitments and looking ahead.....41

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This manual has been adapted from several sources that have mobilized communities toward gender equality. Specifically, this curriculum draws heavily on SASA!, developed by Raising Voices, Indashyikirwa, developed by CARE Rwanda, Inner Spaces Outer Faces Initiative, developed by CARE India and CARE USA, and the Tipping Point Phase 1 curriculum. This resource was adapted and compiled by Suniti Neogy and Fabio Verani of CARE USA. The curriculum benefitted through reviews and inputs from Robyn Yaker, a consultant specializing in prevention of gender-based violence. Rummana Begam of JASHIS and Suraiya Sultana of CARE Bangladesh conducted a field test of this package in Sunamganj, Bangladesh that resulted in valuable refinement and contextualization of the content. Finally, this curriculum is not possible without the endless learning, iteration, and feedback from the entire Tipping Point team in Nepal and Bangladesh.

Overview

The Tipping Point Project aims to foster a process of change to prevent child marriage within the communities of Nepal and Bangladesh, by digging deeply into the underlying causes of child marriage, addressing the social norms that promote child marriage, and creating new positive norms that uphold equality between girls and boys, women and men. The Tipping Point Boys and Parents Activist Package is a follow-up to the 6-month core training/workshop packages for girls, boys, mothers and fathers that explore gender, rights, power and patriarchy, communication and leadership. The rest of the sessions of the girls, boys, mothers and fathers curriculum runs simultaneously with this boys and parents curriculum covering more in-depth exploration of masculinity, honor and gender based violence. This curriculum draws heavily upon some of CARE's learning from other initiatives, such as [Tipping Point Phase 1](#), [CARE Rwanda Indashyikirwa](#), [Raising Voices SASA!](#), and [CARE Inner Spaces Outer Faces Initiative \(ISOFI\)](#).

Following the core training/workshops, girl activists from the core groups receive activism training using the Empower Package of Girl-Led Activism (Empower is an India Based organization that works for girls' movement building). The boys' and parents' activist package complements the girls-led activism. It is used with boys and parents who are willing to come together into activist groups after the initial six-month training package. It focuses on effective activism and allyship, provoking critical thinking, and providing positive support and motivating change. The majority of sessions in this package will be conducted separately with boys and parents, though in some cases as per needs (indicated in the session instructions), girls, boys and parents would participate jointly.

Who should facilitate?

The CARE and partner staff trained on the boys' and parents' activist package will facilitate the training. They will practice the sessions before facilitation.

Facilitator notes

Reinforce with that we all deserve respect and hence we will refrain from judging, interrupting or ridiculing others, and should respect the privacy of others by maintaining confidentiality while we go through this curriculum.

Goal:

Boys and parents have the knowledge, skills and confidence to be positive allies for girl-led activism

Objectives:

- **Understanding**
 - Understand girls' groups' activism objectives
 - Knowledge of how to connect with individual girl leaders, girls' groups and boys' groups for activism around girls' rights
 - Understand how to engage in activism in support/alliance with girl's groups
- **Attitudes and Beliefs**
 - Attitudes that support towards girls' rights and gender equality
 - Attitudes that activism is important and fruitful
 - Attitude that support girl-led activism
 - Belief that one can partner with girl activist to affect change

■ Skills:

- Ability to connect with various other individuals and groups (with other parents; with other boys; with girls, with other community or government leaders)
- Ability to communicate publicly about girls' needs and demands from a parents' or boys' perspective and experience
- Ability to strengthen other parents and boys appreciation of the benefits of supporting gender equality and the specific objectives from girl's group
- Ability to define actions that are in alliance and support of girls' groups
- Ability to plan and execute activism activities in conjunction and support of girls' groups

Timeline for Boys and Parents' Activist Package

Depending on the context where the package is being implemented, teams may choose to facilitate different numbers of sessions each day. Some may choose to conduct an intensive workshop, facilitating several sessions daily over a condensed period of time. Others may choose to conduct only 2-3 sessions at a time on a weekly basis. It is important to discuss directly with the activists in your context, to determine what is best in the communities where you work.

Note for facilitator on repeated sessions:

Session 7 and 13 (Hand in Hand): The Hand in Hand session is intended to be conducted at the end of a series of sessions to empower participants to reflect on the day and give feedback. Thus, this session is likely to be repeated multiple times, at the end of each set of sessions.

Session 16: This session will take place before every event which the parent and boy activists support the girl activists in executing.

Tools to be used by girls for collective actions:

- Planning template/ action plan tables for supporting girls' collective action are taken by Empower curriculum will be used by the girls and supported by parents and boys.

Who should facilitate?

The CARE and partner staff trained on the boys' and parents' activist package will facilitate the training. They will practice the sessions before facilitation.

Session 1: Introductions

SESSION OBJECTIVE: PARTICIPANTS WILL GET TO KNOW EACH OTHER AND THE PURPOSE OF THE ACTIVIST GROUP

Time Required: 40 minutes

Preparation:

- Prepare a chart paper that says boys' and parents' activist group and 'Welcome' written under the group name.
- Bring a phone with a song or some music downloaded to be played for a game.

Instructions:

1. Welcome participants to the session. Congratulate participants on their hard work throughout the Boy's and Parent's Curriculum. Explain that over the next few weeks, participants will engage in a series of sessions to build the knowledge, skills, and confidence needed to begin activism in their communities. Explain that their activism will be led by strategies developed by the girls' activist groups.
2. Tell them that we have been engaging since the last 6 months and we are happy to have the group of active parents and boys to dig deeper and work with each other to bring equity between men and women, girls and boys.
3. Ask participants form a circle, in the front or back of the room.
4. Explain that you are going to start with an activity to get to know each other better. Explain:
 - a. You are going to play some music. While the music is playing, participants will move by dancing or walking in a circle to the left.
 - b. When they music stops, you will call out a number (for example: "2!")
 - c. Participants will then hurry to form groups with the number of people you announced.
 - d. When they form their groups, you will give them a question to discuss to get to know each other better.
 - e. After discussing for one minute, you will come back to the circle, play the music again, and repeat the game.
 - f. You will do this for a few rounds
5. Ask if there are any questions. Begin playing the music and remind participants to move around in the circle. After a short time, stop the music and call out the number "2!"
 - a. Make sure each person has found a group. (In case of odd numbers, the facilitator can move people around for discussion).
 - b. Ask the pairs to introduce themselves to one another and try to find one thing that they both like.
 - c. Give them 1 minute to discuss.
 - d. Ask a couple of groups to share their responses.
6. Return to the circle and play the music again. Continue the game in this way, calling out a different number each time.
7. For the final round of the game, each group to discuss and share 1 instance when they saw some injustice and took an action, they are proud about.
8. Return to plenary and ask each group to share one example they discussed of standing up against injustice. Facilitator to note down some examples to use for the next session
9. Note down the key words from the examples shared on a flip chart. For example: person taking action, social change, equality, deep belief, sustained over time.

10. Share with the participants that their being aware of and having the drive to act on an issue has brought them together in this special group.
11. Further ask them if they have heard about the word "Activism?" Does it connect with the words active or action? How do they see themselves to be active or to be taking action?
12. Explain that the aim of this program is to work together to support girl's groups activism. Through this curriculum we will explore to see what activism is and what it means to us. How can we start activist conversations and how we can work with girls as an ally? Ask the group whether they are open to this idea? Why or why not? What do they want to achieve? What concerns do they have?
Note: You may ask one or two volunteers specifically if no one volunteers a response. Listen carefully to the responses so that you understand the comfort level of the group.
13. Summarize that in order to be successful, you will have to work together as a group and get comfortable with one another. Ask all the group members if there is something new that they got to know about each other in the group. How does it feel? What other things will help them know about each other more? What will happen if they know each other better each day?
14. Ask the group if they wish to make some commitment to each other? What can they do to make sure that they all are working towards the goal?
15. Make a note of their commitments and post it on the fun center wall to be referred to later.

Concluding comments for the facilitator to share:

We all have come together for a purpose and we will get to know each other as activist group members. It's a unique opportunity to be an activist and their coming together will support the girls' activism going further.

Session 2: What is activism?

