



India  
**NONE**  
in three



University of Huddersfield, UK  
Idealists Consulting and  
ISDI School of Design and Innovation, Mumbai, India

Curriculum To Support The Prevention Of  
**GENDER BIAS AND  
GENDER-BASED VIOLENCE  
IN INDIA**

**A Curriculum Framework**  
developed by the  
None in Three Research Centre  
for the Global Prevention of Gender-based Violence



Dr Priti Chopra | Professor Paul Miller

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He also co-authored (with Professor Tony Bush) the standards framework for principal development across the Commonwealth, especially in Small Island States, currently being piloted in Mauritius. Paul is an experienced academic manager and educational consultant with over 95 publications. Paul is a visiting professor for the Ni3 Research Centre, and he authored the framework for curriculum to support the prevention of gender bias and gender-based violence in India.

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# Framework

## Introduction

This is a flexible resource for a programme of study on gender bias and how it is linked to gender-based violence (GBV). It is designed to complement not replace existing provisions in India. This programme of study can be used independently or in conjunction with the None in Three anti-GBV video game, designed with the support of international and Indian experts to support children and families in India. The game focuses on how gender bias can contribute to discrimination and violence against women and girls. The name of this game is Anju; it will be available for free download, subject to the completion of successful clinical trials that demonstrate its effectiveness, at [www.noneinthree.org/india/game/](http://www.noneinthree.org/india/game/).

This programme of study identifies concepts and skills that support students' spiritual, moral, cultural, mental and physical development and is based on Article 15 of the Indian Constitution, which provides for the prohibition of discrimination on grounds of sex, religion, race, caste or place of birth. Article 15(3) authorises the State to make any special provision for women and children. In addition, the Directive Principles of State Policy has various provisions directed towards the protection and safeguarding of women against discrimination. The theme of the curriculum is inclusion and well-being.



**It is important that schools and teachers do not attempt to cover all the suggested content contained in this document, as doing so would lead to a series of superficial experiences that would most likely be restricted to providing information. Instead, it is advised that teachers select content that is relevant to their students and use these as a context through which to explore the overarching concepts and to develop the essential skills and attributes set out below.**

## Purpose of the Study

This programme of study on GBV is a planned, developmental programme of learning through which children and young people acquire important knowledge, understanding and skills about a range of issues related to gender bias. This programme of study will also assist the development of qualities and attributes students need to thrive as individuals, family members and members of society. It is designed to contribute to the spiritual, moral, social and cultural (SMSC) development of students, their behaviour and safety, their well-being and the well-being of others.

This programme of study contributes to personal development by helping students develop their awareness of gender bias, build confidence, resilience, and self-esteem, identify and manage risk, make informed choices, and identify and understand the factors that influence gender bias. It enables them to recognise social, cultural and economic factors that shape their identities and to examine the status of these factors set against their legal rights. Developing an understanding of gender bias will help students understand issues of power in society.



## Aims

1. Accurate and relevant knowledge
2. Opportunities to turn knowledge into personal understanding
3. Opportunities for students to explore, clarify, and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities
4. The skills, language and strategies students need to live healthy, safe, fulfilling, responsible and balanced lives

### Student Age Range

12 – 16 years old



## Attainment Targets

There are no attainment targets for this programme of study. Opportunities for formative assessment should be built into provision. Baseline assessment, to understand students' prior learning, is essential to ensure new learning is relevant and progress can be assessed. Providing students with opportunities to reflect on and assess their learning in the context of their everyday occurrences is important.

## Subject Content

The theme of inclusion and well-being is important to this programme of study on gender bias. It is important to provide knowledge, understanding and the development of language, skills and strategies to support students in seeking to change attitudes and behaviours towards women and girls, and relationships. It is important to recognise that many decisions made in a social context are influenced by the attitudes, values and beliefs of significant others. A programme of study on gender bias should respect and take account of students' prior learning and experiences and should reflect the

universal needs shared by all students as well as the specific needs of students in a school. This programme of study should be taught through a spiral approach, revisiting themes, whilst increasing the challenge, broadening the scope and deepening students' thinking. This programme of study prepares students for both their futures and their present day-to-day lives as well as providing opportunities for them to recognise and reflect on how learning about gender bias is relevant to them and can be applied in their own lives, currently or in the future.



