

Curriculum on Life Skills for
Adolescents and Youth

Theme 6



Diversity

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Diversity

Lesson 43

**Diversity as multi-culturalism:
understanding, respecting and
appreciating**

Lesson 45

Gender Equality

Lesson 44

**Diversity: Dealing
with differences**

Lesson 46

Children's Right







Diversity as multiculturalism

Understanding, Respecting and Appreciating



Lesson objectives

- To develop a feeling of acceptance and respect amongst participants,
- To encourage the trainees to understand the importance of diversity, and
- To develop critical thinking skills amongst participants.



Duration: 80 minutes

Time break-up

| 15 minutes | 15 minutes | 15 minutes | 15 minutes | 20 minutes |
|------------|---------------------------|------------|---------------------------|----------------------------|
| Activity 1 | Discussions on Activity 1 | Activity 2 | Discussions on Activity 2 | Case study and discussions |



Training materials required

Coloured pens/sketch pens/Crayons, sheets of paper

Note for facilitator

The facilitators can use the activity given below to introduce the concept of diversity. The facilitators should encourage each participant to openly share their views and others to listen to the one who is talking. She should also create an atmosphere of openness and respect so that they feel comfortable sharing their personal incidents. The facilitator also needs to ensure that confidentiality is maintained within the group and no group member goes outside and teases anyone about what is shared in the group.

The facilitator has to also challenge her/his stereotypes and develop empathy and respect for everyone in the group.



Activity 1: Understanding Diversity



Objectives

- To help the students understand the concept of 'diversity', and
- To develop interest and help everyone understand how all of us are different (and yet the same).



The facilitator asks the participants to draw a 'house'. The facilitator tells them it is not a test of their drawing and they can draw any kind of house they have seen around or on television or by their imagination. They should also be asked to colour their house.



Once everyone has finished their drawing, they are asked to show their drawing and give their house a name. After everyone has shared about their drawing, the facilitator discusses how each one's house is similar or different.



Pointers for discussion

- How similar or different each one's house is?
- Will they all like to have similar houses with similar names?
- List the things around them that are different?
- Is diversity required in the present world? Why?

Concept of diversity

The concept of diversity is not something new. The whole world is full of diversity everywhere, whether we look at natural landscapes or flowers or animals or weather or humans. It is difficult to imagine a world with one kind of flowers, one kind of animal and only one kind of human. The different species are required not only for beauty but also each one of us is interdependent on the other. The whole ecology works on the principle of inter-dependence. Even, the man made things are different catering to different needs of different people.

Yet, as humans we find it so difficult to accept diversity whether it is in terms of color, caste, gender or religion because our thought process is influenced by the stereotypes and prejudices we carry unconsciously.

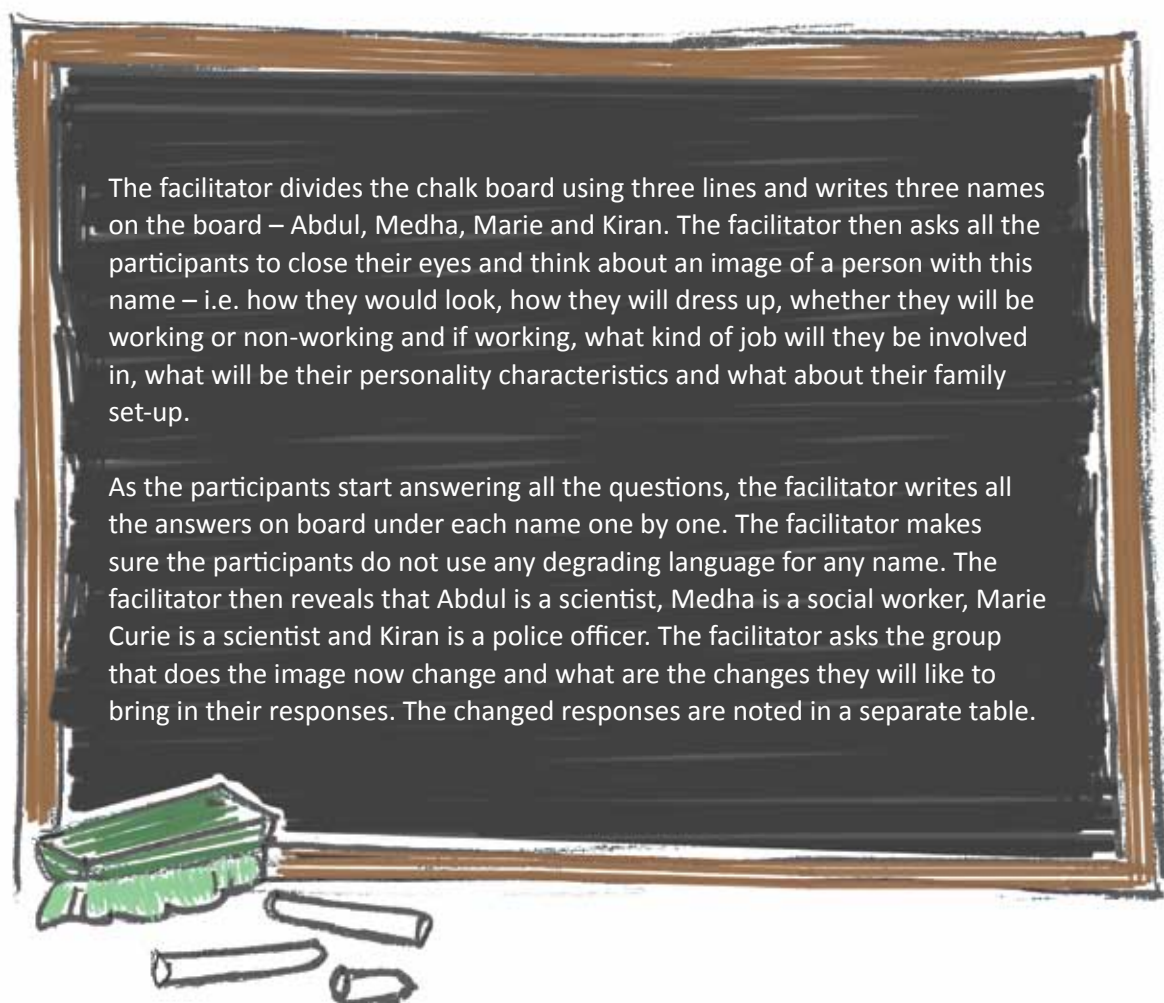
The stereotypes are characteristics we associate with one group of people and then no matter what we see all the people belonging to that group in the same manner, ignoring the individual characteristics, for e.g. when we hear that Ramya belongs to a particular tribe, we already start associating her with certain characteristics without even meeting him. This is how stereotypes work.