[Source: Adapted from Indashyikirwa and ISOFI]

SESSION OBJECTIVE: PARTICIPANTS WILL DEFINE ACTIVISM AND THINK ABOUT HOW IT APPLIES TO THEIR LIVES

Time Required: 40 minutes

Preparation:

- Prepare a flipchart with the definition of activism: "Activism is when a person takes action to create social change that is driven by her/his deep beliefs and sustained over time."
- Gather some picture prints of actions by activists (also refer to reference sheet)
- Video of bystander action downloaded on tablet <https://www.youtube.com/watch?v=yT9xtrLLPFc>

Instructions:

1. Thank the participants for sharing together in the first activity and state that we hope to keep working together as a group. Explain that in this activity we will discuss the concept of activism!
2. Mention that we discussed power, gender and gender equality in our previous curricula. Ask for a volunteer to define the word **power** based on their recollection from their work in the boys and parents' groups. Then ask a volunteer to define **gender equality** per their recollections from the core sessions help in the village with their respective groups. Afterwards, ask the group if they agree and if this is the goal of our work together.
3. Refer to the examples shared by the participants in the introduction session and use a couple of examples to ask what inspired those actions?
4. Display some pictures of campaigns, a person holding placard, a girl raising hand, and ask them what they see there, groups of people going together in a rally, holding placards with slogans.
5. Ask what they see in these pictures? Is there a similarity about the actions they mentioned as examples and pictures they see? What is similar? Why? Probe if the action taken by an individual is based on his or her belief? Do they continue to believe in the same thing since then? What did that action achieve? Was it instrumental to create social change, how?
6. Discuss with them that these are big examples but there are small examples too and both are equally important. For example, if you see an injustice and you raise your voice or take a small action is also an important step to activism. Ask the participants if they can recall those small examples they discussed in the previous session.
7. Now, ask participants if they have ever heard the word activism. Then ask: What does the word activism mean to you? Write contributions on a sheet of flipchart.
8. Post the flipchart with the definition of 'Activism' and read it aloud: "Activism is when a person **takes action** to create **social change** that is driven by her/his **deep beliefs** and **sustained over time**."
9. Giving the examples discuss: What do we mean when we say that activism is "aimed at creating social change?" Record contributions on the first blank flipchart (3 min). Sample responses might include:
 - a. It's about **creating change** in the **norms of our communities**, i.e. the common beliefs and behaviors
 - b. It's starts with making changes in ourselves
 - c. But then it goes **beyond making a change for yourself** as an individual or your family
 - d. It **strives for social justice**.
10. Remind the group that the social change we are focused on is gender equality, transforming harmful power dynamics, creating opportunities for girls and ending Child Marriage

11. Ask participants: What do we mean when we say that activism is “driven by a person’s deep beliefs?”

Record contributions on the 2nd blank flipchart (5 min). Sample responses might include:

- a. Activism begins with a deep and **personal belief** in the change that is needed;
 - b. An activist does not do it for money, status, or hopes of receiving a job.
 - c. Activism is **motivated by personal passion** that emerges when we **recognize injustice**
 - d. Activism is connected to our **personal values**;
 - e. Activism takes **courage and commitment**;
 - f. Activists must feel for the work and issue, not just logically understand it, etc.
12. Ask participants: What do we mean when we say that activism is “sustained over time?” Record contributions on the 3rd blank flipchart (5 min). Sample responses include:
- a. Activism is not a one-off action or something occasional
 - b. It is something ongoing and requires continuous commitment;
 - c. Activism is strategic
 - d. It requires planning and following through with plans
13. Explain: The idea of activism can feel big. However, activism is about the small actions that we take in our daily lives in respond to injustice—the way we think, speak, and interact that influences others. This happens during normal moments in our everyday lives for example, when we are sharing a meal with our family, talking to our neighbors, walking to church, working in the fields or shopping in the market.
14. Ask for questions from participants and take time to discuss.
15. Summarize: As we can see, activism is something that reaches beyond what we learn in these sessions or do with an NGO. It grows from within us and becomes part of our identities and values. This means that opportunities for activism exist both within and beyond the work that we do together.

Concluding comments for the facilitator to share:

Keep in mind we mean actions for social change when we refer to activism. Also, keep in mind that the activism we will engage in will be designed around the girl’s groups activist goals. We will develop activities that align with and support that group’s goals to promote girl’s rights and prevent early marriage of girls. Tell the group that each time we meet we will assign one simple task for participants to do in between our sessions. This time we would like you to look for examples of activism you see around you in your community. It can be on any theme. Please try to do this and be ready to share an example that you saw around your community and some of your impressions of it.

Reference Material for Session 2

Pictures of activism, examples,

Personal bystander action: <https://www.youtube.com/watch?v=yT9xtrLLPFc>

Can also use some examples of activism from the newspaper



Photo credit: CARE BD team

Session 3: Role of an Activist

[Source: Indashyikirwa]

SESSION OBJECTIVE: PARTICIPANTS WILL UNDERSTAND THE ROLE OF AN ACTIVIST AND IDENTIFY THEMSELVES AS ACTIVISTS.

Time Required: 45 Minutes

Preparation:

- Keep the definition of activism from the previous session, to hang on the wall.
- Photocopy and cut the “Roles of an Activist” statements provided at the end of these instructions (enough so that there is one for each participant). Fold each strip of paper and tape them to the walls around the room, spreading them out so that they are in different areas of the room.
- Prepare a flipchart with the title “Roles of an Activist” and the following text: Activists challenge harmful norms and promote positive change through the following roles:
 - 1) Speaking out against injustice
 - 2) Causing or inspiring, encouraging critical thinking amongst others
 - 3) Supporting community members who are experiencing injustice
 - 4) Supporting community members through their own process of change
 - 5) Living their/ our belief
- Also, develop chits with the text above (one role per chit).

Instructions

1. Welcome participants to the session
2. Read the definition of Activism from the previous activity (Activism is when a person takes action to create social change that is driven by her/his deep beliefs and sustained over time.) Explain that in this session, we will focus on the Roles of an Activist.
3. Underline the words “positive changes” on the flipchart and ask participants: In Tipping Point, what are the positive changes that we want to see? Listen to responses from 1-2 participants
4. Summarize: In Tipping Point, the positive change that we are working towards is communities that are free from child marriage. To achieve this, we want to see men and women and boys and girls using their power positively and balancing power in their relationships and communities. We as activists will work to support the goals and actions of the girl activist groups.
5. Explain the next exercise: We are going to divide ourselves into groups of 5 people. You will notice strips of paper hanging all around the room. On each of these pieces of paper is written a statement and a number between 1 and 5. When I say “Go!” you will walk to a wall and take one piece of paper. Look at the number on your paper, and then form a group by finding people who have the other numbers from 1-5. For example, if you choose a paper with #1, you will look for someone with #2, #3, #4, and #5 to form one group. Each group should have 5 people in it and each person in the group should have a different role of an activist written on their paper. (Note: if the numbers do not work out evenly, then after participants have formed groups you can ask some people to join other groups).
6. Continue explaining: In your groups you will discuss each of the roles of an activist written on your papers. For each one, discuss what it means and why it is important. You will have 15 minutes for this discussion which will be about 3 minutes per role (in other words do not spend too much time on each one).

7. Ensure that there are no questions and begin (ask participants to go to the walls and take a strip of paper). If participants struggle to form groups, help to guide them.
8. Once the groups have been formed tell them to start and tell them they have 15 minutes. Call out when 5 minutes are left, 1 minute, and when time's up (15 min).
9. After 15 minutes have passed, ask participants to come back to the larger group.
10. Uncover the “Roles of an Activist” flipchart. Ask for a volunteer to read it aloud or read it aloud yourself: Tell them that: Activists challenge harmful norms and promote positive change through the following roles:
 - i. Speaking out against injustice,
 - ii. Causing or inspiring critical thinking amongst others,
 - iii. Supporting community members who are experiencing injustice,
 - iv. Supporting community members through their own process of change,
 - v. Living their beliefs.
11. Refer participants to Handout: Roles of a community activist. To understand more about the roles of an activist. Discuss each statement separately using the handout. Be sure to highlight their views.
12. For example, begin with #1 and ask participants what their groups discussed about “speaking out against injustice.” Listen to contributions from several participants and write their views on flip chart.
13. Summarize the meaning of “speaking out against injustice”:
 - a. As activists, we will speak out against gender inequality and child marriage. We will not stay silent when we see, hear or know about gender inequality and child marriage in our communities. Most importantly, we will follow the lead of the girl's activist groups.
14. Continue in the same manner until you have reviewed all 5 roles in the handout. Ask the participants if they have any questions.

