



# Youth Survivor

## Collectives Toolkit



## Youth Survivor Collectives Toolkit

This toolkit was developed as part of the Child Labour Free Jaipur Initiative, which is preventing child trafficking in the Bihar to Jaipur corridor

### Child Labour Free Jaipur 2022

The toolkit was prepared by Child Labour Free Jaipur (CLFJ) staff (Ginny Baumann and Deepika Allana) and consultant program advisors for CLFJ (Abhijit De, Manisha Jani, Yuri Mishra, Ravi Prakash and Sharda Singh).

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Contents of the toolkit may be reproduced for other purposes, with acknowledgement.

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Some of the materials are also drawn from the **Call me Priya toolkit** for use in textile communities with adolescent girls and boys groups and adult groups, as well as the **Worker Groups toolkit** for use by textile workers in Tamil Nadu, both produced by the Freedom Fund.

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# Introduction and purpose of the toolkit

## Why set up Youth Survivor Collectives?

Youth Survivor Collectives bring together young people (usually aged 14 – 21) who have been through situations of child trafficking and child labour, with the aim of supporting each other, learning new skills, protecting them from further abuse and potentially taking collective actions on the issues they face. The groups should be a safe and empowering space where everyone is respected and where they experience equality and mutual support.

As a result of using the toolkit together, it is hoped that participants are able to:

- Protect themselves from further harm/exploitation and move towards recovery
- Take ownership of getting their entitlements, education, and skills
- Safely intervene to assist and protect others, if they choose, based on their values. They adopt collective action
- Gain curiosity and interest to have a voice in policy issues. Feel confident within wider networks, if they wish to join in.
- Decide whether they want the group to continue, what the vision of the group is and what kind of activities they want to prioritise (see Unit 12).

## Notes and considerations for the facilitator

### Help the members run the group:

The toolkit has grown out of long-term work with adolescents who have been reintegrated in home communities in Bihar, after returning from work in Jaipur, Rajasthan. The Survivor Collectives could be an essential part of sustained liberation for these young people. As the groups develop and mature, it is important to understand what is useful from their perspective about coming to the group meetings, and to ensure that the decision making in the group is increasingly taken over by them.

NGOs supporting these collectives strongly believe that the leadership and perspectives of survivors are vital within the wider anti-trafficking movement. These survivor collectives could contribute to that. Providing a space and assistance for the collectives could be the starting point for personal development and group processes that have results that go beyond what the supporting NGOs can imagine. This might be the ultimate sign of success.



One way to achieve this is if the facilitator can gradually help members to take over the running of the meetings and learn facilitation skills, including deciding on priorities for their time together. Facilitators are encouraged to build this into the process from the start, so the group can transition to being self-run, with the NGO in a support role in the background.

*Should the group be only for trafficking survivors?*

When the NGO is helping the group members to start meeting together, they should consider whether the group should just be for individuals who have been through trafficking or child labour situations, or whether it could also be open to other young people in the same communities who face difficulties or who may be at risk. NGOs can discuss this question with the young people whom they are already assisting. It is also possible to start as a group of survivors and then they may choose to invite others to join.

*Adapt the materials, if needed, for use with adolescent girls and young women:*

This toolkit has been designed for groups of adolescent boys and young men who have returned to Bihar from labour trafficking situations. In recent years, few girls have been taken for labour trafficking from Bihar to Jaipur. So the exercises refer to members as “he”, and the illustrations are mostly of male characters. However, these materials can be adjusted for use with female groups.

*Get access to expert counselling support when needed:*

Before starting to use the toolkit, the NGO should identify resource persons with mental health care/counselling skills to whom group members can be referred for assistance if they are showing signs of depression, trauma, violence or self-harm. Also, in order to help the members to protect themselves and others from future exploitation, the toolkit includes discussions on topics that could sometimes trigger difficult and painful memories for the group members. In each of those exercises, the notes to facilitators include suggestions on how to handle this risk. Most group facilitators are not trained as counsellors and may not have the skills to assist members to safely go through deep reflection on past experiences. It therefore becomes risky to allow the group discussion to go too deep, if members are likely to become upset. Facilitators should be watchful. During the discussions, it is important to acknowledge and recognise feelings that are coming up for each member, but the facilitator should not push the conversation further. Take time to talk to individuals afterwards, if you could see they were in difficulties during the meeting.

## How to use the contents

- **Knowledge and skills:** Most sessions have a component of **knowledge content** - essential information for the participants - and a component of **skill building/personal development**.
- **Length of meetings:** The units are arranged on the assumption that groups are coming together for about 3 - 4 hours each time, but if members are living closer and it's not too difficult to bring them together, then shorter meetings are better. **You can split each unit into smaller units.** Don't rush through the materials. Some groups may wish to spend half their time together using these learning materials and half the time on sports or creative activities.
- **Literacy:** Some of the exercises require a fairly high level of literacy, for example, to read short case studies together. Make sure that members are not frustrated or embarrassed if their reading skills are limited. Show that it's their ideas and participation that are most valued. When the discussions are to be done in small groups, include a good reader in each group, but also make sure that people are encouraged to read and learn new words where possible to help to build their confidence. Don't assume that if you write words on a flipchart/board that members of the group can read them. Always "say" as well as "write".
- **Check how everyone's doing:** Start each session by finding out how everyone is doing – what they are happy about right now, or what they are struggling with. If the group needs to take time to help a member with an issue they are facing, then make the time for it, and postpone part of the session you had planned.
- **Activities between meetings:** Each session should also have a concrete (and voluntary) task to go away and do e.g. join in a CPC meeting; collect information in their village on a topic of concern. These tasks should link to the use of their knowledge and involve them in expressing their views.
- **Use the materials flexibly:** Facilitators can swap content for the sessions, based on any urgent needs that you identify in the group (e.g. you might use the materials on substance abuse earlier, if required). Adapt the materials according to the age group you are working with. For example, the information about workplace rights will be especially important for 17 year olds who will very soon be in the workplace, but this information may not feel relevant for 10 year olds.
- **Make it fun:** At the end of the toolkit, there are some **energiser activities**. There are a lot of discussions in the toolkit, and members will need a break from sitting and talking about serious topics. It's important that they enjoy their time together and build relationships with each other through fun activities as well as learning new skills. Some groups will figure out their own energiser activities. If they work well, you could share them with others, through your NGO.
- **Share your enthusiasms:** Think about the special skills that you or the individual members have, so that you can share and learn from each other. It could be a craft, or a musical talent, dance, yoga, storytelling, or an area of scientific or environmental knowledge, for example.
- **Notebooks:** Provide a notebook for each of the group members to take notes at each meeting or to note down points during the small group exercises. They should remember to bring the notebook to each session.
- **Food:** Make sure snacks are available!



## Who are we? What are some important rights under the Constitution?

### Purpose of the Unit (to be explained by the facilitator at the beginning of the session):

- Set some ground rules for how the group will work together - to show how we think people should treat each other
- Learn more about each other, and consider our own power to shape our identities and our possibilities
- Learn about the important rights and values upheld in the Constitution

### A. Agreeing Group Ground Rules



#### Outcome

Establish safe, positive group dynamics



#### Duration

10 – 15 minutes



#### Required materials

Flip-chart or blackboard, markers/chalk



#### Note for Facilitator

Create a copy of the ground rules and bring it to every session to display

### Discussion

*Most groups will already have held some meetings, but if not, make sure everyone has introduced themselves. Use one of the Energisers at the end of the toolkit to help everyone relax and get to know each other.*

Now, explain to the group that because they will be working together, the group should agree on some ground rules.

Ask the group to formulate a list of rules that they will agree to follow.

List them on a flip chart.

Check that everyone agrees with the suggested rules.

Add in any important ones from the list below.

Take the agreement of the group to mention it to each other, if someone is not in line with the ground rules.

The rules of this group will be (example):

- Confidentiality – we don't talk about private matters outside the group.
- We respect the opinions and experiences of others
- No one has to talk, but everyone should listen to each other
- Take your time and don't feel pressure to speak
- Listen until someone's finished
- Try not to talk for too long
- Don't make fun of other people or laugh at what they say
- Try to attend all of the group meetings

Explain more about confidentiality: Although we keep what members share in the group as private, if someone shares something that shows they are in serious risk or being harmed, then the facilitator will have to break the confidentiality to make sure the person gets some help.

Consider whether it would be helpful if the NGO facilitator has a group member as **co-facilitator** for each meeting. The co-facilitator will help to check that everyone is joining in and feels supported in the meeting. He will watch out to see if people are interested, bored, confused, upset. If he would like, he can lead some of the activities.

If agreed, then members will take turns to have the opportunity to co-facilitate.

## B. Understanding ourselves and our identity



### Outcome

Understand self and Identity. The dynamics of caste, class and community.



### Duration

30 - 40 minutes



### Required materials

Flip-chart or blackboard, markers/chalk, paper and pens. Handout of Eklavya's story.



### Note for Facilitator

“Who am I?” is a question we all ask at some time in our lives. It is an especially critical question for adolescents coming from a vulnerable community or caste. As we search for answers, we begin to define ourselves.

The session aims to build relationships in the group as well as helping group members understand that they can make decisions about who they are and their beliefs and actions.

## Discussion

Start with this explanation: We're going to start with a discussion that will help us firstly to get to know each other better and secondly, to think about some of the **influences** that have affected who we are (our identity) - including some of the labels and expectations that people may put on us based on our age, our economic background, where we live, our family, religion, or caste.

As we start our group together, there may be different feelings in the group: Some people may be feeling that they know a lot about other group members. They may have formed judgments about who will (or will not) be their friend - perhaps based on how someone talks, or whether they come from the same place or what kind of clothes they wear.

On the other hand, some people may feel they are in the company of strangers. They may feel that nobody really knows them and that they don't really know others in the group.

We have all had experiences where people make judgements about who we are - *our identity* - based on not very much information.

Can anyone think of a time when that happened (it could be a positive example or an example where it was hurtful)?

People may have assumptions about us based on things like:

- who our family is;
- what work our father and mother do; or
- based on what has happened to us in life so far.

People's judgements may give us advantages or they may be harmful - but it's better if people can get to know each other properly.

To help us to do this as a group, we're going to do a "How well do we know each other?" activity.

First, distribute a card or piece of paper to each person, including yourself. Ask each person to write one **little-known fact** about themselves on the card without showing or telling other group members. This fact could be something they like to do, or an experience they have had, or a talent they have.

It doesn't need to be very private or anything that makes them uncomfortable to share. (If any members have difficulty with writing, then let them tell you what they want to write and you can write it for them). It should be something that people could not know just by looking at them.

Their names should not be written on the cards. Give people enough time to think about this.

Once they're ready, collect the cards.

Shuffle the cards, then read a card and ask the group to guess who the fact describes. Work through the cards till they have all been used.

Through this activity, participants often learn that they have something in common with a groupmate or they learn something interesting about someone that they might never have known.

Ask: Was the fact that you shared about yourself something that is **important to who you are** (your identity) or **not very important**?

For some people, it will be an important part of who they are (e.g. "I looked after my grandfather when he was old and frail", "I love to dance with my friends") – while for others they will have shared a less important fact ("I need lots of sugar in my tea", "I like to sit at the front of the bus").

Identity is the answer to the question, "Who am I?". Many different influences may try to shape our identity (for example, our school, our family, or our employers in future), and this is sometimes good, but we can always think about **who we really want to be**.

We can ask ourselves whether the beliefs of others about our identity are true and fair.

We can think about how much we should be guided by those influences.

Next, distribute copies of "Story of Eklavya," from the link: <https://www.hindi-sahityadarpan.in/2017/05/story-eklavya-mahabharat-hindi.html>

Ask volunteers to read the story aloud, and ask the group members to underline any words or phrases that give them information about Eklavya's identity and how that identity played a role in his story: "Who was he?"

Ask group members: What are the words or phrases you have underlined about Eklavya's identity?

Then make sure that you discuss:

- How the guru treated Eklavya, based on him being from a tribal background - and not being a prince. Was it fair?
- Did Eklavya agree with the guru that his background (being tribal and not rich) should stop him pursuing archery? Was being a good archer a part of his real identity?
- What are some of the words you would use to describe Eklavya's personality? (*Once group members have shared some ideas, you could add some examples such as "determined", "self-motivated", "obedient", "respectful", "hard working"*)
- Why did the guru tell him to cut his thumb off? (*After group members have shared, you could add: because people from tribal groups were not expected to be as good at archery as the princes; because the guru wanted to keep the princes happy; because he wanted to keep Eklavya in his place and control him*)
- What were some of the reasons that Eklavya followed the guru's instruction to cut off his thumb? (e.g. trust, obedience, desire to be accepted, feeling that the guru was superior to him). Was he right to follow the instruction? (*we shouldn't follow instructions that are harmful to us!*)
- When he had lost his thumb, did he give up on his dream?

Are there times when other people's expectations of us, based on some part of our identity, are limiting or harmful to us?

What should we do about that?

As a group, how can we help each other not to give up on our dreams?

## C. Equal Rights in the Constitution



### Outcome

Group members' knowledge of their equal rights under the Constitution is reinforced and it is made relevant to their own lives and ways of thinking.



### Duration

45 – 55 mins



### Required materials

Flip-chart or blackboard, markers/chalk Notebooks and pencils

Printed slips with the Articles from the Constitution – as mentioned in the Group Discussion notes.

### Group discussion

This session is a discussion about the equal rights that we have under India's constitution. Make sure that the members start by knowing what the Constitution is. As you go through, make sure that any unfamiliar or important words (such as “citizens”, “rights”) are explained.

The Constitution offers all citizens, individually and collectively, some basic freedoms. These are guaranteed in six broad categories of Fundamental Rights, which can be protected through the courts. Articles 12 to 35 in Part III of the Constitution deal with Fundamental Rights. Today we're going to look at some of these Fundamental Rights.

Hand out a printed slip with one Article of the constitution (or cluster of Articles) for different people to read to the whole group:

**Equality: Article 14:** Says that each person must have equality before the law and have equal protection under the law

#### No discrimination:

**Article 15:** Says that the state must not discriminate on grounds of religion, race, caste, sex, or place of birth.

**Article 16:** Says that there should be equality of opportunity for employment by the state.

**Article 17** abolishes Untouchability.

**Basic freedoms: Article 19:** Says that all citizens have the right:

- a) To freedom of speech and expression;
- b) To assemble peaceably and without arms;
- c) To form associations or unions;
- d) To move freely throughout the territory of India;
- e) To reside and settle in any part of the territory of India
- f) (removed from constitution in 1979)
- g) To practise any profession or to carry on any occupation, trade or business.



We can see that the Constitution proclaims the idea that all people have equal worth.

The Constitution also protects some other important rights:

**Article 21:** Protects citizens' life and personal liberty and prohibits violations such as:

**Article 23:** Prohibition of traffic in human beings and forced labour, and

**Article 24:** Prohibition of employment of children.

Discuss: Why do you think it was important to the writers of the constitution in 1949 to express these equal rights in the constitution and to make them fundamental to the foundation of the country? In 1949, what were the types of harms caused by inequality that the writers of the constitution might be seeing?

*(Facilitator's examples: Indian rules had treated Indians as inferior; extreme violations on the basis of caste; violence against women on the basis of gender)*

Read the Articles aloud again. **Now ask:**  
**If our lives met the standards of the Constitution, what would change?**  
**What would be different than it is now?**

Brainstorm any ideas from the group onto a flipchart or blackboard: Once you've discussed the group's examples, you could also share some of these:

*"Families would prioritise the education of daughters as much as sons"*

*"If workers' lives were treated as equal with managers, we'd all have safety equipment"*

*"Families would share the domestic chores fairly between men and women"*

*"People from different castes would be treated with equal respect. Caste itself would become irrelevant"*

Are there ways that we have internally, in our own minds, accepted this different and unequal treatment, for ourselves or for other people?

Are there ways that we have even contributed to other people not being treated equally and respectfully?

### Purpose of the Unit

- Consider our personal values (what beliefs and ways of behaving matter to us the most) and our values as a group
- Learn about stress - sharing ways to cope

### Recap of last session

- Last meeting, we decided on some ground rules for how we'll hold our meetings
- We talked about some of the ideas and values in the Constitution. What can you remember about that? What makes you most proud of the Constitution?

## A. Our Values – What do we care about most?



### Outcome

Participants understand what “values” are, and the challenge of living up to our values. They think about which values are most important to them individually and to the whole group.



### Duration

45 - 50 mins



### Required materials

Flip-chart or blackboard, markers/chalk  
Notebooks and pencils

Print outs of the case studies and dilemmas



### Note for Facilitator

Make sure that the ideas are coming from the group and there is real “ownership” of the values they prioritise. There are a few different positive responses to the case studies. Creative ways of tackling difficult situations should be encouraged!

## Discussion of real life dilemmas

Values are our inner standards that guide us and motivate us every day. Values are about what is most important and worthwhile to us.

Some examples of values are: Honesty, loving-kindness, loyalty, bravery, non-violence, humility, fairness.

When we are children, we may have to act kindly or not tell a lie because otherwise we might get into trouble. But as adults and as citizens, we must freely choose our values and decide how to live up to them in different circumstances and even under pressure.

If a value is important to us and we make a choice to follow it, we often feel good afterwards. So for example, if one of our values is *never to take advantage of someone when we're in a position of power*, then, for example, when we treat a younger person with kindness and care, even if it's not convenient for us, we will feel good about ourselves and feel more self-respect.

Finding friends who share some of our deepest values can bring real happiness, strength and support. They can help us be true to ourselves.

Sometimes our personal values will be quite different from what we see happening around us. For example, if we believe strongly in fairness, but we see that some students get the chance to go to higher education and other students don't get the chance, it will feel wrong to us. We may want to join with others to try to put the situation right.

**When a whole group of people take action because of their values, then things can sometimes change for the better.**

1. Form three groups and give each of the groups a different case study (see case studies below)
2. Give the groups approximately 10 minutes to discuss the case study and the questions.
3. Each group will then explain their case study to the whole group and explain what they think the person should do, and why.

After 10 minutes:

- Ask each group to explain their views on the case study to the whole group. They should give their decision and their reasons.
- For each case study, ask the whole group what they think are the values behind the decisions.

Write up the group's ideas under the headings in the table (an example is given - don't copy it exactly)

Decision	Why?	Values shown
Razaa asks Rajesh to stop	He doesn't want younger children to be bullied	Kindness, fairness, bravery, non-violence
Lalan.....		

### Discuss (if you have time)

- Some of the situations might be risky for the person who is taking action (e.g. if Rajesh gets angry with Razaa). What can the person do in each of these situations to make themselves safer while following through on their values? (Key point: *We shouldn't be reckless or confrontational in following our values*)
- Thinking about the positive values that have come out of the case studies (and any others that you've discussed), ask each person to try to list the values in **priority order** for themselves - in other words, deciding which values are most important for them. Let each person share in the group, if they're willing.
- Which of the values are most important to most of the group members? What are your common values? Write up these "group values" and keep the notes for a future session.