Activity 2: Cultural Identity and Stereotypes



Objective

- To develop empathy amongst participants.
- To encourage participants to respect and accept everyone around them.
- To enhance communication skills and critical thinking amongst participants.



The black board will look like the image given below:

| Abdul | Medha | Marie | Kiran |
|-----------|---------------|-----------|----------------|
| | | | |
| Scientist | Social worker | Scientist | Police officer |



The facilitator then discusses here that how their responses changed as soon as they heard about their professions and how just this much amount of information was enough for them to make their interpretation about the individuals even though they knew nothing else about these people.

Pointers for discussion

- How do you think you came up with these characteristics?
- Do you think television, media and other things influence your answers? How?
- How are these thoughts helpful?
- How do these thoughts hinder our interactions with other people?
- How can we deal with these stereotypes?

Learnings to be carried forward

- The facilitator during the discussion tells the participant that Abdul here is DR. A.P. J. Abdul Kalam, one of the most respected nuclear scientist and the former president of the country, Medha here is Medha Patkar, a social worker who has worked strongly in the area of Narmada Bachao Andolan, Marie Curie is one of the top ten scientists of the world and Kiran Bedi who is one of the best police officers known to have served our nation. The facilitator may share some more details about these people's lives to encourage the group to think about how our stereotypes work and associate characteristics to people even without knowing about them.
- The facilitator also points out that we learn these stereotypes from our parents, family, neighborhood and media from the advertisements we watch. For e.g. in every Bollywood film, the hero is a good looking boy and the heroine is a fair, slim girl. Thus, trying to point out that only fair and slim girls are good looking. If I do a similar exercise by writing hero or heroine on top, you will start giving characteristics such as brave, good looking, fair, has a good body, etc. All these characteristics have been inculcated by the media.
- Stereotypes guide our behavior in different situations so they are helpful in guiding our behavior. For e.g. when we are going to some one's office, we would know what to expect. At the same time, it is important to be aware of your stereotypes so that you are able to look beyond categories and see individual characteristics.
- The facilitator can further carry out a brain storming session amongst participants about the stereotypes present in their community and how they can deal with them.
- The most effective way of dealing with any stereotype is to be aware of it and act consciously while dealing with any individual belonging to that group for which you hold that stereotype.
- The facilitator also encourages the participants to accept the diversity around them, discussing about how it adds to the beauty of the nature.



Tasks for the learner

- Do similar activity with your sister or brother and collect their responses. Get their responses for discussion in the training session.
- Hear any 5 advertisements on the radio and try to find out the stereotypes they are trying to talk about.



Nirali studies in a school in Udaipur. She has a large group of friends and enjoys being with them. Some of her classmates belong to another tribe in the community. She constantly undermines their ability to bring about a change in their life. She keeps feeling that they are from lower community where women are not treated properly and respected by their families. Rani is a bright girl and has joined Nirali's class recently. She has become very popular. Nirali want to be friends with her but is hesitant because she is from the other tribe.

