



# **Engaging Men as Partners to Reduce Gender Based Violence**

**A Manual for Community Workers**



**ENGENDERHEALTH**

# Engaging Men as Partners (MAP®) to Reduce Gender Based Violence

A Manual for Community Workers



**USAID**  
FROM THE AMERICAN PEOPLE



 **ENGENDERHEALTH**  
*Improving Women's Health Worldwide*

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## Preface

**EngenderHealth** is an international organization that currently works in over 20 countries worldwide to make sexual and reproductive health services safe, available and sustainable. EngenderHealth has been working in India since 1988. The organization works in partnership with key local institutions and helps them to influence and sustain positive changes in the country's healthcare system.

EngenderHealth's **Men As Partners (MAP®) programme** is a global initiative established in South Africa in 1996. The programme attempts to change men's attitudes so that they can be more actively involved in reducing gender-based violence and in addressing their own as well as their partners' sexual and reproductive health needs. In this context, EngenderHealth has developed programmes and tools to engage men through interactive activities in challenging gender roles and power imbalances that have a negative impact on their own as well as their partners' sexual and reproductive health.

“In developing interventions based on EngenderHealth's MAP program, we aim to approach men in a gentle, respectful and open minded manner. Universal values of equality, respect, responsibility and honesty are promoted to our male audiences. Efforts that engage and motivate men are used to draw in their involvement in an area that has traditionally focused on women.”

The MAP programme has two main goals:

- Challenge the attitudes, values and behaviours of men that harm their own health, safety and well being, and that of women and children; and
- Encourage men to become actively involved in preventing gender-based violence.

The MAP programme is based on three elements:

- The perceptions that men have of their role in society is often a direct reflection of societal expectations (gender roles) of how men should behave in their relationships with women, children and other men. These gender roles often result in men influencing, limiting or controlling women's reproductive health choices.
- These gender roles put pressure on men to live up to certain images of masculinity or manhood – that is, to show they are 'manly'. At the same time, many women may feel that they are expected to support these gender roles. In many cases, this societal pressure results in risk-taking behaviours on the part of men. It also contributes to violence against women and children.

- Therefore challenging these gender roles is in men's interest and will help them safeguard their own health and the health of their partners. It will also contribute to more equitable social development. The MAP programme recognizes that many boys and men do not want to perpetuate gender inequity in its many forms and that this willingness to change is an extremely valuable asset for bringing about positive change.

### **The MAP programme in India**

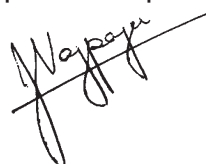
Gender-based violence takes many forms in India. It is deeply rooted in the way boys are raised and socialized – to believe that as men they have the right to expect certain things from women and the right to use physical or verbal force if these expectations are not fulfilled. It is also linked to the power and privileges that men enjoy in society. As in other parts of the world, in India too men are expected to be controlling and aggressive; these notions of 'manliness' also contribute to gender-based violence.

Worldwide research has shown that men themselves should be involved in the process of ending gender-based violence. Today there are men who are questioning traditional gender roles and traditional attitudes towards women. These men can serve as role models in the efforts to end gender-based violence. Since violence is a learnt behaviour, it can be unlearned. Therefore even men who have grown up in violent homes and who may be violent and disrespectful towards their sexual partners, have the potential to be respectful and caring partners.

The MAP programme in India is based on the belief that leadership exists within a community and that by identifying positive role models in young men who are opposed to gender-based violence and gender inequity, we can empower a community to change. The MAP programme thus engages young men and boys at community level to become active partners in reducing gender-based violence.

The three-day training programme outlined in this manual is one of the initiatives undertaken by EngenderHealth's MAP programme in India. The manual reflects the global MAP philosophy of approaching men in a gentle, respectful, open minded manner. It is intended to help community workers to conduct a programme with boys and young men to reduce gender-based violence.

We hope that this initiative will go a long way in building partnerships with boys and young men to help end violence against women.



Dr. Jyoti Vajpayee  
Country Director  
EngenderHealth  
India Country Office

# Acknowledgements

A number of EngenderHealth staff and consultants have contributed to the concept, writing and development of this manual. We would like to express our thanks and appreciation for all their help.

The manual was primarily written by consultants from the Training Resources And Media Production (TRAMP) Collective, Mumbai: Deepa Hari, Preeti Telang and Feruzi Anjirbag, in close consultation with Jyoti Mehra, Program Manager, EngenderHealth, India Country Office. Inputs to this manual were also provided by Fabio Saini, Deputy Regional Director, Asia Regional Office and Manisha Mehta, Senior Technical Adviser, Headquarters, New York.

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EngenderHealth would like to gratefully acknowledge the inputs of The Independent Commission For People's Right And Development (ICPRD) – our national partner organization, during the content development and pre-testing of the manual. EngenderHealth also gratefully acknowledges other NGO partners - Humana People To People India, Prayas Institute of Juvenile Justice, Urmul Rural Health Research and Development Trust, Child Survival India, The Community Aid and Sponsorship Programme (CASP, Delhi), Disha - Society For Rural and Urban Community Development, who gave valuable contribution on the development of the same. We particularly acknowledge the significant contribution of the young boys and men from the community for generously sharing their life histories and experiences that have contributed tremendously to development of this manual. We also acknowledge the involvement and inputs of the community workers of partner NGOs.

We would like to gratefully acknowledge Rekha Deshpande and Vasudha Ambiyee for the translation of this manual in Hindi and Dr. B. P. Singh for reviewing the Hindi translation.

We also wish to acknowledge the following resources:

*Men as Partners (MAP) – A Programme for Supplementing the Training of Life Skills Educators* gave the writers an insight into how activities could be designed around the MAP philosophy of seeking the active participation of men in reducing gender-based violence.

*The Oxfam Gender Training Manual* written by Suzanne Williams with Janet Seed and Adelina Mwau published by Oxfam (UK and Ireland), 1994 helped deepen the writers' understanding about issues related to gender and violence against women.

*Project H, Working with Young Men Series*, written and produced by Instituto Promundo, Ecos, Programa Papai, Salud y Genero, 2002 gave the writers an insight into what young men think about violence as also conceptual clarity about the notion of gender.

*Strength in Action — An Educators' Guide to Preventing Domestic Violence* written by Vidya Shah with Devika Sahdev and published by BREAKTHROUGH, 2004 was useful for reinforcing certain facts regarding domestic violence in India.

Our grateful thanks to the United States Agency for International Development (USAID) and the IFES — Gender and Law Project, India, for providing financial support to this pioneering initiative.

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# Contents

An Introduction to this Manual 1-12

The Three-day Training Programme 13-15

## TRAINING PROGRAMME

### DAY 1

Schedule 18-19  
Activities 21-56  
Resource Materials 59-64

### DAY 2

Schedule 66-67  
Activities 69-102  
Resource Materials 105-116

### DAY 3

Schedule 118-119  
Activities 121-165  
Resource Materials 169-191

Energizers 195-198





# AN INTRODUCTION TO THIS MANUAL

## How the Manual was developed

The purpose of this manual is to help community workers to conduct a training programme with boys and young men to reduce gender-based violence. While developing this manual, our first task was to go through MAP® manuals developed in other parts of the world and see how much adaptation and modification was required in order to make our manual appropriate to the Indian context. We also conducted a content development workshop with community workers as well as with boys (between 14 and 17 years) and young men (in the 18-24 age-group). This gave us tremendous insights into the attitudes and opinions of the young people and the concerns of the community workers.

The findings from these workshops formed the basis of the first draft of this manual. This draft was then field-tested in different settings and with the young boys and men in the community. Shifts in the attitudes of the boys and men as a result of participation in the training workshops were measured by testing their attitudes before and after the training programme. The preliminary results from these evaluations demonstrated a positive shift in the attitudes of participants. On the basis of the results, we have further modified and revised the manual.

The manual that you have in your hands has therefore gone through different drafts and undergone rigorous testing in a variety of field-situations. We are confident that you will find it useful.

## How the Manual is organized

The manual is organized in the form of a three-day training programme. Each day focuses on one or more specific themes. These themes are linked to one another so as to make a logical sequence. Each theme is explored through one or more activities.

The section entitled '**The Three-day Training Programme**' provides a detailed explanation regarding the importance of these themes and the reasons for exploring them in a particular sequence.

The **Schedule** at the beginning of each day is intended to give you at-a-glance information on the activities for the day. It also lists the materials you will require to conduct these activities, so that you can keep them ready at the beginning of the day. The recommended time for each activity is also mentioned; this will help you plan the day better.

SCHEDULE FOR DAY 1		
Activity	Methodology	Materials
1 Introduction to the Workshop (60 minutes)	Game	Cards, about 6"x 8" in size, one per participant
2 Growing up differently (45 minutes)	Blackboard work Discussion	—
3 Sex and Gender (60 minutes)	Discussion Poster presentation	Poster 1: <i>Sex</i> Poster 2: <i>Gender</i>
4 Gender roles (60 minutes)	Story analysis	—

18

The training process comprises a series of **Activities**. These activities are numbered, so that you can conduct them in sequential order.

Each activity begins by enumerating the **key messages** on which you have to focus. These are the learning points that participants are expected to take home with them, so you have to ensure that they are properly communicated and reinforced through the activity.

In order to make the training process interesting and interactive, a variety of methodologies (such as games, discussions and case analyses) have been used to convey the key messages. The **methodology** used for a particular activity is listed at the beginning of the activity, as are the **materials** you will require and an estimate of the **time** you will take to conduct the activity.

The **procedure** gives you detailed, step-by-step instructions on how to conduct the activity. It provides the questions you need to ask, the points you have to use to sum up discussions, and suggestions for summing up the activity. It is essential that you conduct the activity in the manner described so that it communicates the key messages effectively.

**DAY 1** Activity 7

**GENDER EQUITY AND GENDER EQUALITY: A LONG WAY TO GO...**

**Key messages**

In spite of some changes, inequality between men and women is widespread in our society.

Our society is patriarchal, that is, men have much more power than women.

**Methodology**

- Discussion
- Poster presentation

**Materials**

- Poster 3: *A picture of equality*
- Poster 4: *A different picture*


**Recommended time**

45 minutes

**Procedure**

Introduce the activity as follows:


---

 At the end of the last activity, we saw that traditional gender roles as well as traditional ideas of masculinity are beginning to change. These changes are seen in the poster that I shall put up now.

---

Put up POSTER 3. Ask one of the participants to read out the text on the poster.

Ask the group:

-  Today, in India, can we say that men and women are equal? What do you think? Why?

---

Certain **visual cues** have been provided to make it easy for you to read and follow the procedure. These are explained below.

*This symbol indicates that you have to convey these points to the participants.*

**DAY 2** Activity 5  
**ASSAULT**

---

**Key messages**

Assault is an extreme form of physical violence. It includes acts such as throwing acid, burning, shooting and stabbing.

The media constantly reinforce the myth that a 'real' man always gets the woman he wants. These images of masculinity, combined with men's inability to accept rejection, are responsible for crimes of assault.

Assault causes very serious physical damage to women. It may even result in death. Such acts of violence must therefore be condemned in the strongest terms.

---

**Methodology**

- Group work and presentation

**Materials**

- Three cards, each describing a case of assault

**Recommended time**


45 minutes

**Procedure**

Divide the participants into three groups. Give each group one of the cards.

Explain what they have to do.

---

 Each card describes an incident of violence against women; these are based on real-life cases. You have to first read the case given to you and then discuss it amongst yourselves. Then you have to answer the questions given at the end of the case. These answers may be noted down on a separate sheet of paper. A representative from each group will then have to present the case and the analysis to the larger group.

---

93

*This symbol indicates that you have to ask the participants the given questions.*

Draw a box on the board and note down the participants' responses inside the box. You might get responses like the following :


- *Be passive.*
- *Be the caretaker.*
- *Be smart, but not too smart.*
- *Be quiet.*
- *Listen to others.*
- *Be the homemaker.*

Now initiate a discussion by asking the following questions:

- Can it be limiting for a woman to be expected to behave in this manner? Why?
- Which emotions are women not allowed to express?
- How can "acting like a woman" affect a woman's relationship with her partner and children?

---

**Sum up**

 In this activity, we have seen that **as they grow up, boys and girls are often taught to behave differently, to do different things**; for example, generally girls are taught to behave modestly and are expected to learn skills like cooking; boys, on the other hand, are taught that they should not cry in front of others, that it is their responsibility to earn money for the family.

This is true not just of our society but of most societies around the world. Traditionally people have believed that boys and girls are born with different qualities and abilities and so they must be taught different skills and different kinds of behaviour. In most societies people also believe that men and women must play different roles, and so right from childhood they are taught to behave in ways that are appropriate for these roles.

But to what extent are boys and girls different? And who has created the differences between them? We will find out in the next activity.

---

27

*This 'box' contains the points that you have to convey to sum up the activity.*

*The points on this green band link the activity to the next one. These points should also be conveyed to the participants.*

Occasionally, we have also provided special **boxes** in which we have shared our own experiences of conducting the activity while testing the manual. This will give you pointers on handling difficult questions that may come up.



 This was one of our most successful activities when we field-tested the manual. The participants found it interesting and thought-provoking. However, there was a lot of discussion on whether a man who cannot have children is a 'real' man. We found that it was necessary to discuss this issue thoroughly, since there was genuine disagreement.

Many of the participants believed that procreation is an essential part of manhood; in fact, it was the way most of them defined manhood. They also pointed out that there is a lot of social stigma attached to a person – man or woman – who is unable to have children. So a man who cannot have children is a 'normal'. Interestingly, most participants felt that a man who did not have children out of choice (that is, who deliberately took the decision not to have children) could be included in the 'real' man category – the real issue was the ability to father a child.

We then tried out the following strategy:

First, the young men were asked whether they would consider a man who was blind (but 'normal' in all other respects, that is, responsible, supporting himself and his family, etc.) to be a 'real' man. Their answer was Yes, a physical disability did not make the blind man less of a man.

Next we asked them to think of a man whose kidneys had failed, who had to undergo regular dialysis in order to survive, but who continued in his job and performed all other 'normal' functions. Once again everyone agreed that such a person would also qualify as a 'real' man.

Then, we asked them, what about a man who was married, had a good job and supported his family, but who could not have children? Was he not in the same situation as the other two men, that is, just a 'normal' man with some kind of physical impairment?

This did seem to convince some of the participants. And even those who were not convinced, felt they had something to think about.

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45

The **resource materials** (posters, picture cards, cases for analysis) that you will require have been provided at the end of the activities for the day.

The last few pages of the manual contain descriptions of a few games that you could use, if necessary, as **energizers**.

## Using the Manual effectively

### Organizing the Training Workshop

Since the manual contains a number of activities spread over three days, we recommend that **two facilitators** be involved in the training process. The activities are designed for use with **participants in two different age groups** – adolescent boys (14-17 years old) and young men (between 18-24 years of age). It is important to have **separate** workshops for participants in the two age groups. The group size, that is, the **number of participants** should be about **20-25** to conduct the programme effectively. The **room** in which the programme takes place should be **large enough** to seat this number comfortably. The **seating arrangement** is **flexible** – you could have floor-seating or arrange for chairs if it is convenient and if you think your group would be more comfortable.

### Preparing for the Workshop

#### *Advance preparation*

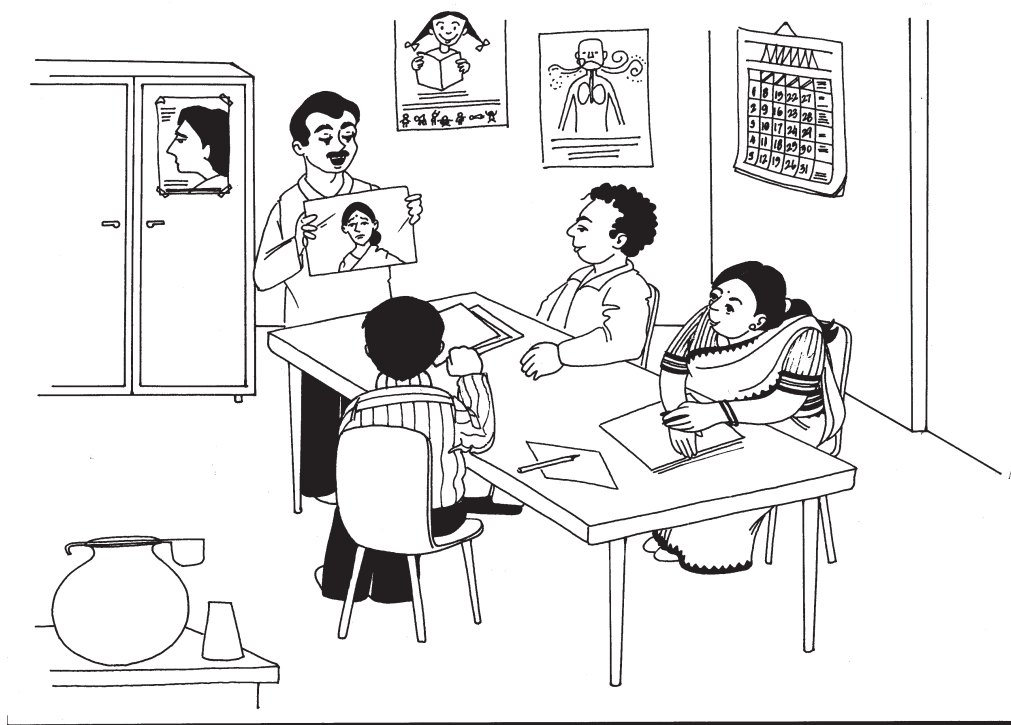
##### Content

The first thing you need to do is to read the manual thoroughly, so that you are familiar with the perspective, the flow of activities, the points for discussion and the key messages that you have to convey to the participants during the training programme. Please do this in advance – that is, a few days before the workshop is scheduled.

If necessary, you could discuss the activities with colleagues in your organization; colleagues could also help clarify any doubts or reservations that you might have.

Since two facilitators will be involved in each group, decide in advance who will conduct what activity.

It is a good idea to practise with colleagues – that is, conduct mock sessions, so that you can anticipate questions and prepare to deal with them. Familiarize yourself thoroughly with each step of the activities you are going to conduct, especially the key messages, the points for discussion and the sum up. Such practice will also give you a rough idea of the time required for each activity – you may need to modify your pace if you find that the time taken is way off the mark, compared to the time recommended in the manual.



### Materials

Most of the resource materials that you will need for the training programme have been provided in the manual. You will, however, have to photocopy the posters provided. It is a good idea to have an enlarged photocopy – so that your posters are of A2 or at least A3 size. Getting the posters laminated will make them last longer, so do get this done if you can. If you are unable to photocopy the posters, you could write down the text provided on flip chart paper – that is, each poster written out on a separate page of a flip chart.

In a few activities, you will also need to photocopy other materials: situations/cases required for group work, labels, etc. As in the case of posters, if photocopying is a problem, you could write these out by hand.

In addition to the above, you will have to arrange for other materials like cards, brown paper, gum, etc. You might also require clips and a rope to display posters.

Please make sure you keep all these materials ready at least a day in advance.



### Organization

Go to the venue a few days before the workshop to finalize arrangements. Decide on the seating arrangement – whether you are going to have chairs, and if so how you will procure them and arrange them around the room. Also see that there is a blackboard or whiteboard in the room; and do remember to get an adequate supply of writing materials (chalk/markers) and a duster.

### *At the beginning of each day*

Go through the activities for the day once again to remind yourself of all that you have to do and say.

Go through the schedule for the day and check that you have all the materials required.

Get to the venue at least 15 minutes before the workshop is due to begin. Arrange the chairs if required – a semi-circular seating arrangement might be a good idea. Arrange the posters in sequence, so that you can easily find the appropriate poster for each activity.

### **Conducting the Training Programme**

At the beginning of each activity, the key messages of the activity are clearly indicated. This is for your reference only. Do not reveal the messages directly to the participants. Start the activity with the first step outlined in the procedure. The idea is to follow each step of the procedure and conduct the activity in a way that communicates these messages effectively.

Do make it clear at the onset that participants must express their individual views frankly and not try to say things that are ‘correct’. Explain that there is no ‘right’ or ‘wrong’ opinion, and that opinions should be shared freely. Reassure them that anything sensitive that is expressed or discussed in the workshop will not be shared with anyone.

Provide as much opportunity as possible for participants to share their views. It is likely that participants will argue with one another in the course of a discussion. You may find that a few members of the group will try to convince others to accept a particular point of view. In such cases it is better not to intervene, unless you find that someone is getting too aggressive or that the argument is getting one-sided.

The blackboard is a very useful teaching–learning tool; so use it as much as possible to note down different points of view, different ideas as they emerge.

Do observe the participants closely. Their facial expressions and body language will tell you how involved they are in the activity. Their interest and participation in games and discussions will also indicate the level of their involvement.

If you find that participants look tired or are unable to concentrate during a particular activity, play a game after the activity is completed. Some physical movement and lighthearted competition will help them relax and be more attentive in the next activity. Some suggestions for such energizers are given at the end of the manual.

In many activities, posters have been used to convey important concepts or sum up the main points. It is a good idea to get one of the participants to read out the poster at the end of an activity. This will enhance the group's involvement.

The sum up brings together all the ideas that have emerged in the activity and links these ideas in a way that helps participants understand the key messages. It is therefore a very important part of the activity. If you are thoroughly familiar with the points provided, you could sum up the activity in your own words – make sure, though, that you do not leave out any key idea. Also ensure that you link each activity to the next, with the help of the points given.

At the end of some of the activities, you will find a 'box' in which we have either shared our experience of conducting the activity or provided some extra information. This is intended to help you handle any 'difficult' situations or 'provocative' questions from participants. Unless such situations arise, please do not talk about any of the points given in the 'boxes'.

At the end of each day, you have to sum up the key learnings of the day with the help of a poster. You could use the same poster at the beginning of the following day as a tool to help participants recall what has been discussed so far.

We have provided an estimate of the time required for each activity. Although this is approximate, it can serve as a guideline of the time that the activity should take. It is important that you maintain a good pace – too many activities too soon will leave participants confused; on the other hand, a very slow pace will lead to boredom and reduce involvement. Divide the day into slots – say, of 1.5 or 2 hours per slot. At the end of each slot, check whether you have been able to complete the recommended number of activities. It is absolutely essential that you complete all the activities scheduled for the day on that day itself. Do not 'carry over' any activity to the next day.

The activities have been devised and tested over a long period. So please do not change them in any way; do not add or delete parts of an activity – conduct each activity exactly as described. And make sure you conduct all the activities in the sequence described. This is absolutely essential for a successful workshop.

## Your Role

You have a key role to play in this training programme. As the **facilitator** you will provide not only new information and ideas, but also the space and the opportunity for participants to reflect on their attitudes and beliefs on issues related to gender and violence.

This is a training programme that challenges some of the most fundamental beliefs of the participants. That is why it is very important that from the onset, you as the facilitator create an environment in which they feel comfortable and safe to talk about, share, argue and reflect upon sensitive and personal issues.

Such an environment can be created by paying attention to the following aspects:

### **Respect the participants**

While it may be true that for most, if not all, of the participants the contents of the training programme may be totally new, it is equally true that each and every participant brings with him a life experience that has the potential to enrich the training programme. So you cannot approach the task of conducting the training programme with the mindset that they know nothing.

You have to approach your participants with respect – respect for who they are and what they have to say. You have to demonstrate this respect through your verbal as well as non-verbal language.