#### Case study 1

Razaa from Class VIII went to drink some water. When he got to the water tank, he heard voices. They seemed to be coming from behind the tank. Suddenly, he realised that it was Rajesh's voice. Rajesh was also in Class VIII but he was taller and stronger than Razaa. He heard Rajesh's booming voice from behind the tank, "Hey, who do you think you are?". Razaa stood still. He knew that Rajesh was troubling some younger students and perhaps even physically bullying him

1. What should Razaa do?
2. Why? What are your reasons?

#### Case study 2

17 year old Lalan's mother and father worked for 40 days under the MGNREGA scheme – a government scheme that gives paid local work to adults who are without employment in rural areas. But when Lalan's parents were due to be paid, they came home very upset because they only got paid for 30 days, and the contractor is also not paying 10 workers for some of the days that they worked. A group of the workers are planning to go to see the village leader to complain tomorrow, and Lalan's mother asks him to stay at home and look after his younger brother, while they go to do this. Lalan was hoping to go to play cricket at that time. The group also wants to take a written complaint with them, and they need someone to help write the complaint for them. Lalan is bright and he writes well - he knows this is something he could do for them, but he's a bit worried about how the contractor will react.

1. What should Lalan do?
2. Why? What are your reasons?

#### Case study 3

Ashish and Soni are studying in Class VIII and they used to play together when they were younger. One day, Ashish saw two boys in Class IX make comments about Soni's appearance and try to touch her as she was passing through the school gate. She shouted at them and told them to leave her alone. But now Ashish has noticed that they are making comments and gestures whenever they see her. She's also starting to have absences from school because of the anxiety this is causing her. If Ashish challenges them or reports their behaviour to the teacher, they may start causing trouble for him.

1. What should Ashish do?
2. Why? What are your reasons?

## B. Understanding stress and ways of coping



### Outcome

Learn about different responses to distressing events and trauma



### Duration

35 mins



### Required materials

Flip-chart or blackboard, markers/chalk



### Note for Facilitator

If there are any disclosures of serious distress, or self-harm or abuse, then the facilitator would need to break confidentiality and inform the NGO in order to identify how to arrange professional help for the young person.

## Explanation and Discussion

What are normal responses to difficult circumstances?

Explain that different kinds of distressing events happen in the world, such as accidents, illness, loss of income or violence. People may lose their homes or people they love, or they may see things that are too sad.

Different people will be affected in different ways. Many people may feel very fearful or anxious, or numb (not feeling anything) and detached. Some people may have mild reactions and others may have severe reactions.

How people react to these difficult circumstances will depend on lots of things, including:

- The severity of the situation that they experience
- Their experience of previous distressing events
- What support they have from others in their life
- Their physical health and nutrition
- Their age (for example, children of different age groups react differently)

## Questions for discussion

What are some examples of a response to a distressing event? Take suggestions from the group

*(Crying, sadness, depression, fear, anxiety, anger)*

Is it OK for a boy or man to cry if they are stressed? Why or why not? What about a girl or woman?

If a boy cries, sometimes people view this as a weakness, but it is not weakness. It is normal to cry, no matter if you are male or female, young or old.

Explain that these reactions are very normal. When life is distressing, humans are sad and fearful. These are normal and understandable responses to very painful life events. It is the body and mind's way of coping with the loss and difficulty. However, these reactions can become too painful at a certain point and then we require extra help.

*Facilitator:* Ask the members to talk to you if they are feeling that they are in that situation.

When the distressing situations in our lives are challenging but not overwhelming, there are ways we can help ourselves and each other to cope, and to be ready to try to improve the situation.

Can you think of something positive that you do to help yourself cope with stress?  
(Write up examples that people give)

Share these ideas if they haven't already been suggested:

- Get a healthy amount of sleep • Exercise • Laugh • Talk with a friend
- Eat a good meal • Go for a walk
- Practice your spiritual beliefs (like going to temple, church or mosque for prayer and meditation)
- Cry • Express yourself through music, dance or art • Play a game

What coping skill have you tried that works well for you? Please share an example.

What ideas do you have that are not on this list that are useful for you?

Are there also some unhealthy ways of coping with difficult circumstances? What would be some examples?

- Using alcohol or other drugs • Being violent or abusive to someone else
- Over-eating or eating junk food • Over working
- Spending too much time on games on the internet

This discussion allows participants to focus on what works for them and to share that knowledge with others. Encourage the participants to continue whatever positive coping skill is effective for them. But always to talk to a trusted adult or the NGO if they are feeling overwhelmed or they are having persistent anxiety or sadness.

The purpose of using our coping skills is not so that we simply put up with whatever is wrong and upsetting in our lives but to help us have the hope and strength to join with others to try to make the situation change over time.



### **Before next meeting**

When you're in a situation that is sad, stressful, frustrating or anxious, try one of the coping strategies that you haven't tried before. Let us know next time whether it helped at all.

### Purpose of the Unit

- Understand the different strengths, assets and abilities that we each have
- Managing income - avoiding risky loans
- Government entitlements to help our families - PMJAY Health insurance

### Recap of last session and follow up on action step from the last meeting

- We discussed about what matters most to us - our Values. What were some examples of values that we discussed? We tried to figure out which values are most important to us as individuals and as a group. Hold up the sheet where you wrote up the values during the last session
- We also discussed about stress and anxiety and some ways that each of us tries to cope. Did anyone try using one of the coping strategies that we discussed last time? How did it go?

## A. Our core strengths and who we want to be



### Outcome

Members identify their personal strengths and the people that can help them when faced with challenges.



### Duration

40 minutes



### Required materials

Flip-chart or blackboard,  
markers/chalk  
Paper, pencils



### Note for Facilitator

If members have difficulty with reading and writing, encourage them to do simple sketches of their ideas. Make sure they don't get frustrated with having to write their answers.

## Visualising and Discussing

Participants sit in a circle. Ask them to close their eyes and take a few deep breaths.

Ask the following questions, leaving a couple of minutes between each question for them to think quietly about their answers. Tell them to think about these without opening their eyes:

- On a day when you're feeling well, how would you describe yourself in three words? What are your characteristics and personal strengths?
- What do you **like** doing the most?
- What can you do best?

Now ask the participants to open their eyes. Write the questions on the board and read them out again, so that they can refer to them, and ask them to write or draw their answers on paper.

After a few minutes, invite the participants to share at least one part of their write-up or drawing with the group. They can share it all, if they are willing.

Then ask them to close their eyes again and to think about the following questions:

- What kind of person do I want to be three years from now?
- What kind of work or studying would I like to be doing three years from now?
- Who do I know (a friend, a parent, a trusted adult in the village) who will encourage me and would always talk to me when I face a challenge?
- In three years, will I be married? Will I have children?
- Where would I like to be 15 years from now?

Ask them to open their eyes. Write the questions on the board and read them again. Give them 10 more minutes to think and reflect on these questions and write or draw their thoughts. Ask for any volunteers to share what they wrote/drew.

Explain that in a later session we're going to think more about our future plans and talk about ways to access more training or scholarships for further education.



## B. Risky loans and trying to avoid large debts



### Outcome

Learn about ways to avoid high medical costs and understand different sources of loans.

Learn skills in problem solving and generating ideas as a group.



### Duration

1 hour



### Required materials

Flip-chart or blackboard, markers/chalk



### Note for Facilitator

Be aware that the case study and the different alternatives may bring up painful memories or current situations for the group members. Acknowledge that there are no easy solutions in these difficult situations and that the whole family will be stressed. Try to make the role play finish on a positive note.

## Case study and discussion

The facilitator should read the case study to the group and then lead a discussion among the whole group:

*Ramesh is 15 and his family is struggling financially because his father no longer goes off for migrant work in Maharashtra. During the first wave of covid, his father had no help to get back home and went without food for 3 days when he was traveling back. He never wants to go again. Ramesh's father and mother look for work locally but at this time of year, there's not much agricultural daily work available. Unfortunately, one day, the father's hand gets caught in faulty machinery while working for the landowner and now he needs an expensive operation in a hospital to make his hand and wrist work again. The only thing the family can think to do is take a loan from the landowner, and then they will all work for him to try to pay it off. He will charge 5% of interest on the loan every month, which means he would only pay the family in food grains, not cash.*

Discussion questions:

- Is there anything the family could have done to reduce the risks of expensive hospital costs, in case of accident or illness?

*(Explain briefly what the PMJAY health insurance is - see explanation in next exercise below; also the government's eshram portal registration includes a free benefit of accident insurance - that covers for accidental death and for certain injuries - providing up to INR 2 lakhs. Explain that this is an online registration for unorganized or migrant workers)*

- Instead of taking a big loan from the landowner, are there any better options?

*(Discuss whether the landowner can be made to pay for the hospital costs, because the faulty machinery was being used while working for him. Who could go with the injured worker to influence the landowner to do the right thing?)*

*Or Is Ramesh's mother in a Self-Help Group, and could the SHG loan some money to the family? Would it be enough to pay for the treatment?*

*Or is there a way to get free treatment by going to a government hospital?*

*Or Can the family discuss the situation with the NGO that works in the village, to take their suggestions?)*

- Apart from taking this loan, are there any other bad options?

*(The local labour broker might offer for Ramesh to go off for work in another place. He's connected to a trafficker who pays parents to let their adolescent boys go off for work at a biscuit factory in Delhi. If Ramesh does this – what will be the consequences?)*

*Or Ramesh's father might decide not to get the operation, but then he won't be able to work, so Ramesh would have to stop going to school and start work. Ramesh is determined to study up to Class 12, at least. What would be the long-term consequences for Ramesh and for his family if he doesn't complete his education)*

- As a group, decide what you'd recommend to Ramesh about what to suggest to his parents in this situation.

## Role play

Now that you've discussed the situation, ask for a few volunteers to role play being Ramesh and his parents. Start with the family discussing the difficulty that they are in, and then Ramesh makes his suggestion to his parents (the suggestion you've decided to recommend as a group).

Once you've finished the role play, discuss:

- What are the different lending sources in our area?

*(Examples: Private money lenders, neighbours, wealthier people in the village, banks, Self Help Groups – explain how an SHG works, if needed)*

- What are the advantages and disadvantages of getting loans from each of these different sources?

*(Talk about the different interest rates charged by each, what they will provide loans for; what size of loan these different sources can provide, and the ease of getting the loan etc)*

- Why do people take loans from money lenders?

*(Examples: Banks resist giving loans to some households; families think they will get better interest rates; they are scared to go to the bank; money lenders watch out for families in difficulties and persuade them; families are already in debt and often increase the amount of the debt when they need to; debt gets handed down from parents to their children)*

## C. Helping families access PMJAY Health Insurance (Ayushman Bharat health insurance)



### Outcome

Members will be able to help their families to apply for Ayushman Bharat and understand why it's worthwhile



### Duration

50 mins



### Required materials

Flip-chart or blackboard, markers/chalk



### Note for Facilitator

Applying for the Ayushman Bharat card should help to protect group members from risky loans, and gives them an experience of working to access the government schemes. Try to give them as much practical help as they need, but show that they are taking the lead in doing this. Help them not to give up when they face difficulties and frustrations with this.

## Explanation and discussion

If group members are willing to share, ask them to put up their hands if their family already has the Golden health card for Ayushman Bharat; how many do NOT have the health card; how many don't know.

Can anyone remind the group what this scheme offers?

Watch one or two of the videos on the government's Ayushman Bharat official website: <https://pmjay.gov.in/>



Now ask the members what questions they have about the scheme, and use the FAQs Source Sheet below to answer the questions. Once you've answered their questions, go through any other explanations covered under the FAQs below.

For members whose households do not have a Golden health card or those who don't know – is this something that could be helpful? Would you like to help your family to get the card? The group can help each other work through this.

Here is a 10 minute video explaining how to obtain the Golden health card: <https://www.youtube.com/watch?v=5j79-nXPivY>

## FAQ

### Pradhan Mantri Jan Arogya Yojana (PM-JAY)

Ayushman Bharat Yojana (ABY) is also known as Pradhan Mantri Jan Arogya Yojana (PM-JAY)

#### What is the scheme?

Under this scheme there is a provision of health insurance of Rs. 5 lakhs per year to the 10 crore poor families of the country and around 50 crore individuals listed under Socio-Economic Caste Census (SECC) 2011. (The SECC is a government study of the economic status of households across the country that assesses the condition of each household).

As well as the households listed through SECC, all of the families who are enrolled under Rashtriya Swasthya Bima Yojana (RSBY) can also access PM-JAY.

#### Who can access PM-JAY?

As per the Socio-Economic Caste Census (SECC) 2011 the below mentioned families/persons are entitled to access PM-JAY:

Sr. No.	Persons/families from rural area	Persons/families from urban areas
1	Single room family with kutcha wall and kutcha ceiling	Ragpickers, beggars and domestic workers
2	Families with no adults aged 16-59	Construction workers- plumber, mason, painter, welder, coolie, sweeper, gardener, security guard
3	The head of the family is woman or disabled	Home based workers- artisans, tailors
4	Scheduled Caste/Scheduled Tribe families	Transport workers, drivers, conductors, rickshaw/auto driver, electrician, mechanic, washerman
5	Landless person or beggar	
6	Legally freed bonded labourer	

#### What are the benefits of the scheme?

- The families covered under this scheme can get free treatment up to INR 5 lakhs in any government or PM-JAY listed private hospital
- Through this insurance, the patient does not have to pay anything for their treatment, and many types of serious diseases are treated in it.
- The INR 5 lakhs can be spent on the treatment of one person, or if needed, it can be used for all the members of the family to be treated.
- There is no limit on the age or number of the family members covered under the insurance.

### How can you check if your family is eligible and already on the list for PM-JAY?

1. Visit the government's website: [www.pmjay.gov.in](http://www.pmjay.gov.in) and use the full name of adults in your family, your ration card number and the main household mobile number to check if you are listed for the scheme.  
OR
2. Phone the government's Helpline: 1800111565 or Toll Free Helpline 14555  
OR
3. Meet with the PM Arogya Mitra at the nearest government hospital (see below).

### How can you get your Ayushman card made?

To access the benefits when you need it, you should get your Ayushman Golden Card made.

To obtain the Golden Card, you should go to the nearest government hospital and meet with the Prime Minister Arogya Mitra who works at the Common Service Centre at the hospital. You can also go to other Common Service Centres to get this done.

You will need to prove your identity (as shown on the SECC list or RSBY list), using your ration card and aadhaar card.

The PM Arogya Mitra should get the card prepared for you within one or two days, and the government covers the cost of making up the card. **You do not have to pay anything for this service.**

If you need to be admitted to the hospital, you should carry the ration card or any other government recognized photo identity document like Aadhar card

### Which diseases are covered?

Diseases covered	Diseases not covered
<ul style="list-style-type: none"><li>• Maternal health, delivery facility</li><li>• Cancer</li><li>• TB</li><li>• Radiation therapy</li><li>• Heart Surgery</li><li>• Neurosurgery</li><li>• Teeth and Eye Surgery</li><li>• MRI CT Scan</li><li>• Heart Diseases</li></ul> <p>The health services covered include hospitalization expenses, day care surgeries, follow up care, pre and post hospitalization expense benefits and newborn child/children services. The full list of services is available on the PM-JAY website.</p> <p>The scheme can be used wherever the beneficiary is, across all the implementing states in India</p>	<ul style="list-style-type: none"><li>• Common Illnesses such as fever, cold and cough are not covered.</li><li>• Organ transplants, drug rehabilitation services are not covered.</li><li>• Out Patient Department treatment (where the patient visits the doctor but is not hospitalized)</li><li>• Fertility related procedures</li><li>• Cosmetic procedures</li></ul>

### Before next meeting

Try to find out if your family has the Golden health card

If they don't, find someone with a smart phone, if possible, and look up to see if your family is on the list of eligible households. Or phone the helpline for the scheme.

Try to find the documents you will need in order to request your family's health card.

TIP to Facilitator: Phone the members in between the meetings, to check how they're getting on with this.

**Purpose of the Unit**

- Help group members become effective at listening and communication – promote empathy
- Help them to process, reflect on and feel supported in dealing with some of the situations in their past

**Recap of last session and follow up on action step from the last meeting**

- Last meeting, we thought about our individual strengths and who we can count on to help us during tough times.
- We talked about sources of loans and risky debts - and talked about difficult choices when our families are in a financial crisis.
- We learned about the PMJAY health insurance card (Ayushman Bharat)
- How did you get on with the tasks from last time? Did you manage to find out if your family has the health card or if they are on the list as eligible? Did you manage to find the documents needed to obtain the card?
- At the end of this session, we'll plan the next steps to get these cards.

**A. Listening and understanding other people's emotions****Outcome**

Ability to think how others are feeling, and learn a new way to provide supportive listening

**Duration**

40 mins

**Required materials**

Flip-chart or blackboard, markers/chalk

**Note to facilitators**

Situation 1 expects the boys to think about how a girl feels in a situation where she cannot have the freedoms that her brother has. This is important for boys to be able to do.

Situation 4 may bring up some questions or concerns about giving video testimony. Take time if needed to explain how it works and to give reassurance.

The case study may also bring up some feelings about their own earlier trafficking situation. Be ready to acknowledge those feelings, and if a member is upset, don't go too deep in the situation in the whole group. Talk to the person individually afterwards and check they are alright.



## Discussion

Create a table on the board/chart with all the characters (Reena, Pintu, etc.) listed in the first column and emotions they are feeling in the second.

Character	Emotion
Reena	
Pintu	
Reena's father	
Saddam	
etc	

Now, have a member of the group read out the situation and then ask other members to describe the emotions of each of the different characters and come to the board to draw an emoticon next to the character's name. Write the emotions onto the table.

**Situation 1.** Reena and her brother Pintu came home late, after playing. As they entered the house, Dad said, "Reena, what's the time? I have told you hundreds of times to be back before dark!" Reena said, "You always scold me and never say anything to Pintu." Dad said, "Don't compare yourself to him. He is a boy!"

**Situation 2.** Saddam and Salman are very good friends. Saddam is very scared of Maths. Salman is good at Maths and always helps him before the exams. The same thing happened before their mid-term exam. When the results came out, Saddam scored way more than Salman.

**Situation 3.** Today is Jemy's first day in his new school. The teacher asks him to sit next to Ranjan. Jemy tries to interact with Ranjan but Ranjan does not talk to him. During the lunch break, Jemy, who has a physical disability, looks at his crutches and thinks that he will never have friends. He starts having his lunch alone. That's when another boy, Suraj, comes to him and invites him to join his group for lunch.