Questions for discussions (after reading the case study)

What do you think is stopping Nirali from becoming friends with Rani?

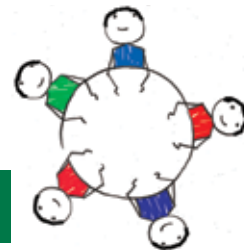
How can you help Nirali become friends with Rani?

Have you ever undergone any similar situation in your life?
Will you like to share it with us?
How did you deal with it?



[illegible]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Diversity Dealing with Differences



Lesson objectives

- To empower the individuals to deal with differences existing in the world.
- To understand the consequences of non-appreciation of diversity.
- To enable the learner to develop critical thinking to analyze the information presented by different sources of information, and
- To be able to take affirmative action in the community to appreciate diversity.



Duration: 105 minutes

Time break-up

| | | | | |
|------------|---------------------------|------------|---------------------------|----------------------------|
| 20 minutes | 20 minutes | 30 minutes | 20 minutes | 15 minutes |
| Activity 1 | Discussion for Activity 1 | Activity 2 | Discussion for Activity 2 | Case study and discussions |



Training Materials required

Black board, chalk, sheets of A4 sized paper, colour pencils/sketch pens, Balls, chart papers, other material that can be used as props for street play.

Conceptual Note

Diversity is present everywhere and can be seen all around us. It could be in terms of people- the food they eat, clothes they wear, their houses, nature, beliefs, religion, value systems and nature- flora and fauna. The beauty of the world lies in its diversity. It is so difficult to imagine a world with everything exactly the same. Yet, we fight because someone is doing some things which are different than what we are doing.

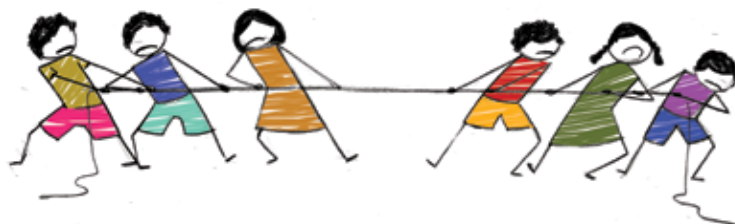
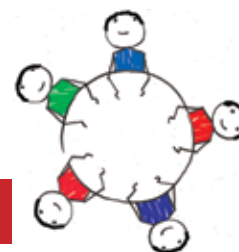
Recently, I was travelling across a few states in India, such as Odisha and Uttar Pradesh. It was interesting to see how the kind of homes that were coming up in both the places were so similar, the same brand or kind of clothes were available everywhere, people at both places thought that if they want to have a party, they should eat pani-puri or samosa. When I wanted to try some local food for each state, it was not so easily available and there was only one restaurant which was recommended for the local food. This actually induced the fear of homogenization in me – what would happen if the whole world was similar. India- the country which is known for its diversity- has everything same across the board. We are fortunate that we are living in a country as diverse as India. We can only value it if we accept and appreciate diversity, rather than tolerating it or taking it as a problem.

In the last lesson on diversity, we discussed about what is diversity and how we tend to evaluate others around us based on our stereotypes and prejudices and how we can deal with them by being conscious about it. In the present lesson, we are going to work around the consequences of not accepting diversity and ways of dealing with it.

Activity 1: Dealing with Diversity 9

Objectives

- To discuss various aspects of diversity present around us,
- To analyze the reasons of existence of diversity, and
- To encourage the adolescents to deal with diversity in a positive manner.



The participants are divided into two groups arbitrarily and the game of tug of war is played. The facilitator can act as a referee. The facilitator can tell the participants that we are playing this game only for fun and there are no winners or losers.

As the game proceeds and the group plays it five times, the facilitator may slowly see the spirit of competition building up. The groups will themselves be cheerful about which group has won and which group has lost.

After the activity is over, the facilitator asks the groups to share how their group was different from other groups in the session. Each group is asked to share their views with the class. Different responses given by the groups are written on the board. The facilitator may encourage the groups to find out differences.