So always give participants a chance to express their opinions, regardless of how ‘wrong’ you think their opinions to be.

Listen attentively. Do not be in a hurry to state your own opinions. In fact, it is generally a good idea to express your opinions after the participants have shared theirs.

All this will go a long way in making the participants realize that their views and opinions matter. They will feel encouraged to speak up and share their thoughts and feelings.

Knowing that they are respected will also make them more open to reflect on points of view that are not their own. And this is precisely what we want to achieve – a willingness to accept another way of looking at man-woman relationships, a way that is more equitable and just.



### **Have realistic expectations**

It is very important that you keep in mind the fact that this is only a three-day training programme and that you have not more than 20-22 hours with participants who have strong opinions and set attitudes.

In such a limited time, you cannot hope to bring about a complete change in the attitudes of the participants. All you can do is plant some new ideas, provide space, encouragement and support for reflection on these ideas so that the participants loosen their hold over their firmly held beliefs, and become open and receptive to modifying and perhaps even replacing their beliefs.

So please do not set out to change the world. Set out with positive but realistic expectations. This way, you will not get dejected or demoralized.

## **Know when to concede**

Every group is bound to have a mix of participants. There will be those who are sensitive and willing to reflect on gender-based violence. There will also be those whose attitudes are very rigid and who will refuse even to acknowledge the existence of gender-based violence.

While you should do your best to convince everyone, sometimes you may find that even after long discussions, one or two participants will not let go of their own point of view or accept another view.

Do not get frustrated or dejected. Also, do not keep arguing with such participants. You should know when to stop, even if it means accepting the fact that you have not managed to convince everyone in the group about a particular issue. If you keep going on and on, you will neglect the majority of the participants while conducting an endless and maybe fruitless argument with just one or two group members.

## **Know when to be firm**

While you can concede on certain points, there are others on which there is no compromise. For example, you cannot condone or make excuses for gender-based violence. A participant may try to justify or give an explanation as to why a certain person behaved violently. Your stand on this is clear: whatever may be the provocation, gender-based violence cannot be justified; gender-based violence is wrong, unjust and unacceptable, under whatever circumstances it occurs.

While we have taken every care to make this manual as comprehensive and as interesting as possible, the manual is still only a tool for training. It is you, the facilitator, who have to animate this tool and bring it to life.

Good luck!

# THE THREE-DAY TRAINING PROGRAMME

## Aim and Objectives

### **Aim of the Training Programme**

- To sensitize boys and young men to issues of gender and violence, in order to make them partners in ending gender-based violence.

### **Objectives**

- To provide an opportunity for boys and young men to explore their attitudes towards issues related to gender, violence and gender-based violence.
- To help them understand how the process of socialization shapes our understanding of what it is to be a man or a woman, and how this understanding influences behaviour.
- To help them reflect on the different forms of violence in society and the impact of such violence.
- To help them develop an understanding of the reasons for gender-based violence and the impact of such violence.
- To help build a perspective that clearly recognizes that gender-based violence is wrong.
- To help boys and young men understand that they have a crucial role to play in preventing gender-based violence.
- To provide guidelines on what boys and young men can do to prevent gender-based violence.

## Key Themes

The central theme of the training programme is prevention of gender-based violence. But as you will see, the programme does not begin with this issue at all. This is because we feel that before we can talk about violence, we need to familiarize participants with certain key issues related to gender.

One such issue is Gender and Socialization. Therefore, one of the main points established at the onset is that **society teaches men and women to behave in different ways**. Different agencies – the family, school, friends, the media – teach boys and girls to behave in a way that is appropriate for their sex. Among the things that society teaches them right from childhood are that men and women have to perform fixed roles in society; more often than not, boys are socialized to be aggressive, dominating, controlling and therefore violence displayed by boys is considered acceptable. These fixed gender roles can affect both men and women negatively; yet both men and women continue to play these roles and even perpetuate them.

After this first key learning has been introduced, discussed and reinforced, we make two further points. The first point is that **violence is generally committed by those who are more powerful on those who have less power**. The second is that **our society is predominantly patriarchal**, that is, it is a society in which men enjoy more power and more privilege than women, **which often leads to men committing violence against women**. These two points when put together help the participants realize why violence against women takes place on such a large scale.

Another **critical link – between violence and notions of masculinity** – is also established. Society has created certain fixed images of what it considers to be ‘real’ men. Such ‘real’ men are supposed to be brave, aggressive, dominating, in control, virile...they are the *protectors, providers and procreators*. We then make the point that **such images put pressure on men to proclaim their masculinity by behaving in aggressive, violent ways**.

In this way, the initial part of the training programme is spent in making the links between power and violence, and between notions of masculinity and violence.

It is only after these links are established that gender-based violence is taken up for discussion in a detailed manner. The fact that this **violence takes place within the family as well as outside the home** is established. The fact that **power and masculinity are also linked to gender-based violence** is pointed out. The **different forms of violence** and the **impact this violence has on women and children** is also thoroughly examined.

The next major area is about **what we can do to put an end to gender-based violence**. If violence against women has to stop, the first step is to acknowledge that such violence exists, that it is wrong, unjust and unacceptable. It is also necessary to understand that such violence **can** be stopped.

Our attempt has thus been to first show that **violent behaviour is learnt**; then establish that **it has an extremely negative impact** and finally point out that **it can and should be unlearned**.

The concluding part of the training programme focuses on how **boys and men have a crucial role to play in initiating and continuing this process of transformation**. We point out that gender norms (or ideas of right and wrong behaviour for men and women) keep changing; they change in individuals, communities and in society as a whole, and that we can support such change. We also point out the need for attitudinal change and the need to recognize and accept the fact that men and women are equal. Today many boys and men are different from what would traditionally be considered 'real' men; we need to support such men too. Thus, by providing examples of positive role models we try to create a space for the participants to reflect on their own behaviour, look for alternative modes of behaviour where required and take a pro-active role in preventing violence and supporting women who have suffered violence.





# **DAY 1**

**PROGRAMME**

# SCHEDULE FOR DAY

# 1

Activity	Methodology	Materials
<b>1</b> <b>Introduction to the Workshop</b> (60 minutes)	Game	Cards, about 6"x 8" in size, one per participant
<b>2</b> <b>Growing up differently</b> (45 minutes)	Blackboard work Discussion	—
<b>3</b> <b>Sex and Gender</b> (60 minutes)	Discussion Poster presentation	Poster 1: <i>Sex</i> Poster 2: <i>Gender</i>
<b>4</b> <b>Gender roles</b> (60 minutes)	Story analysis	—

# SCHEDULE FOR DAY

# 1

Activity	Methodology	Materials
<b>5</b> <b>Notions of masculinity</b> (60 minutes)	Game Discussion	Two large (size 4' x 6') sheets of brown paper  Blank cards (size 2 ½" x 1 ½") of coloured chart paper, twice as many as there are participants  Set of nine labels, each with a word written on it  Glue or sticking tape
<b>6</b> <b>Behaving like men</b> (60 minutes)	Case analysis Discussion	—
<b>7</b> <b>Gender equity and Gender equality: A long way to go...</b> (45 minutes)	Discussion Poster presentation	Poster 3: <i>A picture of equality</i> Poster 4: <i>A different picture</i>
<b>8</b> <b>Concluding activity</b> (10 minutes)	Poster presentation	Poster 5: <i>Learnings of Day One</i>



**Methodology**

- Game

**Materials**

- Cards, about 6" x 8" in size, one per participant

**Recommended time**

60 minutes

**Procedure**Part A

Since this is the very first activity of the workshop, begin by introducing yourself and welcoming the participants.

If the participants are not known to one another, you could play the following game. If all the participants are from the same community and know each other, then this introductory game may not be necessary.

This is a well-known game called 'Fire in the Mountain' and the participants are likely to be familiar with it. If not, explain the rules of the game to them as follows:



When I say “Fire in the mountain, run, run, run...” you have to start running around the room. At some point, I will call out a number. All of you have to form groups of that number. For example, if I say “4”, then you have to form groups of four people.

After the groups have been formed, introduce yourself to the other members in the group. Tell them your name and the kind of work you do.

When I start saying “Fire in the mountain...” again, you have to leave your group and start running once more. When I call out the number, once again form the groups. This time, try to find people whom you have not met yet.

We will play a few rounds of the game so that all of you get to know each other.

---

Play the game. Keep saying, “Fire in the mountain, run, run, run!” a few times – if possible, vary the pace at which you say this to make the game more interesting. You could also use a duster or a *duffli* to create some 'music'. Play at least four rounds, calling out a different number each time. Make sure that the number you call out is between 2 and 5.

At the end of the game, ask the participants to take their seats. If necessary you could ask each participant to say his name out loud once more, so that the whole group gets to know each and every participant.

Move on to the next part of the activity after the introductions are over.

### Part B

Distribute the cards to the group. Ask each participant to write his name on his card. Then tell the group that they have to build a house with the cards given to them. The house must be stable, it must include every card distributed, and everyone must participate in building it.

If the group is large (with more than 15 participants), then divide them into two groups, so that everyone can be involved in the activity.



Make sure that every member of the group participates; let the activity continue until a stable house has been built.

Now encourage the participants to talk about how they felt while building the house. You could ask them questions like the following:



- How did it feel to have the whole group working together?
- What did working together actually involve?
- What would have happened if some members of the group had not co-operated or had pulled down the house?

Since this is the first activity, you may need to provide extra encouragement to get the group to participate. Ensure that as many participants as possible get an opportunity to take part in the discussion. Then sum up the activity with the points provided.

### Sum up



It was necessary for everyone to co-operate and work together to build a house that would be stable, that would stand at least for some time. In the same way, all of us need to participate in this workshop and work together in order to make this workshop successful. We will have games, role plays, discussions and other activities in the workshop through which we will try to learn something.

What are we going to learn? What are the things we will talk about?

In this workshop we are going to talk about boys and girls, about men and women and their relationships. All of us interact with other people, and our relationships affect us. We will talk about some of these relationships, especially the relationships between men and women. We will try to understand why men and women behave differently, and how we ourselves can have better relationships.

All of us have different opinions on issues like these; we also have many experiences to share. So we will all try to learn together . . .



To do this well, there are some **rules** that you must follow:

- o Speak openly and freely. Express your opinions frankly – remember there is nothing “right” or “wrong” about your opinions. At the same time, listen to what others have to say.
- o There may be many points on which our opinions are different; this is perfectly all right. Do not laugh at or mock others’ points of view. It is essential that we listen to and respect all opinions.
- o Remember that we are all here to share our experiences and learn from each other. Do not be afraid that anything sensitive will be shared with others outside. And do respect the trust that all your colleagues have placed in you.
- o You are free to interrupt me if you do not understand or agree with something.
- o Do ask for clarifications whenever required.
- o We will be talking about many important and interesting things over the next three days. So please keep your mobile phones switched off during our sessions.
- o It is important for everyone to attend all three days of the workshop. So do come every day and make sure that you come on time.

**Key messages**

Right from childhood boys and girls are taught to behave differently.  
Boys are often told to “act like a man” and this affects their behaviour.

**Methodology**

- Blackboard work
- Discussion

**Materials**  
—**Recommended time**

45 minutes

**Procedure**

Begin the activity by asking participants the following questions:



- While growing up, have you ever been told to act like a man?
- In what situations were you told to do this? By whom?
- Why do you think you were told this?
- How did it make you feel?

Have a brief discussion. After participants have shared their experiences, make the following points:



As we grow up, all of us learn many new things. We learn new skills – right from walking and eating to reading and writing to professional skills, learning to deal with different kinds of people, and so on. We also learn some basic values – what is good and bad, what is right and wrong. . . All this we learn first from our family, then our school, our friends, the people around us, as well as from books,

magazines, films and other media. Some of these things we learn by observation, by imitating what we see around us; there are also things that we are specifically taught.

One of the things we are taught is that boys and girls must behave differently. Growing up as boys, most of you must have been told many times, in different situations, to “act like a man”. Similarly, girls are often told to “act like a woman”. We will now see what these two phrases really mean.

---

Write the phrase “Act like a man” on the blackboard in large letters. Ask the participants to share their ideas about what this means. (These are society’s expectations of who men should be, how men should act, and what men should feel and say.)

Draw a box on the board and note down the participants’ responses inside the box. You might get responses like the following :

- *Be tough.*
- *Do not cry.*
- *Speak loudly and firmly.*
- *Show no emotions.*
- *Take care of other people.*
- *Do not back down.*

Now initiate a discussion by asking the following questions:



- Can it be limiting for a man to be expected to behave in this manner? Why?
- Which emotions are men not allowed to express?
- How can “acting like a man” affect a man’s relationship with his partner and children?

At the end of the discussion, write the phrase “Act like a woman” on the blackboard in large letters. Ask the participants to share their ideas about what this means. (These are society’s expectations of who women should be, how women should act, and what women should feel and say.)

---

Draw a box on the board and note down the participants' responses inside the box. You might get responses like the following :

- *Be passive.*
- *Be the caretaker.*
- *Be smart, but not too smart.*
- *Be quiet.*
- *Listen to others.*
- *Be the homemaker.*

Now initiate a discussion by asking the following questions:



- Can it be limiting for a woman to be expected to behave in this manner? Why?
- Which emotions are women not allowed to express?
- How can “acting like a woman” affect a woman’s relationship with her partner and children?

### Sum up



In this activity, we have seen that **as they grow up, boys and girls are often taught to behave differently, to do different things**; for example, generally girls are taught to behave modestly and are expected to learn skills like cooking; boys, on the other hand, are taught that they should not cry in front of others, that it is their responsibility to earn money for the family.

This is true not just of our society but of most societies around the world. Traditionally people have believed that boys and girls are born with different qualities and abilities and so they must be taught different skills and different kinds of behaviour. In most societies people also believe that men and women must play different roles, and so right from childhood they are taught to behave in ways that are appropriate for these roles.

But to what extent are boys and girls different? And who has created the differences between them? We will find out in the next activity.

**Key messages**

*Sex* and *Gender* are two different things.

*Sex* refers to the biological differences between men and women.  
Generally these differences cannot be changed.

*Gender* refers to all the other differences and inequalities created by society.  
These differences can be changed.

**Methodology**

- Discussion
- Poster presentation

**Materials**

- Poster 1: *Sex*
- Poster 2: *Gender*

**Recommended time**

60 minutes

**Procedure**

Begin the activity by asking participants the following question:



- What do you think are the differences between men and women?

Encourage the group to respond to the question by coming up with as many differences as possible.

Make two columns entitled *Men* and *Women* on the blackboard and note down their responses. It is likely that some of the following responses may be articulated by the participants.

**Men**  
*Are aggressive*  
*Are brave*  
*Earn money for the family*  
*Are strong*  
*Like sports*  
*Have beard and moustache*  
*Have penis*  
*Protect their family*  
*Take good decisions*  
*Don't cry*

**Women**  
*Are jealous*  
*Are gentle*  
*Are obedient*  
*Like cooking*  
*Can breastfeed*  
*Talk too much*  
*Take care of children*  
*Are emotional*  
*Like dressing up*  
*Can give birth to children*

(If the characteristics of *breastfeeding*, *giving birth to children* do not get mentioned, probe further and ensure that they get noted down in the *Women* column. Similarly, try to get the group to mention the biological characteristics in men, such as *having a beard/ moustache*.)

After about 8-10 responses have been listed in each column, make the following points:



You have listed many differences between men and women.

However, scientifically speaking, there is only one difference between men and women. This is the difference of **sex**.

---

Put up POSTER 1, read it aloud and explain the point further.



Some of us are born with female genital organs and some of us with male genital organs. It is this biological difference that identifies men as belonging to the *male sex* and women as belonging to the *female sex*.

**Thus men and women are different in terms of their sex. And it is Nature that has created these biological differences.**

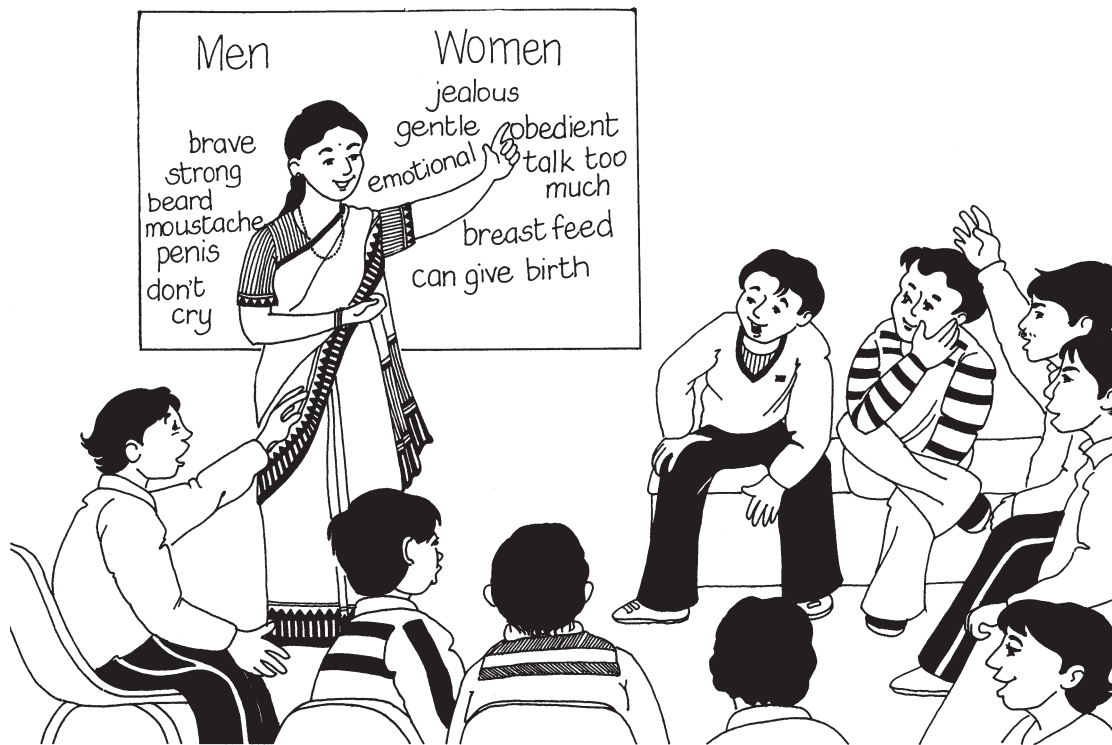
Nature has also created different reproductive organs for men and women. These organs perform different functions. The male reproductive organs produce the sperm that is required to create a new human being. The female organs produce the egg, and also carry and nurture the baby till birth.

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The differences in the reproductive organs also give rise to other physical differences – for example, men have hair on their face and chest; women have larger breasts.

Generally, the differences are permanent, that is, they cannot be changed.

But what about all the other differences that you have pointed out? How can we explain them?



Put up POSTER 2 and introduce it as follows:



**On the basis of their sex, society has created other differences between men and women. We use the term *gender* to refer to these differences.**

Now read out each point on the poster and explain it as follows:

---



*Unequal treatment*

**Men and women are not treated equally.** For example, boys are generally given many more opportunities for education than girls. These differences would be included in the term *gender*.

*Unequal power between men and women*

Gender also refers to the fact that **men and women do not enjoy equal status and power** in society. For example, men have a greater say in making decisions; also, they earn more and own more property than women.

*Different roles taught to boys and girls*

Over hundreds of years, **men and women have been taught by society that they have to perform certain roles.** In most societies, the roles taught to men are generally different from the roles taught to women. For example, men have traditionally been assigned the roles of *breadwinners* and *protectors* of the family. Similarly, women have traditionally been assigned the role of *homemakers*. Gender also refers to these clearly differentiated roles.

*Our ideas of what is masculine and feminine*

**In order to fit into these roles, both men and women are taught by society to behave and express themselves in certain ways.** For example, men are taught to be aggressive and dominating, while women are taught to be docile and submissive. This also means that some qualities are considered ‘masculine’ while others are ‘feminine’.

**Since it is society that has created these differences, it is possible to change these differences.**

---



## Sum up



In this activity, we have seen that **there are two kinds of differences between men and women: *sex* and *gender*.**

In the following activities we will talk about the second kind of differences – that is, we will talk about gender. We will see how these differences affect the way we behave, how they affect relationships between men and women.



While talking about the differences of sex, it is likely that participants will bring up the issue of the ‘third sex’ or *hijras*. If the point comes up, acknowledge that in our society, there are many such people too. You could further explain the point as follows :

By and large every human being is born with male organs or female organs. But there are cases when at birth an individual’s sexual organs are ‘incompletely’ developed. There are also other cases where men who want to be like women choose to get castrated and call themselves *hijras*.

Another point that participants may bring up is the fact that today sex can be changed. Once again, accept their point that today medical science has indeed made it possible for a person to change his or her sex. Explain to them that even though a person may be born with the reproductive organs of a particular sex, that person may feel that he or she does not “belong” to that sex. That is, sometimes a man feels he is “trapped” in his male body and so decides to have an operation to change his sex; a similar thing may happen to a woman. Such people are called ‘transsexuals’. After the operation, the person usually has the reproductive organs of his or her ‘new’ sex. This does not, however, mean that people can change their sex at will; such operations are still relatively rare.

**Key messages**

Society prescribes fixed gender roles; that is, men and women are expected to do different kinds of work.

This rigid division of roles is unfair.

We therefore need to question fixed gender roles and try to change them.

**Methodology**

- Story analysis

**Materials**

—

**Recommended time**

60 minutes

**Procedure**

Narrate the following story to the participants.

**Ramesh's story**

Ramesh and Rekha have been married for five years. Ramesh is a peon in a big company. Rekha is a domestic worker who works in four flats in the colony nearby. They have an eight-month-old baby daughter called Simran.

On his way home from work, Ramesh goes to the market to buy vegetables. Then he picks up Simran from his mother-in-law's house. At home, he plays for a little while with his daughter and then goes to the kitchen to cook the night meal.

When Rekha comes home, she asks Ramesh what they are going to have for dinner, spends some time breastfeeding the baby and then gets engrossed in watching her favourite TV serials. When the baby cries, Rekha calls out to Ramesh to take care of her.

Ramesh wants to tell Rekha that she should help out. He keeps asking himself: *Why can't she take care of the baby and help in the kitchen? After all, we both made the baby, and the meal that I am preparing is for both of us. So why doesn't she share the work, instead of leaving it all to me?*



Now ask the group the following questions:



- If you were Ramesh, how would you feel?
- Is it fair that Ramesh does all the housework?
- Should Rekha help out? Why?

After a brief discussion read out Rekha's story.



### Rekha's story

Ramesh and Rekha have been married for five years. Ramesh is a peon in a big company. Rekha is a domestic worker who works in four flats in the colony nearby. They have an eight-month-old baby daughter called Simran.

On her way home from work, Rekha stops at the market to buy things for the house. Then she goes to her mother's house to pick up baby Simran. When she reaches home, there is no time to relax. She has to feed the baby, tidy the house and cook dinner.

As soon as Ramesh comes home, he changes his clothes, asks for his cup of tea and then settles down in front of the TV till it is time to have dinner. He does not like being disturbed. Even when the baby cries, it is Rekha who comes running out of the kitchen to attend to her.

Sometimes Rekha gets very upset. There is so much more to do in the house, now that there is a baby. She keeps asking herself: *Why can't Ramesh help out? Why should he get to relax all evening? I too have worked hard all day. I too am tired. Does my husband not see that? Does he not care?*

Ask the group the following questions:



- How do you think Rekha feels?
- Is it fair that Rekha does all the housework?
- Should Ramesh help out? Why?