Concluding comments for the facilitator to share:

As activists we will continually strive to make positive changes in our own lives, while promoting positive change in our communities. We will speak out against child marriage, and serve as a valuable resource for those who are experiencing abuse as well as those who are trying to make a change. Finally, we will continuously strive to live the beliefs that we speak about to others. Thank participants for their active participation before closing, and ask them to practice their role as activists after they go back home.

Handout: Role of an Activist

Speaking out against injustice: As activists, we will speak out against injustice and intervene appropriately when we see, hear or know about gender inequality or child marriages in our communities. We will not stay silent.

Inspiring critical thinking amongst others: As activists, we want to inspire others to reflect upon issues in their lives and think differently about things that are accepted as “normal.” This requires us to engage others in activities that help them to think in new ways for themselves, rather than telling them what is “right or wrong” or simply giving out messages with our own ideas. Our work is not about “sensitizing” but about helping people to think critically. Therefore, our approach must be interactive, and based on asking questions rather than giving out information.

Supporting community members who are experiencing injustice: It is not enough to speak out against injustice. We must be willing and able to support those who are most directly affected, without blame or judgment. As activists against injustice, inequality and child marriage, we commit to working with the girl's groups to realize their activism agenda.

Supporting community members through their own process of change: As community members begin to rethink issues such as power and gender and try to make changes in their own lives, we will use our “power with” others to support them in identifying alternatives to violence, overcoming barriers to change, and sustaining positive changes. We will build personal relationships with others and be available for discussions, questions, sharing ideas, and providing support.

Living their/ our beliefs: As activists, we must live the values in our lives that we are working towards in the community. We must make changes just as we are encouraging other to do. It is important that we use our power positively with women and men, balance power with our partners, and refrain from violence in our relationships and communities. We must value and treat men and women and boys and girls equally.

Session 4: Beginning Activist Conversation

[Source: Adapted from CARE Rwanda Indashyikirwa and Get Moving!- the GBV Prevention Network/ Raising Voices]

SESSION OBJECTIVE: PARTICIPANTS WILL PRACTICE ACTIVIST CONVERSATION AND REFLECT ON HOW ENGAGING IN THESE TOPICS CAN CREATE CHANGE.

Time Required: 40 minutes

Preparation: Prepare A4 size papers with the following conversation starters (“chits”) written on them:

Begin talking about your thoughts	Issue/ topic	Ask for their opinion
Of late I have been thinking	how do we ensure equal opportunities and treatment our daughters and sons in our house	I'd love to hear your thoughts about this.
I have been learning interesting things about	how we value women and girls in our society	What do you think about it?
I have been thinking about	role of men taking care of children	Do you want to chat about this?
I have been observing	many girls are taking up jobs and delaying marriage	Do you have a few minutes to talk about this

Instructions:

1. Invite the participants to this session about beginning activist conversations.
2. Explain: We often think that activism are large events that need a lot organizing. But activism is about small actions we take in our everyday life to change inequity or injustice, recognizing that the way we think, speak and interact influences others. Opportunities for personal activism surround us on a daily basis.
3. Ask participants to think about all of the people they talk to and interactions they have on an everyday basis and call them out loud. All of these are opportunities for activism (e.g. when walking to the fields with a neighbor, at mosque/ temple/ church, visiting family).
4. Continue: Though many opportunities for activism exist, it can be difficult to know how to get started. In this exercise we will try to see how to start an activist conversation.
5. Explain: To begin an activist conversation, it is important to remember that our role as activists is not to educate people but rather to **provoke critical thinking and open dialogue**. We can do this by asking questions and listening to others. We can start a conversation, then raise an issue and then ask their opinion. For example: Start with... I have been thinking.....then talk about an issue such ashow can we ensure equal treatment of boys and girls at home, and then ask for an opinion...what do you think about this

6. Divide the parents into two groups of men and women, or for boys divide them into pairs and invite them to roleplay the conversation Between two family members, with whom you generally are very comfortable to talk, such as with your spouse, mother, father, brother, sister.
7. Display the chart with the issue highlighted in the middle section of the table. Ask each pair to take one of the 4 issues and begin the conversation, they may also wish to pick one example of the beginning and one of the asking opinion examples
8. Ask them to select one issue and pick examples of beginning the conversation and asking for opinion. Take one minute to discuss. Then switch roles and practice using a different statement from the issues. If participants cannot read, the facilitators should help. Continue until everyone has had a turn to practice.
 - i. "Of late I have been thinking ... how do we ensure equal opportunities and treatment our daughters and sons in our house?(while speaking to others in the market)"
 - ii. I have been learning interesting things about how we value women and girls in our society, what is your opinion about it. (riding in a transport together)
 - iii. I have been thinking about role of men taking care of children, what do you think about it.(talking at a tea stall)
 - iv. I have been observing many girls are taking up jobs and delaying marriage, what do you think about it. (talking to their spouse)
9. Invite a pair to demonstrate how they did the practice, clap for them after a minute and ask another pair to demonstrate.
10. Call everyone back to the circle. Ask the participants to share how they started the conversation and responded to the issue. Discuss the examples and any questions that may arise. Also discuss how the dynamics changes when a wife is beginning the conversation to a husband a brother is beginning a conversation with his sister.

Concluding comments for the facilitator to share:

Activism is not just about large, well-planned activities. It is about the small things we do in our everyday lives when we interact with others. Opportunities for activism exist everywhere. Effective activism helps to provoke dialogue and critical thinking, rather than just messaging. Asking questions and listening to others, helps to make us better activists. Starting an activist conversation may feel scary at first, but can be easy!

Thank participants for the energy and ideas they brought to today's session. This sessions activity to take home is to identify at least two opportunities in your life where you can practice activism, to empower girls and address gender inequity. Practice starting an activist conversation at least one during this week.

Session 5: Being an Ally

SESSION OBJECTIVE: PARTICIPANTS WILL UNDERSTAND WHAT THE TERM ALLY MEANS, AND THEIR ROLE AS AN ALLY IN SUPPORTING THE LEADERSHIP OF GIRL ACTIVISTS.

Time required: 40 minutes

Preparation: Write the following statements on a card or a chart ready for the discussion

- a. "If I notice that people aren't listening to a girl in the community, I interrupt to make her point for her."
- b. "I encourage my daughter to dress conservatively so that she doesn't experience violence"
- c. "If I hear a boy say something rude about a girl, I let them know that I found the comment offensive"

Instructions:

1. In this session we will discuss how can we be allies to the girls
2. Explain that one of the challenges in working to become an ally is understanding the difference between being an ally and a protector.
3. Explain to the group that you are going to read them statements and for after one, you will ask whether the action is being an ally or a protector.
 - a. "If I notice that people aren't listening to a girl in the community, I interrupt to make her point for her."
 - This is acting as a protector as the man/woman is interrupting the girl to talk for her, rather than addressing the larger problem that people are ignoring her.
 - b. "I encourage my daughter to dress conservatively so that she doesn't experience violence"
 - This is acting as a protector because it puts the focus on the actions of the girl rather than focusing on helping men and boys learn to respect women and girls regardless of what they are wearing.
 - c. "If I hear a boy say something rude about a girl, I let them know that I found the comment offensive"
 - This is being an ally. It is strengthening girl's power by letting men and boys know that it is not ok to talk about them in rude ways.
4. Ask participants: Why can acting as the "protector" for girls be a problem? Emphasize that:
 - a. when acting as a protector, the focus becomes on the girl's behavior or action, rather than on the larger environment that is creating the problem. It also exerts power over them to behave as you think they should behave, act or dress. It also implies that the responsibility for the problem (e.g. abuse, violence, child marriage) is the girls' and not the person who perpetrated it. Girls are not to blame for the violence, abuse, or injustice to them; this is the responsibility of the perpetrators.
 - b. Acting as a protector, even when well-intended, can actually perpetuate harmful power imbalances.
 - c. This reduces girls' power, voice and agency rather than increasing it.
5. Explain that some key questions for men and boys to keep in mind as they work to be allies are:
 - a. Is what I'm doing right now helping to strengthen the voice and power of women? Or is it serving to strengthen my own voice or status?
 - b. Is what I'm doing helping to increase or decrease safety for women and girls?
 - c. Is my action addressing the larger context that creates the situation (i.e., men ignoring women, men touching women's bodies without their permission, etc.)
 - d. How do I know this is what women want or need? How could I know if this is helpful to women and girls and not harmful?