**Situation 4.** Ram hears that his friend Manoj is going to the District court because he's been summoned to give testimony over a video link about the time two years ago when he was taken off to Delhi when he was 13, to work in a sweet factory. Both Ram and Manoj had worked there for 6 months before being rescued and coming back home. Ram knows that Manoj is anxious about doing this, but he knows that what happened to them was wrong – they were too young for the exhausting work, and they weren't even paid properly – and Manoj knows that if he can give testimony, it might help for this exploitation not to happen to others like him. Ram offers to travel with Manoj to the court, though he can't come in the room during the testimony. While they are sitting waiting before the hearing, Manoj is looking all around and finds it hard to listen to all the explanations of how the video link works. But after he comes out of the special court room, he is standing tall, smiling and calm. He managed to tell the truth about what happened. He looks at Ram and says "it's your turn soon!"

After you've finished discussing the situations, ask:

In our day to day situations, how do we get to know what the other person is feeling? (*Answers: facial expressions, body language, what they say*)

In order to really help people, or to have good relationships, it's important to have skills in **imagining** how other people are feeling – to be able to put ourselves in their shoes, even if they are a different gender, age group or background. Sometimes when you work hard to understand the other person's feelings, it can help them to feel cared for – even to feel some healing if they are sad and worried. Good listening skills can be like a superpower!

Here's how to practice your listening superpower:

1. **Observe:** (Draw up an eye on the board). Look at the other person carefully, look at the facial expressions, their eye contact, gestures, etc)
2. **Listen:** (Draw up an ear on the board). Pay attention to the words and tone, to understand what the person is saying. Show that you are listening and have understood what is being said by nodding your head or saying "Ok" "right" etc.
3. **Ask:** (Write a question mark on the board). Ask one or two questions to check that you are correctly understanding the person's point of view.

**Demonstrate how this method can be used:**

Let us look at the first situation with Reena, Pintu and their father. Let's see how the Observe, Listen, Ask approach works. Read out the first situation (Reena and Pintu). Invite a member (preferably a fluent reader) to come forward. Share the script below and ask him to play Reena's role. You will play the role of Reena's friend. While you play the role, make sure that you demonstrate the skills.

**Reena:** Do you know what happened the other day? I reached home late with my brother and my dad shouted at me for coming home late – but he didn't shout at my brother.

**Friend:** (Listens and observes carefully) Oh, is that so?

**Reena:** He always does that. He always scolds me. What makes me angry is that he does not say anything to my brother just because he is a boy.

**Friend:** Does that upset you more? That he scolds you and not your brother? I am wondering why he does that.

**Reena:** (*Thinks about it for a moment*) Maybe, he is more concerned about my safety, but it's not fair to just scold me.

**Friend:** (*Nods*) You are right. He is probably more concerned about you. Do you think he should be concerned about your brother's safety also?

**Reena:** Obviously! He should be concerned about his safety too and actually he should not scold us at all. We both were together and we were careful.

**Friend:** I see.

Ask the members what skills they saw in the demonstration. This discussion must be focused on what you as a friend said/ did to show understanding and support.



## B. Listening to each other



### Outcome

Members reflect on what has happened to them. They improve their listening skills.



### Duration

50 mins



### Required materials

Large sheets for each member, pencils and colouring pencils



### Note for Facilitator

Be very watchful while the group members do this exercise that they are not getting upset as they think back to the trafficking situation and what they suffered. There may be other incidents in their past that also still cause pain. Because the group does not have professional skills to talk deeply about these points, it is safest not to spend too long or get stuck on these painful times, but acknowledge the pain and then focus on what may be helping them to cope. If you see that someone needs more support, talk to the NGO about how to access professional mental health support.

When the participants are finished, make sure to collect the River of Life drawings from the participants so they do not get lost. You will need to use them again in the next meeting.

## River of Life exercise – and listening to each other

Explain to the participants that this activity is called The River of Life. They should sit with plenty of space from each other.

The activity will help you focus on positive forces in your lives, identify barriers and blocks that have caused you difficulties and help you start to imagine your futures. A river has a beginning – and it takes a long journey – during this journey there can be twists - a rock or a root that makes it take a turn. These turns force the river in new directions.

Read the following script to the participants:

Close your eyes and take a journey to imagine the place where your rivers of life began. Which events have shaped the way your river has come about? Sometimes rivers move quickly, sometimes slowly. Think about the significant moments or events in your life that made your river the shape it is.

Let them think quietly for a couple of minutes.

Now I invite you to draw what you saw. There is no wrong way to draw your river (it doesn't have to be as detailed and artistic as the image below). You can use symbols or write words, or both, whatever feels natural to you. Just remember that your job is to draw your own life's river journey up to this moment.

You don't need to go into detail about times in the past that might be too sad for you. Just draw an image or symbol of it and move on down the river, if you like.

Give participants at least 20 minutes to make their drawings. After 20 minutes, ask them to sit in pairs. Ask them to **take it in turns** to explain about their journey and the images they have used to show what happened. Take about 5 minutes for each person. When each person is listening to their partner, they should 1) **Observe**; 2) **Listen** and show they are listening; and 3) **AFTER** the person has finished explaining - **Ask** one or two questions to check they've understood the important feelings that their partner has.

Once everyone has finished (after about 10 mins), ask everyone to stick their pictures up on a wall or space them out on the floor and ask everyone to move around and look at them all quietly.

### Discussion

- What was it like for you to tell your story to your partner?
- What did it feel like to be listened to? Did you feel that your partner understood what you were explaining?
- What did it feel like to be the one listening?
- Did anyone include images for people or things that had helped them positively in their life? Can you give examples?
- When you finished drawing up to the present day, did you want to keep drawing and imagine what might happen next?



### Before next meeting

• Continue to work on applying for the health card. If you have found all the documents needed to register for the health card, then find someone with a smart phone, and follow this link [www.pmjay.gov.in](http://www.pmjay.gov.in) to try to get your family registered for the card and be ready to talk about any problems you had with this, at our next meeting. If it would be difficult for you to read the information on the phone, then get someone's help to do this with you.

TIP to Facilitator: Phone the members in between the meetings, to check how they're getting on with this, and give help.

• Don't forget to practice your skills of understanding how people are feeling, by Observing; Listening; and Asking. See what happens when you try it!

**Purpose of the Unit**

- Think more deeply about what they are interested to be and to do in future.
- Provide information about skills training opportunities and educational scholarships.
- Discuss what makes a person “ready for work” or “not ready for work”

**Recap of last session and follow up on action step from the last meeting**

- We learned about good listening skills and the importance of imagining how the other person is feeling.
- We drew our rivers of life - where we’ve come from, what we’ve gone through and what has helped us - and practiced listening to each other.
- Did any of you try listening carefully to someone facing a difficulty, since the last meeting? How did it go?
- How did you all get on with working for your family’s Ayushman Bharat card?
- What progress has happened? What difficulties? (Talk through and try to identify next steps with the group members. Celebrate any progress they’ve made).

**A. Alternatives to risky work****Outcome**

Learn about other opportunities besides risky work

**Duration** - 2 hours

Depends on whether a role model or careers counsellor joins in.

**Required materials**

Handout on opportunities available in the district.  
Scholarship information.

**Note for Facilitator**

In this section, please refer to the Source Sheet for information on local sources of training or education. Check with your NGO that the source sheet is up to date and has the correct information to provide to the participants. The members may have a lot of questions about each opportunity. Make sure you familiarize yourself with at least 2 - 3 of the opportunities before you present them, including when trainings start, where they are, what it costs and how to access them.

Even if the group members are younger and would not be considering further education or training within the next few years, it’s still helpful to talk about the kind of opportunities available and the education that is needed, so that members feel motivated towards investing in themselves and their qualifications.

## Sharing information and discussing realistic opportunities

Explain to the participants that there are things they can do in their districts once they reach 18 (or sometimes a little before), besides having to take whatever day labour is available or having to go off for migrant work in risky circumstances. They do not have to be at the top of their classes in order to succeed. Explain that there are educational opportunities, training opportunities and job opportunities.

Bear in mind that sometimes when people want to exploit adolescents, they say that the work is a “training opportunity”. Ask the group members how they can tell the difference between someone who is exploiting their work and a real training opportunity? (*e.g. training is usually provided at a registered training centre; the skill takes a while to learn; there is often a recognised qualification at the end of it; the training provider is often listed or included on an official website*). When children go off to other cities to make bangles or work in a factory, this is NOT training!

**Find a role model:** If an individual from a similar background to the group members who has successfully passed through a relevant skills training program and is now working in safe conditions can come to join in the session, it would be helpful. This will help the members see that it can be worthwhile and realistic for them. They can talk about the difficulties they faced and the practical ways they found to overcome the challenges.

If such a person is not available locally, then see if the NGO can connect the group over Zoom with someone who has successfully graduated from a skills training program.

Or try to find a newspaper cutting or case study to bring it to life for the group members.

**Do an exposure visit:** Alternatively, if it is feasible for the group to do an exposure visit to a technical training institute in the district, this would also be helpful. Ask the NGO to cover the costs.

**Find a careers counsellor:** If there is an organisation in the district that provides career counselling for adolescents from similar backgrounds, you could consider inviting them to join in the session.

### Vocational skills training

To support this session, CLFJ and the NGO have prepared a Source Sheet on Training Opportunities in the district. If you do not have this Source Sheet, ask the NGO to provide it for you. It needs to be regularly checked and updated.

Pass around the Source Sheet on Training Opportunities in the district (or outside the district if it has residential facility). Share a couple of specific examples of training courses that seem realistic and worthwhile for the older group members to consider.

Ask them: If a person happened to be interested in that opportunity what might they need to **find out** about it? (After members have suggested questions): Talk about:

- What educational qualifications are required and how can the members get those qualifications?
- Is there demand by employers for people who have these skills? Will the graduates get a decent job? What kind of job?
- How old do they have to be to do this training?

- Where does the training happen, and how could they get there for the training, and how could they pay for the transport costs?
- How long does the training take (how many months)?
- How do people apply for it?
- Once trained and qualified, how much can people earn with those skills (per day or per month)?

Now give time for the members to look through the list of trainings that are available and consider which ones might look interesting to them.

- Ask several of them to share in the group about which one looks interesting to them. Why?
- Is there anything that holds them back or makes them fearful about it?
- Are there any social prejudices or other unfair obstacles that might get in their way - and how can they overcome those obstacles?

**How can my family afford for me to do this?** Make sure that participants are aware of relevant schemes and entitlements to help their households. For older members, highlight that although their families may need their income, if they plan together with their families and with the NGOs, and can access all the right government entitlements, there may be a way to make a different option possible over time, even if not immediately.

### **Talking to my parents: Role play, with “jump in” option**

Ask one of the group members to role play being a young man, Prabhu, aged 17, discussing the option that looks interesting to him with his father.

Prabhu gets his dad’s attention and starts to make the suggestion of what he would like to do.

The father is **doubtful** and just wants Prabhu to earn income immediately, as soon as he can.

Pause in the middle of the role play, after the parent has expressed their worry or rejection of the idea. Help the member who is acting as Prabhu to practice his listening skills with the parent.

Ask the group how they think the parent is feeling now?

How could Prabhu show that he’s listening and check what the father is feeling?

Ask the member playing Prabhu to **suggest one or two reasons** to his father about why it’s a good idea and beneficial for the whole family if he does the training.

Now let different members **step in** to take over the role of Prabhu, if they have a better point that they can make to the parent.

Is the father persuaded in the end?

If the parent is very resistant, how can Prabhu get help (e.g. another member of the extended family, or an older friend, or the NGO fieldworker) to try to persuade the parent - but also, be fair: the parent may be right, that it’s not the right opportunity for Prabhu, or the right time!

Now do the role play again, this time with the parent being **excited, happy and supportive** - and ready to work through the practical challenges with Prabhu.



### After a break, discuss:

#### Support for continuing education

Use the Scholarships and Schemes Source Sheet to explain what is available, what it provides, what are the eligibility requirements and how to apply:

(see also: <https://pmmodiyojana.in/bihar-scholarship/>)

Explain any unfamiliar words.

This explanation of what is available should include:

- SC/ST or OBC/EBC or Minority Educational scholarships available for Pre-Matric, and Post-Matric (11th Standard upwards) students - for government-aided institutions and self-financing colleges
- Scholarships for children whose parents are enrolled in Building and Other Construction Workers scheme or other work-related schemes
- Scholarships or incentives for girls completing their education
- Free uniforms and free bicycles
- Residential/hostel facilities at schools and colleges
- EWS quota operation for private schools

Try to identify any scholarships that group members are interested to apply for and work with them individually to help them to do this for themselves.



## B. River of Life continues as River of Dreams



### Outcome

Members start to think about a road map for their future



### Duration

30 mins



### Required materials

Large sheets of paper for each member, pencils and coloured pencils

## River of Dreams Exercise and Discussion

Bring back the River of Life drawings the group members made during the last session. They will now use the exercise to imagine the future.

Hand out the River of Life drawings. Explain that now they have begun to imagine a new training or job or educational opportunity, try to draw this new dream and add it to your River of Life - as a continuation of your journey. Tell participants that this new part of their River is called their River of Dreams and it can be anything they want it to be. It is their journey. This is the time to imagine the future you want for your life.

Give participants at least 10 - 15 minutes to add a new sheet on to their River of Life drawings and draw in their new ideas - for training, jobs, their future family. Afterwards call the participants back together.

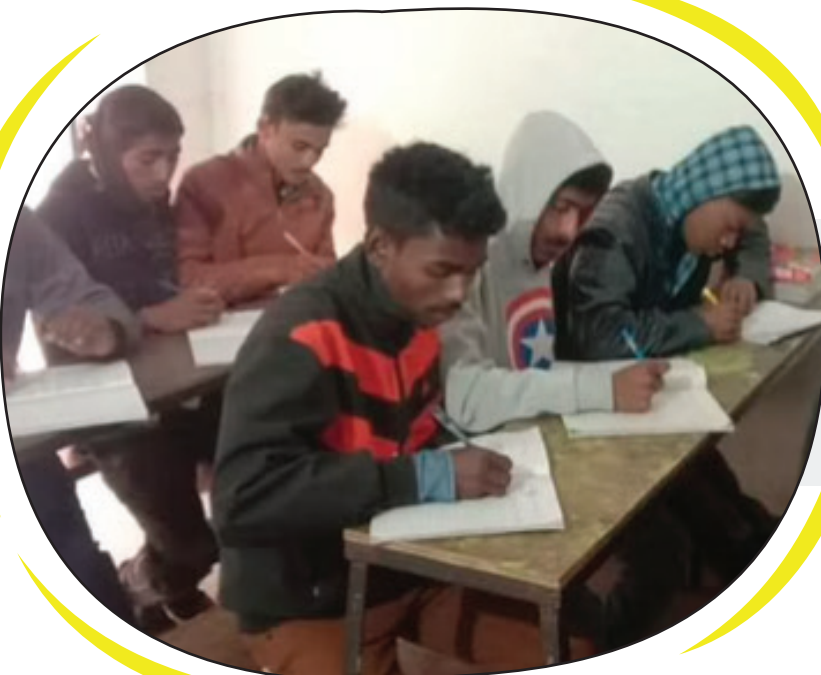
## Discussion

Are there any volunteers who want to share about their River of Dreams?

What is the most important part of your River of Dreams?

How does it feel to imagine your future like this?

What did you learn about yourself through this activity?



**Child trafficking survivor successfully sitting for matriculation exam**

## C. Readiness for paid work



### Outcome

Understanding of what makes a person ready for a job



### Duration

15 mins



### Required materials

Flip-chart or blackboard, markers/chalk



### Note for Facilitator

Once again, the discussion may bring up memories of being taken for work at a young age - or of younger siblings who are currently under threat of being taken off for work. Be ready to talk these situations through with the members individually, if needed.

## Discussion on readiness for work

Most families where we live urgently need additional income, and it's one reason why children and adolescents start work before they are ready and why they often start work in ways that put them severely at risk. Families sometimes get in a financial crisis and there are often people in the village watching out to take advantage of this crisis, and to take adolescents away to work, denying them their right to education and many other rights. These people may not think they are trafficking children. They may even think they are helping the families, but what they do can cause very deep harm to young people.

Explain to the group that there are conditions that make someone ready to work or not yet ready to work. It is important to know what those conditions are before deciding whether it is time to start working.

Take a big piece of paper and draw two columns. On the left write "READY TO WORK" and on the right, write "NOT READY TO WORK."

Ask the group members to write what conditions would make someone ready or not ready for work under each column.

Potential answers to "READY TO WORK" include: mature age, healthy, fair and timely payment, finished with school. Possible answers under "NOT READY TO WORK" could include: too young, in school or in skills training, sick, hear from others that there are bad working conditions.

Lead a discussion after the exercise with the participants to understand their answers and guide them to the potential answers listed above.

- If you decide you are not ready to work, and you are being pushed to go for work, what can you do to avoid being put into work?
- Who is a safe adult figure in your life that you can tell that you are not ready to work?
- How can you get yourself ready to have a good job at the right time?

### Before next meeting

What is one small step that you can take towards the ideas you have for your future?

Ask members to share their ideas with each other - could be: talking to parents; talking to their teacher; committing to completing their homework each night; borrowing someone's phone and taking help to look at a webpage that gives more details on a particular training opportunity - or phoning the training provider to ask about it; working with the NGO to apply for an entitlement that would help with their family income.



**Purpose of the Unit**

- Develop skills in identifying and understanding violence, exploitation and abuse, and a willingness to try to safely prevent and address it.
- Gain the knowledge required as future young workers: preventing risky recruitment.

**Recap of last session and follow up on action step from the last meeting**

- We learned about skills training and about educational scholarships
- We considered what kind of technical skills might be interesting to us
- We practised talking to parents about it
- We drew our River of Dreams to help think about how our future could be
- Did the members try to take one step towards their plans? How did it work out?
- Are members continuing to try to sign up for the Health Card or other entitlements? What help do they need?

**A. Understanding and protecting against violence****Outcome**

Understand how different types of violence can happen in different situations. Recognise that violence is often an abuse of power.

Recognise how collective responses against violence can be helpful.

Become committed to promoting peaceful approaches to change.



**Duration** 1 hour

**Required materials**

Flip-chart or blackboard, markers/chalk

**Note for Facilitator**

Facilitators must be sensitive as some of the examples may be disturbing for members as they will have experienced different forms of violence - and they may still be in a violent situation. Recognise the individual's feelings but it's not recommended to go into depth within the whole group about the incidents or exploitation they may have suffered. Check in with them after the session. Make sure to help them get access to specialist help and counselling, if it's required.

Today we're going to talk about forms of violence in different situations and how we can help to make safe spaces for ourselves and others.

Sometimes violence is very obvious and causes physical injuries. Sometimes it's hidden, but can be equally harmful.

Violence is any act that causes harm to another person against whom the act is directed. Some people in positions of authority in our lives may use violence as if it was a normal thing – or as if it's the only way to behave in certain situations - but to make our homes, schools, communities and workplaces safe, we need to make good choices against violence and help others to do that too.