After a brief discussion ask the group to think of the following:



You have heard two stories. Which story is more common in our society – Ramesh's story or Rekha's? Why?

It is likely that the group will agree that Rekha's story is more common. The reasons that they give will throw light on what the participants consider to be 'men's work' and what they believe is 'women's work'.

Sum up this part of the discussion as follows:



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In our society, there are fixed gender roles – that is, men and women are expected to do different kinds of work. Women are expected to do the housework even if they work outside the home.

Whether it is Ramesh or Rekha, it is unfair for any one person to have to bear complete responsibility for the housework. Such work should therefore be the joint responsibility of both husband and wife.

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Now read Shashi's story.



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### **Shashi's story**

Shashi has been trying desperately to find a job ever since he completed his B.Com. last year. He lives with his parents, grandmother and older sister in a suburb of Delhi. His parents are looking for a suitable match for his sister. His father is worried about the wedding expenses.

Everyone in the family is tense and they take it out on Shashi by taunting him about what a useless son he is and how he just sits at home and lives on other people's earnings.

Shashi feels very hurt when he hears such remarks. He wants to tell his family that he is doing his best to find work but he is too ashamed to say anything.



Ask the group the following questions:



- How do you think Shashi feels?
- Is it fair to put so much pressure on Shashi?

After the group has responded, sum up the discussion as follows:



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There is a lot of pressure on Shashi to find a job simply because he is a man. But this is unfair. It is unfair that Shashi should have to bear the family's taunts; it is unfair to expect that just because he is a man he has to bear the responsibility of earning for the family.

---

Now ask the group to think about the following:



---

Through Rekha's and Shashi's stories we have seen that society expects women to take care of all the housework and men to take complete responsibility of earning for the family. These fixed roles that men and women have to play put a lot of pressure on them and are therefore unfair to both.

So, do you think these roles should change? In what way can they change?

---

Encourage the participants to discuss their views freely; get them to think of different ways in which fixed gender roles are unfair.

### Sum up



In this activity we have seen some of the outcomes of performing **fixed gender roles**. They **put a lot of pressure on men and women**. Fixed gender roles also put restrictions on what men and women can do and thus **limit their freedom**.

This is why **fixed gender roles are unfair**. Today more and more people feel that rigid gender roles must change. In today's times, when more and more women are working outside the home, it is only fair that other family members, including husbands and sons, help out in the housework. This way the burden will not fall entirely on the women. In the same way, since more and more girls are being educated and are thus capable of earning money, it is only fair that women also share the responsibility of supporting the family. This way the burden will not fall entirely on the men.

We have seen in the previous activity that gender roles are created by society. Therefore if we feel that these gender roles are unfair **we must question them and change them**. This process of change has already begun. But it is up to all of us to take this process forward.



When we conducted this activity with different groups while testing the manual, an interesting question came up on more than one occasion: If gender roles are unfair, then why have they existed for so many years? Surely something that has been followed for hundreds of years cannot be wrong?

This is the explanation we offered:

Inequalities of different kinds have always existed in society; but this does not mean that there is nothing wrong with them. Caste inequalities and the practice of untouchability, for example, have been part of Indian society for hundreds of years; yet today we recognize that it is unfair and unjust to discriminate against a person on the basis of caste, and we even have laws against untouchability and caste discrimination.

In the same way, traditionally women have not enjoyed the same position and powers as men in almost all parts of the world. Since it is women who go through pregnancy and childbirth, and also breastfeed their children, their role was largely seen as being confined to the home. They had to stay home to take care of children; and over the years this biological necessity became accepted as part of a woman's 'natural' function. Even when women did strenuous physical work in the fields, they were not paid for it.

Today this situation is changing. Women's contributions are being recognized in several spheres. Other changes are also taking place all around us. Today science tells us that women are in no way 'inferior' to men. They too can develop the same skills, work at similar jobs, earn their own livelihood and support a family.

Change is part of life. Don't all of us like to dress according to the latest fashion, have the latest gadgets, see the latest films . . . ? Then why shouldn't our ideas too change with the times?

You could also ask participants to give examples of other positive changes in their own communities.



**NOTIONS OF MASCULINITY****Key messages**

We generally associate qualities such as bravery, aggression and control with a 'real' man.

This idea of a 'real' man is, however, only an image created by society. The truth is that every man, like every woman, is a combination of hundreds of different qualities.

**Methodology**

- Game
- Discussion

**Materials**

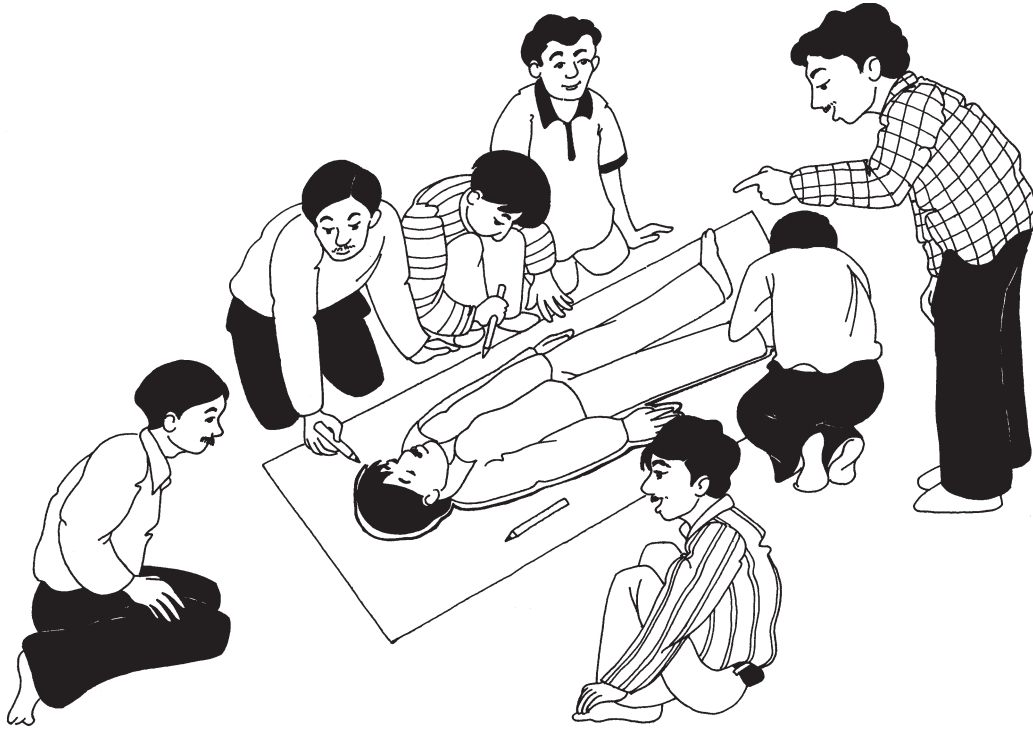
- Two large (size 4' x 6') sheets of brown paper
- Blank cards (size 2 ½" x 1 ½") of coloured chart paper, twice as many as there are participants
- Set of nine labels, each with a word written on it (for list of words please see page 61)
- Glue or sticking tape

**Recommended time**

60 minutes

**Procedure**

Place the two sheets of brown paper on the floor. Call for two volunteers. Ask each volunteer to lie down on one sheet. Ask the rest of the group to draw the outline of the bodies of the two people on the sheets.



Distribute 2 blank cards to each participant. It would be nice if each participant got two different coloured cards.

Ask them to write down on each card, one word or phrase that describes who a *real man* is. For example, if someone thinks a 'real' man is strong, then he should write the word *strong* in big, bold letters on the card.

Give the group only 2-3 minutes for this part of the activity.

Then ask the participants to stick their cards inside the outline of the first male figure.



After all the participants have pasted their cards, draw their attention to the words that they have used to describe a 'real' man.

You will find that some of the words are repeated. Most likely it will be words such as *protector*, *brave*, *strong*, *breadwinner* that will appear again and again.

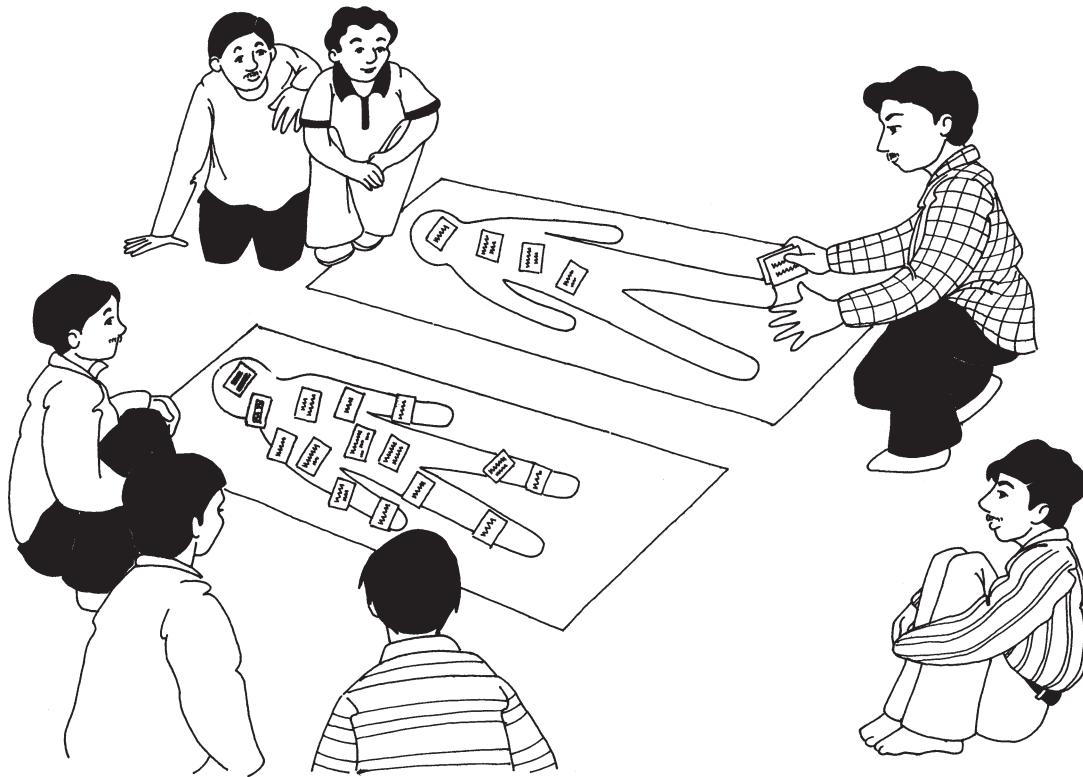
Get the group to think about why this is so. Ask them the following question:



- Why is it that many of you think that a 'real' man is strong, brave, protective?

Encourage them to express their views.

Then place the outline of the second male figure next to the first one. Stick the labels (with words not usually associated with masculinity) on the second outline. Read out these qualities.



Ask the group the following question:



- If a man had the qualities that are described in the second outline, qualities such as *gentle, emotional, shy, loves cooking...* would you call such a man — a 'real' man?

Most likely the group will agree that the qualities on the second outline could also be the qualities of a real man.

Now ask the group:



- You agree that the second set of qualities could also describe a 'real' man. Then why was it that most of you thought only of the first set of qualities?

Encourage the participants to respond in depth to this question.

## Sum up



Like you, most people would use the first set of qualities to describe a ‘real’ man. The reason is that all of us are taught that ‘real’ men have certain fixed qualities. We are told constantly – through books, films, at home, in school – that, ‘real’ men should be brave, should be aggressive, should not cry, etc.

And yet, if we think about it, a ‘real’ man could also have qualities that are just the opposite of these. You yourselves have said that a ‘real’ man could also be gentle, shy, emotional, etc.

The fact is that **every man, like every woman, is a combination of hundreds of qualities. In spite of this, we believe that certain qualities are ‘manly’ or ‘masculine’, because society has created these fixed images in our minds.** These images have a strong influence on our behaviour. Many of us try to be aggressive and dominating, because we are scared of being laughed at or ridiculed if we do not display these qualities. And we ourselves may have laughed at people who do not have these qualities (for example, we may taunt someone by saying, “*Chudiyen pehan li hai kya?*”).

In the last activity we saw how fixed gender roles are unfair because they put pressure on men and women to behave in certain specific ways and restrict their freedom. Like fixed gender roles, these notions of masculinity also put great pressure on us to behave in a certain way, regardless of what our real feelings may be.

These images of masculinity also affect our relationships with women. We will see how, in the next activity.



This was one of our most successful activities when we field-tested the manual. The participants found it interesting and thought-provoking. However, there was a lot of discussion on whether a man who cannot have children is a 'real' man. We found that it was necessary to discuss this issue thoroughly, since there was genuine disagreement.

Many of the participants believed that procreation is an essential part of manhood; in fact, it was the way most of them defined manhood. They also pointed out that there is a lot of social stigma attached to a person – man or woman – who is unable to have children. So a man who cannot have children is a '*namard*'. Interestingly, most participants felt that a man who did not have children out of choice (that is, who deliberately took the decision not to have children) could be included in the 'real' man category – the real issue was the ability to father a child.

We then tried out the following strategy:

First, the young men were asked whether they would consider a man who was blind (but 'normal' in all other respects, that is, responsible, supporting himself and his family, etc.) to be a 'real' man. Their answer was Yes, a physical disability did not make the blind man less of a man.

Next we asked them to think of a man whose kidneys had failed, who had to undergo regular dialysis in order to survive, but who continued in his job and performed all other 'normal' functions. Once again everyone agreed that such a person would also qualify as a 'real' man.

Then, we asked them, what about a man who was married, had a good job and supported his family, but who could not have children? Was he not in the same situation as the other two men, that is, just a 'normal' man with some kind of physical impairment?

This did seem to convince some of the participants. And even those who were not convinced, felt they had something to think about.

**Key messages**

The way men behave towards women is often guided by notions of masculinity.

These notions, however, have a negative impact on men and women and on society at large.

**Methodology**

- Case analysis
- Discussion

**Materials**

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**Recommended time**

60 minutes

**Procedure**

Read out the cases given below one at a time.

Use the questions given at the end of the case to initiate a discussion with the group. Encourage participants to express different points of view.

Make sure that each case is thoroughly discussed before summing it up. Then move on to the next case.

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## Case 1



Sanju is a 17-year-old boy studying in Std. XI. He and his 15-year-old sister go to the same school. Sanju is extremely protective of his sister. Though she is a teenager now and goes to school with her friends, he visits her class at least twice a day to see if she is all right. He also insists on accompanying her back home, even though the locality is quite safe. In spite of his sister telling him that she finds his behaviour embarrassing and that he should stop following her around all the time, Sanju continues with this behaviour.



- What do you think is the reason for Sanju's behaviour with regard to his sister?
- How does this affect his sister?
- Whom do you agree with – Sanju or his sister? Why?
- Will this behaviour affect Sanju in any way?
- What could Sanju do to show that he cares for his sister, without making her feel so bad?

### Points for sum up

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Sanju is behaving the way he does because he believes that it is a brother's duty to 'protect' his sister, because she is female and he is male. His behaviour reflects his perceptions of what a brother should do, that is, it is his responsibility to decide what is right and good for his sister even if she doesn't agree and has a different view of the situation. His attitude and behaviour are clearly making his sister unhappy; her freedom to be with her friends is also affected. Sanju himself may also be negatively affected – perhaps he gets less time to spend with his own friends because of having to be near his sister.

While it is natural for a brother to care about his sister and want to protect her from harm, Sanju could achieve the same aim by respecting his sister's decisions. He could discuss with her his feelings and his worries about her safety, listen to her view of the situation, and find ways to assure himself of her safety without denying her the right to take her own decisions.

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## Case 2



Vikas and his wife have been married for 15 years and have two school-going children. Vikas's wife used to be a teacher, but gave up her job at her husband's insistence when they got married. Vikas himself had a good job, but his company closed down and Vikas suddenly found himself unemployed. This happened over six months ago, and the family is finding it more and more difficult to make ends meet. A few days ago, Vikas's wife suggested that she could take up a teaching job again; in fact the headmaster at her son's school had told her that they were looking for a teacher. Vikas was furious when he heard this; he was so angry that he did not speak to his wife for three days. "I'd rather starve to death than live on my wife's earnings," he told her.



- Why does Vikas not want his wife to take up a job?
- Do you agree with him? Why?
- In what ways will Vikas's attitude and behaviour affect his wife? And his family?
- In what way is Vikas himself affected?
- What advice would you give Vikas?

### Points for sum up

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Vikas's attitude is based on his belief that earning money for the family is solely the man's responsibility. His perceptions of what a man should do in a situation like this are making him feel threatened and frustrated. These perceptions and beliefs are making it impossible for him to even consider options that seem very reasonable and easy to implement. He has locked himself in a cycle of stress, anxiety and frustration.

Vikas's refusal to let his wife work is affecting everyone in the family negatively. Not only is the entire family affected financially, but his wife's freedom to take up a job is curtailed. Like Vikas, his wife also has a right to decide what is good for the family – this right too is taken away by Vikas. Also, Vikas's financial condition will only worsen and his frustration will grow if he continues to have the same attitude.

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### Case 3



Abhay is a teacher in a school while his wife works in a bank. They have a young daughter who goes to school with Abhay and returns home with him. They are generally back home in the afternoon. The branch where Abhay's wife works is far away from their home, so it is late evening when she returns. Abhay finishes most of the cooking before his wife gets home; he also helps his daughter complete her homework. Abhay's wife is happy at the consideration shown to her by her husband.

But many of Abhay's relatives and friends laugh at him. They often taunt him by calling him *Joroo ka ghulam*. Abhay himself is proud of his wife and her job, and does not care about these comments.



- Who do you think is right – Abhay or his friends? Why?
- Why do Abhay's friends and relatives taunt him?
- If Abhay listens to them and stops doing any work around the house, how would it affect the family?
- Are there men like Abhay in your community? What can you learn from them?



## Points for sum up

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Abhay's behaviour has a positive impact on the family – he himself is able to enjoy more time with his daughter, his wife does not have to bear the entire burden of cooking and caring for the family, and she also appreciates him for his concern.

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### Sum up



The men's behaviour in the first two cases was guided by notions of masculinity. Like many people, Sanju and Vikas believe that a 'real' man is one who protects his family, who takes on the sole responsibility of earning for the family. The main effect of Sanju's and Vikas's behaviour is to place the women in their life 'under control'; the problem in each case is not resolved, neither is the situation improved by their behaviour. The result is that **the women** in these situations **have their rights curtailed and cannot contribute to finding a solution to the problem in which they are involved.**

Behaviours dictated by 'fixed' perceptions of masculinity **also affect the men themselves negatively.** Both Sanju and Vikas have become inflexible, unable to understand other people's needs and views, unable to consider possible useful solutions, unable to really help themselves and others, and to improve their lives.

That is why today there are more and more men like Abhay who are questioning these notions of masculinity – just because he does some of the housework, Abhay is no less a man. In fact he has better communication with his wife and she is happier with him. Abhay is not afraid to show his concern for his wife and family. He has the courage to do what he believes in, even though he is laughed at by friends and relatives. He is showing initiative, independence and courage. These are qualities that all of us can also learn.

What all this means is that, just as we need to change fixed gender roles because they are unfair, we also **need to question the traditional notions of masculinity** that affect women as well as men negatively. This process has begun in a small way – and all of us have a role to play in continuing it. Our doing so will have a positive impact on our families and on our own lives as well.

**GENDER EQUITY AND GENDER EQUALITY: A LONG WAY TO GO...**

**Key messages**

In spite of some changes, inequality between men and women is widespread in our society.

Our society is patriarchal, that is, men have much more power than women.

**Methodology**

- Discussion
- Poster presentation

**Materials**

- Poster 3: *A picture of equality*
- Poster 4: *A different picture*

**Recommended time**

45 minutes

**Procedure**

Introduce the activity as follows:



At the end of the last activity, we saw that traditional gender roles as well as traditional ideas of masculinity are beginning to change. These changes are seen in the poster that I shall put up now.

Put up POSTER 3. Ask one of the participants to read out the text on the poster.

Ask the group:



- Today, in India, can we say that men and women are equal? What do you think? Why?

Encourage the participants to present their points of view. Let them argue with one another and let many different views be expressed.

Then make the following points:



It is true that today the position of women in our society has changed considerably from what it used to be, say, fifty years ago.

It is true that opportunities for women have increased, that they are making their presence felt in every walk of life. It is also true that there are many laws in our country that give equal rights to women.

But this is only one picture of what is happening in our society today.

I shall now put up another poster – it shows a completely different picture.

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Now put up POSTER 4 and read it aloud clearly and emphatically.

Initiate a discussion by asking the following questions:



- If these issues are not addressed, what impact could it have on women in our society in future?
- What impact could it have on men if the situation remains the same?
- Do you think these issues could affect India's development in any way? How?

Encourage the participants to present their points of view. Let them argue with one another and let many different views be expressed.

Reinforce the impact of the statistics presented on the poster by making the following points:



What these statistics reveal is that even today, there is great inequality between men and women.

While a small percentage of Indian women are enjoying more opportunities and more freedom, for the majority of Indian women, the situation is very grim. We call this **gender inequity**.

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Even today, the right to be born is snatched away from thousands of girl children. They are killed either before or immediately after birth. This is why the proportion of women in our population is decreasing at an alarming rate.

Even today, girls have fewer opportunities for education than boys. If a family has to choose between sending a son or a daughter to school, invariably it is the girl who is denied the right to education and kept back at home.

Even today, most of our political decision-makers are men.

Even today, dowry is prevalent in most parts of our country in rich and poor families alike, among educated and uneducated people. In fact, women continue to be harassed and burnt to death for bringing inadequate dowry.

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### Sum up



**In our society, men enjoy a higher status than women. They also enjoy much more power.**

Most families prefer sons to daughters. It is the woman who generally takes the husband's name after marriage. It is the woman who, more often than not, leaves her home after marriage to go to her husband's home. Most children are given their father's name.

By and large, men are the ones who control money. Men are the ones who make all the important decisions in the home, in the work place and in society at large. Most property is owned by men and passed on from father to son. Men get paid more than women for the same work. In fact most of what is considered 'women's work' is unpaid work.

This is why we say that **society is patriarchal** – which means that **men are more dominant and more powerful than women**.

In the next two days, we will see how patriarchy and gender inequity affect each and every one of us – and especially how they affect our attitudes and behaviour towards women.



## Concluding activity for Day One

End the day by asking participants to recall the different activities of the day and what they have learnt through these activities. Then put up POSTER 5 and ask one of the participants to read it aloud.



**You could use the same poster to begin the activities on the next day.**

# DAY 1

**RESOURCE  
MATERIALS**

# Sex

**Sex** refers to the biological differences between men and women (different genital and reproductive organs).

**Generally, these differences are permanent – that is, they cannot be changed.**

# Gender

***Gender*** refers to the differences between men and women created by society on the basis of sex.

Gender includes:

- Unequal treatment
- Unequal power between men and women
- Different roles taught to boys and girls
- Our ideas of what is *masculine* and *feminine*

**It is possible to change these differences.**

## **Day One: Activity 5**

**Words, each to be written on a label:**

- Talkative
- Likes cooking
- Emotional
- Gentle
- Shy
- Responsible
- Indecisive
- Not interested in sports
- Cannot have children

# A picture of equality

Indira Gandhi was our first woman Prime Minister.  
Today we have many powerful women politicians.

Kiran Bedi was the first woman IPS officer.  
Today there are hundreds of women police officers.