## Overarching Concepts

1. **Identity** (personal qualities, attitudes, skills, attributes and achievements and what influences these)
2. **Relationships** (including different types and in different settings)
3. **Health and well-being** (including individual physical, emotional, social well-being and within relationships)
4. **Risk and safety** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others and understanding behaviour and strategies to employ in different settings)
5. **Diversity and equality** (in all its forms)
6. **Rights and responsibilities** (including the notion of universal human rights, fairness and justice, consent in different contexts and respect in the context of relationships)
7. **Change and resilience** (change as something to be managed and resilience in terms of skills, strategies and 'inner resources' that can be drawn on when faced with challenging change or circumstances)
8. **Power** (how it is used and encountered in a variety of relationships including persuasion, bullying, negotiation and 'win-win' outcomes)

## Skills Development

### Intrapersonal skills for self-management and self-efficacy for challenging gender bias and seeking help

1. Critical, constructive self-reflection (including being aware of one's own needs, motivations and learning, strengths, and next steps for development, how perceptions of the behaviour of peers can influence one's own behaviour).
2. Learning from experience to seek and make use of constructive feedback.
3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them).
4. Making decisions (including knowing when to be flexible).
5. Recognising how unhelpful thinking and behaviour can influence relationships with others (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions).
6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress).
7. Self-regulation (including managing strong emotions e.g., negativity and impulsiveness).
8. Recognising and managing the need for peer approval.

### Interpersonal skills for positive relationships

1. Active listening.
2. Empathy.
3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments, and thoughts effectively).
4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to constructive feedback and take on different roles; the ability to recognise and learn from others' experience).
5. Negotiation (including flexibility, self-advocacy and compromise).
6. Recognising and utilising strategies for managing pressure, persuasion and coercion.
7. Responding to the need for positive affirmation for self and others.

### Skills of inquiry

1. Formulating questions
2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)
3. Analysis (including separating fact from opinion)
4. Drawing and defending conclusions using evidence and not just assertion
5. Identification, assessment (including prediction) and management of risk
6. Evaluating social norms

## Building a Programme of Study

The framework below, combined with the skills and concepts identified above, is intended to support teachers and students in getting the most from this programme of study on **gender bias**.

Knowledge and understanding are interlinked and learning from one area may be pertinent to others (for example, how cultural attitudes and socio-economic situations can influence gender bias).

This framework is not definitive and teachers can adapt and enrich it as they feel appropriate based on the needs of students and/or their readiness. This programme of study on gender bias addresses GBV issues in direct and indirect ways through a spiral programme of knowledge, skills and attitudinal development, where prior learning is revisited, reinforced and extended in age - and stage - appropriate contexts. The programme also complements existing provisions, such as the National Education Policy (1986, revised 2020) and the National Programme for Education of Girls at Elementary Level (2003).

## Programme of Study: Core Content

### Students Should be Taught

1. To understand different forms of inclusion/exclusion
2. To develop inclusive attitudes and behaviours (to reduce prevalence of gender bias in the long-term and to facilitate help-seeking by those affected by those witnessing, experiencing and perpetrating gender bias-based abuse)
3. To increase their knowledge about different forms of inclusion/exclusion and the impact of gender bias on gender-based violence
4. To be empowered and develop their agency and resilience





## Suggested Areas of Focus

1. To understand the predominance of gender bias in perspectives, attitudes, values and behaviour that perpetuate gender inequalities and gender-based discrimination in the family, community and wider society
2. To recognise biases against girls' education, roles and responsibilities in public and private domains
3. To recognise personal strengths and how these relate to self-confidence and self-esteem
4. To understand that self-esteem can change with personal circumstances, such as those associated with family, friendships and relationships (e.g., being included/excluded from certain activities)
5. To understand the different forms and causes of exclusion (including patriarchy, cultural values, beliefs, religion, poverty and caste)
6. To understand the effects of gender bias on health and well-being
7. To develop ways of recognising and reducing exclusion and promoting inclusion
8. To understand and manage risk within the context of personal safety, especially in the context of gender bias
9. To explore factual information about gender bias, including the law, current government guidelines or policy

10. To recognise and develop strategies to manage different influences (including peer and family influence) on their decisions (e.g., about gender exclusion/inclusion)
11. To understand the personal and social risks and consequences of gender bias, especially for girls and their families (including girls and women belonging to religious minority groups)
12. To clarify and challenge self and other perceptions, values and beliefs about gender bias
13. To identify cultural, social, economic and other factors influencing gender bias
14. To identify the impact of gender bias on child mental and physical health
15. To identify the impact of gender bias on children's access to and participation in education, and educational outcomes
16. To understand patterns of gender bias and the impact of gender bias on careers and life chances
17. To identify how gender bias can lead to dependency in relationships
18. To recognise how behaviour is influenced by perceptions of gender and power





## Methods and Ni3 Research Findings

### Methods

The methodological approach taken for the creation of the curriculum consists of an iterative and collaborative review process for developing:

- 1) the curriculum framework; and
- 2) the curriculum design and content.