6. Explain that the best way to know if what you are doing is helpful or harmful is to ask women and girls directly—and then take their responses seriously; don't try to convince them of your point of view. Share that girls are in a process of identifying their issues and making plans to tackle those issues themselves. Our allyship is important source of support for their leadership.
7. Share with the parents that the girls have prepared a risk mitigation format anticipating risks for the events they have look forward to planning. Ask the parents to divide in 3 groups and give them one filled in format each. Ask them based on the discussion above what would be their support to the risks the girls have identified. Give 5 minutes for the group to discuss.
9. Ask each group to present in 2 minutes what are their plans for support, based on being an ally examples we discussed above.
10. Look at each suggestion given by them if it is an example of being an ally or protector.

Concluding comments for the facilitator to share:

Acting as a protector will often reinforce power over girls and reduces her power, voice and confidence. Whereas to be an ally means to believe in the girls, their views and actions. When the girls share their plans later, we as parents/ boys will have opportunity to practice our allyship, remembering all that we have discussed today. As boys and parents, we have opportunities at home and in the society to listen attentively and ask questions and provide feedback in a way that helps to build girls' power within/ encourages their own power. Think about how you can do that in practical, everyday ways

Session 6: Inspiring Critical Thinking

[Source: Indashyikirwa]

SESSION OBJECTIVE: PARTICIPANTS WILL CRITICALLY REFLECT ON THEIR OWN BELIEFS ABOUT GENDER.

Time Required: 45 minutes

Preparation:

- Prepare 3 cards with Agree, Disagree and Don't know, written on each of them. Hang them each on a different wall in the room.
- Photocopy (or write down) the "Agree- Disagree- Don't Know Statements" provided at the end of these instructions.

Steps:

1. Welcome participants to the session. Tell them that in this session we will examine our attitudes and continue to reflect upon the attitudes that are harmful for girls and women. We will critically think about how we feel about some of the statements we have listed. Explain that you are going to read out statements. After each statement participants will respond by moving closest to the sign that corresponds with their opinion. (The statements below are examples. You can choose a few or add more depending on how much time is available, or insert others that are more appropriate to your context.) For this activity 4-5 statements should be sufficient.
 - a. Girls who wait too long to marry become unattractive as wives.
 - b. Girls should be the leaders in activism about girls' rights.
 - c. Girls should not be hanging about together till late in the night
 - d. Pregnant girls should be expelled from school.
 - e. Girl children should have all the same rights as boy children.
 - f. There are times when a woman deserves to be beaten.
 - g. Changing diapers, giving the kids a bath, and feeding the kids are the mothers' responsibility.
 - h. It is the woman's responsibility to avoid getting pregnant, not the man's.
 - i. A man should have the final word about decisions in his home.
2. Move through the questions slowly. After the groups are settled ask for a couple of volunteers to explain why they chose to move where they did. Use questioning to dig deeper into the underlying issues if there are any. Be sure to try and understand why anyone may have agreed with a negative view. If no one goes to a negative choice, ask for volunteers to say why they think someone might have that viewpoint.
3. After a short debate, ask people if they would like to change their position, or if anyone in one group wants to convince people in another group to change positions or move closer to their position. Make the point that it is important to understand why people may have views that are negative in regard to gender equality or views that are supportive of child marriage. By better understanding those views we can better respond to them and challenge them.
4. Make note of where the group is and make sure to bring any concerns to the attention of the supervisors. This session is a good opportunity to find out how the group feels about some key issues.

Concluding comments for the facilitator to share:

Close the session by mentioning that we may have heard many of these statements in life from the very childhood. We have discussed some of these ideas in the previous session. We need to examine our attitudes and continue to reflect upon the attitudes that can promote child marriage and harm girls and women. We need to critically think about how we feel about some of these statements we discussed today. We need to consider the different viewpoints such as those that support child marriage or which promote inequality in order to prepare to challenge them. Ask participants to try to identify a specific activist in your community and ask to talk to that person. Tell them you are starting to take actions as an activist. Ask them what they do in terms of activism (similar to our discussion of the roles an activist can play).

Agree-Disagree-Don't Know Statements - For Photocopy (Session 6)

1. Girls who wait too long to marry become unattractive as wives.
2. Girls should be the leaders in activism about girls' rights.
3. Girls should not be hanging about together till late in the night
4. Pregnant girls should be expelled from school.
5. Girl children should have all the same rights as boy children.
6. There are times when a woman deserves to be beaten.
7. Changing diapers, giving the kids a bath, and feeding the kids are the mothers' responsibility.
8. It is the woman's responsibility to avoid getting pregnant, not the man's.
9. A man should have the final word about decisions in his home.

Session 7: Hand in Hand

[Source: Stepping Stones]

Note for facilitator: The Hand in Hand session is intended to be conducted at the end of a series of sessions to empower participants to reflect on the day and give feedback. Thus, this session is likely to be repeated multiple times, at the end of each set of sessions.

SESSION OBJECTIVE: PARTICIPANTS WILL REFLECT ON THE DAY AND SHARE THEIR THOUGHTS ABOUT THE ACTIVITIES DONE

Time required: 10 minutes

Preparation:

- None

Instructions:

1. Explain that you are now going to close today's session together by in a circle to review and reflect together.
2. Invite everyone to stand in a tight circle. Ask the first person to your left to put their right outstretched arm into the middle of the circle and say something they have found difficult about the session and then something that they have found good about the session. Ask her/ him to use the phrases: "I didn't like it when.....", followed by "I liked it when.....". They should also include if they found anything difficult to understand and one thing they will share with others.
3. Ask the person two to your left to also do this, placing their right hand on top of the hand already in the middle, and also saying one thing they found difficult and one thing they found good about the session.
4. Continue round until all the participants have their right hands placed in a tower on top of one another in the circle, and everyone has said something which they found difficult, followed by something which they found good about the day and group.
5. Finish by saying that this tower of hands can represent our strength together as a group.
6. Thank everyone for coming. Fix with them a time and place for the next session, which they can all manage. Ask them to remind one other to come on time.

Session 8: The Power of a benefit-based approach

[Source: Adapted from SASA]

SESSION OBJECTIVE: PARTICIPANTS WILL EXPLORE HOW PEOPLE'S FEELINGS DURING A PROCESS OF CHANGE DEEPLY INFLUENCE THEIR MOTIVATION AND SUCCESS IN MAKING THAT CHANGE.

Time required: 60 minutes

Preparation: Prepare a flipchart with 3 columns: Deterrents, consequences and motivators. Draw 5 rows across and number them 1-5.

	Deterrents	Consequences	Motivators
1			
2			
3			
4			

Instructions:

1. Welcome participants to the session. Conduct a short-energizer to help participants settle into the space.
2. Introduce the session: In this session, we will explore how people's feelings during a process of change deeply influence their motivation and success in making that change.
3. Tell the participants that in this session we will review some stories/ scenarios of 5 different people who are trying to make some change.
4. Uncover the flipchart with the columns "Deterrents" and "Consequences." Explain that you are going to read the scenarios seen as deterrents to change to see how they made the person feel and why this deters change.
5. Read Scenario #1a- (the deterring scenario for Hamed)
 1. Ask participants how they would describe the response to Hamed's situation. Listen to responses from 1-2 participants.
 2. Explain that we call this type of response "Discouraging" (Point to "discouraging" on the flipchart).
 3. Ask participants: How does it make you feel when people discourage you? Listen to responses from 1-2 participants.
 4. Highlight that discouraging can cause someone to feel hopeless(i.e. that there is nothing they can do, things will not be able to change, frustrated).
 5. Write the word "hopeless" in the Consequence Column.
6. Move on to scenario #2a- the deterring scenario for Mahima. Repeat the above questions 1-5 , using the Mahima scenario. The deterrent in this case is blaming and the consequence is that it can make someone feel defensive (see table below).