Kalpana Chawla was the first Indian woman in space.

Today there are thousands of women in different professions. There are women scientists, IAS officers, lawyers, pilots, surgeons, stockbrokers, writers, heads of big business houses...

# A different picture

- For every 1,000 men, there are only 933 women. Some reasons for this are: female foeticide, infanticide, and less food and healthcare for girls and women.
- Female literacy: 54%  
Male literacy: 76%
- Female members of Parliament: About 10%  
Male members of Parliament: More than 90%
- Dowry deaths: More than 6,000 every year

# Learnings of Day One

- The only real difference between girls and boys, the difference created by Nature, is the difference of sex. Generally, this cannot be changed.
- Gender refers to the inequalities between men and women that society has created on the basis of sex. This can be changed.
- A 'real' man is only an image or a perception created by society. But this image puts pressure on men to behave in a particular way; it is also unfair to women. It also contributes to maintaining the imbalance of power between men and women.
- Even today men are more powerful than women.



# **DAY 2**

**PROGRAMME**

## SCHEDULE FOR DAY

# 2

Activity	Methodology	Materials
<b>1</b> <b>Understanding violence</b> (75 minutes)	Game Discussion Poster presentation	Balloons, one per participant Poster 6: <i>What is violence?</i> Three cards, each with one of the following words written on it: <i>Violence</i> <i>No violence</i> <i>Not sure</i>
<b>2</b> <b>Power and violence</b> (45 minutes)	Discussion Blackboard work	Poster 6: <i>What is violence?</i>
<b>3</b> <b>Violence against women</b> (60 minutes)	Debate Poster presentation	Poster 7: <i>Violence against women</i>

## SCHEDULE FOR DAY

# 2

Activity	Methodology	Materials
<b>4</b> <b>Sexual harassment</b> (60 minutes)	Game Discussion Poster presentation	Three large-size cards, each with one of the following words written on it: <i>YES</i> <i>NO</i> <i>NOT SURE</i> Poster 8: <i>What is sexual harassment?</i>
<b>5</b> <b>Assault</b> (45 minutes)	Group work and presentation	Three cards, each describing a case of assault
<b>6</b> <b>Rape</b> (60 minutes)	Discussion Poster exhibition	Posters 9-12: <i>Rape</i> Poster 13: <i>Some statistics on rape in India</i>
<b>7</b> <b>Concluding activity</b> (10 minutes)	Poster presentation	Poster 14: <i>Learnings of Day Two</i>



**Key messages**

Violence is any use of force or threat of force by an individual or group that causes harm to another.

Violence could be physical, mental, emotional, verbal, economic or sexual.

**Methodology**

- Game
- Discussion
- Poster presentation

**Materials**

- Balloons, one per participant
- Poster 6: *What is violence?*
- Three large-size cards, each card with one of the following words written on it:
  - *Violence*
  - *No violence*
  - *Not sure*

**Recommended time**

75 minutes

**Procedure**

Begin the day by helping participants to recall the main ideas discussed on Day One. Then move on to the new activity.

Part A

Distribute balloons to the participants. After they have blown and tied up their balloons, tell them that they will be playing a 5-minute game.

The objective of the game is simple: to collect as many balloons as possible. The player with the maximum number of balloons at the end of 5 minutes is the winner. There are, of course, no points for burst balloons.

Play the game. It is likely that all the balloons would be burst well before the end of the game; if not, declare the winner(s) and end the game.



Ask the group to describe what happened in the game.



- Did anyone try to push or hit others or try to forcibly snatch their balloons?
- Would you describe this as ‘violence’?

Encourage participants to think about why they would or would not describe the pushing/shoving/trying to snatch another person’s balloon, etc. as ‘violence’.

Allow the participants to express and debate different views for some time. It is likely that the group will not be able to come to any agreement on whether there was any violence involved in the game. You do not need to arrive at a conclusion at this stage. Tell them that in the next part of the activity, we will try to understand what exactly the term ‘violence’ means.

## Part B

Put up POSTER 6. Read out the poster to help participants understand the meaning of the term 'violence'.

Then put up the three cards in different parts of the room. Give participants the following instructions for the game:



In order to further clarify the meaning of 'violence', we will play a game. Three cards have been put up.

I am going to read out descriptions of a few situations.

If you think that the situation is a case of violence, then go and stand near the card that says *Violence*.

If you think that the situation does not depict a case of violence, then take your place near the card that says *No violence*.

If you are undecided, take your place near the card that says *Not sure*.

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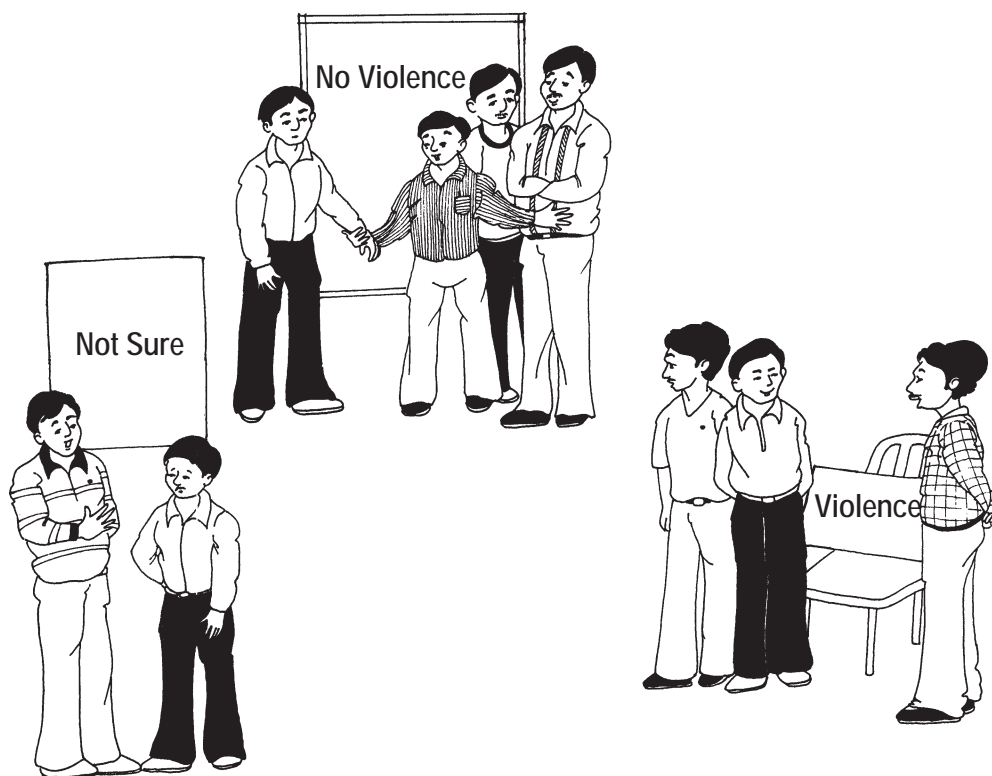
Once the instructions have been understood, play the game. Read out one situation at a time and let the participants take their positions.

Ask the three groups to explain their reasons for taking that particular position.

Let each group convince the other groups about their position. In the course of the discussion, if anyone wants to change sides, he is free to do so.

After this discussion, sum up the situation. Points for summing up have been provided for your reference at the end of each situation.

Encourage the groups to participate enthusiastically. The more they discuss and argue, the livelier the game will be.



### Situation 1



A girl is standing near a movie theatre, waiting for her friends. A group of boys, who are waiting nearby, call out to her and pass remarks on her clothes and make-up. They ask her if she wants to join them.



- Would you call the boys' behaviour violent? Why?

### Points for sum up



The boys' behaviour is an act of sexual harassment, even if the boys were just doing it for 'fun'. This is also a form of sexual violence. Even though they might not have harmed the girl physically, their remarks could have hurt and humiliated the girl; since she was alone, she might have been frightened as well.



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## Situation 2



A 12-year-old boy has just come home with his examination results. He has failed. His parents shout at him; his mother refuses to give him any food that day, while his father threatens to teach him a lesson he will not forget.



- Would you describe what the parents did to the boy as violence? Why?

### Points for sum up



While the boy's father has threatened physical violence which will definitely hurt the boy, the mother's behaviour can also harm him physically and mentally. Therefore what the parents did to the boy can be described as violence. It is natural for the parents to be angry at their son's behaviour, and they do have a right to scold him and tell him to improve his performance the next time. But 'disciplining' their son cannot be an excuse for using physical force or depriving him of basic necessities.

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## Situation 3



In a school, children belonging to a particular caste are made to sit separately because they considered to be 'inferior'.



- Would you say there is any violence involved in this situation? Why?

### Points for sum up



Every individual has the right to be treated equally and fairly, regardless of religion or sex or caste. In this case, the children are being forced to sit separately because of their caste. This will definitely harm them mentally and emotionally, and they will grow up feeling inferior. This is therefore an act of violence. It is also against the law to discriminate on the basis of caste.

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#### Situation 4



A woman and her husband work in the same company. The woman has just got a promotion while the man has not. So he is upset and has stopped talking to his wife; he taunts her in front of his friends, telling them that she is now “too big” for him.



- Do you think there is any violence involved in this situation? Why?

#### Points for sum up



Yes, the husband’s behaviour is a form of violence. It will cause emotional and mental harm to the woman. It is his jealousy that is making the man hurt his wife in this manner. Also, most men are brought up to believe that they are ‘superior’ to women; so when his wife does better than him at her job, he probably feels inferior, he feels he is ‘less of a man’. But the fact is that, like a man, a woman too has a right to have a career, and to secure a promotion based on her hard work and good performance.

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#### Situation 5



A well-off couple have employed a 13-year-old girl to work as a domestic help. The girl is expected to do all the housework, including washing the clothes and vessels, cleaning the house, taking care of the couple’s two-year-old baby and buying things from the market. She is expected to work seven days a week. She gets a salary and two meals every day.



- Do you think there is any violence involved in this situation? Why?



### Points for sum up

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Yes, this is a form of violence. This is a clear example of child labour. And every case of child labour causes serious mental, emotional and even physical harm to the child.

The law prohibits child labour. However, this is a common situation in our country. Children often work in hazardous and extremely harsh conditions. This deprives them not only of basic rights like education, but they also lose out on their childhood. Children are employed because they provide cheap labour; employing a child does not mean that the employer is ‘helping’ the child’s family. Employing an adult in the child’s place would not only put an end to this practice, but also reduce the large-scale prevalence of adult unemployment in our country.

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## Situation 6



Praveesh is 14 years old and studies in Class IX. He is very particular about his appearance and likes to dress well. He is a rather quiet boy and does not have many friends. Every day when Praveesh goes for his tuition classes, a group of boys tease him; they whistle at him and call him names like '*chikna*'. This has been going on for the last one month. Praveesh is now scared to take that route or go anywhere near that street.



- Do you think there is any violence involved in this situation? Why?

### Points for sum up

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Yes, this is a form of violence. The behaviour of the boys has frightened and humiliated Praveesh. Even if the boys are not causing him any physical harm, and even if they think they are having some “harmless fun”, the fact is that their behaviour has hurt Praveesh; it is therefore a form of violence.

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Now, discuss the following question with the group:



- Were you surprised that any particular situation was indeed an act of violence? Why?

### Sum up



In every situation that we discussed, there was some form of violence. While the violence was clearly evident in some cases, in other cases it was less so. This violence took different forms – in some cases, it was sexual violence, while in other cases it was verbal, physical, emotional or economic violence.

In each case, the person at the receiving end suffered either physical or emotional hurt. Violence is therefore not only causing physical injury – **causing emotional or mental trauma or economic deprivation is also violence.**

When we try to decide whether an action is an act of violence or not, we need to look at two things – the **intention of the person committing the violence and the impact on the person at the receiving end**. So, even in a game, where there may be no intention to cause hurt, if someone does get hurt there is violence. In other words, while the violence may be deliberate in some cases, it may not be deliberate in other cases.

The poster used in this activity will also be required for the next activity. So let the poster remain where it can be seen by the participants.

**Key messages**

There is a clear link between power and violence.

Violence is usually committed by powerful people on those who have less power.

Power need not always be physical.

**Methodology**

- Discussion
- Blackboard work

**Materials**

- Poster 6: *What is violence?*

**Recommended time**

45 minutes

**Procedure**

Part A

Tell the group that in this activity we will be trying to understand why violence takes place.

Point to the poster put up at the end of the previous activity and ask the participants to think about the following:



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We have just seen that violence is any use of force that causes harm to an individual or group. In your community you probably see a lot of violence around you. Think for a minute about the people or groups who are generally the victims of violence in different forms.

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Divide the blackboard into three columns as shown in the illustration.

<i>Victims</i>	<i>Perpetrators</i>	<i>Forms of violence</i>

Now ask the group the following question:



- Who are the people you would put in column 1, that is, who are the people who are generally the victims of violence?

As the participants respond, note down their responses in the first column. Note down these responses one below the other, with some space in between (see illustration).

<i>Victims</i>	<i>Perpetrators</i>	<i>Forms of violence</i>
<i>Children</i>		
<i>Poor people</i>		
<i>Women</i>		

Now take up the first response for further discussion. **It is important that you follow the steps in sequence.**

Ask the participants to think about who perpetrates violence on the first group (for example, if *children* have been identified as the first category of victims, ask the participants to identify the people who perpetrate violence on children). Note down their responses in the second column.

Next ask the participants to think of the ways in which this violence is perpetrated, or the forms it takes (for example, if *children* have been identified as victims of violence perpetrated by their *parents* and *teachers*, ask the group to think of the forms this violence takes). Note down their responses in the third column.

Now you have a complete *grid* for the first category of victims of violence. That is, you know who perpetrates this violence and what forms this violence takes.

<i>Victims</i>	<i>Perpetrators</i>	<i>Forms of violence</i>
<i>Children</i>	<i>Parents</i> <i>Teachers</i>	<i>Beating, denial of food, scolding</i>
<i>Poor people</i>		
<i>Women</i>		

Go through the same steps for the next category of people identified as victims, and then the next, and so on. Make a similar grid for all the groups identified as victims of violence.

*A typical grid is illustrated here. Remember, though, that this is only a sample and that the details filled in will vary from group to group.*

<i>Victims</i>	<i>Perpetrators</i>	<i>Forms of violence</i>
<i>Children</i>	<i>Parents</i> <i>Teachers</i>	<i>Beating, denial of food, scolding</i>
<i>Poor people</i>	<i>Landlords</i> <i>Employers</i>	<i>Denial of wages, low wages, physical abuse</i>
<i>Women</i>	<i>Husband</i>  <i>In-laws</i>	<i>Beating when drunk, forcible sex</i>  <i>Dowry harassment</i>

### Part B

Summarize the grid created on the blackboard. Then ask the participants the following question:



- Why do the people in the second column commit violence? Is it because they are 'bad' people?



Let the group respond. Then explain the point as follows:

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One thing that the people in the second column have in common is that they are all more **powerful** than those in the first column. That is, in all cases, violence is committed by those who are powerful on those who have less power. This means that **having power is linked to who commits violence and on whom.**

But what do we mean by ‘power’? Generally when we use the word ‘power’ we think of physical power, that is, we think of someone with a strong, muscular body. But **power is not always physical.** For example, a rich man is usually powerful, regardless of his physical size; this is because his wealth gives him the ability to influence other people’s lives. Or a politician is powerful because he is in a position to take decisions that will affect a large number of people.

**Different people may be powerful in different situations.** In fact, the same person may be powerful in one situation and powerless in another. Take the example of a man beating his wife. In this case, he is more powerful, he is the perpetrator. Now imagine the same man in a work situation – where he is a labourer. In such a situation, wherein there are others more powerful than him, he could well be a victim. Yet another example: a woman in a position of power might commit violence on her junior employee who is a man. But the same woman may be a victim at home if her husband or in-laws harass her or beat her.

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Ask the participants the following question:



- Why do you think people misuse power?

Let them respond, then explain as follows:

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Most of our behavior is learnt – that is, we observe people behaving in a particular way and learn to behave in the same way ourselves. **Like other forms of behaviour, violence is also learnt.**

All around us, we see people misusing their power – for example, politicians misuse their political power for their own gain, while employers may misuse their power to commit economic violence. So when we find ourselves in

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a situation of power, we too start behaving in the same way and committing different forms of violence.

Another reason is that a person who has suffered violence because he had no power may feel that it is his right to commit violence when he acquires some power. In fact studies have shown that children who are victims of violence often grow up into violent adults. Here we can clearly see that as children they were powerless and so were forced to suffer violence, but as adults they have power over some people and so they misuse this power and become perpetrators of violence themselves.

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### Sum up



We saw yesterday that in our society, men generally have much more power than women. In this activity we have seen that violence is generally committed by powerful people. Therefore, it is not surprising that **many men misuse their power and commit violence against women.**

But power can also be used in other ways.

As a male member of society, you can play a very important role in putting an end to violence. In fact, **you can become a partner in the effort to stop violence.**

In order to stop violence against women, we need to first understand what the main forms of this violence are, and the main reasons why this violence is committed.

So from now on, this is what we will be talking about. After understanding this, we will discuss how each and every one of you can help in putting an end to this violence.

**Key messages**

Violence is committed on women within the family as well as outside the home.

This violence takes many forms. It could be physical, verbal, mental, emotional, economic or sexual.

**Methodology**

- Debate
- Poster presentation

**Materials**

- Poster 7: *Violence against women*

**Recommended time**

60 minutes

**Procedure**

Divide the participants into two groups. Explain to them that the two groups will be engaging in a debate on violence against women.

Group 1 has to defend the following statement:

Violence against women takes place mostly within the family.

Group 2 has to argue in favour of the following statement:

Most of the violence against women takes place outside the home.

Give the groups about 10 minutes to put together their arguments. Make sure that the participants understand that they have to argue in favour of the statement given to them, regardless of what their own personal opinion might be.

Conduct the debate by first asking Group 1 to present their arguments, and then calling upon Group 2 to do the same.



Once both sides have made their presentations, have an open discussion. Encourage participants to express their views freely; at the same time, ensure that every participant has a chance to share his views. Moderate the debate so that it does not become one-sided.

Note down on the blackboard the points that emerge during the debate and discussion.

Display POSTER 7 and read it aloud.

## Sum up



We have seen that violence against women takes place within the family as well as outside the home. This violence is not just physical; it could also be verbal or emotional or mental or economic or sexual.

Some of these forms of violence are obvious – like rape or physical abuse for dowry or a man beating his wife. But what we need to recognize is that there are other forms of violence that have an equally harmful impact. A man constantly taunting his wife is also a form of violence; or a group of boys passing remarks about a girl's clothes or physical appearance is also violence, even though the boys may think that it is “harmless” or “just for fun”.

In this activity we have seen the forms of violence committed against women. In the next few activities, we will discuss in greater detail some of the common forms of violence against women. We will see why such violence takes place, how it affects women and what we can do to stop it.

**Key messages**

Sexual harassment is the use of words and/or actions that embarrass, humiliate or intimidate an individual on the basis of sex.

Sexual harassment is a form of violence against women.

The reasons for sexual harassment include: greater power enjoyed by men, images of 'manly' behaviour promoted by the media, and peer pressure.

Women who are sexually harassed feel humiliated, angry and frightened.

**Methodology**

- Game
- Discussion
- Poster presentation

**Materials**

- Three large-size cards, each card with one of the following words written on it:
  - *YES*
  - *NO*
  - *NOT SURE*
- Poster 8: *What is sexual harassment?*

**Recommended time**

60 minutes

**Procedure**Part A

Put up the three cards on different sides of the room.

Give the initial instructions as follows:

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We will play a game.  
Three cards have been put up.

I am going to read out a few statements.  
Each statement describes a situation.

If you think that the situation is a case of sexual harassment, then go and stand near the card that says *Yes*.

If you think that the statement does not depict a case of sexual harassment, then take your place near the card that says *No*.

If you are undecided, take your place near the card that says *Not sure*.

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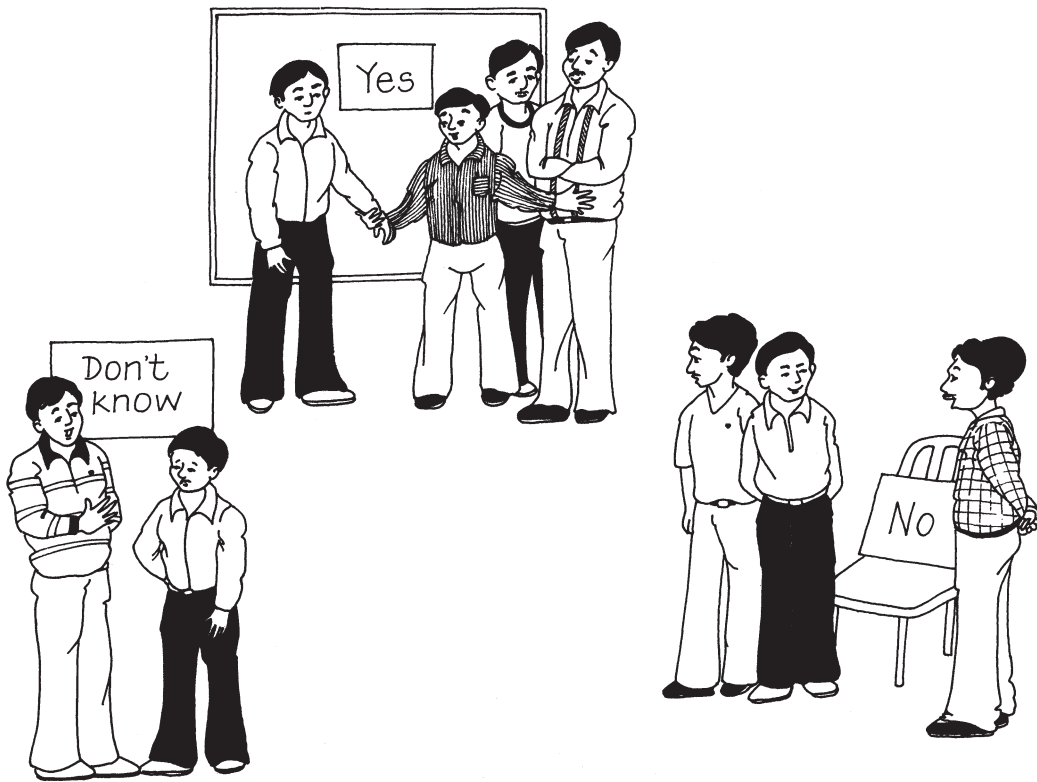
Once the instructions have been understood, play the game. Read out one statement at a time and let the participants take their positions.

Ask the three groups to explain their reasons for taking that particular position.

Let each group convince the other groups about their position. In the course of the discussion, if anyone wants to change sides, he is free to do so.

After this discussion, sum up the situation. Points for summing up have been provided for your reference at the end of each statement.

Encourage the groups to participate enthusiastically. The more they discuss and argue, the livelier the game will be.



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### Statement One



Whenever Ravi travels in a bus, he tries to find a way to push against a girl and to touch her.

### Points for sum up



Ravi is clearly trying to harass girls in the bus. The fact that he tries to get close to a girl means that his intention is to hurt and humiliate the girl. Just because he does not always succeed in touching the girl does not mean that Ravi is not guilty.

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### Statement Two



Shaila's boss tells her that she will not get a promotion unless she agrees to spend a night with him.