Show the comic strips (below) to the children and ask the following questions.

### Story 1 | School based story

One day Usha takes her maths notebook top the Teacher.



On seeing the mistakes, her Teacher remarks



Is this violence?

#### Story 1

- Is this violence? Why do you think so?
- How do you think Usha would have felt in this situation?
- Could the teacher have acted differently? If yes, how?

### Story 2 | Neighbourhood based story

A girl is walking in the local market. A group of boys see her and start passing remarks and humming a film song.



Then they burst out laughing.

The girl turns back and looks in their direction and walks away quietly.

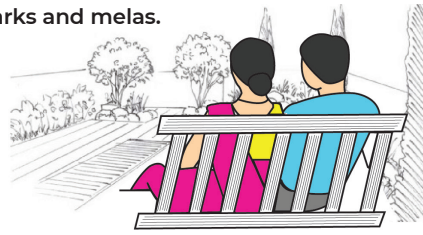


#### Story 2

- Is this violence? Why do you think so?
- How would the girl feel in this situation?
- Do such incidents happen often with women and girls?

### Story 3

Shyam loves his wife, Reena, a lot. He takes good care of her. Takes her out for shopping and to parks and melas.



One day, by mistake, his wife adds extra salt in the dinner. Overcome by anger, Shyam slaps his wife.



Is this violence?

### Story 3

- Is this violence? Why do you think so?
- How would Reena have felt in this situation?
- How could Shyam have behaved differently in this situation?
- Do you think violence is justified in relationships where the perpetrator claims to love the other person? Why/why not?

### Story 4

Both are tired but still the manager yells at them.

Azad and Ram work in a packaging factory. They keep working for a long time. They don't get rest time.



You both are lazy. If you take more than 15 minutes for lunch I'll cut your salary! If you have more breaks for toilet, I'll throw you both out!



Is this violence?

### Story 4

Azad and Ram work in a packaging factory. They work long hours and now the management have said they may only take 15 minutes for their lunch break. It's not long enough to eat their lunch. The supervisor is also threatening them with losing their jobs or reducing their pay when they need to take toilet breaks, so they are drinking less water now.

- Is this violence? Why do you think so?
- How are Azad and Ram feeling?
- Is there anything that they and the other workers could do? Or anyone that could help them?

In the case stories given in this activity, we see different forms of violence and abuse of power. These are:

**Emotional Violence:** In the first story the teacher uses her power over Usha to inflict verbal or emotional violence on her. Emotional violence is when a person intentionally subjects another person to behaviour that may result in emotional hurt. For example, calling someone names, bullying, verbally abusing and using foul language, etc.

**Sexual Harassment:** In the second story, a group of boys sexually harass the girl walking on the road, commonly known as eve-teasing. It is a form of sexual violence. Sexual violence is any sexual act or an attempt directed against a person's sexuality, regardless of the relationship to the victim. Examples of sexual violence are unwanted comments of a sexual character, child sexual abuse with boys and girls, and rape.

**Physical Violence:** In the third story, Shyam uses his power in a male-dominated society over his wife and inflicts violence on her. Physical violence is any intentional act causing injury to another person. Examples may be wife-beating, corporal punishment used in schools, parents beating their children to discipline them, physical fights between siblings, etc. In Reena's case, her husband is often nice to her but it does not justify any act of violence. Shyam's action is also an example of domestic violence, that is, violent or aggressive behaviour within the home. Domestic violence is not limited to physical violence but it can also involve emotional and sexual violence. Also, it is a legal offence if any person is using physical violence, even if the person is married to them. The person who is suffering the violence can report it to the police.

### Collective responses against violence

Explain that the group will be doing some role plays to show how by working together we can sometimes stop or resolve the violence. First, let's think about who are some other people that could sometimes help us deal with a violent situation?: (ask for suggestions, then list them up on the board)

- Trusted friends, neighbours or siblings
- Parents, extended family members
- Teachers or headmasters
- Childline 1098 or Women Helpline
- NGO field staff
- Police, including child friendly police stations or child welfare police or women police officers
- Health workers/aanganwari
- Trade union representatives
- Legal services authority
- Village level Child Protection Committees
- Traditional village leaders or PRI elected members.

Divide the group into 3 smaller groups, to develop role plays of 4 - 5 minutes each. They will have about 10 minutes to plan out their role play. Let each group decide which case study they would like to choose for their role play. Remind them of the theme of each story. If different groups choose the same one, it's OK.

The task for the role play is to figure out and then act out how the situation of violence could be resolved through collective action by a group of people. The group members can act out the roles of people who experience the violence, people who perpetrate it and people who witness and intervene in the violence - or from whom help is sought. Try to show the feelings of the person who has suffered the violence, including how they feel once they've got help and once they've taken some action.

Tell the participants that when they are acting in the play, they only need to indicate the violence - they shouldn't actually hit or touch each other inappropriately.

After each role play, ask:

- Did this role play effectively communicate how collective action can help resolve situations of violence? Was it a safe way to intervene, or were there any risks?
- Could there be any other ways, which were not shown in the role play to collectively respond to the violence?

Remember the personal and group values that we discussed in the first session. How does preventing and stopping violence fit with these values?  
Do we have the courage to take a stand against violence?

## B. Preventing risky recruitment



### Outcome

Knowledge of recruitment tactics



### Duration

15 mins



### Required materials

Small pieces of red fabric for each member

### Discussion on red flags for risky recruitment

Give each member a small piece of red fabric.

If someone waves a red flag what does it mean?

(It's a warning sign about something bad and dangerous)

Now we're going to learn some red flags for recruitment that can help to keep you, your family and your friends safe from getting into bad work situations.

When someone offers or promises you these things, it is probably a lie and a sign of risky recruitment. If it sounds too good to be true, it probably is!

Watch out because recruiters who get people into bad work situations are often introduced through someone that you or your family trusts.

#### RED FLAGS:

A large amount of money up front - given to you or your parents

Promises of fancy working conditions

Promises of great food provided

Promises of a large lump sum to be paid after some time

Promises of continuing education and time to study while you're working

Promises of fancy accommodation

Promises of special sports and recreation facilities

Promises of a high salary.

If they say they're offering the job because they think you're so special and smart/fit/strong/clever etc

What are some other red flags you can think of?

Now read the following case study out-loud. Ask the participants to raise their red fabric in the air anytime they hear a Red Flag for risky recruitment. While you are reading, if they are not recognizing the Red Flags, stop and bring their attention to it and help them see the Red Flags of Recruitment.





*In the family, the father lost his job and the family did not have a lot of resources to pay for education and food. One day a family friend came and said he wanted to offer condolences. He said he had heard about a job where their son could make a lot of money (RED FLAG) if he worked there for two years (RED FLAG) and that he would still be able to continue his studies in the factory (RED FLAG). The parents asked about the safety conditions in the factory and the family friend said that the factory provides three great meals a day (RED FLAG) with a lot of breaks and rest (RED FLAG).*

*The next day, a van driver spotted the young boy on the road and told him that he knew a job where he could make a lot of money (RED FLAG).*

*Later that week, when the family was at home, a man dressed in nice clothes said he was coming from a factory to offer jobs to very smart and qualified young boys and that there would be a lot of opportunities to advance in the factory and even become a manager (RED FLAG). The man said that there is opportunity for the salary to double after 6 months (RED FLAG). He said that the family needed to make the decision without delay otherwise the opportunity would be gone (RED FLAG).*

*Encourage the participants to keep their red fabric with them as a reminder to look for the Red Flags of recruitment, and keep themselves and their communities safe.*

## C. What to expect when starting a job



### Outcome

Knowing what to ask about before accepting a job, and what should be provided when taking a job



### Duration

45 mins



### Required materials

Flip-chart or blackboard, markers/chalk

### Discussion: What to expect when starting a job

**In future**, (when you've finished school, college or skills training) you may be ready to apply for a job. Remember, children should not be in employment.

As a worker, you have a right to certain information and documents before agreeing and starting a job.

What do you think are some of the questions that a potential employer should answer for you? Write their suggestions on the board/chart, then make sure to include the following:

Expected work hours

Hourly/daily or monthly rate of pay

How often pay is given

What will be deducted from the pay (if anything)

If overtime work is expected - if so how often and how much

What the overtime pay is

What worker safety conditions are available (e.g. uniforms, masks - if appropriate)

If any meals are provided

What access there is to health care

If there is any injury on site, then what will be provided.

What breaks are provided in the day

What annual leave is provided

If you will not be living at home (or if you will be migrating for the job), then ask about accommodation that may be provided as part of the work.

Once you've agreed to take the position and before you start, you should be provided with an **appointment letter**. This is a letter given to you by the employer that should include: (write up on board/chart)

- o Your Position
- o Start Date
- o Who is your Supervisor/Manager
- o Your Salary/Wages and other Benefits
- o Your Hours of Work
- o Your annual Leave allowance and Sick leave
- o Termination and Notice arrangements

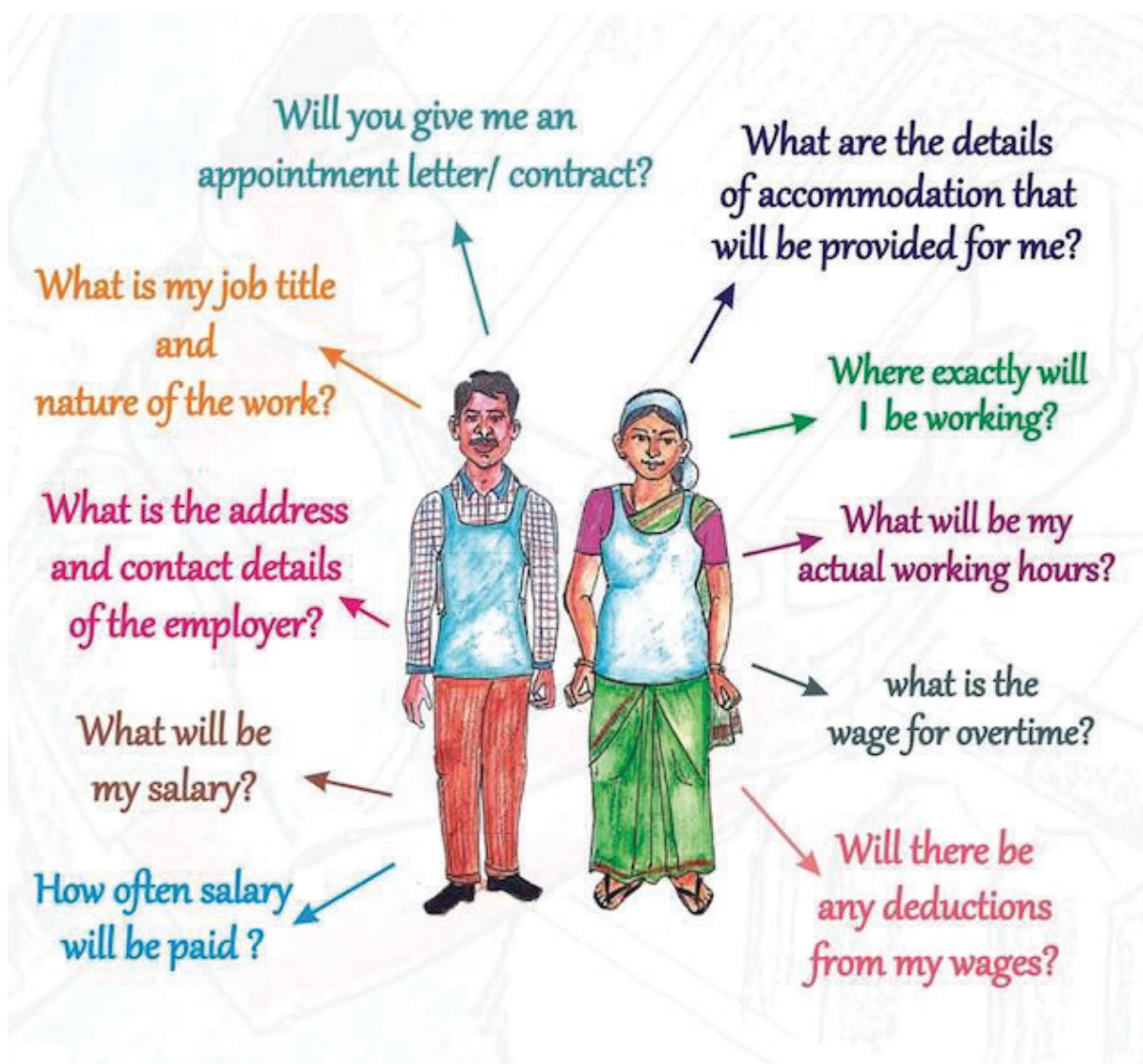
Why is it helpful for workers to have an appointment letter?

- It makes workers more secure that they will actually receive the wages and days of leave that the employer offered them.
- It helps to prove that you actually worked there (in case it is needed in future for compensation, for example in case of an accident).

(Facilitator may show the group their own appointment letter, if appropriate).

Under the Occupational Safety Health and Working Conditions Code 2020, employers are **legally required** to issue an appointment letter to all workers at the time of their appointment in the establishment.

## Ask these questions before you join



### Before next meeting

Keep working on the next steps along your River of Dreams - is there anything more that you need to find out about, about scholarships or about training opportunities? How can the NGO fieldworker help with this?



**Purpose of the Unit**

- Learn about gender equality, and take a stand against sexual harassment

**Recap of last session and follow up on action step from the last meeting**

- We increased our skills in identifying and challenging violence of all kinds, especially by collective actions.
- We learned about risky recruitment into jobs and what to consider when starting a job.
- Let's share together any steps you've taken since the last session to do more planning for your own future, or to help get specific entitlements for your family. What challenges are you finding?

**A. Gender equality****Outcome**

Members understand the harm caused by gender discrimination. They think about what they can do to change the situation.

**Duration**

40 mins

**Required materials**

Flip-chart or blackboard, markers/chalk

**Note for Facilitator**

Gender based roles and expectations try to force men and women into certain types of work and discriminate against those who do not conform.

This has some negative effects on people of all genders, but women suffer the most from gender based expectations.

Help group members reach their own conclusions about the issue and consider what they can do about it.

**Discussion**

Remember when we talked about the constitution. Some of the values there were freedom of each individual and no discrimination. How important were these to us, as a group and as individuals?

One of the main limitations on us as men and women - and one that usually hurts women the most - is gender discrimination.

We're going to explore this and see what we can do to help bring it to an end. Draw the following table on the board/chart

### Gender Roles

	Women	Men
<b>WORK</b>		
Washing dishes		
Grocery shopping		
Sweeping/cleaning		
Washing clothes		
Going to office		
Working in construction sites		
Working in agriculture		
Working to repair equipment		
Serving meals		
Going to school		
Going to college		
Cooking		
Caring for children		
Caring for the sick		
Any other		
<b>LEISURE</b>		
Listening to music		
Playing a sport		
Watching TV		
Meeting friends		
Any other		

Ask the group members **who spends more time doing these tasks in a day.**

They can tell about what they see in their families or in the community.

If a task is done mostly by women, put a tick under women - if by men, put a tick under men. If equally by both, then tick both.

When talking about preparing and serving meals, ask as well whether women/girls and men/boys get the same nutrition. Who gets fed in the family first, if there is not enough?

Members of this group went off to work in other places in child labour. In Bihar, many more boys than girls go off into harsh and harmful conditions of work. What are the different expectations about what boys and girls must do, that lead to this? (Note that it would be harmful for both boys and girls to be going off for work)

### For discussion

- What do you think about this table of gender roles?
- Who has more housework and who has more leisure? Does it seem acceptable and fair to you? Why or why not?
- If you think it's not fair, or not beneficial, why do you think it has stayed like this? Why hasn't it changed enough already?
- What happens if women try to do work that is seen as men's roles, and vice versa?

- If we look outside our homes, do you see men doing some of the work, like cooking in dhabas/hotels - or washing clothes in laundries? Why is that - and why don't they do this work in their own households?
- Are there some jobs that men don't do much of at the moment that they might enjoy or benefit from? (Example: Cooking? Caring for children?)
- If we want men and women to have more freedom from these gender roles, what could we do about it?



## B. Unequal opportunities



### Outcome

Helps participants feel the injustice of gender discrimination



### Duration

20 mins



### Required materials

Flip-chart or blackboard, markers/chalk



### Note for Facilitator

Don't explain what the game is about at the beginning

### Gender power walk

Now we're going to do an exercise to think more about how gender affects people. Prepare enough slips of paper for all the group members, with the following "identities" (Duplicate some of them so you have enough for all the group members). Make sure you have half of the group as male and half as female:

Girl aged 15; Boy aged 15; Girl aged 18; Boy aged 18; Girl aged 18 who is deaf; Boy aged 18 who suffers epilepsy; Young woman who is mother to a 1 year old baby; Young man who is father to a 1 year old baby.

Fold them in half, and ask each member to take one at random and see what his identity is for this game.

Now ask the participants to stand in a horizontal line, one next to the other. Explain that a series of situations/statements will be posed to which you have to either take a step forward if your answer is yes, or take a step back if your answer is no. You are answering according to whether you are being a girl or a boy. The game is not a competition, so you don't need to take long steps.

Read out one statement at a time and give the members enough time to step forward or step backward. Keep reminding the participants that they are stepping based on the gender on their slip of paper.

a) If your family would allow you to go out to study in another village/city (assuming your family has the resources), take one step forward, otherwise take one step back.

b) If you have to undertake lots of housework, take one step back, otherwise take one step forward.

c) Imagine there is an informal sports match in the evening close to home and you want to go to watch it. If your family will easily let you do this, take a step forward. Otherwise, take one step back.

d) If you are often allowed to go out with your friends and have fun, then take one step forward. Otherwise take one step back.

e) If you would normally get your plate with food to eat at home before the females, take one step forward. Otherwise take one step back.

f) If you generally walk around the village without any worries for your safety, take one step forward. Otherwise take one step back.

g) If you can get a motorbike (assuming you can save enough for it), then take one step forward. Otherwise take one step back.

h) If you have your own bank account that you can use directly, or can get one easily, step forward. If not, step backward.

i) If your body weight is more likely to be less than normal and less than healthy, step back. If it's more likely to be normal, step forward.

Now look at where people are standing.

- Ask people to say what their identity was.
- Who has had the power to step forward and who has generally stepped back?
- How did it feel to step forward or back?
- Are there ways that we contribute to this unfair gender discrimination? Are there spaces (like our homes, our schools) where we can help change the situation?

## C. Take a stand against sexual harassment



### Outcome

Members understand what sexual harassment is, the harm caused and what to do about it



### Duration

25 mins



### Required materials

Flip-chart or blackboard, markers/chalk



### Note for Facilitator

Think carefully about the age group of the members. You may need to adapt the messaging depending on their age.