7. Continue to discuss the remaining examples of deterrents to change in this way, referring to chart below.

	Deterrents	Consequence	Motivators
1. Hamed	Discouraging	Hopelessness	
2. Mahima	Blaming	Defensiveness	
3. Robi	Enabling	Consent	
4. Amina	Labeling	Shame/ Anger	

8. Ask participants: If these negative responses are barriers to change, what kinds of responses could help to motivate change? Listen to responses from several participants and record them in the 3rd column.

Sample responses include:

1. Encouraging
2. Commending the desire to change instead of blaming the bad behavior
3. Helping identify issues as a problem in a safe way
4. Normalizing (helping someone to understand that their struggles are common and that they are not alone).

9. Ask participants if they have any questions about a benefits-based approach and discuss. (5 min)

10. Ask participants: What can we learn from this exercise? Highlight key points:

1. How people feel in the process of change (and how we make them feel) affects their success in making and sustaining the desired change.
2. Emphasizing the benefits of change is more effective than just emphasizing the negative consequences of the behavior.

Concluding comments for the facilitator to share:

Given what we have learned about motivators and deterrents of change, our activism will aim to inspire positive feelings in community members rather than negative feelings. One way to do this is to focus on the benefits of marriages which happen when girls are older and which balance power rather than focusing only on the negative consequences of child marriage. We will engage in a way that fosters power within and aims to inspire (rather than scare) community members to make positive changes! We call this a “benefits-based approach” to gender equality. Ask participants to think about one thing in their relationship with their daughters or sons/ sisters and what will make them a motivator. Thank participants for their active participation before closing.

Scenarios for Session 8

Motivators and Deterrents :

Scenario 1: Hamed	
Deterrent (Discouraging)	Motivator (encouraging)
Hamed smokes a pack of cigarettes a day. Hamed coughs a lot in the morning and wonders if it could be because of smoking. Hamed talks to his doctor and his doctor tells him that it is true; smoking is very bad for one's health. However, he says that most people who smoke cannot stop. They become addicted. He tells him to try but that most patients who try fail, because it is very hard.	Hamed smokes a pack of cigarettes a day. Hamed coughs a lot in the morning and wonders if it could be because of smoking. Hamed talks to his doctor and his doctor tells him that it is true; smoking is very bad for one's health. He says that it is never too late to quit though, and that this could really improve Hamed's health. He explains that many people successfully quit smoking and that this greatly improves how they feel. They breathe easier, cough less, and are more active. He explains that it can be challenging to quit, but that it is very possible with right support and a good strategy. He offers to help Hamed identify the strategy that would be best for him and to support him through the process. He tells Hamed that he knows he can do it!

Scenario 2: Mahima	
Deterrent (Blaming)	Motivator (non-blaming/commending)
Mahima has heart palpitations when she carries heavy loads. Mahima wonders whether her palpitations could be linked to her weight. She talks with her friend about it and tells her that she is worried. Her friend points at her and exclaims, “Of course, you have high blood pressure! I have been telling you for years to reduce your weight! However, you kept eating too much and using so much oil! Now you are worried about your weight. It's your own fault!”	Mahima has heart palpitations when she carries heavy loads. Mahima wonders whether her palpitations could be linked to her weight. She talks with her friend about it and tells her that she is worried. Her friend says that she is glad that Mahima shared this with her. She tells her that it is normal to struggle with weight and that it happens to all of us. Many women have similar issues and it just takes some changes to make. She tells her about some ideas that have worked with other friends and offers to support Mahima as she makes changes.

Scenario 3: Robi

Deterrent (Enabling)	Motivator (holding accountable)
Mona and Robi are married, and although Robi loves Mona, he sometimes slaps her when he gets annoyed. Robi's grandfather notices but ignores it. He sympathizes with Robi and says that women can sometimes be difficult, so he understands why he slaps her. He says it is not so good, but really, what can you do? Women can be big-headed.	Mona and Robi are married, and although Robi loves Mona, he sometimes slaps her when he gets annoyed. Robi's grandfather notices this and decides to talk to Robi about it. He tells Robi that in a healthy relationship, both partners respect and treat each other equally. He says that in their family, violence in the home is not tolerated. He tells Robi about other positive ways to deal with his frustrations.

Scenario 4: Amina

Deterrent (labelling)	Motivator (validating and normalizing)
Amina beats her son Ali, when he does not come home from school on time. Ali begins to withdraw from Amina and the family and Amina doesn't know what to do. Amina shares this with her peers at her women's group. They scoff at her and call her a bad mother and other bad names. She goes home and is even angrier at Ali for giving her a bad name.	Amina beats her son Ali, when he does not come home from school on time. Ali begins to withdraw from Amina and the family and Amina doesn't know what to do. Amina shares this with her peers at her women's group. They are very understanding and express that all parents face challenges in figuring out how best to discipline their children. They all want what's best for their children. They share experiences and discuss other more positive ways of disciplining children.

Session 9: Gender Positions

[Source: Adapted from ISOFI]

SESSION OBJECTIVE: PARTICIPANTS WILL BETTER UNDERSTAND HOW ASSUMPTIONS ABOUT WHAT IS CONSIDERED 'NORMAL' OR 'RIGHT' INFLUENCE SEXUALITY AND GENDER NORMS.

Note to Facilitator: This activity a good way for the facilitator and the project team to strengthen their understanding of the resources and opportunities that are already present in the community, based on activists' own feedback. In this exercise, we will look at our communities and identify locations of support and potential actions in the future. Participants are also encouraged to consider social and gender status in relationship to access to resources. This activity is also a good way for the facilitator and the project team to obtain valuable information from the groups on resources and opportunities that are already present in the community. The facilitator should keep in mind this exercise will help the groups as they begin to plan actions later. Do two to three statements as per the time limit and can use others ending a day along with hand in hand.

Time Required: 45 minutes

Preparation:

- Statements for Debate
 - It is natural that women do all of the housework.
 - An adult man who marries a young girl will have a better marriage because he has more control over his wife.
 - Women should have children soon after marriage and should have lots of children.
 - Girls who marry when they are older make worse wives.
 - Girls should marry early to avoid sex or pregnancy before they are married.

Instructions:

1. Welcome participants and introduce the topic. Tell them that we will do an activity in this session.
2. Describe the activity, its purpose, and how it will work. Remind participants that this is a group learning exercise, and that it is not necessary for everyone to agree on everything.
3. Divide participants into teams of 3-4 people, good to have same sex groups of mothers and fathers. Then pair each team with another team for a debate. Assign and randomly assign one statement to each pair of teams and explain that one team - one of whom will defend and another will oppose the statement (choose from the list of statements provided below). Tell them they will have total 5 minutes for the debate for both sides to share, then they will then switch sides and argue the opposing side for two minutes. Tell the team they should select a spokesperson for the group who will present their argument. There will be 5 debate teams each who will debate one of the five statements.
4. Explain the teams that they should keep their arguments short and simple. They want to take their time to make their point and they also want to be convincing. That means they sometimes need to avoid challenging or fighting and instead try to use the arguments to convince them to the benefits to your view. Keep in mind the discussions from the previous activity.
5. Ask each team to take a few minutes to discuss how they will defend their position during the debate with the other team. Then start the debates, asking the first group to debate the first statement. Give them 5 minutes and then ask them to switch sides and give them 2 minutes.
6. Keep time so that they do not go over 5 minutes for the first debate and 2 minutes after they switch side. And try to ensure that both teams speak as equally as possible.

7. After each debate ask the rest of the participants if they had questions or any comments. Give only 2 minutes maximum for this part.
8. Move on to the next debate statements and team.