### Points for sum up

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Shaila's boss is using his position of power to get Shaila to have sex with him. This is clearly a misuse of power, an act of sexual violence. Even if he has not physically forced himself on Shaila, the fact that her promotion is at stake will put Shaila in a vulnerable position. Therefore this is a case of sexual harassment.

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### Statement Three



The boys at the *nukkad* pass lewd comments about Meena's figure and clothes.

### Points for sum up

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This is an obvious case of sexual harassment. The boys' comments are likely to hurt and humiliate Meena. It is difficult for Meena to do anything in such a situation – first of all she is alone, and secondly she may need to pass through the same way again and might therefore be scared that if she says something, the boys might physically harm her later.

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### Statement Four



Rajeev and his friends have drawn obscene pictures in the ladies' toilet.

### Points for sum up

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The intention behind this act is clearly to humiliate women. It is therefore a case of sexual harassment.

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### Statement Five



In the afternoon, Rajesh stands at 171 number bus stop. Whenever a woman passes by, he unzips his pant and shows himself.

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## Points for sum up

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A woman, like a man, has the right to move around freely and without fear. But this act of Rajesh is bound to make any woman feel humiliated and even afraid. She is likely to feel that Rajesh might try to get physically intimate with her or even rape her. Since Rajesh is using the fact that he is a man to humiliate and scare women, it is a case of sexual harassment.

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At the end of the game, put up POSTER 8 and read it aloud.

Explain the real meaning of sexual harassment and its impact on women in the following way:



From this definition it is clear that **sexual harassment does not refer only to physically touching or hurting a woman, but can also take other forms.**

Regardless of the form it takes, **sexual harassment is extremely demeaning and humiliating to women.** Unlike what we see in films, in the real world women hate being sexually harassed. They feel insulted, humiliated. They feel angry and offended. They are also frightened by such behaviour. Frightened of being followed, frightened of being touched.

The person committing this violence is to be blamed. It is wrong to say that “girls enjoy it” or that “girls are asking for it”. And yet it is often girls who pay the price for sexual harassment. Parents forbid young girls from moving around freely because they are frightened that they may be harassed. Thus, it is the girl’s freedom that is taken away because of wrong behaviour on the part of some young men. This is clearly unjust.

**The law recognizes sexual harassment as a punishable offence.** Those found guilty of sexual harassment can be fined or imprisoned.

**Sexual harassment is an act of violence.** It is committed by people who are powerful against those who have relatively less power. Which is why it is men who generally indulge in acts of sexual harassment. This harassment is generally directed against girls, but it might also be directed against other men, especially young boys. It is also possible for a woman or a girl to indulge in such behaviour.

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For example, a group of girls may pass comments on a boy's looks or a woman boss may sexually harass her male subordinate. However, these cases are far fewer than cases of sexual harassment by boys and men.

Whether the perpetrator is a man or a woman, the fact remains that sexual harassment is wrong and that such behaviour deserves to be condemned.



### Part B

Ask the group the following question:



- If sexual harassment is such a big offence and an act of violence, why do boys harass girls and women?

Allow the group to respond. Then make the following points:



Almost every girl in our society has, at one point or another, experienced some form of sexual harassment.

In fact many people consider such behaviour to be harmless and just 'fun'. A lot of people feel that it is a 'phase' that boys go through, that all boys at a certain age

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behave in this way, and so there is nothing wrong if a boy indulges in such behaviour. This is absolutely false. All these are merely excuses for condoning wrong behaviour. The real reasons are different.

One basic reason for sexual harassment is linked to **power**. Harassing women is one way that men show that they have more power. They know that girls are usually too frightened or too ashamed to retaliate.

Another reason is that **such behaviour is considered ‘manly’**. Many times, in Indian films we see the heroine being sexually harassed by the hero. Usually, the heroine is not offended by such behaviour and even falls in love with the ‘manly’ hero! These images of masculinity have a great impact on boys who try to emulate such behaviour. These images also put a lot of pressure on boys. And when some boys harass girls, others in the group feel they have to behave in the same way.

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### Sum up



No human being, man or woman, has the right to use words or actions that cause another human being to experience discomfort, shame, humiliation or fear.

We would not like to experience such harassment nor would we like any girl or woman close to us to go through such harassment.

So as men who believe that sexual harassment is wrong and should be ended, what is it that we can do?

Obviously our own behaviour should be such that it never causes humiliation to any girl or woman. In fact, rather than give in to pressure from friends, we can try to be role models and dissuade our friends from indulging in such behaviour.

**Key messages**

Assault is an extreme form of physical violence. It includes acts such as throwing acid, burning, shooting and stabbing.

The media constantly reinforce the myth that a 'real' man always gets the woman he wants. These images of masculinity, combined with men's inability to accept rejection, are responsible for crimes of assault.

Assault causes very serious physical damage to women. It may even result in death. Such acts of violence must therefore be condemned in the strongest terms.

**Methodology**

- Group work and presentation

**Materials**

- Three cards, each describing a case of assault

**Recommended time**

45 minutes

**Procedure**

Divide the participants into three groups. Give each group one of the cards.

Explain what they have to do.



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Each card describes an incident of violence against women; these are based on real-life cases. You have to first read the case given to you and then discuss it amongst yourselves. Then you have to answer the questions given at the end of the case. These answers may be noted down on a separate sheet of paper. A representative from each group will then have to present the case and the analysis to the larger group.

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Allow about 15 minutes for small group work.

Call the representative of the first group to make his presentation. Tell him that he should first read out the case; then he should read out each question and the group's response to the question. In this way, he should help the other participants understand the group's analysis of the case.

In the same way, get the representatives of the second and third groups to make their presentations to the larger group.

### Sum up



Each incident described a serious form of physical violence against women. We refer to such acts of burning, throwing acid, etc. as acts of **assault**. We saw that such acts of assault **can result in severe physical injury or even death**. And yet, if we think about the reasons for this, we see that in each case the man resorted to violence because he was unable to accept a 'No' from the woman. Why did this happen?

Most boys are brought up to believe that they are 'superior' to girls and that they have a right to get what they want. Girls, in contrast, are told that they should give in to the wishes of the men around them. The media also constantly reinforce this idea. Most of our films, for example, show us that while the girl may first reject the hero (who often harasses her sexually), in the end she always gives in. This makes boys believe that a 'real' man always gets the woman he wants.

Therefore, when a boy is rejected by a girl, he finds it very difficult to cope with his feelings of hurt and pain. He feels 'inferior', he feels that he has 'failed' in some way, he feels 'betrayed'. His male pride is also hurt: "How dare she treat me like this! I will teach her a lesson!" Men who are unable to cope with these feelings often resort to violence – physically assaulting the woman by burning her or stabbing her or throwing acid on her.

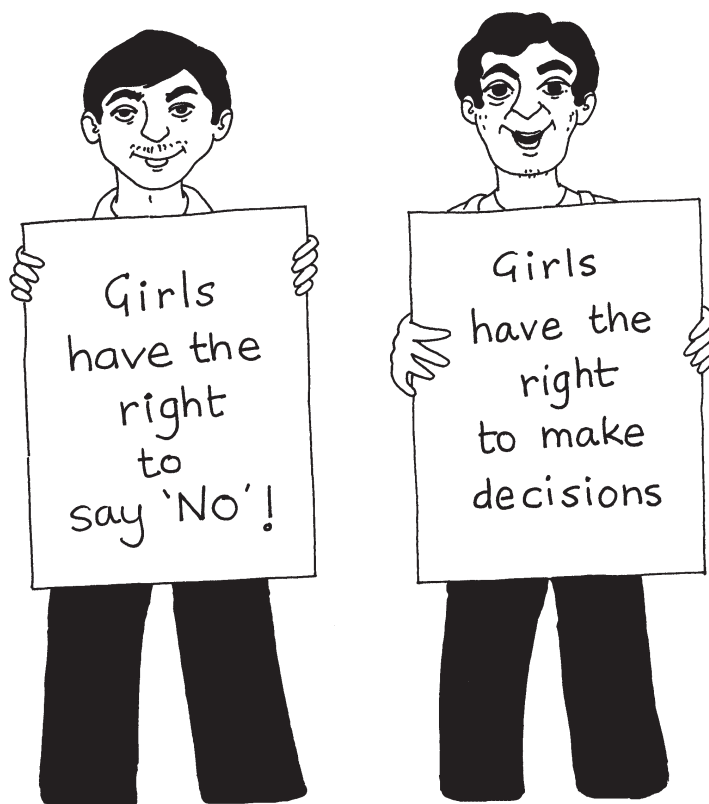
It is obvious that this is totally unfair and unjust and has to change. All of us must learn that men and women are equal; that **a woman (like a man) has the right to say 'No'** if she does not want to have a

relationship with a particular person. Her wishes are as important as any man's, and must be respected. Moreover, a woman is an individual in her own right and not a 'possession' that 'belongs' to any man.

Everyone finds it difficult to cope with rejection – but we must learn that this is part of life, that it is absolutely wrong to express our feelings of hurt and pain through violence.

Lastly, we need to realize that physically assaulting somebody is not an act of love; so in each of the cases that were discussed, if the man had truly loved the woman, he would have respected her wishes instead of ruining her life or killing her.

Therefore each and every one of us must condemn such behaviour in the strongest terms. Not only should we never indulge in such behaviour but we must never support anybody who acts in this manner.



**Key messages**

Rape is an act of sexual violence.

The reasons for rape are linked to power and notions of masculinity. They are in no way related to a woman's age, appearance, clothes or behaviour.

No woman 'invites' rape.

Rape causes severe physical, mental and emotional trauma.

We must strongly condemn every act of rape.

**Methodology**

- Discussion
- Poster exhibition

**Materials**

- Posters 9-12: *Rape*
- Poster 13: *Some statistics on rape in India*

**Recommended time**

60 minutes

**Procedure**

Begin the activity by writing the following statement on the blackboard and reading it aloud:



Rape is the most serious form of sexual violence against women. Statistics show that **in our country 44 women are raped every day**. This means that **one woman is raped every 32 minutes**.



Ask the group:



- Why are so many rapes committed? What are the reasons for this?

Encourage the participants to come up with as many responses as possible. Note down the responses on the blackboard. Do not give your own opinion at this stage.

Now put up POSTERS 9-12. **Tell the group that each poster describes one real incident of rape that has taken place in recent times in our country.**

Invite the group to come forward and read the posters carefully.



After everyone has read all the posters, ask them the following question:



- What were the reasons for the rape in each case?

Once again, note down the participants' responses on the blackboard (see illustration).

<i>Reasons for rape</i>	
<i>What we believe</i> <ul style="list-style-type: none"><li>- <i>The way women dress</i></li><li>- <i>Men's sexual desire</i></li><li>- <i>Women going out alone at night</i></li></ul>	<i>What the facts show</i> <ul style="list-style-type: none"><li>- <i>Power</i></li><li>- <i>Revenge</i></li><li>- <i>Masculinity</i></li><li>- <i>Can be committed on women of different ages</i></li></ul>

Now ask the group to compare the two sets of reasons for rape. Involve them in a discussion around the following questions:



- Can you see any common points between the first set of responses and the second?
- What does this tell us about people's perceptions about rape?

Conclude the discussion by making the following points:



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Many of us feel that the way a woman dresses or behaves, provokes a man to commit rape. Many people also believe that rape takes place because men cannot control their sexual desires.

The cases that we have just seen, however, show us that this is not true at all.

In the case of the woman raped during the riots, rape was used as a weapon to "teach a lesson" to an entire community. It had nothing to do with the woman's appearance or clothes or behaviour. In fact during riots and wars such rapes are unfortunately a common occurrence.

In the Bangalore case also, the motive for the rape was revenge against an ex-employer.

In our society, women are often considered to be possessions - a woman is said to 'belong' to her father or husband. This is why rape is also **used as an act of revenge** – a woman is raped in order to teach her husband/father/brother a lesson.

Rape is also a **misuse of power**, as we saw in the case of the police constable. Here the policeman used his official power to threaten the boy and rape the girl.

The 11-year-old girl's case is also a case of a man using his physical power over a child.

In each of these cases, the rape had nothing to do with the woman's clothes, appearance or behaviour. The rape was also not about satisfying sexual desire. In every case, the **rape was one way of a man exerting his power over a woman**. It is therefore totally wrong to believe that a woman 'invites' rape.

**Rape is an act of violence. Rape is forced sexual intercourse that takes place without a woman's consent or against her will.** Even when a husband forces his wife to have sexual intercourse, it is an act of rape – although this is yet to be recognized by law.

Rape causes immense physical, mental and emotional trauma to a woman. In addition to this, society often blames her for the rape. This means that the rape imposes a double burden on the woman.

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Put up POSTER 13 and read out the text in an emphatic manner.

Continue the discussion by asking participants the following questions:



- Why do you think that only a small number of rape cases are reported?
- Why is it that only a small percentage of rapists get convicted?

Encourage the participants to think of answers to these questions. Then sum up the discussion by making the following points:

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Rape is about power and the misuse of power. One reason why very few women report cases of rape is that the rapists are powerful people; the women are therefore too scared to complain against them. Even those women who do complain, are often not taken seriously; they have to go through further humiliation by being forced to answer questions about their character and sexual history. Yet another reason for the reluctance to report rape cases is the stigma attached to rape – the woman who is raped is seen as a 'fallen woman' and her reputation is ruined.

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Although the law against rape is strict, very few rapists get convicted. One reason again is power – the rapists are too powerful to be punished. Another reason is that very often, women themselves retract their complaint out of fear. The attitudes of the police and judges also influence the punishment given to rapists.

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### Sum up



We know the trauma that rape causes a woman. We have also seen the alarmingly large number of rapes that continue to be committed in our country. Is there something we can do to change this shameful situation? Yes, there is.

**We have to be clear that rape is about power, about humiliating and hurting a woman. Whatever the circumstances, rape is an act that deserves to be condemned.**

**We must recognize that a rapist is a criminal who deserves to be punished in the severest manner. He is fully responsible for the rape.**

**No woman can be said to ‘invite’ or ‘provoke’ rape. She is the one on whom violence has been committed. It is therefore unjust and unfair to blame her for what has been done to her.**

**We must support her in every way we can.**



In our workshops, many participants felt that women often level false allegations of rape against men, either to save themselves from the 'shame' of being caught having an affair, or as an act of revenge.

We conceded that such possibilities do exist. However, the fact is that this is not true of a majority of the reported cases of rape. Several studies have confirmed this fact.

We also pointed out that in our society, there is a great deal of social stigma attached to a woman who has suffered rape. It is therefore unlikely that a woman would falsely "cry rape"; the consequences for her would be far too serious.



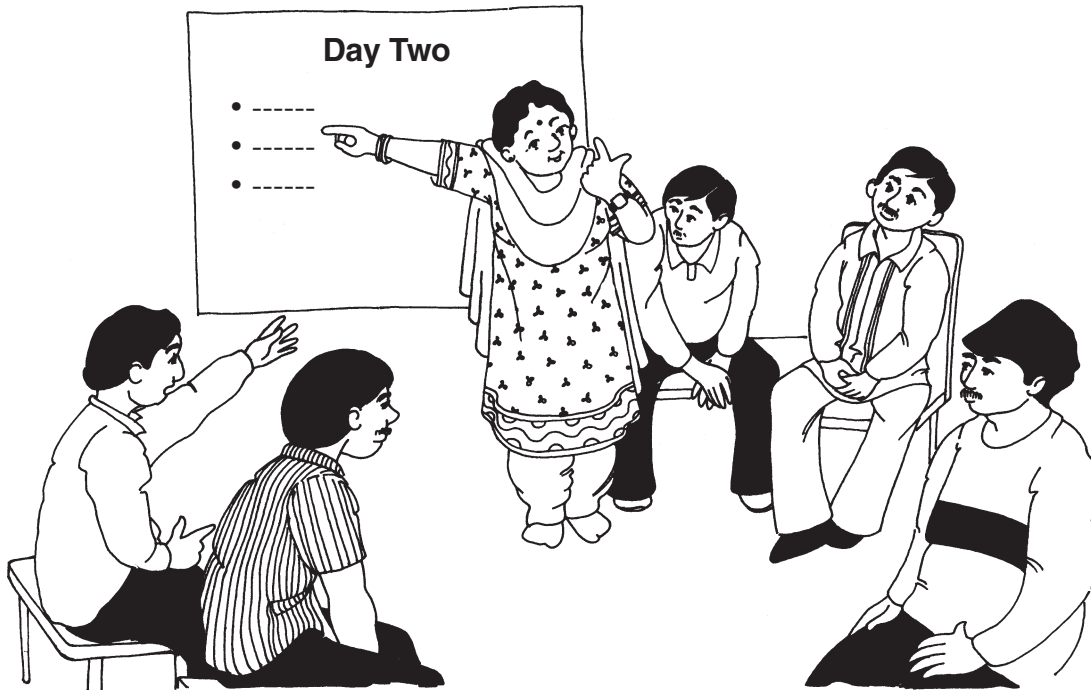
A recurring question from several participants related to the rape of men. Participants insisted that just as women are raped by men, men too are 'raped' by women and that therefore men too suffer the impact of rape.

We explained that men could also be raped, and that it is indeed true that many men are forced to silently suffer the trauma of rape. In fact such rapes have a lot in common with rapes committed on women. Men are usually raped by other men who are in positions of power; younger boys, for example, are often molested and raped by older boys and men. Although the law does not recognize these acts as 'rape', they are no less serious and deserve to be condemned equally strongly.

We also conceded that since rape is primarily about power, it is possible for a woman or group of women in a position of power, to force a man to have sexual intercourse and that this too would constitute rape. However, the fact is that such acts are not common, simply because the proportion of women in positions of power is still very, very small.

## Concluding activity for Day Two

End the day by asking participants to recall the different activities of the day and what they have learnt through these activities. Then put up POSTER 14 and ask one of the participants to read it aloud.



**You could use the same poster to begin the activities on the next day.**

# DAY 2

**RESOURCE  
MATERIALS**





# What is violence?

Violence is the use of force or the threat of force by one individual or group that causes harm to another.

Violence may be:

- Physical (beating someone, pushing, kicking, etc.)
- Verbal (taunting someone, shouting, making threats, etc.)
- Mental and emotional (deliberately ignoring someone, insulting or humiliating a person, etc.)
- Economic (depriving someone of money, paying less than what is due, etc.)
- Sexual (rape, sexual harassment, etc.)

Violence may lead to physical injury, mental and emotional trauma, loss of self-esteem and even death.

The harmful effects of violence are thus numerous and very serious.

# Violence against women



## Within the family

- Verbal abuse (shouts, threats, taunts, etc.)
- Physical abuse (female foeticide and infanticide, beating, kicking, burning, etc.)
- Emotional and mental abuse (unreasonable suspicion, restricting movement, desertion, discrimination in education, etc.)
- Economic deprivation (restricting access to money and property, etc.)
- Sexual harassment, forcible sexual intercourse

## Outside the home

- Sexual violence (rape, sexual harassment)
- Physical violence (burning, throwing acid, etc.)
- Economic violence (discrimination in work and wages, unequal rights, etc.)

# What is sexual harassment?

Sexual harassment is the use of words and/or actions that embarrass, humiliate or intimidate an individual on the basis of sex.

It includes the following:

- Making sexist remarks and jokes

- Stalking

- Obscene phone calls

- Sexual propositions

- Suggestive sounds and gestures

- Pornographic visual displays

Sexual harassment is a form of violence.

## Cases for analysis: Day Two, Activity 5

### Case 1

This is the story of a 15-year-old schoolgirl who lived in a distant suburb of Mumbai. A young man, about 25 years old, fell in love with her. He used to follow her regularly; several times he had even expressed his love for her. She, however, was not interested in him; she was still very young and was busy with her studies.

While she was appearing for her SSC examinations, the young man followed her to the school one day. There, in full view of other students, he doused her with kerosene and burnt her. She died within a few hours.

The young man was arrested as he was running away.

### Questions:

- What was the cause of violence in this case?
  - Was the man justified in doing what he did?
  - What do you think were the feelings that prompted the man to commit the violence?
  - Why do you think the man felt that it was all right for him to do what he did?
  - If you were in the man's place, what would you have done?
  - Imagine that the girl in this story was a member of your family. How would you feel if such a thing happened to her?
-

## **Case 2**

This is the story of a couple who fell in love while studying together in the same college. They had decided to get married as soon as one of them had found a job. Soon after their engagement, the young man began to try to persuade his fiancée to have sexual intercourse with him. Although she loved him, the woman wanted to wait until they were married. Once, when they had gone out together, the man tried to get physically intimate. When she wanted to stop, he became very angry, and told her that if she really loved and trusted him, she would not object. They began to argue, until he got so furious that he picked up a stone and hit his fiancée on the head. She died later that evening.

### **Questions:**

- What was the cause of violence in this case?
  - Was the man justified in doing what he did?
  - What do you think were the feelings that prompted the man to commit the violence?
  - Why do you think the man felt that it was all right for him to do what he did?
  - If you were in the man's place, what would you have done?
  - Imagine that the girl in this story was a member of your family. How would you feel if such a thing happened to her?
-

### **Case 3**

This is the story of a young couple who were very much in love. The man was, however, very jealous by nature and extremely possessive of his girlfriend. Although she had told him many times that he was the only man she loved, he just could not believe her. Tired of his constant suspicions, she broke off their relationship.

One day, while she was standing at a bus-stop, he drove up on his motorbike and threw a bottle of acid on her. Screaming with the burning pain, the woman was taken to hospital. Although she survived, she had to undergo several operations and will carry the scars on her body and mind throughout her life.

#### **Questions:**

- What was the cause of violence in this case?
  - Was the man justified in doing what he did?
  - What do you think were the feelings that prompted the man to commit the violence?
  - Why do you think the man felt that it was all right for him to do what he did?
  - If you were in the man's place, what would you have done?
  - Imagine that the girl in this story was a member of your family. How would you feel if such a thing happened to her?
-

## Gujarat 2002

### Muslim woman gang-raped during communal riots

She was five months pregnant at the time. Several of her relatives, including her 3-year-old son, were killed in the riots.

The men who raped her were known to her since childhood. They lived in the same village and were like brothers to her.

She has been forced to move from her village because of threats from the men she accused.

She is still waiting for justice.

## **Bangalore 2002**

### **Woman raped and murdered by two young men**

One of the men used to work for the woman's brother-in-law for more than 10 years. So when the men came to her home one day, she let them in.

They raped and then killed her. They also slit the throat of her 4-year-old daughter. They then fled, taking away valuables with them.

The Court sentenced them to death for the two murders. They were also sentenced to life imprisonment with a fine of Rs. 10,000 for rape and seven years' rigorous imprisonment for robbery.



## Mumbai 2005

### College girl raped by drunken police constable

The girl and her friend were accused of behaving 'indecently'. A watchman from a nearby building complained to the police.

The constable took the girl and the boy to the police chowky. He threatened the boy and told him to leave immediately.

He then raped the terrified girl.

She is still waiting for justice.

## **Delhi 2005**

### **11-year-old girl raped**

An 11-year-old girl was raped and hanged and her 4-year-old brother strangled, by some unknown men. The children were found dead inside their house.

Their parents, who came from Rajasthan, worked as construction labourers nearby. The children had spent the day at the construction site. But their parents had sent them and their two-month-old baby brother home in the evening.

When the parents returned home at night, the door was locked and the children were nowhere to be seen. Hearing the baby's cries from within, they broke open the door.

The two children were rushed to hospital, but it was too late.