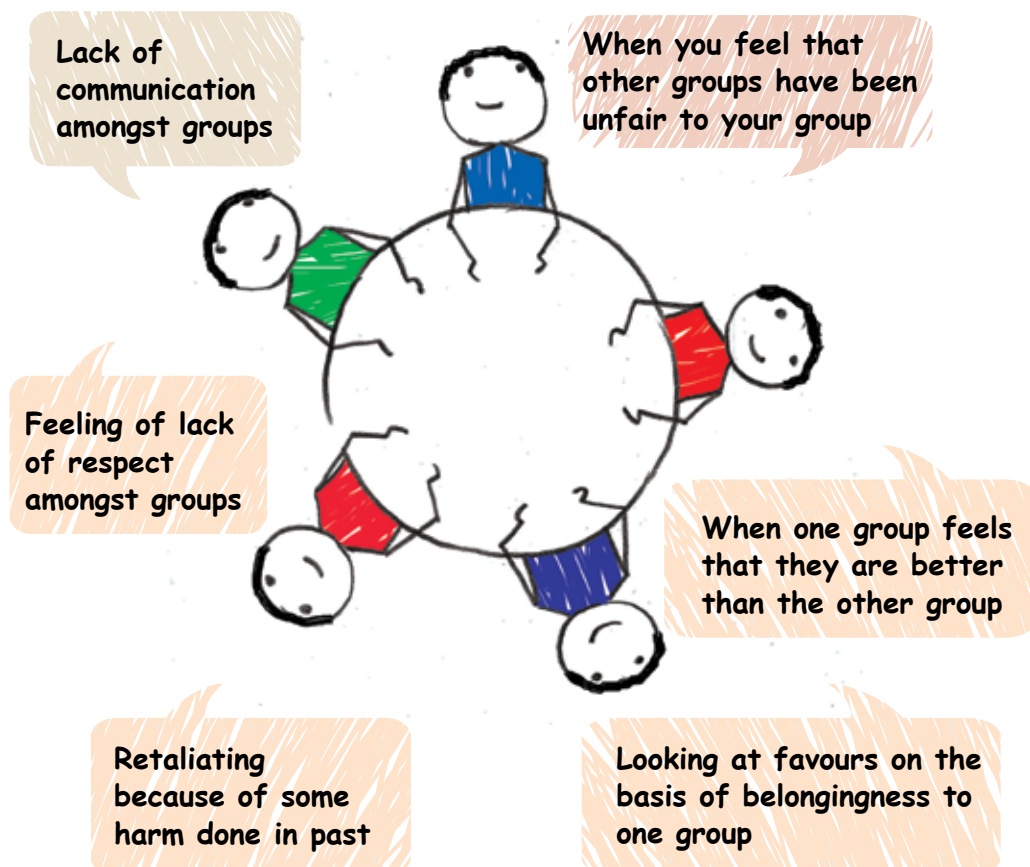
Pointers for discussion

- Do you really think so many differences are present in your groups?
- Did I follow any criteria to make the groups?
- Why do you think your group was better or worse than the others even though I didn't say anything like this while declaring the results?
- If within this class you can find so many differences, what are the differences existing in terms of people, society and nature if I go out of this place?
- Why do you think so many differences exist?

The facilitator may list out the differences and reasons on the board.

Learnings to be carried away: The facilitator

- Can share how we tend to develop feelings of ingroup i.e. this is my group and outgroup i.e. that is their group, naturally, even though groups were divided arbitrarily. They were all one class till the time groups were divided. These feelings of my group and their group lead to hatred, jealousy and competition amongst the groups. At larger levels, such as in case of countries or religions or castes, it leads to more serious conflicts, war, terrorism, rape cases, brutal fights and murders amongst members.
- Shares how they started competing with each other even though the facilitator had not talked about winning or losing amongst groups. She had simply asked the groups to do it in shortest possible time.
- May also discuss different incidents from recent news or surroundings about conflicts amongst members and groups and what they have lead to. Such as India- Pakistan war or cross border terrorism. She should ask the group to point out how these differences exist in their village or communities.
- Should stress on the reasons for differences, such as genes, natural environment for e.g. People in western countries are more fair for there is less exposure to sun and not because they are any superior, or all the plants need specific soil, temperature and water levels to grow, social environment and cultural environment which also developed as a result of nature. The group needs to understand that all these reasons only lead to diversity and what we consider as right or wrong is due to our evaluation or judgment of the other person or group i.e. “their group” which leads to conflicts amongst groups.
- Discusses various reasons for conflicts amongst groups could be:



Guiding points

Recognizing differences and their reasons helps us in appreciating and accepting them in a more positive light. A few more steps we can take to avoid inter-group conflicts and make people appreciate diversity are given below:

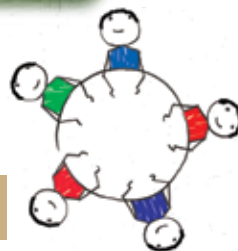
- ❖ Developing common and safe contact areas for communication and showing mutual respect – Within the village, we can have functions and events where all the people meet and interact with each other on common grounds. It can be a mela, panchayat meetings, etc.
- ❖ Creating awareness about each other's norms and beliefs in the community.
- ❖ Appreciating the norms of all the groups will help in developing a positive environment in the community. Such as if you know certain actions or rituals are not accepted by one caste or religion, you don't do it in front of them.
- ❖ Looking at community's needs: Try to work together towards the needs and issues of the whole community rather than your small groups. Working in a united manner towards larger goals will help different groups come together and create a feeling of oneness among the members of the village.
- ❖ Role of youth: Youth can get together and try to alter common stereotypes or prejudices present amongst different groups by creating social awareness programs, street plays or posters in order to educate the larger community.