After the debate is finished, bring everyone back together and facilitate a group discussion on the outcomes of the debate, and the participants' reactions to some of the issues that were brought up. Ask the following questions to guide you:

- How did you feel about the issue that was debated?
- Have your feelings changed?
- How did you feel arguing a point that you did not necessarily believe in? What happened?
- How do you think society has influenced the assumption(s) that were discussed?
- Were you able to identify the deterrents and motivators? What were they?
- Were bringing up motivators and deterrents help you to prove your point during the debate?

Concluding comments for the facilitator to share:

Thank the participants for their time on the debate and tell them that this practice is important for them to understand common arguments that arise in the community against gender equality, and to feel more confident expressing themselves in support of gender equality their views in ways that can help convince others, as well as to understand the opposing viewpoints and arguments. It is possible that the negative aspects came up more than the positive gender equal aspects. While summarizing share that its good that they are aware of the negative aspects and hence will be able to take up the debate with positive examples. Discuss that once they have a view point, it will be important to practicing to ask questions in order to help others also reflect and understand your positive point of view.

Tell the group that during the next week, they should listen carefully to the ideas of others in their communities and notice try to find an opportunity to debate an view points that are against gender equality. opposing view Practice starting a conversation with point (one that supports gender equality) with someone they know. They can debate someone who holds an opposing view, and using questions and motivators to help them consider alternatives. If they think that it will be difficult to do this task then they can role play a debate with someone they know such as someone from this group.

Session 10: What is Gender-Based Violence (GBV)?

[Source: Adapted from Indashyikirwa Couples Curriculum, CARE Rwanda, and SASA!, Raising Voices]

SESSION OBJECTIVE: PARTICIPANTS WILL HAVE A STRONGER UNDERSTANDING OF WHAT IS GENDER-BASED VIOLENCE (GBV), AND ITS CAUSES AND CONSEQUENCES

Time required: 50 minutes

Preparation:

Write the questions for group work on a flip Chart:

- What are the different forms of gender-based violence?
- What are common triggers for gender-based violence in your community?

Prepare a flip chart on

1. What is Gender-Based Violence?
2. Different forms of gender based violence
3. What are the common triggers for Gender Based Violence?

Prepare a flip chart with the definition of gender-based violence:

Gender Based Violence is a harmful act that is perpetrated against a person's will and that is based on socially ascribed power differences (i.e. gender) between males and females. It includes acts that inflict physical, sexual, mental, emotional and economic harm as well as threats of such acts, coercion, and other deprivations of liberty. These can occur inside the home or in public places.

Instructions:

1. Welcome participants and introduce the session. Share with them that we want a safe society for everybody, but power imbalances allow for violence to continue. The power imbalances could be at home and in the community and they may cause violence at times. Ask participants:
 - Do you feel that our homes and the communities are equally safe for everyone?
 - Who, in your home or community is the safest? Why?
 - Who in your home or the community is the least safe and why?
2. Ask participants what is violence? Further ask them when do they see the violence happening? When and where they see violence happening? List down their responses. Examples, men arguing, fighting on the road, an adult scolding or beating a child, a man beating up his wife, a girl being forcibly married.
3. Examine how power over is in the violence perpetuated, is it due to class, gender or sexual orientation?
4. Uncover the flip chart with the definition of gender based violence and ask for someone to read it aloud (or read it yourself if reading is difficult for participants):

Gender Based Violence is a harmful act that is perpetrated against a person's will and that is based on socially ascribed power differences (i.e. gender) between males and females. It includes acts that inflict physical, sexual, mental, emotional and economic harm as well as threats of such acts, coercion, and other deprivations of liberty. These can occur inside the home or in public places.

5. Explain that GBV is a critical **rights violation** committed against people **based on their gender identity, gender expression or sexual orientation**. Gender based violence has been used to **control and stop people- predominantly women and girls- from making choices about their lives**
6. Divide the participants into three groups and discuss the following questions for 5 minutes in their groups:
 - Group 1: What are the different forms of gender-based violence?
 - Group 2: How would you describe the root cause of GBV?
 - Group 3 : What are the triggers of gender-based violence?
7. After 5 minutes ask them to come back to the large group . Give one minute to each group to present what they discussed. Refer to the handout to add anything that was missed,.

Concluding comments for the facilitator to share:

We have come this far together but we still need to go further making sure that we are able to make positive changes in our lives and the lives of others in our community. We must continue to reflect upon how we are using our power and what skills we can use to build ourselves as non-violent human beings first, in our homes, community, and support a conducive environment for activism such that community does not accept / tolerate violence. This is where the real journey begins. Let's support each other as we move forward and make our visions a reality!

Resource sheet about GBV

What is GBV

Gender Based Violence is a harmful act that is perpetrated against a person's will and that is based on socially ascribed power differences (i.e. gender) between males and females. It includes acts that inflict physical, sexual, mental, emotional and economic harm as well as threats of such acts, coercion, and other deprivations of liberty. These can occur inside the home or in public places.

Different forms of GBV

1. Sexual Violence (e.g. rape, sexual assault, sexual harassment)
2. Physical Violence (e.g. hitting, slapping, beating)
3. Emotional Violence (e.g. psychological abuse, neglect, insulting, denying access to friends, isolation)
4. Economic Violence (e.g. denial of resources, denial of opportunities)
5. Harmful traditional practices (e.g. forced marriages, child marriages.)

Root cause: imbalance of power between men and women

- Hyper-masculinity, promotion of and rewards for violent male behavior
- Lack of criminalization of forms of GBV
- Economic, social and gender inequalities
- Lack of women in leadership
- Failure to address loss of skills, livelihoods, independence, and/or male roles
- Lack of access to education for females
- Lack of economic alternatives for women and girls
- Breakdown of community protective mechanisms
- Lack of reporting mechanisms
- Lack of access to services for survivors of GBV
- "Blaming the victim" or other harmful attitudes against survivors
- Acceptance of violence as a community

Session 11: Guiding Principles of Supporting Survivors

SESSION OBJECTIVE: PARTICIPANTS WILL REFLECT ON THE PRINCIPLES THAT GUIDE SUPPORT TO SURVIVORS OF GBV

Time required: 90 minutes

Preparation: Prepare a flipchart with the principles of working with survivors:

- **RESPECT:** all actions you take are guided by respect for the survivor's choices, wishes, rights and dignity
- **SAFETY:** the safety of the survivor is the number one priority
- **CONFIDENTIALITY:** people have the right to choose to whom they will or will not tell their story. Maintaining confidentiality means not sharing any information to anyone
- **NON-DISCRIMINATION:** Providing equal and fair treatment to anyone in need of support

Instructions:

1. Welcome participants. Explain to the participants that through their activism on child marriage and gender equality, women and girls who've experienced violence may come to them to ask for support. It is important that activists are able to offer positive first-line support to survivors and to help them understand their in terms of services. In this session you will talk about the guiding principles for supporting survivors.
 - a. Reinforce that activists are not expected to provide comprehensive care to a survivor of violence since they have not been trained to do that. But being a first line of support is critical.
2. Uncover the flipchart with the guiding principles of working with a survivor and ask for someone to read them aloud or read them yourself:
 - **RESPECT:** all actions you take are guided by respect for the survivor's choices, wishes, rights and dignity
 - **SAFETY:** the safety of the survivor is the number one priority
 - **CONFIDENTIALITY:** people have the right to choose to whom they will or will not tell their story. Maintaining confidentiality means not sharing information about the survivor with anyone else
 - **NON-DISCRIMINATION:** Providing equal and fair treatment to anyone in need of support
3. After discussing about the principles above ask participants: "What do you think is the most important thing you can do to support a survivor?" Listen to responses from a few participants.
4. Explain: "The most important thing that you can do for survivors' is to **listen** to them. Genuinely listen."
5. Ask participants:
 - a. "What does it mean to genuinely listen to someone?" Highlight key ideas such as:
 - i. Not interrupting
 - ii. Listening without thinking about what you're going to say next
 - iii. Not judging
 - iv. Not giving advice
 - b. "Why do you think listening is so important?" (Sample responses: it helps a survivor to feel supported, to get in touch with her own power within, to regain control, to build trust, to help her not feel powerless.)