# Some statistics on rape in India

- 44 women raped every day, that is, one woman raped every 32 minutes.
- Only one in 69 rape cases is reported. Therefore the actual number of rapes is much higher.
- Only 20% of reported cases result in conviction of the rapists.
- In 2004, 248 rape cases were registered in Delhi. Out of these, in 238 cases the rapists were known to the women. In 121 cases, the rapists were neighbours of the women. In several cases, the rape was committed by close relatives like the father, step-father, father-in-law, brother-in-law and cousins.

# Learnings of Day Two

- Violence is one way in which those who are powerful exercise their will over those who have less power.
- Violence against women may take place within the family or outside the home.
- Sexual harassment, assault and rape are serious forms of violence that women face outside the home. All these forms of violence are linked to male power and notions of masculinity.
- Rape can be committed on any woman, regardless of her age or looks or the clothes she wears. Rape is more about power and domination than sexual desire.
- Women do not invite or enjoy these forms of violence. In fact, such violence causes serious physical and emotional trauma.

# **DAY 3**

**PROGRAMME**

## SCHEDULE FOR DAY

# 3

Activity	Methodology	Materials
<b>1</b> <b>Domestic violence</b> (60 minutes)	Role play Discussion Poster presentation	Poster 15: <i>Domestic violence against women</i> Poster 16: <i>Forms of domestic violence against women</i> Three cards, each describing a situation for role play
<b>2</b> <b>The case against domestic violence</b> (45 minutes)	Game Discussion	—
<b>3</b> <b>Impact of domestic violence</b> (60 minutes)	Illustrated story Discussion Poster presentation	A set of six picture cards: <i>My name is Shobha...</i> Poster 17: <i>Impact of domestic violence on women</i> Poster 18: <i>Impact of domestic violence on children</i> Poster 19: <i>Cycle of violence</i>
<b>4</b> <b>Men as partners</b> (30 minutes)	Discussion Poster presentation	Poster 20: <i>Gender-based violence</i> Poster 21: <i>Putting an end to gender-based violence: Our role</i>

## SCHEDULE FOR DAY

# 3

Activity	Methodology	Materials
<b>5</b> <b>Developing positive attitudes</b> (45 minutes)	Poster presentation Discussion	Posters 22-25: <i>Men say ‘No’ to violence</i>
<b>6</b> <b>Expressing anger differently</b> (45 minutes)	Role play Discussion	—
<b>7</b> <b>Preventing others from committing violence</b> (60 minutes)	Role play Discussion	Three cards, each describing a situation for role play
<b>8</b> <b>Supporting women to end violence</b> (60 minutes)	Story analysis Case presentation	—
<b>9</b> <b>Conclusion</b> (45 minutes)	Poster presentation Pledge Game	Cards (size 6”x 6”), one per participant Poster 5: <i>Learnings of Day One</i> Poster 14: <i>Learnings of Day Two</i> Poster 26: <i>Learnings of Day Three</i>





**Key messages**

Domestic violence refers to acts of violence committed on a woman within the home by a member of her family. Such violence may be physical, emotional, mental, verbal, economic or sexual.

Like other forms of violence against women, the reasons for domestic violence are also linked to power and notions of masculinity.

We need to question all forms of domestic violence against women.

**Methodology**

- Role play
- Discussion
- Poster presentation

**Materials**

- Poster 15: *Domestic violence against women*
- Poster 16: *Forms of domestic violence against women*
- Three cards, each describing a situation for role play

**Recommended time**

60 minutes

**Procedure**

Begin the day by helping participants to recall the main ideas discussed on Day Two. Then move on to the new activity.

Divide the participants into three groups. Give each group one card depicting a situation of domestic violence. Tell them that each group has to perform a role play based on the situation given to them.

Allow 10 minutes for preparation. Then ask the groups, one by one, to perform the role plays. After all the role plays have been enacted, discuss each of the role plays along the following lines:



- What was the kind of violence that was depicted in the role play?
- Who committed the violence? On whom?
- Do you think this kind of violence is a common occurrence?
- What were the reasons for the violence committed in the role play?

Note down the responses on the blackboard.



Conclude the discussion by making the following points:



All the role plays depicted forms of violence against women. Unlike the kinds of violence we talked about in earlier activities, **in these situations the violence against women was committed within the home by family members.**

In the first role play, it was the husband who used physical violence against his wife on the excuse that she had not cooked the vegetable properly. In the second situation, the father committed verbal, emotional and mental violence on his daughter by forcing her to get married and threatening to keep her locked up if she did not obey his wishes. In the third situation, the brother-in-law was sexually harassing the woman; by not acknowledging his brother's misbehaviour and by not supporting his wife, the husband was also guilty of committing emotional and mental violence.

In all these cases, we refer to the violence committed on women as **domestic violence**.

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Put up POSTERS 15 and 16. Read out each poster to explain the meaning of domestic violence and the different forms it takes.

### Sum up



The different kinds of domestic violence that we have seen in the role plays and on the poster are a common occurrence in our society. What are the reasons for domestic violence against women?

The first reason has to do with **power**. As we saw in an earlier activity, there is a strong link between power and violence, and generally violence is committed by powerful people on those who have less power. In fact, violence is one way in which a powerful person misuses his or her power. In a family, women generally have little or no power. It is the male members who are generally more powerful – it is they who have more money, they who take important family decisions. In some cases, older women members may also have some power – for example, in many homes, the mother-in-law has much more power than her son or daughter-in-law. Domestic violence is a misuse of this power.

This is why violence in a family is usually committed by the husband or father or father-in-law or mother-in-law. In the role play situations also, this is what happened – the husband has more power than the wife, the father has more power than his daughter or her mother, and the brother-in-law and husband enjoy a position of power and privilege compared to the woman.

Another fundamental reason for domestic violence is linked to the **idea of masculinity or ‘manliness’** (*‘mardangi’*). Many people believe that being violent towards the women in their families is a sign of manhood, that a ‘real’ man should have ‘control’ over his family and that it is all right to use violence to establish this control.

Domestic violence is so common that many of us do not even think to question it. Men and women are **taught from childhood** that it is the man who should control the family, that he has a right to exercise this control in any form, even if it involves violence. When children see domestic violence taking place, they learn that it is all right for men to express their power through violence; in fact they also come to believe that violence is a sign of manhood.

We have already seen earlier that men and women have a right to be treated equally and that it is wrong for any single person in the family to exercise control and power over others. We have also seen that we need to question the images of ‘manliness’ that have been created by society. We therefore **need to seriously question domestic violence against women**. We need to understand that violence against women is unjust and unacceptable.



One point that came up repeatedly in our workshops was the participants’ belief that alcohol is the most important reason for domestic violence. Sometimes this was used as a justification for violence – for example, “the husband was drunk and therefore not in his senses, otherwise he would never have done such a thing”.

We pointed out that a survey in India had revealed that about half the cases of domestic violence are committed by people not under the influence of alcohol, people “in their senses”. Therefore, while it is true that alcohol may lead to lack of control and act as the immediate trigger, male power and notions of masculinity still remain the fundamental reasons for domestic violence. In any case alcohol cannot be used as an excuse for behaviour that causes such grave harm to the family.

## THE CASE AGAINST DOMESTIC VIOLENCE

**Key message**

There can be no justification for domestic violence against women.

**Methodology**

- Game
- Discussion

**Materials**  
—**Recommended time**

45 minutes

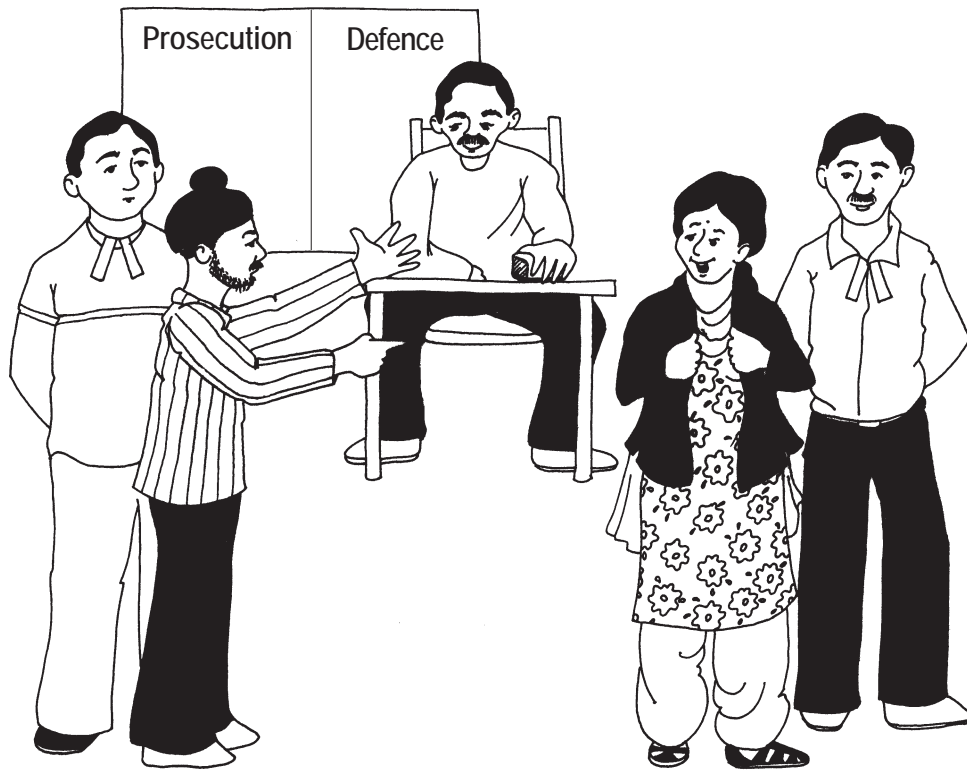
**Procedure**

This activity is intended to help participants articulate arguments against gender-based domestic violence. Two facilitators are required to play this game – one plays the role of the ‘judge’ while the other plays the ‘lawyer’ arguing in favour of violent behaviour by men. This is an effective activity if participants are sufficiently motivated to enter into the spirit of the game. So do try to create an appropriate atmosphere for this ‘courtroom drama’.

The ‘judge’ has to first explain the game as follows:



Imagine that this is a courtroom. I am the judge. We will be hearing some cases of violence against women. All of you are the lawyers of the woman in each case. You have to convince me, the judge, that the violence committed on the woman is completely wrong. The second facilitator will be the lawyer for the man in each case. After hearing both sides of the argument, I will deliver my judgement.



Read out the first case.

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### Case One



At the street corner, Ajay sees his sister Sudha talking to his friend Ganesh. He does not like it at all. Even without asking her to explain how she met Ganesh, he assumes the worst, drags Sudha home and starts shouting at her. He forbids her to leave the house without his permission. He threatens to lock her up, if she disobeys him for any reason, even to go to school.

Remind the participants that as Sudha's lawyers they have to fight her case and convince you, the judge, that the act of violence committed against Sudha is totally wrong.

As the judge, do not easily accept the arguments presented by the participants. The idea is to get them to think of as many arguments as possible.

As the participants put forward their arguments, the second facilitator (the ‘lawyer’ for the other side) should counter their arguments. Some suggestions for counter-arguments are given below.

- o As the brother, Ajay has to protect Sudha. He is doing it for her own good.
- o Maybe he has heard that Ganesh is not to be trusted and that is why he has taken this stand.
- o What will the neighbours and relatives say when they find out that she is meeting boys...does she want to disgrace the family?

Conclude the discussion by telling the participants that for the time being you are reserving your judgement and that you will give your final verdict after all the cases have been heard.

Move on to the second case. Read it aloud, then ask the participants to play the role of Pinky’s lawyers and convince you, the judge, that the violence committed against her is wrong.

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### Case Two



Pinky’s husband is always suspicious of her. He sees red, even if she is just getting dressed to go to the market. It has become his pastime to taunt her by saying things like “*Maharani, kis ke liye saj rahi hai...*”

Once again let the second facilitator present counter-arguments as follows:

- o Why should Pinky be so interested in clothes? It is better for women to dress simply.
- o The husband's suspicions may be justified. Who knows, she may be having an affair.

Now read out the third case and follow the same procedure.

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### Case Three



On his payday, Radha's husband has spent the evening with his friends and has come home drunk. Before Radha can stop him, her 12-year-old son asks his father for money to pay the school fees.

The moment the father hears the word “money”, he moves towards the son and bangs his head against the wall. Radha intervenes. Sobbing and shouting, she informs him that if the fees are not paid by tomorrow, their son will not be allowed to sit for the exams. How long can they carry on like this – she has already pawned her bangles with the money-lender; there is no money in the house, not even for the next day’s rations; and the rent has still to be paid...

Now the husband is really furious. He pulls Radha by her hair and hits her hard, a couple of times, across her face.

The second facilitator could use the following arguments to defend the husband’s actions:

- o The husband works hard, so what’s wrong if he spends his money on drink?
- o Why didn’t Radha wait till the morning? Why did she have to tell him her problems when she knew that he was drunk?
- o If she had spoken nicely to her husband, he would not have hit her. Doesn’t she know that getting angry and shouting at him will make her husband violent?

After the arguments and counter-arguments, move on to the fourth case and follow the same procedure.

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### Case Four



Binny is not feeling very well. She is also worried about her mother who is in the hospital. At night, her husband wants to have sex with her. She tries to tell him that she does not feel like it. This makes him angry. He stays quiet for a little while and then moves towards her again. She moves away. But the husband does not let her. He forces her to have sex.



After reading out the situation, encourage the participants to present arguments against the husband's behaviour. At the same time, let the second facilitator present counter-arguments in defence of the husband as follows:

- o They are a married couple. So the husband has the right to expect and demand sex from his wife.

After hearing all the cases, the 'judge' has to sum up the activity by delivering his/her 'judgement' as follows:



Like the 'lawyer' for the man in each case, many people try to justify domestic violence. 'Disciplining' the woman, protecting the family honour, 'wrong' behaviour on the woman's part – these are often cited as reasons that justify domestic violence. But these arguments are totally unacceptable. **There can be no justification for violence.**

**Whether it is curtailing a girl's freedom, verbally, physically and emotionally abusing her, or forcing her to have sex – these are acts of violence and they are wrong.**

**No person – no brother, no father, no husband — has a right to harm or threaten to harm another person.**

**Not only is it wrong to commit violence, it is also wrong to support it in any way. All of us must condemn domestic violence in the strongest terms.**

Therefore, the arguments presented by the lawyer for the men are hereby rejected. In each case, my verdict is in favour of the women.

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## Sum up



This was just a game. But as you yourselves pointed out, over and over again, **domestic violence is unjust and unacceptable.**

Violence not only does not resolve anything, it has a very serious negative impact on the woman and on the family, especially on the children.

In the next activity we will examine the impact of violence and see how damaging and dehumanizing it is.



We found during our field trials that participants generally enjoyed this activity and got into the spirit of the game without much persuasion. However, there were a few participants who wanted to 'switch sides' while arguing some of the cases. We found that the best way to deal with the situation was to tell them that while a lawyer could 'resign' from the case, he would not be allowed to argue for the opposing side. Therefore the only choice for those who could not play their role as 'lawyer for the woman' convincingly was to not speak at all and withdraw from the game.

## IMPACT OF DOMESTIC VIOLENCE

**Key messages**

Domestic violence has a very strong negative impact. It causes grave harm to the woman and the family.

Apart from physical injury to the woman, domestic violence causes severe mental and emotional trauma and loss of self-confidence and self-esteem.

Domestic violence is also traumatic for children. They live in fear and uncertainty, and may grow up to be violent themselves.

Lack of confidence, economic dependence and lack of support from society – these are some reasons why women find it difficult to get out of situations of domestic violence.

Women are also trapped by the cycle of violence – where a man's violent behaviour is followed by periods of non-violence and even affection.

**Methodology**

- Illustrated story
- Discussion
- Poster presentation

**Materials**

- A set of six picture cards: *My name is Shobha...*
- Poster 17: *Impact of domestic violence on women*
- Poster 18: *Impact of domestic violence on children*
- Poster 19: *Cycle of violence*

**Recommended time**

60 minutes

## Procedure

This activity involves telling a long story that is split up into several segments. Each segment of the story also has some questions which you have to ask the group to conduct a discussion. In each case, the last question is answered in the segment that follows.

### Part A

Prepare the participants for the story-telling as follows:



I will tell you a story and show you some pictures related to the story. From time to time, I will stop the narration and we will discuss the story.

Show the group Picture Card 1 and narrate Segment 1 of the story.

### Segment 1



#### My name is Shobha...

This morning, my 15-year old son handed me an envelope on which were written the words *Wedding Photos*. Looking at the pictures, I wondered to myself: how could the pretty and happy girl in the photographs have become so haggard, so defeated ...

Remembering a time when I was pretty and happy seems so strange...  
Remembering a husband who cared for me seems so strange...



Stop the narration at this point and ask the group the following questions:



- What is happening in this picture?
- What is the woman thinking about?
- Is the woman who is talking different in personality and feelings from the picture of her in the album? In what way?
- What do you think has brought about this change?

While discussing the last question, tell the group that they will find the answer to it in the next part of the story.

Now show the group Picture Card 2 and continue with Segment 2 of the story.

## Segment 2



The first two years of the marriage passed quickly. I was happy, even though my husband suddenly stopped me from going to work. Then Nimi was born. She became my life.

Once when Nimi was cranky and feverish all day, I just could not concentrate on the housework or on anything else. The vegetables for the night meal got burnt and the rice was undercooked.

I did not even realize this till my husband pushed his plate aside and started shouting. I asked him what was wrong. The next thing I knew was that my face was hurting like hell. He had hit me hard across my face.

I still remember what the first slap felt like and what it did to me. My hands were shaking from the shock. My mind went blank. Nimi started crying. I swallowed my anger and somehow attended to her.

The next day he said he was sorry. And promised that it would never happen again. He seemed genuinely upset. I believed him. He had never behaved like this before.



Stop the narration at this point and ask the group the following questions:



- Why did her husband slap Shobha?
- Do you think he was justified?
- How do you think she felt?
- The husband promised not to do it again. Do you think he kept his promise?

While discussing the last question, tell the group that they will find the answer to it in the next part of the story.

Now show the group Picture Card 3 and continue with Segment 3 of the story.

### Segment 3



That was 20 years ago. Since then, there have been some good days – but always followed by bad days. The hitting became more frequent. Slaps, punches, kicks...

So many years of living in fear and uncertainty. Not knowing whether today will be a good day or a bad day. Wondering how all this is affecting the children. Being careful they don't hear him or see him in one of his rages.



Stop the narration at this point and ask the group the following questions:



- Why do you think Shobha's husband has been able to continue the violence on his wife?
- Over the years, what do you think has been the impact of the violence on Shobha?
- Do you think the children would have noticed what went on between their parents?
- What impact would this have had on them?

While discussing the last question, tell the group that they will find the answer to it in the next part of the story.

Now show the group Picture Card 4 and continue with Segment 4 of the story.

#### Segment 4



I did my best to protect my daughter and my son. But children see and hear everything. They know everything. They know that they have a father who hits and abuses their mother. They know their mother pretends it never happens.

My daughter Nimi was so talented, so bright. She could have been anybody, done anything. But all this chipped away slowly but surely at her self-confidence. She did not even put up a fight when he found a match for her as soon as she turned 17. I knew she did not want an early marriage. But I could do nothing. I felt terrible. What kind of mother lets her daughter down like this?





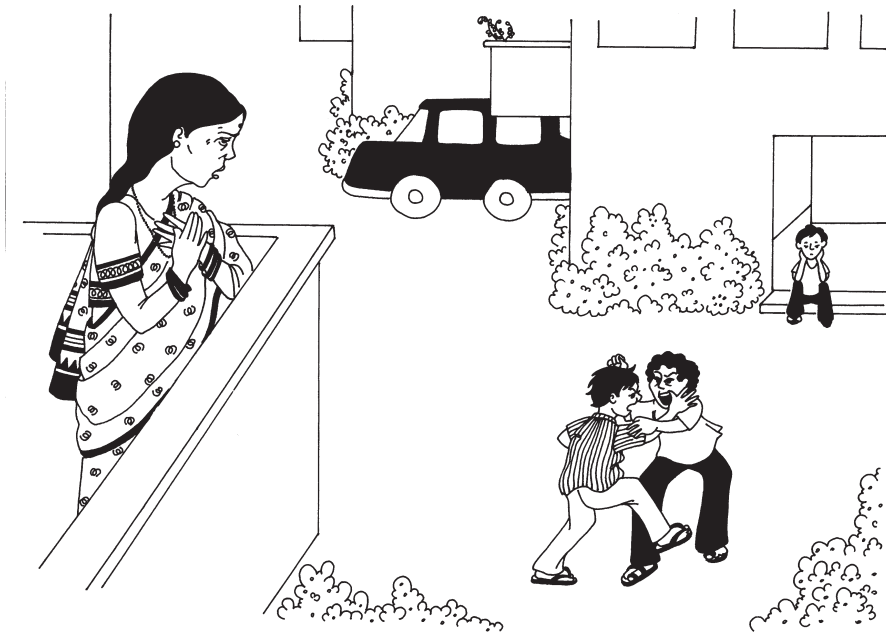
Now show the group Picture Card 5 and continue with Segment 5 of the story.

### Segment 5



And my son Rahul – he has changed so much. Sullen, moody, he hardly says ten words when he is at home. And he has started getting into more and more fights. I fear for him. Will he grow up and become like his father?

My husband has destroyed their lives. And mine too. What I curse him the most for is making me feel that I am useless, worthless, fit for nothing, capable of nothing. That's what you begin to feel when violence is done to you, by your so-called own, in your very home, any time of the day or night.



Stop the narration at this point and conduct a discussion with the group using the following questions:



- How has the violence affected Shobha psychologically?
- How has the violence affected her daughter and son?
- Why does Shobha say that she has let her daughter down?
- Why do you think the son behaves the way he does?
- What do you think he feels about his father?

**Do not show the last picture card at this stage.** Instead put up POSTERS 17 and 18 and conclude this part of the activity by making the following points:

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As we have seen in this story, **domestic violence has a very strong negative impact – it causes grave harm, both to the woman and to the children.**

The woman suffers physical pain and injury. Her health deteriorates. There is emotional trauma as well – she lives in a constant state of fear and uncertainty. The humiliation she feels every time she is battered, destroys her self-confidence and her self-esteem. She feels unsure, not capable of dealing even with everyday situations.

The children are also affected. Though the mother may try to protect them, the children soon learn what is really going on between their parents. They too begin to live in fear and uncertainty. They may also feel anger and even hatred.

Many studies show that children who live in a violent family environment either learn to suffer violence silently or grow up to be violent themselves. As adults, they are likely to behave violently with their own family. In this way, the violence continues from generation to generation.

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### Part B

Now ask the group:



- Do you think that domestic violence is more likely to happen in certain types of families? If so, what types of families?
- If the impact of violence is so severe why do women continue to remain in situations of domestic violence?

Encourage them to think of as many reasons as possible. Then show them Picture Card 6 and narrate the final part of the story.

## Segment 6



You may wonder why I am still with this man. Don't think I have not thought of leaving him. I have. Many times. He wouldn't have cared about my going. But he would never have let me take the children. And how could I leave without them?

And even if I had decided to leave them behind, where would I have gone? I have no parents; and no money, no job, no skills. He made sure of that.

Where can I go? What can I do?



Conclude the story by making the following points:



As Shobha's story shows us, **one important reason why a woman finds it difficult to get out of a situation of domestic violence is that she has no support.** Her own family may not support her. They may consider her returning to the maternal home as a disgrace. They may insist that all this is part of marriage and that she should just try harder to please her husband and not to make him angry.