Be ready to respond in case members disclose about abuse that has happened to themselves or someone they know. Recognise in the group how disturbing and difficult this may be for them. Arrange to talk with them separately and then help them take the next steps in making a complaint, if appropriate. If a child has been sexually abused and tells you, then you are legally required to report it to police.

## Explanation and Discussion

In this session the participants will discuss sexual harassment and how people can help protect themselves from sexual harassment and can also stand up against people who are sexually harassing others. To begin the session, start with the following questions.

- What is sexual harassment?
- How does it impact girls and women? How does it impact boys and men?
- Why do people commit acts of sexual harassment?

Emphasize that both males, females and third gender can be victims of sexual harassment, though sexual harassment of females is more frequent than for men because of the unequal power of women in society that we've been talking about.

Explain that sexual harassment is the making of unwanted sexual remarks or advances (or any kind of sexual advances on a child). It could be done by an individual or a group. It may include intentional or repeated touching or brushing against a person. It could include following him or her or making him or her feel uncomfortable by making undesired comments.

What are some other things that could be sexual harassment? (take suggestions).

According to the law in India:

*“Sexual Harassment” includes any one or more of the following unwelcome acts or behaviour (whether directly or by implication), namely:*

- *Physical contact or advances;*
- *A demand or request for sexual favours;*
- *Making sexually coloured remarks;*
- *Showing pornography;*
- *Any other unwelcome physical, verbal or non-verbal conduct of a sexual nature”*

It is important to know that there is **POCSO Act 2012** and other Indian Penal Code sections specifically to protect children and adolescents from sexual harassment.

Sexual harassment directly infringes a person's right to live with dignity and violates the right to liberty, security, freedom from torture, health, education and mobility. Over time, it can lead to physical and emotional problems, like headaches, nausea, depression, anxiety, problems sleeping and eating, and loss of self-confidence.

If anyone touches your private parts without your consent (or does this at all when you are under 18), it's not acceptable, no matter who it is.

If this happens to you, it's important that you don't keep it a secret. Share what has happened with a trusted adult. Telling about this is a brave thing to do. It's about looking after yourself and others.

Now let's think about situations for adults who are in a workplace (remembering that children should not be in the workplace). In the workplace, it is the responsibility of the employer to make sure that no worker suffers sexual harassment at work.

Now imagine that you are an adult worker, and consider these situations. Let's decide together firstly if they are sexual harassment. And secondly what action you might take:

1. A female worker has found out your phone number and has sent you sexual messages.
2. A male worker makes very loud comments about the personal appearance of women workers.
3. A female supervisor sits and talks with you during tea break at work. She politely says she'd like to spend more time with you. You like her and agree that you'd like to have tea with her again.
4. A female supervisor sits and talks with you during tea break. She says she'd like to spend more time with you. You don't feel comfortable and request her not to approach you again. But next day she does it again, and she's bothering you.
5. A male worker brushes up against you intentionally in a sexual way.

As men and boys, you can stand up against sexual harassment: What can you do? (Take suggestions first, then give the following examples):

- Realize that sexual harassment is a punishable offence.
- Do not be silent, speak up against the abuse. Talk with other men/boys about preventing harassment.
- Reflect on your own behaviour, understand how your own attitudes and actions can sometimes promote sexism and harassment - work towards changing them. Promote respectful behaviour.
- Show support to girls and women who are fighting harassment. Respect women and girls.



Where can people suffering sexual harassment go to get help? (Take suggestions - then write up on the Board):

1. Call Childline (even young people over 18 can still call Childline) 1098 to complain and get assistance.
2. Approach the District Child Protection Unit. They have counsellors to provide psycho-social care to victims.
3. Each police station should have a Child Welfare Police Officer who can take a complaint. Also, Special Juvenile Police Units (SJPU) are there at district level.
4. If you're an adult in a workplace, then there may be an Internal Complaints Committee
5. If it's happening to a woman, she can call the Women Helpline 1091. Or she can find out if there's a woman police officer at the police station who is responsible for assisting women who are reporting complaints.
6. Talk to the NGO, to get advice and support about what to do.

### **Before next meeting**

- Now that we've had 7 sessions, with lots of learning and activities together, think about what you **like** about this group and what you'd **like to change** about how we have our meetings. We'll discuss it in the next meeting.
- Try to make a note of a couple of times when you said or did something to challenge gender discrimination or harassment. What happened as a result?

**Purpose of the Unit**

- Check in on group members' suggestions for improving the meetings and activities.
- Learn how to identify needs in our communities and plan how to seek improvements
- Learn more about rights in the workplace.

**Recap of last session and follow up on action step from the last meeting**

- We discussed gender-based inequality and the harm it is causing. Did anyone do anything to stand up for gender equality?
- We learned about what sexual harassment is, the importance of not putting up with it and that there are laws against it. We talked about where to turn to for help, if needed.

**A. Discussion on how the group is going****Outcome**

Members share their views on the value of the group to them and what they would like to change

**Duration**

30 mins

**Required materials**

Flip-chart or blackboard, markers/chalk Copy of the group's values from the first meeting

**Note for Facilitator**

The discussion should support the sense of ownership of the group. Be ready to change how the group is functioning and the priorities for discussion. If there are members who are interested in a particular topic, see if they are ready to lead a future discussion, with your support.

## Discussion

Last time we mentioned that during this session, we'll take feedback on how the sessions are going and how we can improve them.

First - let's look at the "group values" that we prepared during our first sessions. Are we doing our best to uphold and promote them?

Go through the list together. Are there other values that you'd like to add now?

In the sessions that we've had:

- Which topics did you enjoy learning about? Why? (Take suggestions)
- Which topics did you not like? Why?
- What kinds of activities are most interesting for you?
- What kinds of activities do you not like or you find uninteresting?
- Is there anything you'd like to change about these meetings?
- Are members getting a chance to facilitate parts of the meetings?
- Are there enough fun/relaxing activities in between the skill building and learning activities?

Now form smaller groups of 3 - 4 and discuss together:

- How has the group been useful for you, so far?
- What suggestions do you have for the group's future activities?
- Are there any topics you'd particularly like to learn more about?
- Have you managed to make any positive improvements on entitlements for your family, or access to scholarships or plans for skills training for yourself?

Take feedback from each small group.

Agree together any changes you'll make for the future.

## B. Finding out issues and needs in the community, and planning ways to take action



### Outcome

Ability to think about issues affecting their communities and reach out to the relevant committees, officials or groups.



### Duration

45 mins



### Required materials

Flip-chart or blackboard, markers/chalk  
Sheets of paper and markers/coloured pencils



### Note for Facilitator

This is an ambitious exercise that will work well if the members are ready to look beyond their own personal issues and needs, and if they have the confidence to consider meeting with others in their village.

If the group members are very young and if they are completely isolated in their villages, then they may not be able to (or want to) find out more about issues in their own community.

Don't push members if they are not interested - but do encourage them if they are. You will need to be able to work closely with any groups of the members who are reaching out in their community and learning about specific issues. Be sure to phone them regularly to give advice and suggestions.

If they plan to collect evidence about the problem, then talk to colleagues at your NGO about how the group members could gather some basic information and be able to present it effectively to the relevant officials.

Make sure it's a confidence building exercise for the group members and that they understand that taking small steps is OK.

## Discussion and sharing concerns

In many communities there are different groups that are trying to make improvements - what are some examples and what do they focus on?

*(e.g. School Management Committee (SMC) - conditions of schools and improvement of local education; Self-Help Groups (SHG) - savings and credit for low income families; Child Protection Committee (CPC) - identifying and assisting children in vulnerable families).* Explain the responsibilities of these and other groups

Provide paper and markers/coloured pencils to each member. Individually, draw a symbol to represent the typical household in your village/hamlet.

Draw around them symbols for the challenges or gaps in services faced by many of those families - some of the challenges may also be faced by your family.

(e.g. drinking water problems or lack of toilets; lack of textbooks in the school; no bus service; poor housing; problems with the PDS system; difficulties accessing affordable health care)

Let each member share and explain to the whole group the diagram that they have produced. If there are members who are from the same village, see if they agree with others from their village about the common problems.

Ask each member to close their eyes and consider for a couple of minutes: **Which of these issues feels most important to you and could be improved, if people worked together more?**

- Are you aware of any group in your village that is (or should be) tackling this issue (e.g. SMC, SHG, CPC)?
- Are there any groups that you might be able to contact (with support from the facilitator) in order to talk about the issue and what could be done?
- Would you like to do this?



For each member (or group of members from the same village) that is interested to take up an issue of concern in their community, talk as a group about what next step they could take, so they can find out more.

The facilitator should help them figure out:

- how to participate in a meeting of the relevant village level body and raise the issue. *(It's recommended that the facilitator should join in with the group member, if they wish to participate in a village level committee - or arrange for an exposure visit for the interested group members)*
- help them make a plan for collecting some evidence of the scale and nature of the problem (e.g. how many households are affected, what those households have to say about how it's affecting them)
- who is responsible for providing the relevant service or benefit (e.g. elected officials, Block Development Officer, Headmaster) - and how a group of people could bring the issue to them to try to get it resolved.

In our next session, we will return to see what you found out and what happened

## C. Knowledge: Rights we should know about in the workplace



### Outcome

Knowledge of the most basic rights guaranteed to workers under the law



### Duration

45 mins



### Required materials

Flip-chart or blackboard, markers/chalk



### Note for Facilitator

Start by writing up all the questions (without the answers) on the flipchart and cover it up till you're ready to ask the members to vote.

When discussing these worker rights, if any group member who is already working says that their rights on any of these points are being violated, and they want to do something about it, make a time at the end to talk about next steps, and continue the discussion and planning into the next meeting, or privately one to one, if needed. Get help from your NGO colleagues to plan next steps, as needed.

## Discussion about rights of workers

When you start to work (as an adult), you may be in a small workplace which is quite informal, or you may be in a business with many workers, like a factory, or you may be in an office, or a hospital, or a construction site. For every workplace, the country has basic laws that apply to all workers. These laws only work well if workers **know** about them and if they're ready to **do** something together if a manager or supervisor is not following them.

Now we're going to learn about what those rights are. First please vote for the question that you're most interested to know the answer to.

Each person has two votes. Read out the 13 questions that are on the flipchart, and each person is allowed to put a tick mark next to the **two** questions that they most want to know the answer to.

Once everyone has given their votes, look at the ones that got most votes. Ask the group: WHY do these questions seem most important to them? How does this affect their lives (or might in the future)?

Now start with the question that they most wanted the answer for, and ask whether anyone in the room thinks they know what the correct answer is and is willing to share it. Once people have given an answer for that point, check on your answers sheet and give the correct answer.

Check at the end of each answer that the information makes sense to group members and see if they want to ask anything about it. Explain any complicated words. Mention that there are many other rights at work and that these are some of the most basic ones.

## 14 QUESTIONS AND ANSWERS ABOUT MY WORKER RIGHTS

Q1: LEGAL AGE TO WORK: How old do I have to be, to have a job?

A: You must be at least 14 years old. Children over 14 years and under 18 are called adolescents.  
(*Child Labour (Regulation and Prohibition) Amendment Act, 2016*)

Q2: HAZARDOUS WORK: How old do I have to be to take up work in hazardous or dangerous conditions?

A: You must be at least 18 years old

(*Child Labour (Regulation and Prohibition) Amendment Act, 2016*)

Q3: WORKING HOURS FOR ADOLESCENTS: How many hours can adolescents work in a day?

A: For workers who are under 18, the period of work must not spread over more than six hours, and they must have at least one hour of rest after they have worked for three hours. They also may not work overtime.

(*Child Labour (Regulation and Prohibition) Amendment Act, 2016*)

Q4: NIGHT WORK FOR ADOLESCENTS: Can adolescents work during the night?

A: No – they may not work between 7pm to 8am.

(*Child Labour (Regulation and Prohibition) Amendment Act, 2016*)

Q5: NORMAL WORKING HOURS FOR ADULTS: What are the normal working hours for adults who are 18 years and over?

A: 48 hours in any week or 8 hours per day. If they undertake work for more than 8 hours per day or 48 hours per week, this is called “overtime”.

(*Bihar Labour regulations as of 2021*)

Q6: OVERTIME PAY: Is overtime supposed to be paid at the same rate as normal working hours or more?

A: If adults are working overtime, they must be paid wages at the rate of **twice** the normal rate of wages. See illustration below. (Overtime work is illegal for those under 18 years).

(*Occupational Safety, Health and Working Conditions Code 2020*)

Q7: VOLUNTARY OVERTIME: If I’m an adult over 18 years old and I’m asked to work overtime, must I do the overtime even if I don’t want to?

A: No, working overtime must be voluntary. The worker cannot be forced to work overtime (and overtime is illegal for those under 18 years). See illustration below.

(*Occupational Safety, Health and Working Conditions Code 2020*)

Q8: PAYSHEET: What is a pay slip and why do I need one?

A: The pay slip is a legal requirement. The pay slip is a document given to the employees each time they are paid their wages. It has the employer’s signature with the wage amount clearly listed. These papers are a proof of salary and they create a record of payment. They also help provide proof of work at that workplace.

(*Occupational Safety, Health and Working Conditions Code 2020*)

Q10: LEGAL MINIMUM WAGE: What is a legal minimum wage?

A: A legal minimum wage is the least amount that the employer may pay their workers. A legal minimum has been set for labourers working in different sectors. For example, in Bihar, in 2021, the minimum wage for agricultural work apart from tractor driving, pump operating and harvesting, is INR 292 per day.

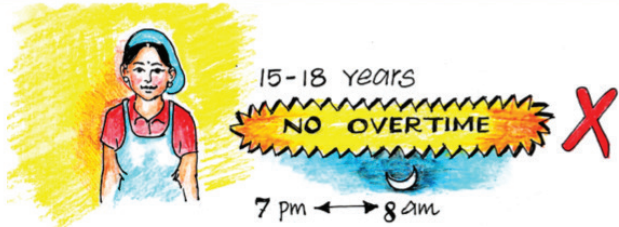
(*Bihar Labour Resources Department 2021*)



**Q11: SEXUAL HARASSMENT AT WORK:** If I'm being abused or sexually harassed in the workplace, is it illegal?

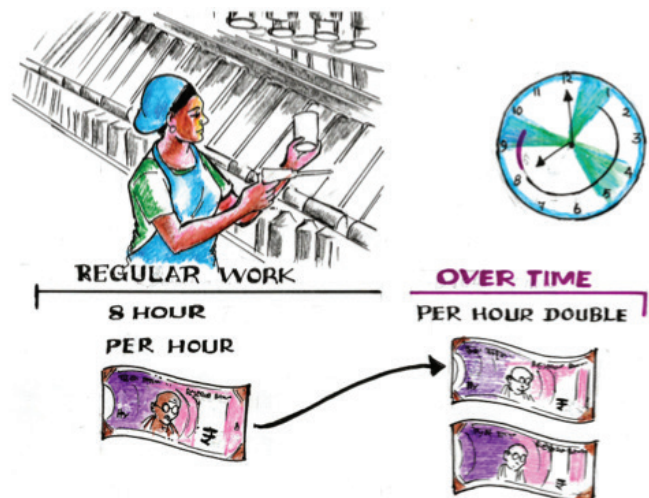
**A:** It is illegal. You have legal rights against mild or severe forms of sexual abuse in the workplace. Each workplace is supposed to have an Internal Complaints Committee.

(The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013; Protection of Children from sexual offences Act 2012).



**Q12: FREEDOM OF ASSOCIATION:** Do I have the right to belong to a Trade Union or be part of a worker committee?

**A:** Workers have the right to be part of a Trade Union, and workers may talk to Trade Unions to help them take up complaints. You have the right to meet with other workers to talk about your issues. "Freedom of Association" is recognized in the country's Constitution as well as internationally as a basic human right.



**Q13: HEALTH AND SAFETY AT WORK:** Do I have the right to a healthy and safe working environment?

**A:** Workers are entitled to this. They are entitled to training in safety measures and protection from occupational hazards. (Occupational Safety, Health and Working Conditions Code 2020)



**Q14: COMPENSATION FOR INJURY:** If I get injured or have an accident at work do I have the right to compensation?

**A:** Yes, you have a right to immediate and proper health care if you have an accident at work. You also have the right to compensation.

(Occupational Safety, Health and Working Conditions Code 2020, Social Security Code 2020)

### Before next meeting

- If you decided on an issue or need in your community that you would like to find out more about, or would like to go to a group meeting (like a CPC, SHG or SMC meeting) to talk about it, then talk with the fieldworker/facilitator to find out how to do that, and to join with others in bringing up the issue you're concerned about.
- Keep working on the next steps about obtaining educational scholarships or accessing training opportunities.

**Purpose of the Unit**

- Support members who are taking up issues and needs in their own communities
- Learn about legal protections against child labour and trafficking
- Learn about other networks of survivors groups and networks working against child labour

**Recap of last session and follow up on action step from the last meeting**

- Last time we discussed ways to tackle issues and needs in our communities and some members have got involved in this.
- We also learned about basic rights as workers. What were some of those rights that you can remember?

**A. Supporting each other in actions in our own communities****Outcome**

Encouragement to keep pursuing issues in their community

**Duration**

30 mins

**Note for Facilitator**

Make sure to applaud and celebrate any steps that members were able to take e.g. any information they gathered or approaches they made to village-based officials/groups - whether or not it got the result they hoped for.

Don't spend too long on the work done by one member, or others will lose interest.

## **Sharing feedback, taking suggestions**

Based on what you know about what the members have been doing about their issues of concern in the communities, take 5 - 10 mins to ask questions such as:

- What was the issue you were concerned about?
- Were you able to find others in your community who share your concern?
- Were you able to gather some additional information about how it's affecting people
- Were you able to talk to anyone who has a responsibility on the issue? (e.g. a relevant committee or official)
- What response did you get?

If you can, share more information in the group about the legal or statutory provision on the issue they are focusing on (i.e. what is supposed to be provided under the law). Does the group have any suggestions for what these members should do next? What could they try?

Once you've discussed what one group of members (or an individual member) has done and helped them figure out one or two next steps, then move on to the next.

Make sure to finish by celebrating everyone's efforts and their courage in taking these steps.

## B. What is child labour?



### Outcome

Gaining expertise on child labour in the Indian context.  
Thinking critically towards solutions



### Duration

1 hour



### Required materials

Copies of the case studies



### Note for Facilitator

Be careful in case this discussion of child labour takes any of the members back into traumatic memories. In order to reduce the risks, the information in the case studies has been kept quite limited and is not showing the full extent of the abuse that might take place.

## Discussion of case studies and learning about the law against child labour

Many of you have your own experiences about being in work as a child or adolescent. As you know, according to the country's laws, if you were in child labour, then your employers were breaking the law. The session today will help you to have expertise on this issue, and this could help you to protect other children and adolescents.