6. Explain:
 - a. "Listening sounds simple, but can actually be challenging for all of us. When we listen to other people, we are often thinking about what to say next, what kind of advice we can give, or how this relates to our own lives, rather than just listening.
 - b. "We are now going to do a short exercise."
 - c. "Please turn to the person next to you to be your partner. your pairs, one person volunteer to go first, and tell the other person about a recent experience in your life. It can be anything from the last week or so, but should not be something very sensitive or traumatic.
 - d. "The other person will practice listening without responding at all- no words or sounds. They can **ONLY** listen."
 - e. "After 1 minute, has passed, I will call out to switch, and the partners will switch roles, one speaking and the other listening."
7. Ask participants to turn to their neighbors and choose who will go first. Call out to begin. After one minute has passed, call out that it's time to switch. After another minute has passed, call out "Time's Up!".
8. Ask participants:
 - a. "How did it feel to be the listener?" (Note: it probably felt awkward or difficult for many people. That is ok! This exercise shows us that listening can be harder than it seems)
 - b. "How did it feel to be the one telling the story?"
9. Summarize: Listening seems simple but can be challenging and takes practice. This exercise was an extreme example—in real life you don't have to be completely silent— but this helps to show us that listening takes effort.
10. Explain that now that we understand the importance of listening, lets again review the 4 guiding principles of supporting survivors. These principles guide us at all times when working with survivors.
11. Ask participants to turn to their neighbor again and discuss for 3 minutes what each of these principles means, and examples of each.
12. After 3 minutes have passed, return to the group and go through each principle, asking participants how they would describe that principle and what an example of upholding that principle might be. (10 min).

Concluding comments for the facilitator to share:

Explain that now that you understand the principles of supporting survivors, in the next session, you will talk about how to support survivors in practical ways.

Session 12: Referral pathways

[Source: SASA! Raising Voices]

SESSION OBJECTIVE: PARTICIPANTS WILL LEARN HOW THEY CAN SUPPORT SURVIVORS OF GBV THROUGH REFERRING THEM TO APPROPRIATE RESOURCES IN THE COMMUNITY, STILL USING THE PRINCIPLES DISCUSSED PREVIOUSLY

Time Required: 30 minutes

Preparation:

- Keep the community maps made by the adolescent Tipping Point groups. Re-draw a simple community map if those are not usable.
- Keep handouts of the GBV service mapping done, ready to give to the participants as pamphlets/ handouts of referral points

Instructions:

1. Welcome the participants and ask them how they have been feeling being associated with the activist groups
2. Tell them that in this session we will discuss about referral pathways.
3. Ask participants what we mean by the word “referral”? Listen to contributions from a few participants and then explain:
Referral is when we help someone who has reported a problem, to connect with services that can be helpful to them.
4. Ask them when does a person need referral. List their responses on a chart.
5. Refer to the community map made by the adolescents and ask them if the referral point, they mentioned are in the map. Are they within the community or far from then community? Ask them to map those referral points on the community map.
6. Share the service mapping and the referral points listed by the project.
7. Share with them that even though the referral points are available, the referrals has to be completely centered around the survivors needs. It's completely the survivors wish about who to share the information with, to seek support or not or who to involve in the process.
8. If the survivor says they want to go to a referral center, the activist should offer to accompany her to the service if she wants.

Concluding comments for the facilitator to share:

Remind the participants that now that we have this information, we can refer people who are survivors of violence to appropriate community resources, always keeping in mind the following principles:

RESPECT: all actions you take are guided by respect for the survivor's choices, wishes, rights and dignity

SAFETY: the safety of the survivor is the number one priority

CONFIDENTIALITY: people have the right to choose to whom they will or will not tell their story. Maintaining confidentiality means not sharing any information to anyone

NON-DISCRIMINATION: Providing equal and fair treatment to anyone in need of support

The activists need to remember the 4 guidelines and be of support. Some communities will not have a reliable referral pathway and hence the community being supportive can be even more important.

Session 13: Hand in Hand

[Source: Stepping Stones]

Note for facilitator: The Hand in Hand session is intended to be conducted at the end of a series of sessions to empower participants to reflect on the day and give feedback. Thus, this session is likely to be repeated multiple times, at the end of each set of sessions.

SESSION OBJECTIVE: PARTICIPANTS WILL REFLECT ON THE DAY AND SHARE THEIR THOUGHTS ABOUT THE ACTIVITIES DONE

Time required: 10 minutes

Preparation:

- None

Instructions:

1. Explain that you are now going to close today's session together by in a circle to review and reflect together.
2. Invite everyone to stand in a tight circle. Ask the first person to your left to put their right outstretched arm into the middle of the circle and say something they have found difficult about the session and then something that they have found good about the session. Ask her/ him to use the phrases: “I didn't like it when.....”, followed by “I liked it when.....”. They should also include if they found anything difficult to understand and one thing they will share with others.
3. Ask the person two to your left to also do this, placing their right hand on top of the hand already in the middle, and also saying one thing they found difficult and one thing they found good about the session.
4. Continue round until all the participants have their right hands placed in a tower on top of one another in the circle, and everyone has said something which they found difficult, followed by something which they found good about the day and group.
5. Finish by saying that this tower of hands can represent our strength together as a group.
6. Thank everyone for coming. Fix with them a time and place for the next session, which they can all manage. Ask them to remind one other to come on time.

Session 14: Girls' Groups Objectives

Note for facilitator: This session will take place before every girl activist event, which the parent and boy activists will support. During this interaction with Boys and Parents groups: the girls will show present their overall plan for the year and also the survey results. This interaction will help them to seek support for the entire plan, including the dissemination of the survey results to the community.

SESSION OBJECTIVE: PARTICIPANTS WILL HEAR FROM THE ACTIVIST GIRLS ABOUT WHAT THEY ARE PLANNING AND WHAT SUPPORT THEY MAY NEED FROM THE PARTICIPANTS

Time required: 80 minutes

Preparation:

- Explain the purpose of this session to girls' groups.
- Work with the girls' groups to prepare, review and practice their presentation for this session, including:
 - An overview of their annual plan and objectives.
 - Findings from the survey conducted.
 - Their support needs from parents and boys
- Ask the girls' groups to nominate at least 6 girls to share their presentation. They may select a speaker or divide the presentation among the 6 members.
- Practice answering potential questions that boys or parents may have about their plan

Instructions:

1. Welcome everyone the session. Introduce the girls to the boys and parents' group, stating that these girls represent the entire group. Use an icebreaker from the list of icebreakers.
2. Invite the girls to do their presentation first of their overall plan for the year and its objectives (the support needs will come later). Give them 20 minutes to present
3. Ask the boys/parents if they have any questions about the girl's implementation plans.
4. Ask girls to now share what support they need from boys and parents for rolling out their plans and meeting their objectives (give 5-10 minutes for this piece)
5. Ask the participants if they have any questions.
6. Explain that you will now have a chance to discuss the girls' group plans and support needs in more depth.
7. Divide into 3 groups: 1. Boys group, 2. Mothers group, 3 Fathers group. Assign two girls each to sit through their groups as observers.
8. Give each group guiding questions to discuss in the small groups:
 - a. What did you think of the girls' plans for activism?
 - i. Do you feel it's an example of helpful activism? Why or why not?
 - ii. Is there anything that concerns you?
 - iii. Did anything surprise you about their plan?
 - b. How did you feel about the girls' expectations for support?
 - c. Do you feel like you'll be able to meet those expectations- why or why not?
 - i. What steps do you need to take in order to be able to offer the support they've requested?
 - ii. What do you think will be challenging?
9. Bring them back in the large group.
10. Review the discussion questions and ask invite the boys and parents to share their thoughts on them.

11. Ask the girls how they feel about the thoughts of boys and parents on their plans.
12. Ask the boys and parents to work in two groups (mixed this time) on how they can be allies to the immediate plans the girls have. In each group ask two girl volunteers to participate
13. Let girls lead the session on the workplans, answering the questions and facilitating a dialogue to be on the same page. Help probing more if need be to include the suggestions.
14. Observe how boys and parents are listening to girls, asking questions and providing inputs. Remind the boys and parents if they are becoming protectors rather than allies.
15. Explain to the group that in the next session, they will begin to plan their actions to support girl's activism. There will be further opportunities to share between the groups and to work together.
16. Thank the girls for coming and ask for applause from the group.