Since domestic violence happens within the home, neighbours and friends tend to think that it is a private and personal matter between husband and wife, and therefore they do not interfere.

**Children** are another reason why a woman finds it difficult to leave a situation of domestic violence. She is afraid that she may lose her children. She also worries about the children's future – for example, would leaving the husband affect their education or marriage prospects?

There are also **economic reasons** why women find it difficult to leave a situation of domestic violence. The woman may not have any money of her own, or skills to earn a living to support herself.

The constant **abuse also destroys the woman's self-confidence**. She feels that she is useless, capable of nothing, worthy of nothing. When she has been diminished to such an extent, the very thought of leaving could terrify her.

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Now put up POSTER 19 and make the following points:

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One more reason why women continue to remain in situations of domestic violence is because **violent behaviour in a domestic setting generally follows a definite pattern**.

Something or the other makes the man tense and angry. The tension builds and builds, and erupts in violence. After the violence has taken place, the man may apologize and promise that he will never behave in such a manner again. For some time he may behave very pleasantly and try to make amends. The woman convinces herself that the man will really keep his word. But sooner or later, the tension starts building again and erupts once again in violence. This pattern – of violent behaviour followed by pleasant and even loving behaviour – keeps the woman in a constant state of hope and uncertainty and prevents her from taking any firm decision about changing her situation.

But does all this mean that the situation is hopeless, and that there is nothing that we can do to put an end to domestic violence? We will try to find an answer to this in the next activity.

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Domestic violence occurs in all societies around the world. It occurs in rich and poor households alike; it is committed on women belonging to different castes and religions, on illiterate and educated women. Studies have shown that violence occurs even in families where the perpetrators as well as the victims are highly educated and are aware that such violence is a crime. One study suggests that the greater the gap between a man and a woman's education and income, the greater the possibility of violence. This is especially true if the woman is more highly educated than her husband or has more regular employment. What this means is that education and employment of women, while important, cannot by themselves ensure that domestic violence does not occur.

**Key messages**

Men have a significant role to play in ending gender-based violence.

Men can be key partners in the process of ending such violence by being non-violent themselves, by preventing others from committing violence and by supporting women who have suffered violence.

One of the most important things men can do to end violence against women and children is to challenge the perceptions and images of masculinity that contribute to violence.

**Methodology**

- Discussion
- Poster presentation

**Materials**

- Poster 20: *Gender-based violence*
- Poster 21: *Putting an end to gender-based violence: Our role*

**Recommended time**

60 minutes

**Procedure**

Begin the activity with a brief discussion on the main learnings so far. You could ask participants the following questions:



- Can you recall the main forms of violence against women?
- What are the main reasons for this violence?
- What are the effects of this violence on women?

Let the group respond, then put up POSTER 20. Read out each point on the poster, and explain it as follows:

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In earlier activities we have talked about the different **forms** of violence that are committed against women, both inside and outside the home. This violence may be **physical, mental, emotional, verbal, economic** or **sexual**.

We have also seen the main **reasons** for this violence. We know that in our society men are more powerful and that this **power** is often misused and expressed through violence. Another reason is that notions of *mardangi* put a lot of pressure on men to be aggressive, dominating, violent.

We have also talked about what violence does to women:

Violence causes physical, mental and emotional pain and trauma. It has a direct impact on a woman's health and well-being.

Violence, physical or otherwise, is very humiliating. It destroys a woman's self-confidence and self-esteem. She feels useless and worthless.

Violence robs a woman of the right to live as an independent, free human being. She is forced to live in a state of constant tension and fear.

Violence impacts the children as well. As we just saw in the case of Shobha, children who grow up in a violent environment learn to be violent themselves or they learn to accept violence as a way of life. In this way, violence continues from generation to generation.

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Now ask the group:



What can each one of us do to break the cycle of violence?

Encourage the group to share whatever points come to mind. Make sure that the group understands that this is an important issue and note down their responses on the blackboard or on a flipchart.

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At the end of the discussion, explain that you will now show a poster with four key actions that each one of us can take to help stop violence against women.

Next, put up POSTER 21.

Emphatically read out the four action points listed on the poster.

Ask the participants to identify the similarities between the action points presented on the poster and their own ideas noted on the blackboard or flip chart. This is important, because it gives participants an opportunity to identify the action points for ending gender-based violence as 'their' actions.

### Sum up



Each one of us can contribute to putting an end to violence by taking four positive actions.

In the next few activities, we will see exactly how these four actions can actually be put into practice so that gender-based violence can be ended. We will see how we can become partners in the process of change.

Continue to display the poster for the next three activities.



## DEVELOPING POSITIVE ATTITUDES

**Key messages**

One way in which we can stop gender-based violence is to reflect on our attitudes and change those that lead to violence.

In this, we can learn from the examples of men who accept women's rights to be treated equally, to have equal freedom and power in society.

**Methodology**

- Poster presentation
- Discussion

**Materials**

- Posters 22 to 25: *Men say 'No' to violence*

**Recommended time**

45 minutes

**Procedure**

Put up POSTERS 22-25 to create a mini-exhibition.

Introduce the activity by making the following points:

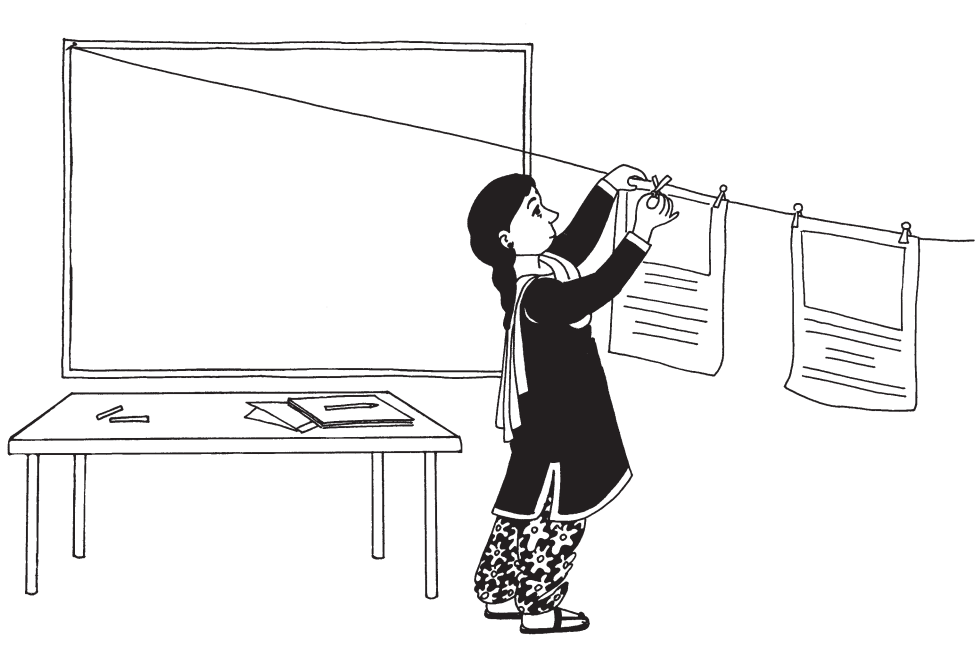


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We will start the activity by viewing a mini-exhibition. Each poster in the exhibition has a few words that were said by a young man just like you. We have changed the names of these men but we have retained their exact words.

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Invite the group to view the exhibition. Give them a few minutes to do so.



After all the participants have returned to their places, involve them in a discussion about what they have just seen and read on the posters. Ask the group:



- What did the young men shown in the posters say?
- Do you agree with them? Why?
- How different are these young men from those in your community?
- From what these men in the posters have said, what attitudes do you think they have towards women?
- Do you think these attitudes have any impact on reducing violence against women? Why?
- Do you think these young men are challenging the fixed perceptions or images of what it is to be a man? In what way are they challenging these images?
- How difficult would it be for you to express similar ideas in your community?
- What could you do to help change beliefs and attitudes that contribute to violence against women in your community?

After the group has discussed these questions in detail, sum up the activity with the help of the points given below.

## Sum up



What the boys shown in the posters have said is unusual. It is unusual because in our communities, most boys don't think this way.

In fact, in our communities, the attitude of most boys is that:

*Men should control women.*

*Men should make all the important decisions.*

*Men have no option but to use violence because of the way women behave.*

These attitudes are often responsible for men's violence against women.

Perhaps the young men whom we heard just now were also taught such attitudes. The difference is that over a period of time they have begun to think about these attitudes and question them.

In fact, from what the young men have said, it is clear to see that changes are beginning to take place in traditional attitudes towards women. These men believe that men and women should be equal and should have equal rights and opportunities. They have also started questioning the discrimination that women have to face. If more and more boys begin to think like this, then we are already on the road to putting an end to violence against women.

Over the last 2-3 days, you yourselves have condemned violence against women – whether within the family or outside the home. So, if you want to stop this violence, you have to think about your own attitudes – you have to make an effort to change those attitudes that lead to violence and learn to accept that men and women should have equal rights, equal power and equal freedom.

**EXPRESSING ANGER DIFFERENTLY**

**Key messages**

From childhood, many boys learn that it is acceptable to display their anger in violent ways.

Violent expressions of anger not only cause grave harm but also do not resolve conflicts. We therefore need to find non-violent ways of expressing anger.

**Methodology**

- Role play
- Discussion

**Materials**

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**Recommended time**

45 minutes

**Procedure**

Part A

Divide the participants into three groups. Give them the following instructions:



You have to perform a role play to depict a situation that gives rise to anger. You also have to show how that anger is expressed.

Allow about 10 minutes for preparation. Then ask the groups to perform their role plays.

After all the role plays have been enacted, conduct a discussion with the help of the following questions:



- What were the three situations enacted?
- In each role play, what was it that caused the emotion of anger? How was it expressed?
- Would you say that in all three situations, anger was expressed through violent behaviour?
- What do you think would be the impact of this violence?
- Will expressing anger through violence help us to resolve the situation?

Conclude this part of the activity by making the following points:



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Almost all human beings experience anger at one time or another. In all our lives there are moments when we feel extremely angry. But the ways in which we express this emotion are not always the same. For example, some people shout when they are angry; others may get physically violent; yet others may become absolutely silent. The way in which we express our emotions depends a lot on what we see around us, on what we learn from the people around us.

As we saw on the very first day, **boys and girls are taught to express themselves differently**. For example, while girls are told that shouting and fighting is not appropriate, not ‘feminine’, boys are taught that it is all right to show their anger in violent ways. In other words, **violent expressions of anger by boys and men is considered acceptable behaviour in society**.

Yet, if we pause to think about it, we realize that **such violence has a tremendous negative impact on those against whom it is directed**. It causes physical and emotional injury; it affects our relationships with the people in our family and in society. Most important of all, **violence does not really help us to deal with the factors that caused the anger in the first place**.

This is why **we need to find non-violent ways of expressing anger**.

---

## Part B

Ask participants to recall briefly the role plays that were just performed.

Get them to think of other ways – non-violent ways – of expressing anger in the first role play. Note down their suggestions on the blackboard.

In the same way, encourage participants to come up with non-violent ways of expressing anger in the second and third role plays as well. Note down these suggestions too on the blackboard.

### **Sum up**



We have just seen that there are other ways in which we can express anger – ways that do not hurt or harm the other person or ourselves.

So the next time you feel angry, do stop to think of the impact that violent behaviour can have, and see if you can change your behaviour. This is not easy, of course, but if you keep trying, you will succeed.

**PREVENTING OTHERS FROM COMMITTING VIOLENCE**

**Key messages**

We can stop other people – whether they are our friends, family members or strangers – from committing violence against women. We can speak to the men and support the women. The important thing is to take a stand and speak up.

**Methodology**

- Role play
- Discussion

**Materials**

- Three cards, each describing a situation for role play

**Recommended time**

60 minutes

**Procedure**

Introduce the activity as follows:



In the last two activities we have learnt two things that we ourselves can do to put an end to gender-based violence. First, we can question our own attitudes towards women and violence, and we can change these attitudes if necessary. Secondly, we can learn to express our anger in non-violent ways. In this activity we will see how we can prevent other people from committing violence against women.

Divide the participants into three groups. Give each group one card depicting a situation in which men have helped to end violence against women. Tell them that each group has to perform a role play based on the situation given to them.

Allow 15 minutes for preparation. Then ask the first group to perform their role play.



After the role play has been enacted, discuss it with the large group with the help of the following questions:



- Who are the people who helped Vikram realize the wrong he was doing?
- What form did this help take?
- Would you say that what Jasprit and Pankaj did will make Vikram change his behaviour henceforth?

After the role play has been discussed thoroughly, ask the second group to perform their role play.

At the end of the second role play, ask the group the following questions:



- In what way did Sumit prevent violence against the girl in the bus?
- Do you think Sumit did the right thing?
- Have you or any of your friends had any such experience of preventing violence against women?

After the group has discussed the second role play thoroughly, ask the third group to perform their role play.



At the end of the third role play, ask the group the following questions:



- Do you think Iqbal did the right thing?
- Have you or any of your friends had any such experience of preventing violence against women?

After all the three role plays have been discussed, ask the group the following questions:



- In each of these cases we found that young men spoke out against the violence being committed against women. Do you think it is easy for young men to do this? Why?
- In what way do you think that young men who want to speak out against violence can be supported?

At the end of the discussion, sum up the activity.

### Sum up



We have looked at three different cases in which two friends, a stranger and a family member, did something to prevent violence against women.

Some of us may think that what happens between husband and wife, or what happens to someone we don't even know, is not our concern, that we should not interfere.

But when we know that violence against women is wrong, then **we have to take a stand**. This is exactly what Jasprit, Pankaj, Sumit and Iqbal did. They believed that violence against any woman – whether she is a friend's wife, a stranger or a sister-in-law – is wrong. And that is why they spoke up to stop that violence.

**If more and more people start thinking that they too can help in preventing violence against women, and if they do something about it, it will put pressure on the men who are committing the violence. And this will be one more step forward in ending gender-based violence.**

**SUPPORTING WOMEN TO END VIOLENCE**

**Key messages**

Support from the family and community can make it easier for women to get out of situations of violence.

Today many men are extending such support to women. We too can learn from them.

**Methodology**

- Story analysis
- Case presentation

**Materials**

—

**Recommended time**

60 minutes

**Procedure**

Part A

Introduce the activity as follows:



In the last few activities we have learnt some things that we can do to end gender-based violence. We have yet another important role to play in putting an end to such violence – and that is, supporting women who are facing violence. Let us see how we can do this.

Read out the first story.



## **Not a piece of furniture to be discarded on the pavement**

The first four years of Anjum's married life were stormy. She and her husband Yusuf could not agree on anything. The most serious issue was how they should spend the family income. Anjum felt that her husband spent a lot of money on clothes and on other luxuries for himself and that they did not save enough. Yusuf could not bear Anjum "poking her nose" in areas which were not her concern.

Anjum's anxiety over money increased after their son Abbas was born. As did the fighting. Once or twice, Yusuf even came close to striking her. He warned her that her "constant nagging" was driving him crazy and that one day he would throw her out of his house.

That is exactly what happened one rainy night. Yusuf pushed Anjum out of the house and told her to "go to hell". Not having any family to turn to, Anjum could only think of her friends Sakina and Arif.

Somehow Anjum managed to reach their house. As she started telling them what had happened, she broke down.

Her friends took her in, and later made many efforts to talk to Yusuf. But he insisted that they stay out of the matter, which was strictly between husband and wife. The friends also pleaded with Yusuf to send Abbas over so that the child could be with his mother. But Yusuf refused.

Sakina and Arif realized that they needed outside help. They took Anjum to meet a social worker at a women's organization. Anjum took the decision to stay in the shelter provided by the organization.

Slowly Anjum worked on restoring her self-confidence. She got a lot of support from the organization, especially from their counsellor and from the lawyer who was associated with the organization. As the weeks and months passed, she made up her mind that she would not let Yusuf treat her as if she was a piece of furniture that could be thrown out on the pavement. She had a son to think of. She still had a marriage.

The lawyer paid a visit to Yusuf at his office. At first, he was just as rude to her as he had been to Sakina and Arif. But the lawyer had handled many such cases. She explained to Yusuf that she could easily go to his employer. There was also the option of going to court to get custody of the child. Finally Yusuf agreed to meet the counsellor, and the couple began the process of trying to understand what had gone wrong.

Today Anjum and Yusuf are back together.

After the story has been narrated, ask the group the following questions:



- Who were the people who supported Anjum?
- What form did this support take?
- Do you think Anjum did the right thing in going back to her husband? Why?

Conclude the discussion with the following points:



---

Anjum's friends, Sakina and Arif, played an important role in helping Anjum cope with the outcome of her husband's violent behaviour. Not only did they provide shelter, they also tried their best to talk to her husband. And when this did not work, they decided to seek help from a women's organization.

Without the support of her friends, and the help she received from the organization and the lawyer, Anjum would have found it difficult to cope with her situation.

We do not know whether the husband will once again resort to violent behaviour. But even if he does, Anjum is a more confident woman now. Also, she now knows that she is not alone, that there are people whose help she can seek.

---

Read out the second story.



## Raksha Bandhan

Today is Raksha Bandhan. 17-year-old Minar is happy that his elder sister Sonal is home to tie the rakhi on him.

Last year, it had been different. Sonal had not come home. At the last minute, she had called from Shantinagar where she lived with her husband and in-laws, and had given some excuse. She had sounded scared and not at all her usual cheerful self.

Minar had sensed that something was wrong. He had urged his father to go visit Sonal. But his father had not taken him seriously.

It had been the same story at Diwali. Sonal's in-laws had called to say that she was not well, but that there was nothing to worry about. Minar had not believed the in-laws, and had kept insisting that his father to go to Shantinagar right away. Finally his father had got fed up and told him to get their train tickets for the very next day.

Sonal's husband and in-laws had not liked their sudden visit, and had kept making excuses why they could not meet Sonal. This had made Minar's father suspicious and he had got into a heated argument with the in-laws. He had made it clear that he would not budge till he saw his daughter.

Minar still remembered that day vividly – how his father had broken down on seeing Sonal, her arm bandaged, her left eye swollen, bruises all over her face. Immediately he had asked her to pack her things and ordered Minar to go get a taxi for the station.

In the taxi, Sonal had told them her story. How her husband and her brother-in-law used to beat her, how she had gone for days without food, how terrible it had been to live in a state of constant fear. She had tried writing to them but somehow the in-laws had intercepted the letters. She had even made one or two attempts to call her parents from a public phone, but in that too she had been unsuccessful.

All this happened nine months ago.

Since then Sonal has settled into her maternal home. The police are still investigating the complaint that she and her father had filed. But her father's very vocal reassurance that this was her home and that she would never have to go back to Shantinagar, had helped Sonal to heal. It was good to be home. It was good to know that she had the support of her father and her brother. Slowly she would figure out what she wanted her future to be.



After the story has been narrated, ask the group the following questions:



- Who are the people who supported Sonal?
- What form did this support take?
- Do you think it was appropriate for Sonal's father to bring her back home? Why?

Conclude the discussion with the following points:

---



It was the support that Sonal received from her brother and father that helped her get out of a serious situation of violence. Even though her family might have been worried that society might not look kindly upon a woman returning to her parents' home after marriage, they had the courage to bring her back home. They realized that the violence that Sonal had suffered was so serious that it was physically dangerous to her to stay with her husband and in-laws – in fact her very life was in danger in her married home.

Like Anjum's friends and Sonal's family, we too can support women who are suffering violence at home. We are all somebody's brother, brother-in-law, friend and perhaps husband. Our role could be to support the woman or put pressure on the man. Even if we are not able to do big things, whatever help we can provide, in whatever small measure, will count a lot.

---

Now ask the group the following questions:



- All of us know that men are often hesitant to support women to end violence. Why do you think this happens?
- Do you think men need some support to help them speak out against such violence?
- What kind of support would men need?

After the group has responded to these questions, move on to the next part of the activity.

### Part B

Introduce this part of the activity as follows:

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Even though it is often difficult for men to support women in situations of violence, there are many men who are trying to do this. I will now read out two **real-life** cases of men who have actually tried to make a difference.

---

Read out the first case.



### Strangers to the rescue

One night, at around 11.30 pm, Kumar, a worker at the Mumbai airport, was walking back home, when he saw a police constable and a 15-year-old girl. Something about them made him suspicious. He went up to the constable and asked him what he was doing. .

An auto-rickshaw driver, Bhola, was waiting in his rickshaw nearby. Hearing raised voices, he went to see what was happening. When Kumar told him that there was something fishy going on, he too started arguing with the constable. Both Kumar and Bhola realized that the constable had done something to the girl, but they were not sure whether to go to the police station. They were still wondering what to do when a passing motorcyclist stopped on seeing them. Satyen, the motorcyclist, suspected that the constable was drunk and told Kumar and Bhola that they should all go to the police station.

Bhola, Kumar and the girl went in the auto-rickshaw and Satyen took the constable on his motorbike. On the way, the constable offered Satyen Rs. 15,000/- to keep quiet. But Satyen refused to even consider it.

At the police station, the constable's superior officers spoke to the girl as well as to Bhola, Kumar and Satyen. The girl told the police that she was a rag-picker living in the slum near the airport. As she was walking home, the constable had stopped her, forced her to go with him to an isolated spot and raped her.

The police decided to register a case of rape against the constable. The girl was sent to hospital for a medical examination. The constable was also taken to the hospital to check if he was drunk and then kept in police custody. The police later reported that the constable had not been drunk. He has been suspended.

Pause at the end of the case to let the participants say what they think of the story. Then make the following points:



In this case, three complete strangers took the initiative to support a girl who had been raped. Without their support, the girl might not have spoken up; and even if she had, perhaps no one would have listened to her.



Read out the next example.



### Men Against Violence and Abuse

*Men Against Violence and Abuse* (MAVA) is an organization that was set up in 1993 by a group of men who believed strongly that “wives are not for beating”. It includes men from all walks of life – businessmen, students, bank officials, and so on. What brings these men together is their belief that violence against women is wrong, that the root cause of this violence is the attitude of men and that therefore such attitudes must be changed. Today many women’s organizations are also realizing the need to involve men in their activities – and MAVA collaborates with a number of such organizations.

MAVA’s main activity is counselling couples. Over the years, it has received many complaints of domestic violence from women. In such cases, MAVA volunteers speak to the husband. They don’t take sides, but try to convince the husband of the need to stop the violence in the interest of a good marriage and family life. They find that men are more likely to discuss such issues with other men, and most men are willing to listen. They also have a panel of lawyers to whom they refer serious cases.

MAVA volunteers also talk to women who suffer violence. They give them suggestions on how to deal with violent attacks; for example, they advise women to be friendly with neighbours and raise an alarm so that neighbours can respond and intervene to stop the violence. Another activity relates to raising awareness. Volunteers hold discussions in colleges, with youth groups, etc. to make them aware that such violence is wrong and should be prevented. They use wall newspapers, street plays, etc. as part of their awareness programmes.

Like MAVA, there are other organizations in different parts of our country that are trying to bring men together as part of the effort to end violence against women. These organizations know that **men too can become partners in the struggle to put an end to the inhuman violence** that so many women continue to suffer. They know that gender-based violence will end only when all of us speak out strongly and say NO to such violence.