There are many young people who have been personally affected by exploitation as a child who are forming groups and working together to protect others. They do this because it matters to them, not because someone has told them to do it. It's their choice.

From our earlier discussion of questions and answers about worker rights, what can you remember about what the law says about Child Labour? (After they have mentioned anything they can remember, ask about):

- Under the law, how old do you have to be, to have a job?

*A: You must be at least 14 years old. Children over 14 years and under 18 are called adolescents.*

Can anyone remember the name of the Act that says this?

*A: Child Labour (Regulation and Prohibition) Amendment Act, 2016*

- Under the law, how old do you have to be to take up work in hazardous or dangerous conditions?

*A: You must be at least 18 years old*

What might be some examples of hazardous conditions?

*A. There are lots of types of work that are seen as hazardous, but some examples are: working with harmful chemicals or with materials that are flammable, working in a mine, stone quarry or brick kiln, domestic work, work in circuses.*

Now let's consider some case studies and decide whether you think it's child labour, what harm there is and what can be done about it.

(If preferred, you can break the group into smaller groups of 3 – 4 and give them one of the case studies each, to read together and answer the questions – then present the case study and their answers to the whole group).

For each of the 4 case studies below, ask someone to read out the description, then answer the following questions together:

- Is this “child labour” (if you judged it according to India’s legal standards)?
- What is the harm to the child (if any) from doing this?
- Are any of the child’s rights being denied, and if so, which?
- What do you think that the child’s community or the government should do about the situation?
- Are there any kinds of support to the family that would have prevented the problem, and helped the child stay in school?

### Case study 1

Basant works in a bakery in the city of Dhaka, in Bangladesh. He often works for 15 hours at a stretch. He is 10 years old. He is thin and pale. His hands have got burn marks from dealing with fire. Basant works with other children in the bakery and he doesn't go to school. He has no time to play. He has to finish all the orders in a day. He sleeps in a room upstairs and he left his family back in the village.



### Case study 2



Gudiya is 12 years old and lives in Delhi with her family. Gudiya has one younger brother and one older brother. The younger brother is a toddler. The older brother is 13 years old. Their mother takes in stitching work from a contractor that she does at home. Their father works in the market, selling vegetables. Gudiya's elder brother goes to school but when Gudiya was 10, she dropped out of school. Since then she has stayed at home and takes care of her little brother and helps her mother with the stitching so that they can complete more pieces and

earn more. Every day Gudiya hears stories of what her

brother does at school, how he plays, what he studies. She likes those stories and wants to go back to school too – though she's anxious that she missed out on the last two years. After taking care of her brother, doing the stitching and household chores with her mother, Gudiya gets tired at the end of the day. She doesn't get any time to rest.



### Case study 3



Chhotu is 14 years old. Chhotu's father and mother make pottery utensils at home. Chhotu has seen this from his childhood. When Chhotu was very little he used to play around his parents while they were at work. As he grew up he started learning it from them by watching. His father taught him about the details. Now he has

mastered the art of making pottery utensils. Chhotu is very skilled

at work and can work faster than his father now. His parents are very proud of him. Chhotu wakes up at 6 in the morning to help his parents in their work for one hour. Then he leaves for school. After coming back and completing all his homework, Chhotu again helps his parents in their work for 1 - 2 hours. Chhotu likes both working and studying. The school gives lunch to all the children and gives free books and uniforms. His parents are happy that he goes to the school. Chhotu wants to be a teacher when he grows up.

### Case study 4

Zala was originally from Ethiopia, a country in Africa, but when she was 15, she travelled with her older sister to work as a domestic worker in Saudi Arabia, a country in South-West Asia. When she was 16, the Saudi Arabian family moved to London, England, and they took Zala with them. She thought it was a great opportunity, but when she got to London, she had to work for 18 hours a day doing all the family's housework - cooking, cleaning and looking after the two children. She had to sleep on the floor, and could only eat the leftovers. She was often hungry and always tired. She was paid no money and the family kept her passport so she could not go home. Sometimes the family would hit her. They didn't let her talk to anyone, and anyway she didn't know the language. She was too scared to leave. One day, when she was in the park with the children, a woman gave her a card with a phone number on it saying they could help her if she wanted to escape. Eventually she managed to escape, and was taken to safety by the charity.

## B. Learning about the law against trafficking



### Outcome

Gaining expertise on trafficking under Indian Penal Code.  
Understanding of the illegality of trafficking.



### Duration

40 mins



### Required materials

Handouts below



### Note for Facilitator

It may be safest not to request members to talk about their own experiences as it could become very upsetting, but if they refer to it, please acknowledge how difficult it must have been for them. Recognise and support their feelings.

## Teaching each other the meaning of “Trafficking” under India’s Penal Code (IPC) 370

In 2013, a stronger and clearer section against human trafficking was added into India’s Penal Code (IPC). Explain what the IPC is. This new measure against trafficking is IPC Section 370.

Why is it helpful for this group to know more about this law?

*(Some possible answers: so we can clearly identify if we become aware of trafficking happening in our villages (and could report to police and advise the families to protect their members); because if a legal case was filed when survivors were released, it may include use of Section 370 - so it will help us to be aware of it when our legal case comes up; so we can help make sure that the police and village leaders take strong action if there are cases).*

Now we’re going to split into two groups and read parts of what Section 370 says, and then after about 5 mins, I’ll ask you to come back and teach the rest of the group about what you understood. Give the handouts below to group 1 and group 2.

After the groups have had time to discuss their handout, come back to the full group and ask them to explain what the law says. Here are the answers and prompts for the facilitator for the questions for each group (use these to help make sure the whole group gets a clear understanding):

### Group 1: Understanding the action of the trafficker:

The law says that the trafficker is someone who a) recruits, b) transports, c) harbours, d) transfers, OR e) receives a person or persons for the purpose of exploitation.



### Group 1 questions

1. What could be an example of “recruitment”?

*Possible Answer: A broker comes to the family or meets the person on the street and starts offering them work. Recruitment in itself could be for normal work, or it could be for exploitation*

2. How might the person be “transported”?

*By train, bus, car etc. Trafficking isn’t always about traveling long distances. They might just take the person to the next village or for exploitative work in the same village.*

3. What does “harbour” mean?

*It means “keep” or “hold on to” - it could mean hide or conceal.*

4. How might the person be “transferred”? Would money be involved?

*The trafficker might pass the person on to another trafficker for example at a train station, or they might pass the person on to the individual who intends to exploit their labour.*

5. Who might “receive” a person for the purpose of exploitation?

*This might be the person who intends to exploit the person.*

The law says that “exploitation” means any act of physical exploitation OR any form of sexual exploitation, slavery or practices similar to slavery, servitude, or the forced removal of organs. What’s the difference between ordinary work and slavery?

*In ordinary work, the employer’s control of the worker is limited by the law. They do not control any aspect of the worker’s life apart from the specific work that they do. When the worker no longer wishes to work there, they can give their notice and they can leave without penalty. They are paid at least a minimum wage and may not be forced to work excessive hours. They are not subjected to any kind of violence. But in slavery, the employer’s control is much greater - the person in this situation may lose any sense of having choices. They may not be able to leave. They may not be paid a minimum wage and may be forced to work excessive hours.*

### Group 2: Understanding how the trafficking takes place

The law says that the trafficker takes the person by

*“First - using threats, OR*

*Second - using force or any other form of coercion OR*

*Third - by abduction, OR*

*Fourth - by practising fraud, or deception, OR*

*Fifth - by abuse of power, OR*

*Sixth - by inducement, including the giving or receiving of payments or benefits, in order to achieve the consent of any person having control over the person recruited, transported, harboured, transferred or received”*

Think of an example of each of these 6 ways that the trafficker could get the person to come away with them.

Examples:

1. Threats - *I’ll hurt your family*

2. Force/coercion - *Could be direct violence or intense pressure*

3. Abduction - *Picking up a young person on their way back from school, without parents knowing*

4. Fraud or deception - *It’s just light work and they can go to school while working. We pay INR 10,000 a month!*

5. Abuse of power - *Your family lives on my land - I’ll throw you off unless he comes with me.*

6. Inducement, payment, benefits - *I’ll give you an advance now if you let your son come with me.*

The law explains that “the consent of the victim is immaterial in the determination of the offence of trafficking”.

What do you think this means?

*Answer: It doesn’t matter if the person being trafficked has said OK. If any of the 6 ways of trafficking we’ve just explained took place, then it’s still trafficking.*

## Discuss

What do you think the punishments might be under the law? For example, if the trafficker trafficks one adult person?

*Answer: 7 - 10 years in prison plus a fine*

What about more than one adult person?

*Answer: 10 years up to life in prison plus a fine*

One minor? (Minor = child below 18 years)

*10 years up to life in prison plus a fine*

More than one minor?

*14 years up to life plus a fine*

Trafficking convictions on more than one occasion?

*Life imprisonment for the rest of their life plus a fine*

What if a public servant (an official) or a police officer is involved in the trafficking?

*Life imprisonment for the rest of the public servant or police officer's life plus a fine*

Now you have more knowledge and understanding about this part of the law on trafficking than a lot of people who are meant to be knowledgeable about it!

### Group 1: Understanding the action of the trafficker

The law says that the trafficker is someone who "a) recruits, b) transports, c) harbours, d) transfers, OR e) receives a person or persons for the purpose of exploitation".

Try to suggest answers to these questions and be ready to give your examples to the group:

1. What could be an example of "recruitment"?
2. How might the person be "transported"?
3. What does "harbour" mean?
4. How might the person be "transferred"? Would money be involved?
5. Who might "receive" a person for the purpose of exploitation?

The law says that "exploitation" means "any act of physical exploitation OR any form of sexual exploitation, slavery or practices similar to slavery, servitude, or the forced removal of organs".

What's the difference between ordinary work and slavery?

### Group 2: Understanding how the trafficking takes place

The law says that the trafficker takes the person by

"First - using threats, OR

Second - using force or any other form of coercion OR

Third - by abduction, OR

Fourth - by practising fraud, or deception, OR

Fifth - by abuse of power, OR

Sixth - by inducement, including the giving or receiving of payments or benefits, in order to achieve the consent of any person having control over the person recruited, transported, harboured, transferred or received"

Think of an example of each of these 6 ways that the trafficker could get the person to come away with them.

The law explains that "the consent of the victim is immaterial in the determination of the offence of trafficking".

What do you think this means?

### Before next meeting

- If you are working on an issue or need in your community, keep talking with the fieldworker / facilitator to get suggestions.
- Try to share with one other person about one or two points from today's session that you found particularly interesting or surprising.
- Keep working on the next steps about obtaining educational scholarships or accessing training opportunities.



## Working to resolve conflicts; understanding how legal cases against the trafficker move forward; and hearing about other survivor networks

### Purpose of the Unit

- Learn some approaches to resolving conflict - that may help members strengthen groups that they belong to in future.
- Find out the procedure and stages of legal cases against traffickers, how to give testimony and how to access Witness Protection.
- Learn about other survivors groups and networks working against child labour.

### Recap of last session and follow up on action step from the last meeting

- At the last meeting, we talked about what some members are doing to tackle needs in their communities.
- We learned about what the law says is “child labour” and we discussed some ways to prevent it and help in situations where children are exploited in child labour.
- We also learned about the IPC 370 explanation of trafficking and the penalties against traffickers.
- Did anyone try to explain some of these points to other people outside this group?

## A. Understanding approaches to dealing with conflict



### Outcome

Learn about different ways to deal with conflict. Consider which approaches bring better results.



### Duration

50 mins



### Required materials

Flip-chart or blackboard, markers/chalk



### Note for Facilitator

The session helps members understand that there are five different approaches to dealing with conflict - explode, avoid, pretend to ignore, attack and work together to find a solution.

- Explode: You focus on your feelings about the situation and get extremely angry.
- Avoid: You try your best to avoid the conflict situation.
- Pretend to ignore: You don't say what you are thinking or feeling because you don't want people to get upset.
- Attack: You make sure that you hurt the other person before they have a chance to hurt you.
- Work together to find a solution: You try to solve the problem through dialogue and discussion.

Make sure these different approaches are understood through the role plays

### Role plays and discussion

Ask the members what they normally do when they have a conflict with a friend or an adult or one of the group members. Write up some of their responses on the flip chart/board.

Read the following story to the group members:

*The school Principal has decided to conduct elections to select the Head Boy and Head Girl from this year onwards. For this purpose, the students who are interested in contesting the elections have been asked to campaign for votes. The students can vote and elect their representatives in a democratic way.*

*Raman is 16 and has been dreaming of becoming the Head Boy of the school. However, he is feeling that the main challenger for the position is another boy, Karan, who is quite popular in school. So, he decides to approach some of his friends in other classes to help him get votes. Saurabh, his friend from another section, promises to get Raman the necessary support from his class.*

*However, Raman does not get elected. One of the major reasons for his defeat is the lack of support from the other sections, especially Saurabh's class. Raman is very upset with the result and is particularly angry with his good friend, Saurabh for not helping him get elected.*

Divide the group into 5 smaller groups and explain that each of them will get a different scenario for how Raman will respond. Each group should read their scenario and discuss the given questions – and then should be ready to **act it out** for the whole group and give your answers to the questions. You'll have 10 minutes to get ready.

Hand out the scenarios below:

After they've prepared, give each group 3 minutes to do their roleplay and then to answer the questions on their scenario.

After each presentation explain the different approach to conflict that it demonstrates i.e. Explode; avoid; pretend to ignore; attack; and work together to find a solution.

After all the presentations ask:

- How do conflicts affect us emotionally?
- If you're not able to express your true feeling in a conflict situation, how does it affect you?
- Which approach did you find most effective, and why?

Explain that if they decide to try to find a solution, they can use the listening approach that they learned in an earlier session:

- **Observe** - see the person's facial expressions and gestures
- **Listen and acknowledge** - try to pay attention to what they are explaining and the feelings underneath.
- **Ask** - check that you're understanding the person's point.

**Communicate:** Then you can try to share your own feelings and how you've been affected by the issue.

**Find common ground:** See if you can find a solution between you and agree together carefully on what you'll do.

If you can't resolve it together, see if someone else can help the two of you to talk it through.

### Scenario 1: Explode

Raman approaches Saurabh after the results of the elections. He is clearly very upset. He raises his voice and says that he is very hurt because Saurabh did not support him. He thought that Saurabh was a good friend but he lied and did not help him! He storms off without giving Saurabh a chance to respond.

Points for discussion

1. How do you think Saurabh felt when Raman shouted at him?
  2. What could be the outcome of this interaction? How do you think it could end?
- Be ready to act out the situation described above.

### Scenario 2: Avoid conflict

Raman is walking towards the class and sees Saurabh in the corridor. Raman quickly turns around and walks in the opposite direction. He says to himself, "it's better if he does not see me. Then I don't have to talk to him about the problem."

Points for discussion

1. How do you think Saurabh felt when Raman avoided him?
  2. What could be the outcome of this interaction? How do you think it could end?
- Be ready to act out the situation described above.

### **Scenario 3: Pretending to ignore**

Raman greets Saurabh and starts talking to him about various other things (what they're studying, sports etc). He does not mention his feelings about what has happened. They have a pleasant conversation.

Points for discussion

1. What do you think could have stopped Raman from expressing his feelings to Saurabh?
2. What could be the outcome of this interaction? How do you think it could end? Be ready to act out the situation described above.

### **Scenario 4: Attack**

Raman begins speaking from across the classroom to Saurabh. He shouts loudly enough for other people to hear what he has to say. He accuses Saurabh of being a liar and cheater. He says that he realises that he was wrong to trust Saurabh.

Points for discussion

1. Is Raman right to accuse Saurabh of being a liar?
2. What could be the outcome of this interaction? How do you think it could end? Be ready to act out the situation described above.

### **Scenario 5: Work together to find a solution**

Raman approaches Saurabh. He says that he thinks Saurabh did not try to convince his classmates to vote for him even after promising him. He explains that it's made him very sad. Saurabh explains that he tried his level best to convince his classmates to vote for Raman but his classmates kept saying that they thought Karan would be a more competent and deserving candidate. Saurabh says that he is very sorry about it and he wishes he could have convinced them. Raman realises that Saurabh really is upset about the final results.

Points for discussion

1. What do you think about this conversation?
2. What could be the outcome of this interaction? How do you think it could end? Be ready to act out the situation described above.

## B. Procedures and stages in legal cases



### Outcome

Greater confidence and understanding of what will happen in their legal cases, going forward



### Duration

1 hour



### Required materials

Cards cut out and ready to distribute.  
Source sheet on the prosecution process



### Note for Facilitator

The facilitator should find out from the NGO (if they don't know already) whether the group members are likely to have a summons for their case coming up soon, and whether any of the group members have already given further testimony in their case. Help members to share their experiences so far.

It's important to acknowledge the difficulty of being a victim/witness in these cases and to ensure that group members are familiarised with the process of the prosecution and supported to speak accurately when they are summoned, if they feel able to. If members say they don't want to have a part in their case, ensure that they do not feel pressurised or disrespected during this discussion.

## Card sorting exercise to learn about the process of prosecutions

Explain that the purpose of this exercise is to help them feel more confident about the prosecution process.

Ask members to discuss whether and why they think it's important for traffickers to be prosecuted. What difference does it make?

*(Ideas: To discourage others from committing the crime; as a signal to everyone that trafficking is wrong and harmful; If the perpetrator is prosecuted, the survivor sometimes feels that the injury to them has been recognised by society; if the person is in prison they can't do it to someone else)*

Already by June 2022, 13 convictions against traffickers of children have been achieved by the courts in Jaipur, with most of them given life sentences.

First we're going to get a good understanding of how the prosecution process works and what the different stages are. While keeping the first card for yourself, give each member one or more of the "Stages" cards (at random), till they are all handed out. Hand out the "Pre-Trial" cards first.

Put down the first card and ask the members to read their own card to themselves and then suggest if they think they could be holding the next stage in the process. (If people have difficulties with reading, put the group into pairs, so that people can help each other).



Let members make suggestions until the right card is found. Put this card down in a row, below the first card. (Keep checking for yourself on the Source sheet that shows the correct order for the cards).

Continue to ask which card comes next. As members read out their card, make sure to explain anything about the process that they don't understand.

Once you've done this for the "Pre-Trial" cards, do the same for the "Trial" cards and then for the "Post-Trial" cards.

Once you have all the cards in the right order, go through the stages again. For the Stages where the survivor has to take some action, discuss their role in more detail. These stages are in **bold** on the source sheet. Ask:

- Why is the witness/survivor role important at this stage?
- What might be difficult for the survivor or their family in doing that role?
- How can the NGO support them?
- What choices might they and their families need to make?

## Discussing Witness Protection

One of the difficulties of pursuing these cases is the pressure and threats from people who are related to the traffickers and employers. Often they live close by. Sometimes this makes people feel unsafe. *(Members of the group may or may not want to talk together about their own experiences of threats from the trafficker).*

Explain that when witnesses are receiving threats, the police are supposed to provide "witness protection". If the provision of witness protection is approved and agreed, then police are stationed in the village to watch out for the family.