The following activity can be carried out to encourage the adolescents to think of ways of appreciating diversity and dealing with differences in the community.

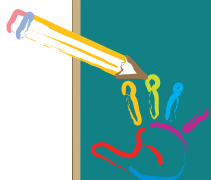
Activity 2: Appreciating Diversity and Dealing with differences.

Objectives

- To encourage the participants to come up with various ways to appreciate differences and deal with inter-group conflicts,
- To develop critical thinking and creative thinking of the learners,
- To enhance the presentation and communication skills of the learners, and
- To enable the learners to spread the message of appreciating diversity in their community.



The facilitator discusses the conceptual note with the learners and encourages them to brainstorm and come up with more ways to create appreciation of diversity in their communities. They can also think of ways they would use to empower their community to deal with differences.



All the ideas are written on the board and the class is divided into small groups. Each group is asked to take up any one or two suggestions written and decide on how they are going to use it in their community. They can also be asked to design posters or street plays to create awareness amongst their community members.



Pointers to be discussed: The facilitator

- Encourages the group to come up with as many ideas as possible. As a facilitator, do not discourage any idea as right or wrong during the session.
- Stresses on practical application of ideas and finding avenues already present which can be used to encourage communication amongst group members.
- Discusses how it is difficult to bring about an attitude change and they may feel that nothing is happening but the change does happen slowly. They first need to work around themselves and appreciate diversity before trying to convince others, for any change begins from us.

Tasks for the learner

- The learners are asked to present their task in the community, such as if they have designed a street play, they should go and perform it in the panchayat or if they have made a poster, they have to go to the community and discuss it with the community members.



Case study

Sunita is 21 years old and is married for seven years with two children. She has been associated with the partner NGO of Child Fund, Chetna in her village and has been running the “Balwari” for the past two years. Her husband deals in marble and usually works in other cities.

According to her, her marriage has been successful since she married in her caste otherwise if one marries in other caste, then the society throws the family out of the community. Interacting with other men by married women is looked down upon by the society. She thinks marriage in the same caste should only be done since it is the safest option for love marriage. The couple marrying outside the caste is often forced to leave the village.

In some societies, even talking to people of other castes is considered unacceptable.

Questions for discussions (after reading the case study)

Does the problem of division due to caste exist in your community also?

Should it be encouraged or discouraged in the community?

How is it reflected in your daily life behavior?

How will you deal with the problem of caste division in your community?



Reflections: (to be written by the facilitator about the session)

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

My Learnings: (to be written by the facilitator about what did he/she learn from the session)

[illegible]

Gender Equality



Lesson objectives

- To understand how gender influences our daily life,
- To gain an insight into the process of gender socialization and identity formation,
- To help learners identify relationship between gender inequality and status of women,
- To develop a positive attitude amongst learners towards gender equality.



Duration: 110 minutes

Time break-up

| 25 minutes | 25 minutes | 20 minutes | 20 minutes | 20 minutes |
|------------|---------------------------|------------|---------------------------|----------------------------|
| Activity 1 | Discussion for Activity 1 | Activity 2 | Discussion for Activity 2 | Case study and discussions |



Training Materials required:

Black board, chalk, sheets of A4 sized paper, colour pencils/sketch pens, chart papers.

Conceptual Note

Gender is a socially constructed concept. We are born as boys and girls biologically and therefore there is no physiological difference among boys in India and boys in any other part of the world. But yet, what we consider as a real man is different in different cultures. As we look at our history, class, caste, religion and culture, we find that answers have changed over time. Thus, when we look at a man, we will have different expectations than when we look at a woman. These differences are due to our beliefs, expectations, thoughts shaped by our culture through our socialization and century's old tradition. Such as, when a small boy falls and starts crying, the mother generally tells him to stop crying, for boys don't cry, they are brave. Unconsciously, the mother has passed on a message and worked in building up the child's gender identity. Along with these conscious and unconscious messages, parents and other members in the child's environment help the child learn the role they think, he/she is supposed to take up later. When the mother is beaten up by the father and the mother doesn't do anything about it, rather accepts it as destiny and explains that a woman has to be self-sacrificing and accept it as her destiny, both the mother and father have played their role in developing their children who will most probably emulate their behavior.

This social construction leads to inequality amongst different genders. It is important to understand the role of social and cultural factors to understand how gender inequality exists and how we can deal with it.



Activity 1: Gender Differences



Objectives

- To understand how gender influences our daily life,
- To gain an insight into the process of gender socialization and identity formation,
- To help learners identify relationship between gender inequality and status of women.