### Development of the curriculum framework

Development of the curriculum framework involved:

- Consultation with country experts and stakeholders to identify themes and issues ([www.noneinthree.org/india/](http://www.noneinthree.org/india/))
- Review of non-empirical and empirical research carried out by the Ni3 Centre ([www.noneinthree.org/impact/](http://www.noneinthree.org/impact/))
- Review of wider literature ([www.noneinthree.org/india1/policy-hub/](http://www.noneinthree.org/india1/policy-hub/))
- Mapping of curriculum framework against country policy and legislation ([India policy briefing August 20](#))
- Preparatory and feedback work for access into schools see report 'Identifying Gender Bias in the Classroom' available at: ([www.noneinthree.org/india/resources/](http://www.noneinthree.org/india/resources/))

### Development of the curriculum design and content

- The curriculum design and content is shaped by an interdisciplinary youth-centred approach that draws on and combines critical pedagogy, creative and performing arts, an ecological framework for human development and integrative and intercultural therapeutic practice (see 'References for Curriculum Design and Content').
- The purpose of the suggested scheme of work topics is to facilitate development of critical awareness and enable reflection and action for change within self and others, based on enhancing recognition of stressors, developing capacity for emotional resilience, coping strategies, help-seeking behaviour, problem solving skills and care for self and others.
- Suggested scheme of work activities aim to be cost-effective and rooted in social justice and democratic principles that are centred on strengthening the voice, visibility and agency of diverse young people in an empowering and enabling process of learning. The objective is to contribute to conditions for an inclusive, equitable, ethical provision of teaching practice in a safe and bounded learning process. This is aligned with Section 6 of the National Education Policy (NEP)<sup>1</sup> on 'Equitable and Inclusive Education: Learning for All' (2020, p.24). Its implementation may also be facilitated through the 'Gender-Inclusion Fund'. Section 6.8 of the NEP states that "the Government of India will constitute a 'Gender-Inclusion Fund' to build the nation's capacity to provide equitable quality education for all girls as well as transgender students. The fund will be available to States to implement priorities determined by the Central government critical for assisting female and transgender children in gaining access to education...; funds will also enable States to support and scale effective community-based interventions that address local context-specific barriers to female and transgender children's access to and participation in education..."(NEP, 2020, p.26).
- Transferability, sustainability and adaptation potential for the diverse contexts of Indian schools was woven into design and content through an iterative participatory and collaborative process. This approach involved eliciting feedback and validation from the Ni3 Centre directors, project research teams, project games design team, India country advisors, country directors and team, government stakeholders and country curriculum specialist. Country team feedback and validation contributed to: i) the initial scheme of work design based on the plotline for the video game 'Anju' (game plotline is available under 'Resources'); ii) the integration of Ni3 non-empirical and empirical research findings to shape the design and content; and iii) the revised version responsive to country curriculum specialist feedback.

<sup>1</sup>Ministry of Human Resource Development. (2020). National Education Policy. Government of India. Retrieved from: [https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf) (Accessed 25/05/21).

## Literature review findings shaped the context for the curriculum design

- Gender inequality and male privilege can be significant contributory factors in the violence that girls experience. Both boys and girls can endorse beliefs in traditional gender roles. Eliminating prejudice and discrimination against girls is an important aspect in reducing violence against girls<sup>2</sup>.
- The practice of female foeticide has caused a national birth ratio of fewer girls than boys. Female infanticide has resulted in millions of “missing girls”<sup>3</sup>. During 2012, the Government of India revealed that three million girls were recorded as “missing” and in 2018, the Ministry of Statistics and Programme Implementation (MOSPI) stated that the Infant Mortality Rate (IMR) (2011-2016) “showed that, female infants usually experience a higher mortality than male infants”<sup>4</sup>. Contributory factors have been explained as “son preference, neglect of the girl child resulting in higher mortality at younger age, female infanticide, female foeticide, higher maternal mortality and male bias in enumeration of population” (Ministry of Health and Family Welfare, 2015, p. 332)<sup>5</sup>.
- Several Criminal Law Amendment Acts and new Acts have been passed to counter crimes and discrimination against women (Criminal Law Amendment Acts 1983, 2013, 2018; Protection of Women from Domestic Violence Act, 2005). These Acts have been responsive to the escalation in crimes against women over the past three decades. According to the National Crime Records Bureau (NCRB), out of the total reported crimes committed against women in India in 2019, 36% consisted of cruelty and other forms of violence by the husband and/or his relatives within domestic spaces (NCRB, 2020)<sup>6</sup>. Children are being exposed to gender-based violence within the home, which can include verbal violence, physical violence and serious violent threat<sup>7</sup>.
- The 2015-2016 Indian National Family Health Survey (NFHS) report revealed that 29.5% of women experienced physical violence from the age of 15 onwards<sup>8</sup>. Additionally, during 2019 approximately 87 rape cases were registered daily and in comparison to 2018, registered crime against women rose by 7% in India (NCRB, 2020).
- Many Indians live with a minimum of three generations residing in one household and intergenerational transference of patriarchal social norms and values in private domains can sustain stereotyped gender roles and perpetuate gender bias constraining women and girls in the family (Shukla, 2015, p. 126)<sup>9</sup>. For example, constraints may involve a limited vision of girls' participation in the labour force and the denial of girls' educational development, which is also a form of GBV<sup>10</sup>.
- Child abuse and neglect can be experienced by all children. Several national and international research studies identified the prevalence of physical, emotional, psychological and sexual abuse amongst diverse groups of boys and girls in the Indian and global context (Deb & Modak, 2010<sup>11</sup>; Kumar et al., 2017<sup>12</sup>; Ministry of Women and Child Development, 2007<sup>13</sup>; Moody et al., 2018<sup>14</sup>).