Survivor groups around the country have called for Witness Protection Schemes to function properly but till now, it has been hard to make police witness protection work when it is most needed.

If you and your family need this protection during your case, you should get help from the NGO to try to get it authorised by the police. The NGO can also talk with you about other ways to try to stay safe – but the risks should be recognised.

It takes courage to fight for justice.

## Source Sheet: Procedures and Stages in Child Trafficking Legal Cases

This sheet includes all the information for the 22 Stages of Prosecution Cards. Photocopy the sheet first, and then cut out each of the cards (**without including the card number**), so you can hand them around to the group members.

Use the original sheet to help you to make sure that the group members put the cards down in the right order.

Before leading the session, go through the descriptions below and underline any words that the group members may not be familiar with e.g. "bail", "summons", "Sub-Divisional Magistrate", "cross-examine". Be ready to ask for guesses from people about the meaning of such words and then make sure you explain them clearly and accurately.

Points in **bold** are the ones you should discuss further with the group, to consider the support needed by the survivors.

## Card 1

Pre-Trial - Rescue - The individuals being held and made to work are rescued by the police and rescue team.

## Card 2

Pre-Trial - Investigation - Initial witness/victim statements  
Victims and witnesses provide information to the police about what has happened.

## Card 3

Pre-Trial - Investigation - Initial statement of the accused persons - The accused persons provide information to the police about what has happened.

## Card 4

Pre-Trial - Starting the legal case: First Information Report (FIR)  
The police record information about the case based on victim and witness information.

## Card 5

Pre-Trial - Investigation - Evidence collection, scientific analysis and medical check on victims  
The police assess the evidence at the scene of the crime, send scientific evidence for analysis, and ensure the victims have a medical check-up within 24 hours.

## Card 6

Pre-Trial - Filing for Victim Compensation  
The police should use this evidence and the FIR to file an application with the District Legal Services Authority for Victim Compensation, on behalf of the victim.

## Card 7

Pre-Trial - Arrest of the Accused  
The accused persons may apply to the court for “anticipatory bail” to avoid being arrested. If so, they would be brought to a magistrate to consider whether bail should be allowed.

## Card 8

### Pre-Trial - Protection of the victims

The victims (if under 18 years of age) should be taken to the Child Welfare Committee (CWC) and provided with shelter.

The CWC should ensure that the interim Victim Compensation is applied for, through the District Legal Services Authority, and that it is issued.

## Card 9

### Pre-trial - Further statements by the victims

The victim provides a further witness statement in front of a magistrate (called a "164 statement"). They also make a statement to the Sub-Divisional Magistrate (SDM) and to the Labour Department. After the SDM records the statement, they should provide a "Release Certificate". This is important because the Release Certificate is required so that the survivor can receive child and bonded labour compensation.

The Labour Department should ensure that the survivor's unpaid wages are recovered from the employer, as well as the INR 20,000 fine from the employer which should be passed on for the benefit of the survivor.

If these steps are not taken by the SDM and the Labour Department, the lawyer representing the survivor can file an application with these authorities.

## Card 10

### Pre-Trial - Victim's consent to be assisted by a lawyer

The survivor (and their family, if appropriate) is introduced to a lawyer and can give their written consent to be represented by the lawyer. The lawyer can then assist the Public Prosecutor during the trial. This written consent is called the "Vakalatnama".

## Card 11

### Pre-Trial - Charge sheet

If the case is going ahead, then the police should present the charge sheet to the court within 90 days. This charge sheet lists out the charges that may be brought against the accused persons.

## Card 12

### Pre-Trial - Initial Court Hearing

The accused is summoned to the court and can seek bail. The victim's lawyer can provide evidence of why it may not be safe for the accused to be granted bail. The court decides whether bail is granted.

### Card 13

Pre-Trial - Court decision on whether there should be a trial

At this point the court can i) Reject the charges and dismiss the case;  
ii) Decide to go ahead with the trial and confirm the charges to be considered in the trial;  
or iii) Require the police to investigate further.

### Card 14

Pre-Trial - Accused pleads guilty or not guilty

The accused may plead “not guilty” and then the case will be prepared for trial.  
If the accused pleads “guilty” then the court confirms the conviction and delivers a sentence.

### Card 15

Trial - Prosecution presents evidence

During the trial hearings, the Public Prosecutor provides evidence including witness and victim statements. The victims and witnesses receive a summons to come to the court to give their evidence.

The victim may give evidence in person, or if the court permits, they can give evidence by video conferencing from an approved location (usually a local court) that is nearer to their home. After the victim has given their testimony, the defence lawyer may cross-examine the victim. In India, the prosecution is responsible for proving that the accused person has committed the crime.

### Card 16

Trial - Defence presents evidence - The accused person has the chance to explain the circumstances and to call witnesses or show evidence that demonstrates their innocence.

### Card 17

Trial - Final arguments - The Public Prosecutor and defence lawyer present a summary of their arguments of why the accused is guilty or not guilty.

### Card 18

Trial - Judgement - The court gives its decision on whether the accused is guilty or not guilty.

## Card 19

Trial - Arguments on the sentence - Lawyers for both sides can give arguments about the sentence to be delivered.

## Card 20

### Trial - Sentencing

The court decides on the punishment. This sentencing may take into account the age, background and history (including other offences committed) of the convicted person. The sentence usually includes a period of imprisonment plus a fine. At this stage, the court may award final Victim Compensation. After the trial, the District Legal Services Authority should also issue the appropriate Victim Compensation under the State Victim Compensation Scheme.

## Card 21

### Post-Trial - Appeal

The victim OR the convict can appeal to a higher court against the verdict or the sentence, and the lawyers then make their arguments to that court. The higher court may also in its own discretion consider a revision, if it feels there has been a miscarriage of justice. After this, the court gives a ruling either confirming the original judgement and sentence, or amending it.

## Card 22

Post-Trial - Carrying out the sentence - If the conviction and sentence is upheld, then the sentence is carried out.

## C. Sharing information about other survivor collectives



### Outcome

Awareness that other groups of survivors are getting organised to make a difference



### Note for Facilitator

If the NGO can arrange for a survivor (or a few survivors) who are part of a wider network to come to join in the meeting, it will give strong encouragement to others.

### Case studies and examples of other survivor groups

If the NGO is able to arrange for a survivor who is part of a wider network to come to the meeting, then you could interview them to help the group learn what they have been doing.

Based on what the survivor would like to share, some questions could include:

- How did your survivors group come into being, and why?
- How long have you been part of the survivors group or network?
- What is the network called and how many others are involved?
- What made you want to get involved at the beginning?
- What does the group do and how often does it meet? Do you travel to be part of the group?
- What has given you most satisfaction, from being part of the group?
- What has been challenging or frustrating for you?
- Have there been particular issues or needs that the group has taken up collectively - and what did they do about it?
- Did you feel that the group managed to get listened to?
- Do you feel that you personally have learned any useful things or new skills from being part of the group?
- If anyone in this survivor collective wants to join this wider network, what should they do?
- What do you feel you have done that required the most personal courage - what are you most proud of?
- What do you hope to do next on the issue of trafficking?

Make sure that members of the group can ask questions.

If it's not possible to have a survivor from another group to come to join in the meeting, you could:

1. See if a survivor from another group or network can be interviewed over Zoom.
2. Look at the website of the Indian Leadership Forum Against Trafficking (ILFAT) and show the videos on the site. <https://www.ilfat.org/> The site is in English so you would need to pause it to translate.
3. Interview an NGO leader about the networks that their organisation is part of, and why they get involved outside of their local working area. What are the issues or policies that they've tried to help improve?

### **Before next meeting**

In a conflict situation that you experience, try to observe how you and the other person are responding. See if you can think which approach to conflict you want to use. If you can, make a note of how it went and what you could try next time.

Think about whether (at some point) you'd like to be part of a wider network, and the ways that you'd like your voice to be heard.



**Purpose of the Unit**

- Learn about risks associated with substance abuse

**Recap of last session and follow up on action step from the last meeting**

- Last time we talked about some different ways of responding to conflict. What can you remember about some of these responses. Can anyone make a body shape, facial expression or mime a physical action that demonstrates one of the types of response (without using words), and then others can guess which one it is? (Tip to facilitator: Show them a body shape (e.g. putting your head down and covering your eyes) to symbolise “avoiding”). After they’ve done this and remembered the ones that they can, remind them that the different responses discussed were: Explode; Avoid; Pretend to ignore; Attack; Work together to find a solution.
- Can anyone share a conflict that came up for them since the last session, and what approach they used, and how it went?
- What can you remember about the stages of the legal prosecution?
- Did any of you think some more about whether and how we could connect with other survivor networks?

**A. Preventing substance abuse****Outcome**

Ability to understand symptoms of substance misuse

**Duration**

45 mins

**Required materials**

Flip-chart or blackboard, markers/chalk

**Note for Facilitator**

Discuss with the NGO in advance and make sure you are aware of sources of professional support for individuals who are abusing or have become addicted to drugs or alcohol. If you become aware of an individual or friend/relative of a group member who is in this situation, discuss it with them individually and confidentially and see if it's possible to help them make a plan to get help. Also be aware of how members may be suffering abuse or other harm due to the addiction of a family member or close friend.

## Discussion and information sharing

Ask the members to say what they understand by the terms “drug abuse” or “substance abuse”.

What are the substances they know of that are often misused in this region?

Make a table on the blackboard/flip chart with three headings. Write up the name of the substance mentioned by group members and ask them what are the advantages that people want to get from using it and what are the actual disadvantages or harm caused. Use the Source Sheet of substances and effects below (but focus mostly on the substances mentioned by the group members). Explain any words that they may not be familiar with. Once they have mentioned the substances they can think of, make sure they have included tobacco, alcohol, white fluid, marijuana and one or two other main substances that you know are often misused in the area.

Example:

Name of substance	Perceived advantages	Disadvantages/harm
White fluid	Feeling relaxed	Slows down activity of the brain and may also have hypnotic effects. (Explain “hypnotic” means a state where it’s like the person being between sleep and being awake)
Alcohol	Feeling happy, relaxed	It’s illegal in Bihar! Trouble doing anything that needs physical or mental coordination. Regular drinking may cause harm to liver, brain and nerve damage.
...		

Many of these substances are highly “addictive”.

Now draw a horizontal line with an arrow on the board.

Write up “**Experimenters**” on the left and explain that people sometimes start using the substance as an experiment or because of peer pressure and curiosity. Adolescents and young people sometimes take more risks than adults. Being interested to explore new things, being curious and thinking differently can be a strength of young people. These strengths could help young people to take a lead in building a better world and improving on the way things are. However, with substance abuse, the experimentation is harmful it can permanently damage their health. Adolescents can be particularly at risk because they sometimes feel a lot more intense distress if they are excluded from peers or friends and sometimes they have a stronger need for acceptance. As people mature, mostly they become less worried about the views of their peers.

In the middle, write up “**Occasional users**”. This is when the person has started to use the substance occasionally - either for social reasons or during certain situations (e.g. when they are anxious or sad).

On the right, write up “**Compulsive users**”. This is when the person has become dependent on a substance and they find they need to increase the amount of the substance that they consume in order to experience the same effect. This is the stage when the user has a continuous and uncontrollable craving for the substance.

For some substances, the producers or dealers may advertise it or start selling it to people as if it makes a person happy or popular, but what they are counting on, which will make them rich, is that the person will soon become very dependent on the substance, whether it still makes the person happy or not.

An individual who is addicted to a substance shows certain behaviours that are very different from their normal behaviour. Can the group members suggest what those behaviours are? Examples:

- *Being overly aggressive or violent,*
- *Stealing or being secretive,*
- *Unable to look after their appearance or to eat properly,*
- *Unable to maintain a regular schedule,*
- *Unable to complete school work on time or keep up their jobs,*
- *Withdrawal from friends and family.*

## Treatment for Substance Misuse

Substance misuse, addiction and dependence can be treated by a combination of approaches, which include medication, behavioural changes and health care for physical and psychological symptoms. Professional counselling or drug deaddiction therapy is required to help users overcome addiction. This treatment needs to be provided for an appropriate period of time depending on the needs of the person and also the severity of the problem. When there is progress in the treatment, the intensity of treatment decreases and the final part of the treatment requires continuing individual and group support in order to prevent a return to substance use. Full rehabilitation and reintegration requires efforts at all levels of society.



## B. Knowledge: Substance abuse - Myths and misconceptions



### Outcome

Ensure sound knowledge on substance misuse.  
Help members make good decisions regarding drugs



### Duration

30 mins

### Discussion and information sharing

Divide into small groups of 4 - 5 people. Read out the sentences given below, one by one, and ask the groups to discuss for 2 - 3 minutes on whether they agree or disagree with the statement - and why.

Now read the statement again and ask the groups to share their responses and reasons with the whole group. Ask the other groups to add if they have a different reason. Share the correct answer and use the explanation below to supplement with accurate information. Then go on to read the next statement and have the groups discuss it and give feedback.

#### 1. There's no harm in trying a drug just once, because you can stop after that.

A. Most people who become addicted to a drug started with the idea of trying just once and then they were more open to further use of the drug, which then became a habit and then an addiction.

#### 2. One cigarette a day does not harm anyone.

A. Every cigarette that is smoked does damage. Even quite small amounts damage your blood vessels and make your blood more likely to clot. The damage can cause heart attacks, strokes and even sudden death. Smoking just 1 - 4 cigarettes a day doubles your risk of dying from heart disease. Nicotine in cigarettes is extremely addictive.

#### 3. Willpower alone can help a drug addict to stop taking drugs.

A. Besides a strong willpower, the person will need love and support of family and friends as well as sometimes needing medical and psychiatric treatment.

#### 4. Using drugs helps you feel good and relaxed.

A. Everyone needs to find techniques to cope with stress and difficult feelings. Using drugs may seem like a good way to relax, but especially in the long-term, drug use can make a person more anxious whenever they are not using it. The drug itself also has an impact on the well-being of the body and mind, seriously compromising health and the ability to function.

#### 5. Inhalants (like glue or white fluid) are basically harmless, even though people make a big deal about them

A. Using inhalants such as thinners, glue, cleaning fluids, and white fluids can cause damage to liver, brain, kidney and nervous system.

**6. Drug use helps a person to be better accepted and popular with their peers**

A. It may seem that use of drugs helps to win some more friends, but these are not true friends or well-wishers. Over a period of time, drug dependence makes a person unsocial, unable to have good relationships, and isolated.

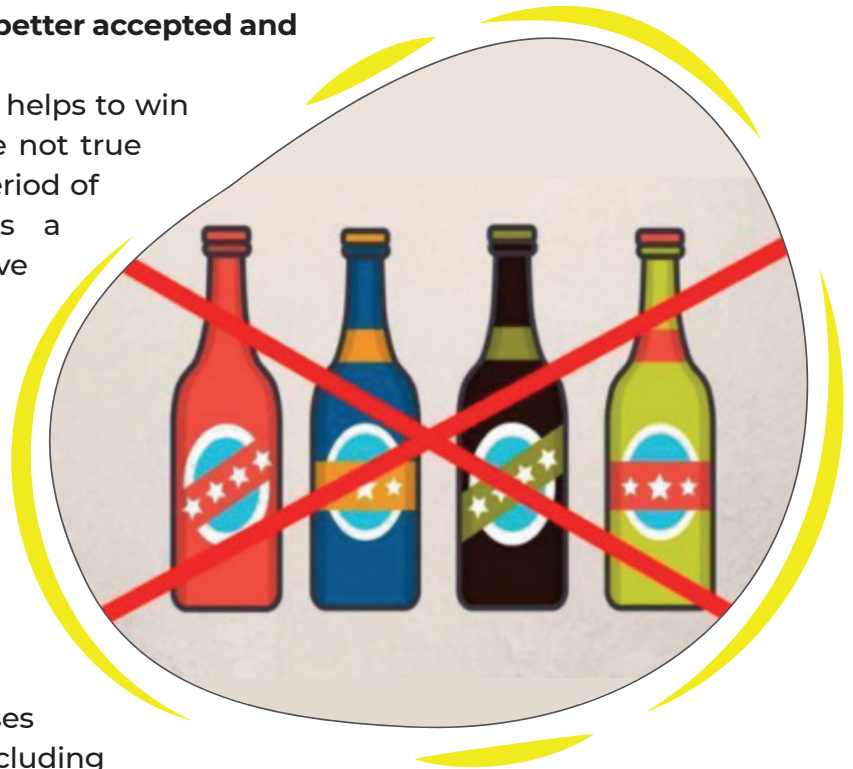
**7. There's no legal smoking age. Adolescents can smoke.**

A. People under 18 are legally not allowed to smoke. It is a crime to sell tobacco products to children under 18.

**8. Alcohol is not very harmful**

A. Consuming alcohol increases your risk for many diseases, including diseases of the heart, the liver and pancreas.

It increases your risk of developing certain cancers. In Bihar, it is illegal. Binge drinking (consuming a large amount of alcohol within a short time) has its own dangers. It can lead to alcohol poisoning which can make you pass out or can even kill you.



## Source sheet: Information on Types and Effects of Substance Misuse

Substances that are misused may be classified according to the effects they have on the central nervous system. Following are some of the groups in which they may be classified and the effects they have. The more commonly used drugs, likely to be mentioned by the adolescents, are in bold.

Group/Type of drug	Drugs	Effects on the user
Depressants	<b>Alcohol (see also below),</b> barbiturates, tranquilisers (sleeping pills), heroin, <b>inhalants like white fluid or glue</b>	Brain activity slows down. May also have hypnotic effects. At first, the person feels relaxed and less inhibited but slowly the person's reflexes become slower. He or she will have trouble working and doing anything that requires any physical and mental coordination. Regular drinking may result in an inflamed stomach or pancreas, cirrhosis of liver, certain cancers of the gastrointestinal tract, heart disease, high blood pressure, brain and nerve damage.
Stimulants	Amphetamines like Bensedrine, Dexedrine and Methedrine, cocaine, <b>nicotine, tobacco (see also below),</b> caffeine, gutkha, pan masala	Accelerates the brain (central nervous system). The user may feel alert, full of energy or confident and strong. In higher doses, the stimulants may lead to anxiety or panic. Mental health problems can occur with increasing use. Serious overdose may lead to death. Tobacco is also one of the most addictive substances and contains nicotine. Long-term use may result in cancer of the lungs, mouth, larynx, esophagus, bladder, kidney or pancreas
Sedatives	Hypnotic drugs like Mandrax, Doriden	Produces opium-like effect and stupor. This group of drugs produces a relaxing, peaceful and happy feeling. In higher doses, they may lead to drowsiness, decreased concentration, nausea, vomiting and sweating. Further increase in the dose may lead to deep sleep, loss of consciousness and even death.