The facilitator prepares chits with following situations, before starting the session:

- Boy walking out at night
- Girl walking out at night
- Mother's morning routine
- Father's morning routine
- Mother's interaction with her children
- Father's interaction with his children
- Girl talking to her friends
- Boy talking to his friends
- Girl talking to her boy friend
- Boy talking to his girl friend
- Girl's interaction with her parents for a boy they want her to get married to
- Boy's interaction with his parents for a girl they want him to get married to
- Mother's interaction with her daughter when her daughter has told her how she was eve-teased by some boys
- Mother's interaction with her son when someone in the village has complained that he eve-teases girls.
- Girl playing games
- Boy playing games

During the session, the facilitator asks the group to stand in a circle and rows of chairs are placed in the centre. The group is asked to play musical chairs. The group is asked to go around the chairs till the music goes on. Once the music stops, all of them have to sit on the chairs in front of them. The facilitator ensures that number of chairs is one less than the number of participants. Whenever a member is unable to find a chair, he/she gets out. The person has to pick up a chit and enact a situation written on the chit. Each member of the group is then asked to closely observe the situation enacted.

Once all the members get out and only one member is left, the facilitator discusses the review questions given in the next page.

Pointers for discussion

- How was the acting for boy and girl any different in any situation?
- What were the differences between the way boys and girls were enacted out in each situation?
- Why do they think these differences exist?
- Which part did they enjoy enacting the most? Why?

Pointers to be discussed The facilitator

- Discusses how each one of us had a common understanding of how boys and girls behave. She stresses on why these differences exist between boys and girls. She can further discuss how gender as a concept develops and how they learnt these roles from their family and society.
- Shares how these gender roles have changed with time, place and culture. She also encourages the group to analyze how these differences are responsible for developing gender inequalities in the society, for some tasks are judged to be more important than others, such as taking care of the house is not given any value while going out to earning money is given a higher status. She may further highlight that how our judgmental attitude towards different tasks and roles has lead to these inequalities. Thus, dividing the society on the basis of gender.
- May also discuss different incidents from recent news or surroundings about violence against women or rape cases. She may ask the group to analyze the reasons for such atrocities being held against women and what actions can be taken to stop them completely.
- May also discuss questions such as why do we follow patriarchal system and how does it influence the man's and woman's role in the society.

Activity 2: Challenging Gender Stereotypes



Objectives

- To develop a positive attitude amongst learners towards gender equality,
- To empower the learners to try and achieve gender equality in their lives, and
- To encourage the learners to bring a change in themselves and their family situation.



The facilitator divides the group into groups of boys and girls. The group of boys is asked to list out the characteristics of a girl they would consider to be an ideal wife. The group of girls is asked to list out the characteristics of a boy they would consider to be an ideal husband. The facilitator then asks them to present the list to the other group and the other group needs to approve of the list for an ideal wife or husband.

After the discussion and when they have accepted each other's list, she further asks them to challenge the stereotypes and parts which are reflective of gender identity such as can a husband beat the wife? Or does wife only have to cook? Or if both are working, how can they share their responsibilities? Or can wife also drink and behave in an abusive manner? Similar questions can be asked by the facilitator to challenge the stereotypes in the list.

The facilitator then asks the groups to work collectively to define the role of wife and husband in a marriage, mother and father, young boy and young girl, encouraging them to work from the perspective of gender equality, thinking that nowadays, both boys and girls are getting educated and are capable of working.

Pointers to be discussed The facilitator

- Encourages the group to look at the daily life situations rather than defining some idealistic characteristics.
- Stresses on how the learners need to redefine their roles, not in terms of saying, from now on girls will not cook or men will not work but to decide that they need to share their responsibilities and avoid being judgmental about any work.
- Can encourage the group to realize the importance of all kinds of work and how each compliments the other and absence of any one will lead to an incomplete cycle. Such as if earning is important, it is equally important to take care of the house so that the earning is spent properly and both girl and boy can take up both the roles beautifully. She may give examples of how men now in urban societies are taking up the role of house husbands and how women are going out to work and earning equally well.
- Emphasizes how they need to act consciously and be aware rather than get caught in the roles unconsciously.

Tasks for the learner

- The learners are asked to write an oath reflecting the responsibilities and roles they will take up as a girl/boy and in their different roles of daughter/son, husband/wife, and mother/father. The facilitator then makes them take that oath collectively in the group.



Rama is 16 years old girl and studies in 9th standard. Her father is a farmer. She has two younger brothers and two younger sisters. All her siblings go to school. She is the eldest in her family. She is extremely dedicated towards studies and her determination is exemplary. Her favorite subject is geography. She also teaches dance and playing dholaks to the children of her village, which she learnt in her school. She looks up to her uncle who is a teacher in Jhadol and has studied in Udaipur. He is her role model. She wants to change the condition of her family through her education. She thinks that education is extremely important tool for adapting to changing times. She is also a part of decision making in her family.