Concluding comments for the facilitator to share:

Thank everyone for their participation. Explain that they will work over the next months to define and execute specific actions in support of these girl's rights (and therefore in support of these overall objectives). The intent is for the community to see girls, boys and parents speaking with one similar voice— with girls leading the way— about the changes they think need to happen in the community.

Session 15: Sharing Social Maps

[Source: Adapted from ISOFI]

SESSION OBJECTIVE: PARTICIPANTS WILL IDENTIFY POTENTIAL SOURCES OF SUPPORT FOR GIRLS' ACTIVISTS

Time required: 40 minutes

Preparation:

- Bring along the community maps that the adolescents prepared during the first quarter after doing a village transect.
- Invite a couple of adolescent boys and girls to present their maps to parents

Instructions:

1. Welcome the participants and tell them that in this session we will be referring to the map drawn by the boys and girls in an earlier sessions as part of the core participant curriculum of Tipping Point. We will also think about our communities in relation to the issues we have discussed up to now.
2. Remind them that this map was drawn collectively by adolescent boys and girls in Tipping Point groups. While drawing this map, the boys and girls considered mapping all the important places, things, people, institutions that are in the village.
3. Ask the adolescents to present the maps to their parents highlighting the main points of discussion during making the maps, such as the places they felt were inaccessible to girls etc.
4. Explain that the group will work together to review and modify the map of their community to identify where there may be support for the girls' activist goals and where there may be allies. Encourage the participants to consider social and gender status in relationship to access to resources.
5. Distribute markers to all participants along with the map drawn by the adolescents.
6. Ask the participants to observe if the map looks like their own village. The parents might not have seen the map while the girls and boys were involved making it. So ask the parents if they have anything to add or change in the map?
7. Explain to the participants that they can review, relate and add if they think that they are any resources missing such as buildings, organizations, people, or services that are available to the community when they are needed. "Resources" can also mean: roads, houses, health facilities (health posts, pharmacies, hospitals, clinics etc.), schools, religious buildings, local government offices, offices of civil society organizations, water wells, public baths, markets, schools, factories, midwives, social workers, teachers, doctors, houses of important individuals, also their own houses as activists, etc.
8. Ask them to identify or add the various community resources by name or with a symbol (or an object, like a twig, if maps are made on the ground). Ask participants to mark where different groups in the community live (i.e. the wealthy, the laborers, different religious groups, different ethnic groups, original settlers, people who arrived later, etc.).
9. Ask that they make sure to draw any women's organizations or other organizations that support girl's and women's rights.
10. Give the group 20 minutes to review and modify the map. Ask them to post the map on the wall or put it on the floor when they are done.
11. Keep track of time and call out when there are a few minutes remaining and when time is up. After they are done, hang the map on the wall and return to plenary.

12. Review the map and the changes made. Facilitate a group discussion about the resources available to women, potential allies or sources of support, as well as the changes made and why. You can use the following questions to guide you (probe as needed to draw out more information)
 - a. Did anyone add resources/ places to the adolescents' maps? If so, what are they? Please describe.
 - b. Which places or resources can be visited by anyone in the community?
 - c. Are there other places that are not on the map, that are not available to girls as resources?
 - d. Are there resources on the map that girls can access and some others that they cannot, why?
 - e. Which places are important resources/potential referrals for girls/women who experience abuse or violence? (e.g. anybody in the village?, shelter, police, women's groups, etc.) If they did not add those, do not worry. We will return to this issue in a later session.
 - f. Does a person's caste, gender, ethnicity, age, or educational level determine the places they can go in the community? Does a person's caste, gender, ethnicity, age, or educational level affect how they are received or treated in different places?
 - g. Are there people on the map who seem like allies in support of girls' rights?
 - h. Which places seem like they could be hinder girls activism plans?
 - i. What kind of activist groups or movements are already present in the community? (for example labor groups, land rights groups, poverty/economic justice groups, etc) Do you think it will be useful to connect with them? Why or why not? What support do you think they can provide? How would you suggest connecting with them?
 - j. How might you be able to partner with those movements?
13. Thank everyone for their participation. Explain that the map will be a useful resource that you will continue to refer to and that can be modified as things change. Discuss where best to keep the map.

Concluding comments for the facilitator to share:

Our communities are full of valuable resources. However, there are barriers that prevent some of us to access these resources and services. These barriers are related to gender, caste or status. The girls' groups are already planning to challenge some of the gender norms that has brought inequity. We as activists can support the girls in their plans to address these barriers. Collectively, we can make room for everyone to be able to utilize resources.

Ask the participants to think about the map as they walk around their community over the next weeks. Consider whether anything is missing or whether they notice places and people they had not noticed before that may be resources, allies or barriers. Think about whether everyone has access to the same resources and what we can do to improve access. Thank participants for their time and contributions.

Session 16: Review, Reflection, and Planning

Note for facilitator: This session will take place after every event which the parent and boy activists support the girl activists in executing. This session will help reflect on the social norm change and if the parents can also start an activist communication after the activity. The next activity/ event plans will also be discussed during this meeting.

SESSION OBJECTIVE: PARTICIPANTS WILL REFLECT ON HOW THEIR SUPPORT OF GIRL ACTIVISTS HELPED FACILITATE CHANGE

Time Required: 60 minutes

Preparation:

- Review feedback from the reports about the community from the last months events
- Keep the next month's issues and girls' plans for the next event handy

Instructions:

Ask the group:

1. How did it feel to participate in the girl-led activist activities/events?
2. What went well? What was positive about the experience?
3. What were the challenges?
4. What did you learn?
5. To what extent were girls able to lead the activity? Did anyone or anything block them from leading?
6. What were your observations about the community's response to the issue raised?
7. What can be done to follow up on those issues?
8. Display the girls planning format and ask them to add what role they see to support them on the template.
9. The girls may wish to share their risk mitigation plans and if they have any support roles identified for boys and parents.

Concluding comments for the facilitator to share:

Explain that in the upcoming months, they will continue to work with girls to support actions for the activities they plan.

Session 17: Revisiting Commitments and looking ahead

SESSION OBJECTIVE: PARTICIPANTS WILL CONSIDER HOW THEY HAVE CARRIED OUT THE PLANS TO SUPPORT GIRLS' ACTIVISM AND IF NECESSARY, REAFFIRM THEIR COMMITMENTS TO DO SO. THIS SESSION SHOULD BE HELD IN THE 10TH OR 11TH MONTH OF THE ACTIVIST PACKAGE ROLL OUT.

Time required: 60 minutes

Preparation:

1. Cards with name of the sessions:
 - What is Activism
 - Activist communications
 - My role as an Ally
 - Benefits- based approach
 - Gender positions
2. Photocopy the objectives of each session.
3. Bring the Boys' and Parents' manual for reference

Instructions:

1. Welcome everyone to the session. Tell them that it has been a great journey together. It has been a great experience on our learning and community actions. Let's reflect back and see how we have been able to make changes in our own lives, others life and the norms in the community.
2. Make 5 groups of participants, good to have mothers in one group, fathers in another and boys in one group, there can be one or two mixed groups as well.
3. Give them one card each and ask them to discuss in their groups what does that card mean and what are the examples they have of their behavior and others to share based on the learning about the issue on the card:
 - a. What is Activism and Activist communications
 - b. My role as an Ally
 - c. Benefit based approach
 - d. Gender based positions
 - e. GBV and referrals
4. Give them 10 minutes to discuss:
5. Ask each group to present in 2 minutes.
6. Encourage the other groups to ask questions and add if they have some examples to share from their own experience.
7. Discuss with the group how do they support the activism beyond the program period. List down their ideas.
8. List down their ideas on a flip chart: list their suggestions under:
 - a. What are their plans connect: meeting time and frequency?
 - b. How does this match up with the girls plans for activism in a sustained way?
 - c. What is the plan for risk mitigation?
 - d. What are the support structures, place of meeting and responsibility taken by members?
 - e. Monitoring of their own plans?

Concluding comments for the facilitator to share:

Close with a positive note that we will keep initiating, supporting and challenging each other on our own activism against injustice, beginning and continuing activist communications, being an ally to the girls in our journey ahead.