When we talked about supporting women who have suffered violence, one concern that participants expressed was that the women themselves often do not speak up when the time comes to make an official complaint. One participant spoke of an incident wherein he had seen a group of boys harassing a girl and had intervened. After a heated argument the police had been called and they had taken him (the young man who had supported the girl) into custody; the girl, meanwhile, had just disappeared from the scene.

The participant was understandably bitter about this experience. We acknowledged that such a thing was indeed possible and that in this case the participant had our sympathy and appreciation. But this did not mean that all girls would behave in a similar way.

We also pointed out that if girls “run away”, then the reason is that they are frightened that the boys might take revenge later. They might also feel that the police may not be sympathetic, thus making them feel more vulnerable. A girl might also be worried that her family would not support her, and would, instead, place restrictions on her movements.

Therefore it is still essential to take a strong stand against such violence.



**Methodology**

- Poster presentation
- Pledge
- Game

**Materials**

- Cards (size 6" x 6"), one per participant
- Poster 5: *Learnings of Day One*
- Poster 14: *Learnings of Day Two*
- Poster 26: *Learnings of Day Three*

**Recommended time**

45 minutes

**Procedure**Part A

Begin this concluding activity by telling the participants:



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We are reaching the end of our workshop. Before we end, we will quickly go over all that has been discussed in the course of the last three days.

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Ask participants to recall the activities conducted during the workshop. Encourage them to share what they have learnt. Note down their responses on the blackboard.

Put up POSTERS 5, 14 and 26. Ask for three volunteers – each one can read out one poster.

## Part B

Distribute the blank cards to the group.

Introduce this part of the activity in the following way:



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Nobody is born violent. It is society that teaches and encourages boys to indulge in violent behaviour. But such violence does great harm, as we have already seen. So, as partners in the effort to end gender-based violence, we need to think about what concrete steps each one of us as an individual can take.

Right now, think of just two things you can do, two commitments that you are ready to make to end violence against women. This can be something you can do in your family, with your friends or your community.

Think about this carefully and take a pledge that you will try your best to do those two things. Write down your pledge on the card.

Remember, even such a small step can make a difference.

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Allow about 10 minutes for the group to write down their pledges.

Ask those participants who want to share their pledges with the group to read out what they have written. Tell the participants to keep their cards with them – the cards will serve as a reminder of what they have to do.

## Part C

Conclude the workshop with the following game.

Get the participants to stand in a line, one behind the other. Each person has to place both his hands on the shoulders of the person in front of him. Make sure that the participants stand close to one another.

Tell them that as soon as you give the signal, each person has to ‘sit’ on the lap of the person behind him as if the latter is a ‘chair’.

Give the command: “Sit and stay in this position (with bent knees) for at least a minute!”

You will find that in a few seconds, one or two people will fall, and the whole line will fall.



Repeat the command until all of them are able to hold the ‘chair’ position at least for a minute.

### Sum up



What we have to do to stop violence against women is similar to what we tried to do during the game. We have to try again and again in order to achieve our goal. And if even one of us ‘collapses’, it affects the entire effort. But if all of us work together and keep trying, success will certainly be ours.

**Conclude the workshop with a word of thanks to the participants for their interest, support and cooperation.**



# DAY 3

**RESOURCE  
MATERIALS**





## Situations for role play: Day Three, Activity 1

### Situation 1

Ranjit is fond of good food. His wife generally cooks well; in spite of this, there are times when Ranjit is not happy with her cooking.

One evening he comes back home from the fields, tired after a long day at work. His wife serves dinner. She has cooked his favourite vegetable, *aloo bhindi*. Ranjit takes a mouthful and spits it out immediately. The *sabji* is too salty.

Flinging his plate away, Ranjit gets up, furious with his wife. He yells at her, shouts abuse and raises a hand to her.

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### Situation 2

Manisha is 16-years-old and very keen on continuing her education.

One evening her father tells her to get ready because he has invited some guests for tea. The guests arrive and Manisha serves them tea.

After they have left, Manisha's father informs her that the guests had actually come with a marriage proposal and that he has accepted their proposal for Manisha. He says that there is no need for her to appear for her final school exams.

Manisha protests, saying that she wants to study further and become a teacher. Her father gets angry and upset and tells her that if she does not do as he says, he will lock her up in the house and not allow her to go out at all. Manisha's mother tries to intervene but he pushes her away.

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### **Situation 3**

Sujata is newly married. It is only a few months since she has come to her married home. She lives in a joint family with her husband's parents, elder brother and his family.

Whenever Sujata finds herself alone in a room with her brother-in-law, she feels very nervous. The brother-in-law always tries to find some excuse or the other to come close to her and touch her. This has happened quite a few times.

When Sujata tries to bring up this topic with her husband, he gets furious. He shouts at Sujata for showing disrespect to his brother and warns her never to say such things again.

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# Domestic violence against women

## **Domestic violence is:**

Any violence committed by a relative or a spouse against a girl-child or a woman.

## **Violence could be committed by:**

Father, brother, uncle, husband or an in-law.

## **Violence could be committed on:**

Daughter, sister, wife, sister-in-law, daughter-in-law or mother.

DOMESTIC VIOLENCE OF ANY FORM IS NOT ACCEPTABLE.

## Forms of domestic violence against women

- Verbal abuse (shouts, threats, taunts, etc.)
- Physical abuse (female foeticide, infanticide, beating, kicking, burning, etc.)
- Emotional and mental abuse (irrational suspicion, restricting a woman's freedom of movement, desertion, discrimination in education, etc.)
- Economic deprivation (restricting access to money and property, etc.)
- Sexual harassment, forcible sexual intercourse



Picture Card 1



Picture Card 2

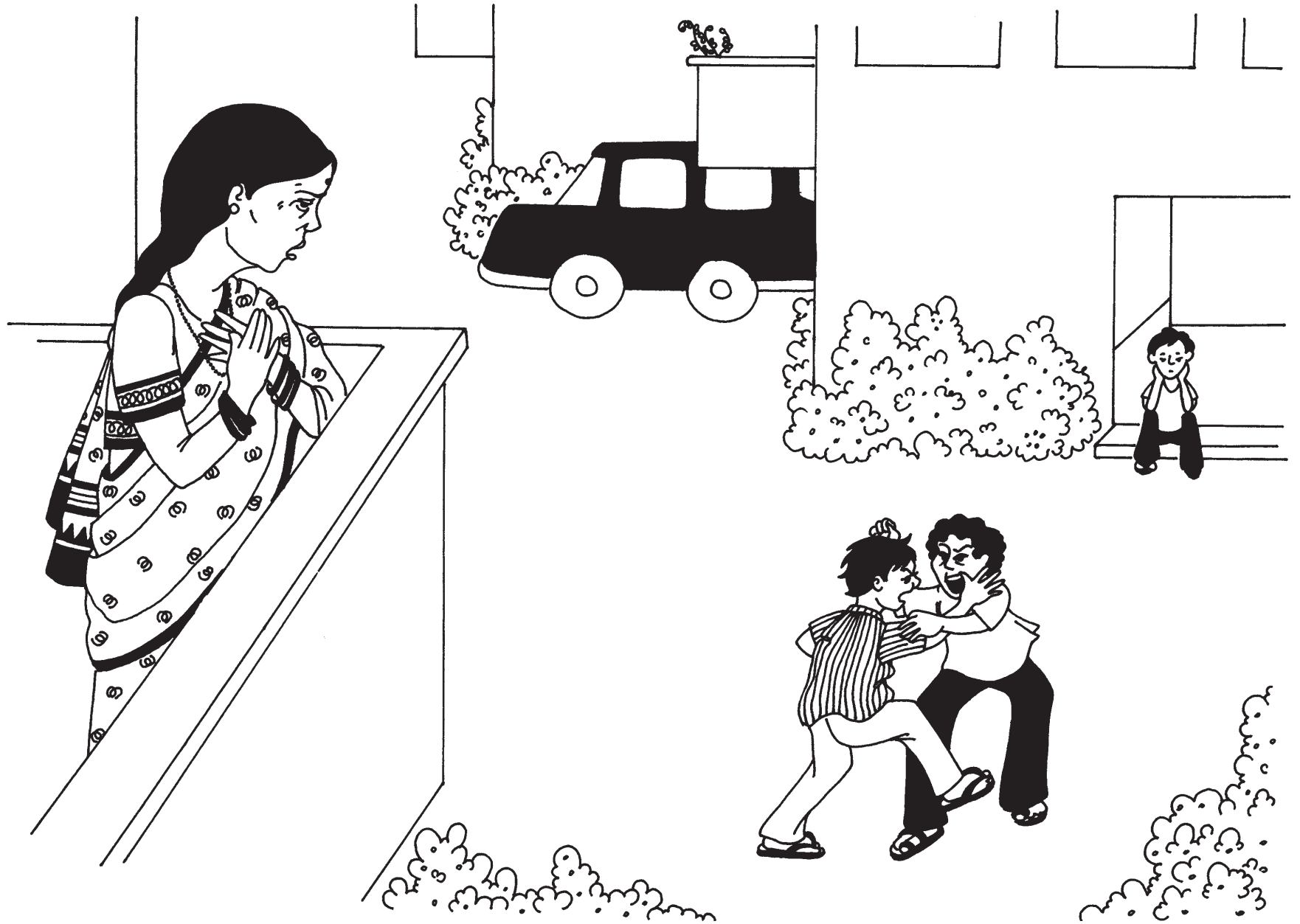


Picture Card 3



Picture Card 4





Picture Card 5



Picture Card 6

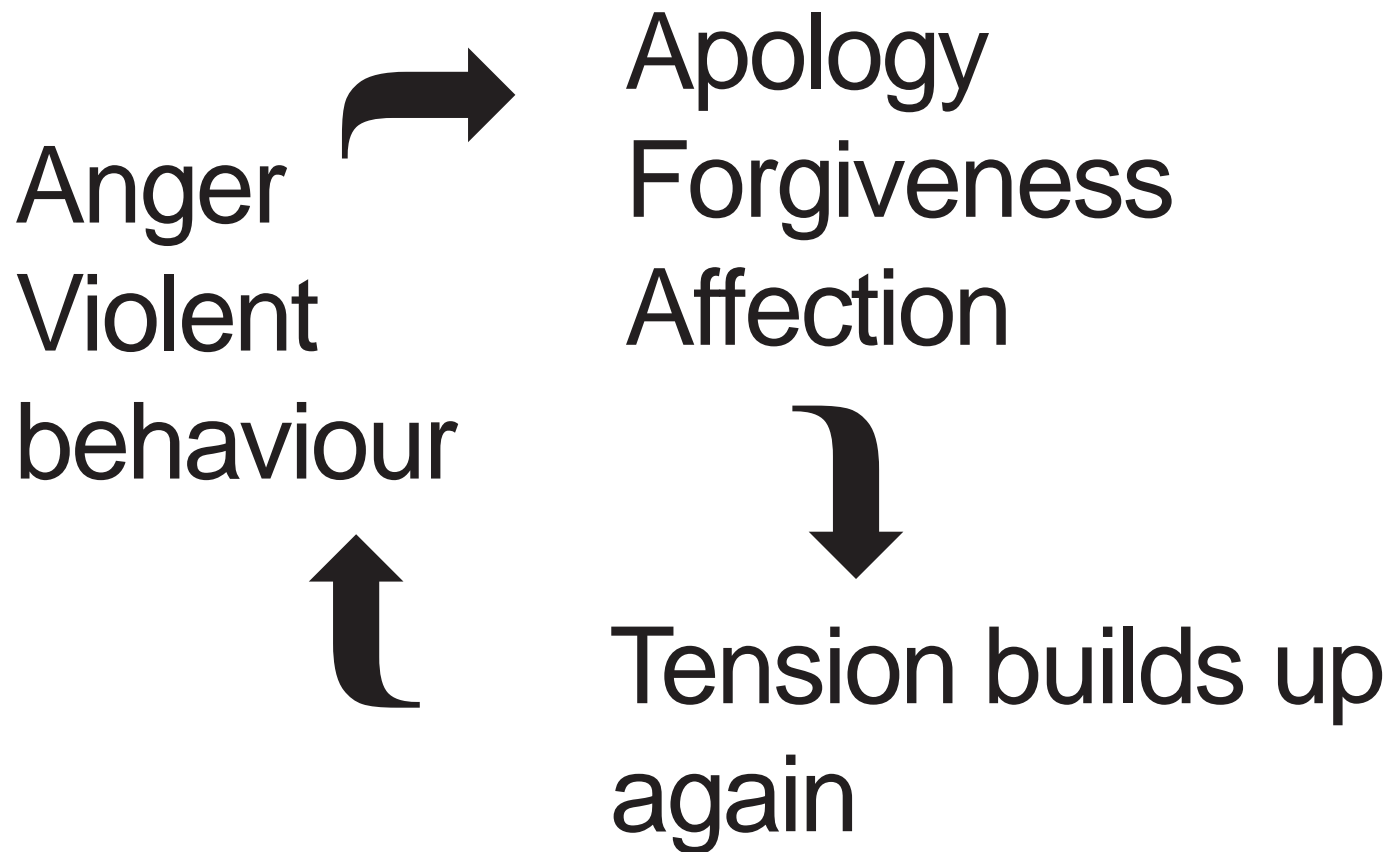
## Impact of domestic violence on women

- Physical injury and loss of health
- Severe psychological trauma because of fear and uncertainty, may even lead to suicide
- Overwhelming anger, humiliation, frustration and helplessness
- Loss of self-confidence and self-esteem
- Relationship with husband and children also affected

## Impact of domestic violence on children

- Severe psychological trauma because of fear and uncertainty
- Loss of self-confidence and self-esteem
- May begin to consider violent behaviour as normal; may also become violent themselves
- Relationship with parents affected

# Cycle of violence



# Gender-based violence

- Gender-based violence takes place **within** the family and **outside** the home. It can take many different **forms**.
- **Reasons** for this violence:
  - Unequal **power** between men and women
  - Notions of **masculinity**
- **Impact** on women and on the family:
  - Grave physical, emotional harm to women
  - Emotional harm to children
  - Violent behaviour continues from generation to generation

## Putting an end to gender-based violence: Our role

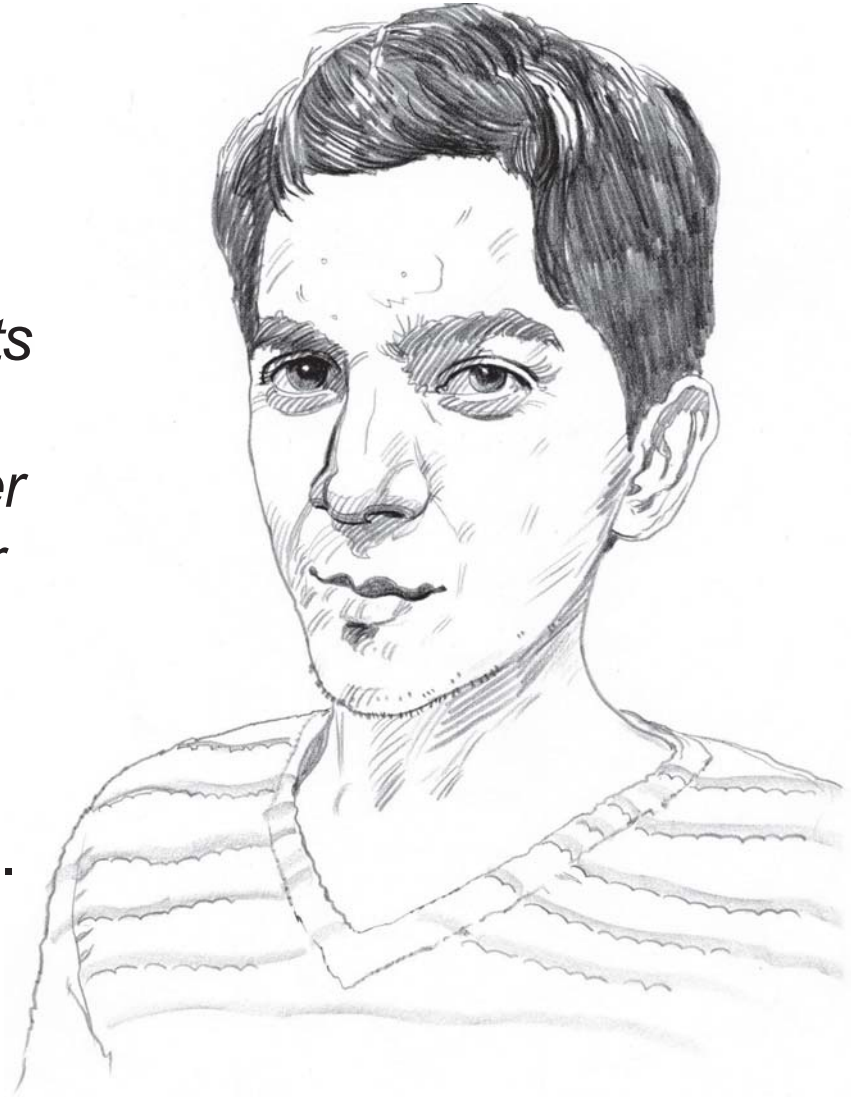
Violent behaviour is learnt. So such behaviour can be changed.

In order to end gender-based violence, all of us should:

- Not commit violence ourselves.
- Prevent others from committing violence.
- Challenge the fixed images of masculinity that contribute to gender inequity.
- Support women against whom violence has been committed.

*Men and women are equal  
and should have equal rights  
and opportunities in life...  
if a girl wants to continue her  
studies and build her career  
she must be given all rights  
and opportunities to do that.*

Anand, 23 years, unmarried.



Poster 22





*Most of the time violence between husband and wife is caused either due to misunderstanding between them or due to men's display of their ego...for a real man there is no need to show his masculinity.*

Kishan, 24 years, married.



*The man can do household work because he is not bloody disabled or anything...it's not a hard and fast rule that only a woman has to sweep! It is not like that...should not be like that. If you're a couple, you're in a relationship, which should be about your combined efforts.*

Jagdish, 22 years, married.



*People don't like to have girls, so they kill them... in society's thinking a male child is preferable to a female child, but not according to me. My wife and I have decided together that we are going to have only one child – and it makes no difference if it is a boy or a girl.*

Mohammad, 25 years, married.

## Situations for role play: Day Three, Activity 7

### Situation 1

Vikram, Jasprit and Pankaj are close friends. One day, Jasprit and Pankaj asked Vikram to meet them at their regular *chai* shop.

After two cups of *chai*, the friends came to the point: quietly but firmly, they told Vikram that they had come to know that he had been raising his hand on his wife and that it had to stop. Vikram could not believe what he was hearing! What right did his friends have to talk to him like this? It was none of their business!

The friends told Vikram that their friendship gave them the right to point out that Vikram was doing something very wrong. They also made it clear that they were serious about what they were saying and that if his violent behaviour did not stop, they would break off their friendship. Not only that, they would report him to the police.

The threat of the police made Vikram realize how serious his friends were. But what really shook him was a question that Jasprit asked: “Since when did you become such a coward? Hitting someone is the most cowardly thing a man can do!”

Things did not change overnight between Vikram and his wife. But they did change. For the better. Of course, ever so often, he still gets angry. But he does not lash out in a violent manner. That he can control his anger – at least on some occasions – makes Vikram feel quite proud of himself.

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## **Situation 2**

In a crowded bus, Sumit watches a boy who is deliberately pushing against a girl and touching her. Sumit also overhears the girl telling the boy, twice within a matter of a few minutes, to stand properly and to behave himself. But the boy ignores her and then after a few minutes pushes against the girl once again.

Sumit taps the boy on his shoulder, gets his attention, and in a loud voice tells the boy to behave himself and stop harassing the girl.

Hearing Sumit, some other passengers also speak out, saying that they too have seen how badly the boy has been behaving. Confronted by the angry voices, the boy hastily gets off the bus.

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### **Situation 3**

Iqbal has gone to visit his younger brother, Yakub, who stays in Delhi. Yakub was married last year. This is Iqbal's first visit after the wedding.

Iqbal notices that his brother is rude and disrespectful towards his wife and that he does not miss a single opportunity to taunt her. Although the young wife puts up a brave front, Iqbal can see that she is hurt and humiliated by Yakub's behaviour.

One day Iqbal unexpectedly returns to their house in the afternoon. He hears his brother shouting in the other room and then there is a loud noise, as if something has been flung against the wall. Suddenly, his brother's wife rushes out, her hand covering her face, crying...

Iqbal confronts Yakub, who admits that there are times when he loses his temper and strikes his wife. He tries to justify his behaviour by saying how difficult it is to live with her, how she wastes money and does not do any work...

Iqbal is furious with his brother. *Nobody in our family has ever lifted a hand against a woman. It is wrong. You are a disgrace to our family... tomorrow you will have children, is this the example you will set for them?*

# Learnings of Day Three

- Domestic violence is closely linked to power and notions of 'manliness'.
- There can be no justification for domestic violence.
- Domestic violence has a very serious impact on women and children.
- Each and every one of us has a role to play in ending and preventing violence against women.
- We need to develop positive attitudes towards women and not commit violence against them.
- We can also help by speaking out against such violence and offering our support in whatever way possible to women in violent situations.





# Energizers



# Game 1

# Ball-and-spoon race

## Materials

- 10 ping-pong balls
- Four plastic cups
- Plastic spoons, one per participant

Divide the participants into two teams. Ask each team to form a queue, making sure there is some distance between the teams.

Place a cup containing five balls on a table (or on the floor) in front of each team. Place an empty cup at the back of the room behind each team. Distribute the spoons to the participants.

The game is played as follows. When you give the signal, the participant at the head of each queue has to go to the cup in front of him and use his spoon to pick up a ball. He then has to place the spoon-with-ball in his mouth, walk up to the next member of his team and gently place the ball into the latter's spoon, without touching his own spoon at all. The second participant holds out his spoon, 'receives' the ball, transfers the spoon to his mouth and passes on the ball to the person behind him. While passing the ball, his spoon has to remain in his mouth, and he cannot use his hands in any way.



The ball has to be passed on in this way from participant to participant. The last participant has to receive the ball, take the spoon to his mouth and drop the ball into the empty cup behind him.

Every time a ball drops to the floor or any participant uses his hands to pass the ball, the team has to begin with that ball all over again – for example, even if the ball has been safely passed by 7 participants and participant number 8 drops it or touches it with his hands while passing it to the next team member, the ball goes back to participant 1 and the process has to begin all over again.

The team that first succeeds in moving all five balls to the cup at the back is the winner.

## Game 2

## Say this, do that

### Materials

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This is a quick and simple game.

Tell the group that you will give instructions which they should listen to carefully, but they have to do the opposite of what you say; for example, if you say, "Look at the blackboard," then they should look away from it; similarly, if your instruction is "Raise your right hand," then they should raise the left hand or right leg.

Give your instructions quickly so that participants are forced to concentrate closely and act swiftly.

Here are some suggestions for instructions:

- Touch your left elbow.
- Sit on the floor.
- Bend your right knee.
- Turn to your right and take a step forward.
- Pick up a pen.
- Don't scratch your friend's head.

## Game 3

## Protect your clothes!

### Materials

- Clothes pegs, 3 per participant

Distribute the clothes pegs – three to each participant. Explain the rules of the game. When you give the signal, each participant has to clip the pegs given to him on to the clothes of anyone in the group. However, each peg has to be clipped on to a different person. That is, each participant has to find three people on whom he can put the pegs he has been given. Each participant also has to try and avoid getting any pegs clipped on to his clothes.

Thus the aim of the game is to keep one's own clothes free of pegs and also to get rid of one's own pegs. The person who does this first is the winner.



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