She enjoys to study and is not interested in doing household chores. There is no electricity connectivity in her house but she completes all her studies under lamp. She wants to become a teacher according to her; teaching is the best profession since it gives you an opportunity to teach other children. She has the full support of her family members, even financially. She is regularly motivated by her parents to study well despite the fact that the other village people has often advised her parents to marry her off and discontinue her studies. Thus she is of the view that the people of her community are a big deterrent to her education. Also she said that the village people do not want their daughters to go for higher studies and marry them off before they reach 18 years of age. They are also reluctant to pay for the education of their daughters.

When she is harassed by the boys sometimes, she goes to their family and complains to them. She also scolds or beat them up.

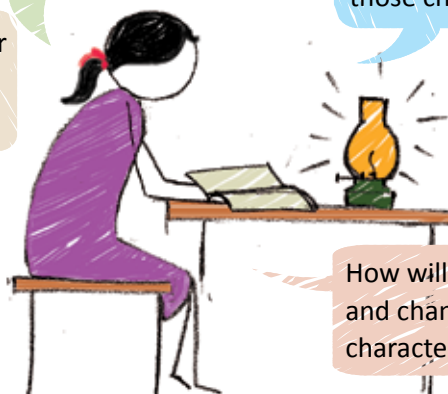
Questions for discussions (after reading the case study)

Has Rama challenged any of the gender stereotypes in her behavior? If yes, what are those characteristics?

Do you have any such characteristics that are part of the gender identity? What are those characteristics?

List out the gender characteristics present in Rama.

How will you challenge and change those characteristics?



[illegible][illegible]

Children's rights



Lesson objectives

- To spread awareness about children's rights among the youth,
- To empower them to stand up for their and other people's rights, and
- To motivate the youth to tell people in their village about children's rights.



Duration: 95 minutes

Time break-up

| 20 minutes | 15 minutes | 30 minutes | 20 minutes | 10 minutes |
|------------|---------------------------|------------|---------------------------|----------------------------|
| Activity 1 | Discussion for Activity 1 | Activity 2 | Discussion for Activity 2 | Case study and discussions |



Training Materials required

Black board, chalk, sheets of A4 sized paper, chart papers and colour pencils/sketch pens for participants



Activity 1: Ice Breaker

Objectives

- To understand the concept of rights and children's rights.
- To help them become aware of children's rights made available by the government.
- To empower them to understand how to use these rights responsibly.



The facilitator asks the participants to close their eyes and think about a situation where they were beaten up or scolded by their parents, where they felt it was not their mistake and they could not do anything about it. The facilitator asks the participants to share how they felt while reliving this experience.

The facilitator then asks the participants to think about the situation again but with a difference. They should now feel that they have certain rights to defend themselves and they can stand up for themselves. They are not helpless and they can stand up for themselves. The facilitator asks them to share how they feel now and ask them to discuss their views.



The facilitator takes the discussion further by asking the participants to think about the rights they should have. They can be divided in groups and asked to list out the rights they should have. The facilitator can also explain the concept with the help of fundamental rights which all of us as citizens of India have.

Once they have thought of rights, they should have as children. They are asked to come and present it to the group. The facilitator discusses the rights which are valid and common across the group.

The facilitator then shares the information about child rights with the group and makes them aware about how not only India but all the other countries have decided to support them. These are not their own self made rights but rights given by the government and will be defended by the government.



Pointers for discussion

The facilitator will discuss the given below conceptual note with the participants.

Conceptual note: What are Child Rights?

The rights of any child have been put down by UNICEF under the CRC (Convention on the Rights of the Child) in 1989 - which was ratified by India in 1992.

These rights were spelt out as basic human rights of children which aimed at human dignity and harmonious development of every child. The rights try to spell out the standards that should be met by the parents and state in all the services – health care, education, legal, civil and social services.

It is the duty of your parents and teachers to tell you about your rights and help you live a more informed future. The rights that have been given will be shared as a handout by the facilitator.

The facilitator carries out a discussion about various rights and how they can use these rights responsibly.