Narcotic/analgesics	Opium, Morphine, Codeine, heroin, synthetic drugs like Methadone, Pethidine, Mephadrine	<p>Reduces pain and anxiety. Produces contentment. Higher doses lead to sedation, nausea and unconsciousness.</p> <p>Restlessness, nausea, vomiting and dry mouth may develop. There is a warm feeling in the body and extremities will feel heavy. User will get into a state where the user is in and out of consciousness. Breathing becomes slower. Pupils contract to pinpoints. Skin becomes cold, moist and bluish.</p> <p>Prone to infections from unsterilised needles, including infection of the heart lining and valves, HIV and AIDS, abscesses, liver disease and brain damage. Withdrawal symptoms upon stopping. Overdose risks are high.</p>
Hallucinogens	<p><b>Cannabis, marijuana,</b> ganja, charas.</p> <p>LSD (Lysergic Acid Diethylamide), Ecstasy PCP (phencyclidine), Mescaline, Psilocybin</p>	<p>Leads to relaxation, drowsiness, talkativeness and later unconsciousness. The person's pulse rate, heart beat and blood pressure rises, eyes become red. Increase in appetite. After a while, the person may become quiet and sleepy. In very large doses, the person may become confused, restless, excited or begin hallucinating.</p> <p>Interest in activities, the ability to learn new information decreases and problems with memory may develop. Immune system is damaged and the person may develop chronic bronchitis, throat cancer, and heart attack, stroke, and blood pressure.</p> <p>Distorts the way in which individuals see, hear and feel. In low to moderate doses, it produces a mild intoxication, a strong sense of pleasure and feelings of euphoria, increased sense of sociability or closeness with others, enhanced communication skills and increased energy and confidence. Users may also experience increased sweating, increased blood pressure and heart rate, nausea, grinding of teeth, jaw pain, anxiety or panic attacks, blurred vision, vomiting, insomnia, paranoia and convulsions.</p>

Higher doses of Ecstasy may intensify the negative effects and may produce a distortion in perception, thinking or memory. There is a potential for strong negative effects and psychiatric complications that may last for days or weeks. It may also cause jaundice and liver damage.

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## Inhalants

There are a number of substances of everyday use collectively referred to as inhalants. These are volatile solvents. Some are: Paint thinners, degreasers, dry-cleaning fluids, gasoline and glue, **Correction fluids (white fluid)**, felt-tip marker fluid, Butane, lighters, whipped cream aerosols, and refrigerant gases, spray paints, hair or deodorant sprays, medical anaesthetic gases, like ether, chloroform and nitrous oxide (laughing gas), Butyl, and amyl nitrites, commonly known as 'poppers'

The user experiences a feeling of euphoria that is characterised by light-headedness, exhilaration and vivid fantasies. It slows down body functions. Acute effects could include drowsiness, impaired motor function, impaired judgment and memory, hallucinations.

Damage to the brain can occur even after one use and chronic use can lead to chronic lung diseases and even sudden death. Physical effects such as pallor, thirst, weight loss, nose bleeds, bloodshot eyes and sores on the nose and mouth occur. Mental confusion and fatigue may occur. Depression, irritability, hostility, paranoia may occur.

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## Tobacco

Various forms of tobacco like: **chewing** (khaini, gutkha, zarda, etc.), smoking (**cigarettes**, beedis, cigars, hukkah) or by sniffing

The effect remains from five minutes to two hours. So, nicotine addicts are compelled to consume it repeatedly to continue experiencing the effects. Chewing tobacco leads to diseases that affect the teeth and mouth, including mouth cancer. Continuous use of tobacco reduces the capacity to sense taste and smell. Smoking tobacco can lead to upper respiratory diseases, lung cancer and heart problems. Smoke from tobacco can also cause these ill-effects in non-smokers exposed to the smoke. This is known as passive smoking and could lead to lung respiratory or heart problems.

Alcohol	Beer, wine, spirits etc	<p>High intake causes loss of control over speech, bodily movements and vision. Alcohol causes reduced awareness and responsiveness, which can cause accidents and other mishaps. It diminishes cognition and inhibition and can sometimes make the user very aggressive. Long-term alcohol use is extremely harmful for the liver. Drinking alcohol from a young age affects the growing mind and increases the risk of becoming an alcoholic. People addicted to alcohol experience extreme bodily discomfort, irritation and anger in the absence of alcohol.</p>
E-cigarettes	<p>E-cigarettes contain nicotine. They are tobacco free, but they contain an aerosolised mixture containing flavoured liquids and nicotine that is subsequently inhaled by the users.</p>	<p>Nicotine is a highly addictive substance that has the potential to harm the developing brain of an adolescent or youth, deranging the normal course of brain maturation and having lasting consequences for cognitive ability, mental health, and even personality.</p> <p>E-cigarettes have other emissions such as formaldehydes which are classified as a carcinogen.</p>
Shisha smoking	<p>Shisha is a fruit scented tobacco smoked through an ornate water pipe, sometimes also known as 'hookah', 'narghile' or 'hubble bubble'. Shisha is typically smoked in social settings (cafes and restaurants), where water pipes are passed from person to person and the smoke inhaled</p>	<p>Shisha has been associated with a variety of adverse health outcomes, including esophageal cancer, decreased pulmonary function, infertility, low birth weight (in babies born to smokers), elevated blood pressure and heart rate, infectious diseases and physiological dependence.</p>

**Purpose of the Unit**

- Re-visit members' strengths and celebrate positive actions they have taken
- Share feedback and plan whether the group wants to continue and what they would like to do together.

**Recap of last session**

- Last time we talked about substance misuse. Can anyone share something they learned during that session, or something that surprised them?

**A. Understanding our strengths and what we have achieved****Outcome**

Members identify their personal strengths and the challenges they have overcome. They continue to visualise their own future and what future they want for this group.

**Duration**

50 minutes

**Required materials**

Flip-chart or blackboard, markers/chalk  
Paper, pencils

**Note to facilitator**

The notes you take on the sheets should be written up and given to the NGO, to help the NGO to evaluate what the group has achieved, and to learn how to run such groups more effectively. You should also keep the sheets in case they are needed by the group, going forwards.

## Visualising and discussing

Participants sit in a circle. Ask them to close their eyes and take a few deep breaths. Ask the following questions, leaving a couple of minutes between each question. Tell them to think about these without opening their eyes:

- On a day when you're feeling well, how would you describe yourself in three words? What are your characteristics and personal strengths?
- In the past year, what have you tried to do that was challenging and difficult for you?
- Try to think of one thing you tried to do where it didn't really work out as you had hoped.
  - Did you learn anything about yourself, from this?
- Try to think of one thing you tried to do where you had some positive result, even if it was small.
  - Did you learn anything about yourself?
- Was there anything that the group has done together that gave you special satisfaction?

Now ask the participants to open their eyes. Write the questions on the board and read them out again, so that they can refer to them, and ask them to write or draw their answers on paper.

After a few minutes, invite the participants to share at least one part of their write-up or drawing with the group. They can share it all, if they are willing.

- As members share something they tried and it didn't work out, try to help them see what they may have learned from it. Help them see that although it felt bad at the time, they were able to cope.
- As they share what they may have succeeded in, celebrate their effort and their results.

List up the group activities that people mention that gave them satisfaction. Ask them to see any of the activities that have given many of the group members satisfaction.

Then ask them to close their eyes again and to think about the following questions:

- What kind of work or studying would you like to be doing three years from now?
- If the group decides to continue, then what is the most worthwhile or important thing that **you personally** could get out of this group?
- If the group decides to continue, what is the most worthwhile or important thing that this group could do **for each other or to assist other people**?

Ask them to open their eyes. Write the questions on the board and read them again. Give them 10 more minutes to think and reflect on these questions and write or draw their thoughts. Ask for any volunteers to share what they wrote/drew.

- List up the points on what feels worthwhile to them about the group, if it continues. This can be done under two headings "For ourselves" and "For others".  
Later in this session we'll come back to thinking about whether we want the group to continue and what our plans might be.

## B. Deciding what comes next for the group



### Outcome

Members decide whether to continue. They decide on a mission and the main activities for the group.



### Duration

1 hour



### Required materials

Flip-chart or blackboard, markers/chalk Paper, pencils, slips of paper



### Note for Facilitator

Encourage members to be open about whether they want the group to continue. Remember that if they decide not to continue it is not a failure, but it could be a sign that members' needs are now being met in another way and that the group has completed its purpose.

Write up what is on the sheets and give it to the NGO, so they know what the group wants to do next (if anything).

You should also keep the sheets because the group may need to use the information at the next meeting.

## Discussion and decisions

Now we need to make some decisions about what happens next for this group. It was started by the NGO. The NGO was hoping that it would help the group members to improve your well-being, be able to get better access to entitlements, education and skills training, and perhaps that the group would want to get more involved in issues in your community and even outside your community.

Now it's your turn to decide together **whether you want to continue, and if so, what kinds of activities you want to do together.**

Remind the group of the list you've just made about what experiences in the group gave them special satisfaction. Read out the main points again.

Remind them of what they said about what they hope for personally from the group if it continues and what they hope it will do for other group members and others outside the group.

If the group continues then it will hopefully focus on doing some of these things.

It takes the members time and effort to be part of this group. **Is it something you want to continue with?**

There may be different answers from different group members, and that's fine.



Facilitator: Think of the best way to get each member to contribute their real thoughts on this. For example, you could give them each a slip of paper and ask them to write down a number between 1 and 10 about how much they want the group to continue - where 1 means they really don't want to continue; 10 means they feel very strongly that the group must continue. They can fold up the slip and put it in a bowl and then you can see how many members gave different ratings.

If the overall rating is lower than 5, it's a sign the group does not have enough interest. If it's between 6 - 7, there still may not be sufficient enthusiasm. Check back with them collectively.

If it's generally 8 or more (or there is a large enough core group of members scoring it very highly), then clearly the group should continue.

If you're deciding to finish the group then skip straight to the wrap up exercise at the end.

If the group will continue, then consider:  
**What is the "Mission" or purpose for the group?**

Explain that a group's Mission is the **main reason why it comes together** – what is the central thing that the group exists for?

Give some very different examples of what other groups select as their Mission e.g.:

- Read out your own NGO's Mission statement
- *All India Football Association* says its mission is for the growth of football in India
- *The Wildlife Trust of India* says its mission is to conserve wildlife and its habitat, and to work for the welfare of individual wild animals.

• *Indian Leadership Forum against Trafficking* (ILFAT) says: "We envision a country free from all forms of trafficking and having a world where no human being is for sale! It is our vision that from those who have struggled through the pain of trafficking, will arise a new generation of leaders who stand for justice and empowerment."

This group's mission could be about **change in the wider society** and it could be about **change and mutual support within the group**. Or both. It's up to the group. Is there a big change you want in the society? Is there a Mission that you have for this group itself?

You could split into two groups, depending on the interests of the members, so that one group discusses what they want to try to improve in the surrounding communities/society, while the other group discusses what they want to do to help and benefit members of the group.

The groups should come back to the full group with their proposal for the future.

After about 10 - 20 minutes, discuss their suggestions in the full group and try to write up their mission. It helps if you start the Mission with "We aim to....."

Explain that you can come back to it in the next meeting to finalise this.

Now start to list up the kinds of activities that they want to do towards these purposes. Think about some different categories e.g. Learning, helping, influencing, having fun.

Once you have a list, you could ask members to tick the activities that they feel would be most useful or worthwhile for the group to do. You could give each member only 4 ticks that they can use.

Explain that next time, we'll try to plan some of these activities.

## C. Wrap up and thanking



### **Outcome**

Closure of this phase of the group's work. Mutual appreciation



### **Duration**

15 minutes



### **Required materials**

Slips of paper, pencils



### **Note for Facilitator**

Make sure everyone feels appreciated and valued

## **Discussion**

Do this activity whether or not the group is planning to continue.

Hopefully everyone has contributed something to what the group has done together. It could be an activity that they led, or something they did to help a group member, or something about their personality, kindness, imagination or humour that was helpful to the group.

Give each person a slip of paper with the name of someone in the group. Make sure each member including yourself is named on one of the slips. Have a large ball of wool or yarn ready.

Ask each person to think about the person named on their slip and think of one thing that they can remember that they feel thankful to that person for.

Ask them also to think of one thing that they feel thankful to the whole group for e.g. Something they have valued and will stay with them. Give them a couple of minutes to think about it.

The facilitator can go first, to show how to thank the individual on the slip of paper for something they have contributed to the group's activities, and to thank the whole group. Once you have thanked the individual and thanked the group, throw the ball of yarn to the individual you've mentioned.

The person receiving the ball of yarn then needs to thank the person named on their slip of paper, as well as thanking the group for something they've appreciated. Continue till everyone has been thanked and you have made a web with the yarn.

## Energisers and short games

Energisers and short games are a great asset for facilitators, to keep the group focused, bond together as a group, relax after some serious topics, and raise the level of energy and enthusiasm. Don't worry if it seems too childish! Try to have at least one or two energisers at each meeting. Leading an energiser can also be a good way for members to practice leading the group and giving an explanation.

If you're having to space out to protect people from risks of covid infection, then plan for an energiser that won't bring people physically close or have them passing things between them. If you'll be touching the same item, make sure everyone has washed hands and used sanitiser before you start.

If someone doesn't want to play, don't pressure them. Once it gets started, they may want to join in anyway.

### 1. Rainstorm energiser

Everyone stands in a circle. Beginning with the leader, all the participants follow a series of motions like a wave creating the effect of a storm approaching, staying on and then drifting away. The participants join in one-by-one. You start after the person on your left has started. This way the sound builds and moves. You can do a couple of rounds of this, if the group is enjoying it.

1. Rub palms together (rising wind)
2. Snap fingers (first drops of rain)
3. Pat hands on thighs (harder rain)
4. Pat hands on thighs & stomp feet on floor simultaneously (adding thunder to rain)
5. Just pat hands on thighs (thunder moves on)
6. Snap fingers (rain is stopping)
7. Rub palms together (winds moving on)
8. Put hands at your sides (storm moves on)
9. Spread your hands above your head to make the sun come out.

### 2. Collaborative portraits

Everyone needs a piece of paper and a pen or pencil for this activity. They should write their name on the bottom of their paper.

Now everyone needs to wander around the room until you tell them to stop. This is their signal to pair up with the closest person to them. They swap papers and draw each other's eyes.

When they're done, they need to give their papers back and start walking around again. This time when you say stop, they need to swap papers and draw their new partner's nose, giving back the paper to its owner once they've finished.

Keep going until you've covered each feature, hair etc. Then everyone gets to show off their personal piece of art.

### **3. Find your pair**

You need an even number of participants for this, so the facilitator may or may not choose to join in to make up the numbers.

You need a number of different animals equal to half the people in the game, i.e. if you have 16 participants, you'll need 8 animals. Choose animals with distinctive calls.

Write the name of each animal on two separate slips of paper. Fold them, shuffle them and give them out randomly to everyone. Now tell participants to secretly check what animal they've been given. They should all spread out around the room and close their eyes.

All that's left to do is make the animal noise, while keeping their eyes closed, and listening to hear and then find their pair. The first pair to find each other is the winner and they walk out of the group once they have found each other, leaving the remaining pairs to find each other, till everyone has their pair.

### **4. What we have in common**

The facilitator calls out a characteristic of people in the group, such as 'having a younger brother'. All those who have a younger brother should move to one corner of the room. As the facilitator calls out more characteristics, such as 'likes football', people with the characteristic move to the indicated space. (Characteristics should not be very serious but could include the types of activities they like, what kind of music they like etc).

### **5. Banana game**

A banana or other object such as a bunch of keys is selected. The participants stand in a circle with their hands behind their backs. One person volunteers to stand in the middle. The facilitator walks around the outside of the circle and secretly slips the banana into someone's hand. The banana is then secretly passed round the circle behind the participant's backs. The job of the volunteer in the middle is to study people's faces and work out who has the banana. When successful, the volunteer takes that place in the circle and the game continues with a new person in the middle.

### **6. The longest line**

This game requires a lot of space and may need to be done outdoors. Divide into teams of eight to ten people. Each team must have the same number of members. Explain that the task is to create the longest line using participants own bodies and any clothing (but not trousers or inner garments). Participants are not allowed to collect other things from the room/outside. Give a signal for the game to start and set a time limit, such as two minutes. The team with the longest line wins.

### **7. Reflecting on the day**

To help people to reflect on the activities of the session, make a ball out of paper and ask the group to throw the ball to each other in turn. When they have the ball, participants can say one thing they thought about the day.

## **8. Octopus**

The first time you play this one, you might need to show people a picture of an octopus, in case they haven't seen one before. The players (the fish) stand on both sides of the room/space, with one person (the octopus) standing in the middle (the ocean). When the leader calls "Cross", all the players cross back and forth from one side to the other, trying not to be tagged by the octopus. When the octopus manages to touch a running player, the tagged person becomes a tentacle, frozen in his tracks and only able to move his arms. As the fish cross back and forth, the tentacles try to help the octopus to catch them - but only by reaching out with their arms.

Soon the entire ocean will be swarming with tentacles, and the octopus will have an easy time of it. Finally everyone will be a tentacle.

## **9. Catch the dragon's tail**

The players form a line, one behind the other, holding onto the waist of the player in front of them. This makes the dragon. The person at the end of the line puts a piece of material hanging out of his pocket.

The player at the front of the line is the dragon's head, the players in the middle make up the dragon's belly and the last player in line is the dragon's tail. The object of this game is for the head to catch the tail. The entire dragon must remain intact, while the head is trying to catch the tail and grab the material. The tail is trying to avoid the head. The dragon may make dragon noises when moving around.

## **10. Who's in charge?**

One player is chosen to leave the room for a while. One of the remaining players is then quietly selected to be the leader and the leader begins to make different movements (clapping hands, tapping himself on the head, touching his toes etc). The other players must do what the leader does, and the leader changes actions frequently.

Once he has started, the player who left the room is invited back in and must guess who is in charge by watching what the others do. Once he guesses, then the leader becomes the next one to leave the room.

## **11. Carry on**

One volunteer lies on the ground, face down and making themselves as stiff as a board, with arms out straight above their head. 3 - 4 other players pick the player up, two by the arms and one or two by the legs. They carry their friend as far as they can (safely).

## **12. Hop as one**

Ideal size for this is groups of 5 - 7 people. Players line up and except for the person at the front, they lift and extend their left leg, so that the person behind can grab the foot. They then place their right hand on the right shoulder of the person in front for support. Now it's time to hop. If you have more than one group, you can do a race, or see which group can hop the longest distance without falling over.

## **13. Tied Together**

Two people cover their eyes. The others join hands and without letting go, make themselves into the craziest knot they can. The two open their eyes and try to undo the knot without breaking hand-holds.



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