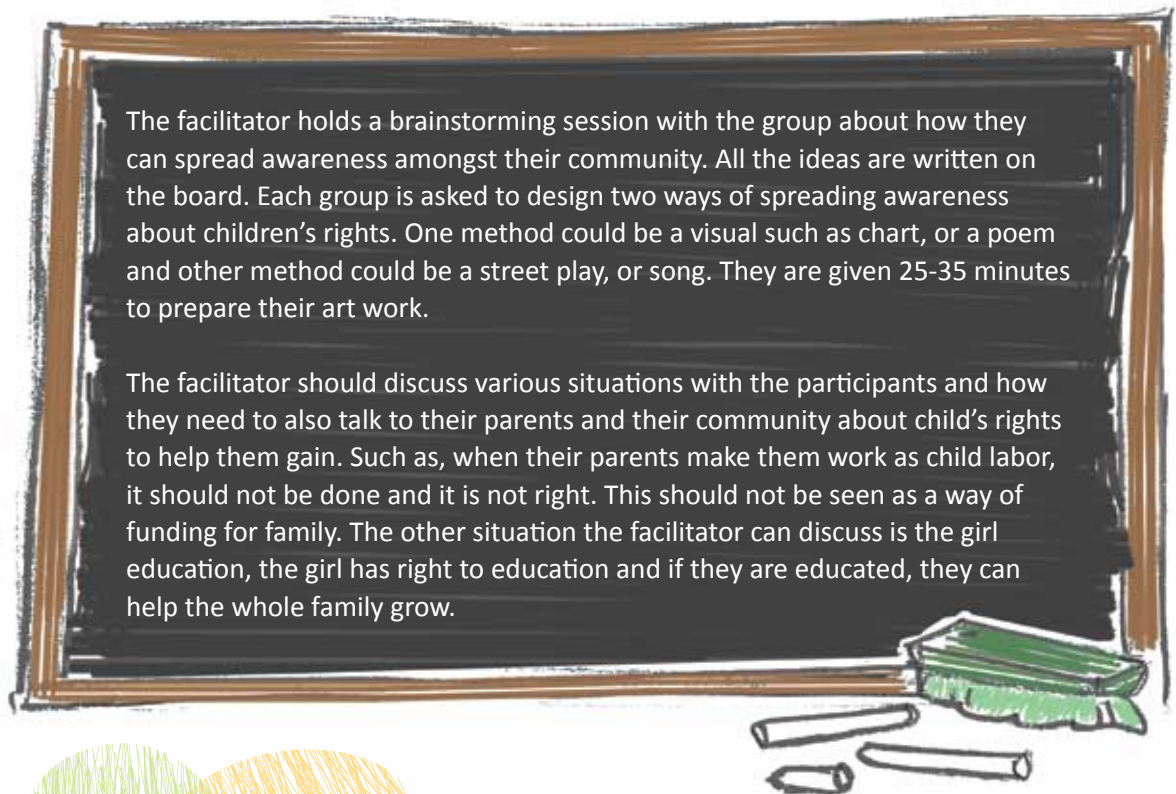


Activity 2: Understanding Child Rights



Objectives

- To encourage the youth to spread awareness amongst their community.
- To discuss about the implementation of children's rights.
- To enhance the communication skills of the participants.



Pointers for discussion

- The facilitator can encourage the group to come up with more situations in the community and how to go about the whole process of dealing with it.
- The facilitator should discuss with the group how they can develop more material related to children's rights. They can even celebrate "children's rights month" where they can take up this topic for a month and have meetings in the school.
- The facilitator should help the participants develop assertive skills and communication skills so that they are able to talk about the children's rights to their community.

Tasks for the learner

- The learners are asked to use one of the things they have made to spread awareness in the community and come back and discuss their experiences with the group.





Case study 1

Subhadra Nayak is 10 years old and is a student of class 5 in a government school nearby. She is a resident of Patakhali village in Telkoi block, Keonjhar district. Her parents are taking care of their education. She has two sisters and one brother. She is close to her brother. Her father takes most of the family decisions. She wants to assist her family financially in the future. She also guides her younger sister in her studies. She wants to continue her study. She also wants to become a teacher. She considers herself as a hardworking, sincere and punctual girl.

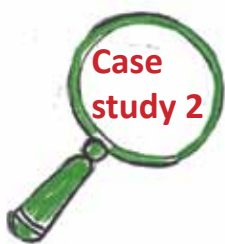
Most of her friends in the village are forced to drop out of school due to poverty as well as conservative attitude of the parents towards girls' education. They are also forced to get married or work as a daily wage at an early age. She also shared that there is widespread domestic violence in her area due to poverty and liquor and girls are the worst sufferer in this.

Questions for discussions (after reading the case study)

What can Subhadra do to spread awareness in her community?

What are the child's rights being violated by people in Subhadra's village?

What are the strengths Subhadra needs to develop to be able to take up this issue with the community?



Case study 2

Shivam is an 18 year old boy. He has three brothers and one sister. He is aware that his family has been involved in female feticide and wants only boys. Though he is a boy himself, he hates his parents for doing such a thing. He is well aware that now a days girls are achieving a lot more in the society and in urban cities there is no difference between girls and boys. He wants to educate his family and other neighbours around and wants to stop this practice of female feticide.

Questions for discussions (after reading the case study 2)

What are the steps that Shivam can take to spread awareness about child rights in his society?

Can Shivam take help from the police? Should he do that or no?

Which child rights are we talking about in this case study?

Do you have a similar problem in your area? How will you deal with such a problem?



The facilitator may pick up real life case studies from the near-by places or community where child rights are being violated and discuss them with the group. Please ensure you change the name of the person and other details to maintain the confidentiality of the person.

Reflections: (to be written by the facilitator about the session)

[illegible]

My Learnings: (to be written by the facilitator about what did he/she learn from the session)

[illegible]