<sup>2</sup>Banerjee, R., Panicker, A., Varma, B., Patil, P., Gibbs, G., Gomersall, T., Jones, A. (2021). *The role of gender bias in gender-based violence*. None in Three Research Centre, University of Huddersfield, UK. See <http://www.noneinthree.org/india/resources/>

<sup>3</sup>Bongaarts, J., & Guilmo, C. Z. (2015) How many more missing women? Excess female mortality and prenatal sex selection, 1970-2050. *Population and Development Review*, 41, 241-69.

<sup>4</sup>MOSPI. (2012, 2018). *Children in India 2012: A statistical appraisal, children in India 2018: A statistical appraisal*. New Delhi: Central Statistics Office, Government of India. Retrieved from: <https://mospi.gov.in/web/mospi/reports-publications> (Accessed 25/05/2021).

<sup>5</sup>Ministry of Health and Family Welfare. (2015). *Annual report 2013-2014*. New Delhi: Department of Health and Family Welfare, Government of India. Retrieved from: <https://main.mohfw.gov.in/documents/reports> (Accessed 25/05/2021).

<sup>6</sup>NCRB. (2020). *Crime in India 2019: Statistics*. New Delhi: National Crime Records Bureau, Ministry of Home Affairs, Government of India.

<sup>7</sup>Mittal, S., & Singh, T. (2020). Gender-based violence during COVID-19 Pandemic: A mini-review. *Frontiers in Global Women's Health*, 1, 1-7.

<sup>8</sup>International Institute for Population Sciences (IIPS) and ICF. (2017). *National Family Health Survey (NFHS-4), 2015-16: India*. Mumbai: IIPS.

<sup>9</sup>Shukla, A. (2015). Attitudes towards role and status of women in India: A comparison of three generations of men and women. *Psychological Study*, 60, 119-128.

<sup>10</sup>Cook, R., & Cusack, S. (2010). *Gender stereotyping: Transnational legal perspectives*. Philadelphia: University of Pennsylvania Press.

<sup>11</sup>Deb, S., & Modak, S. (2010). Prevalence of violence against children in families in Tripura and its relationship with socio-economic factors. *Journal of injury & violence research*, 2(1), 5-18.

<sup>12</sup>Kumar, A., Stern, V., Subrahmanian, R., Sherr, L., Burton, P., Guerra, N., Muggah, R., Samms-Vaughan, M., Watt, C., & Kapoor Mehta, S. (2017). Ending violence in childhood: A global imperative. *Psychology, Health & Medicine*, 22(1), 1-16.

<sup>13</sup>Study on Child Abuse 2007, Ministry of Women and Child Development, Government of India. (2007). *Contemporary Education Dialogue*, 5(1), pp. 117-120.

<sup>14</sup>Moody, G., Cannings-John, R., Hood, K et al. (2018). Establishing the international prevalence of self-reported child maltreatment: A systematic review by maltreatment type and gender. *BMC Public Health*, 18, 1164 <https://doi.org/10.1186/s12889-018-6044-y>

## Ni3 quantitative survey research findings that shaped the context for the curriculum design<sup>15</sup>

[www.noneinthree.org/india/resources/](http://www.noneinthree.org/india/resources/)

### Maltreatment within and outside the home

- Abuse and neglect impacts both boys and girls.
- Respondents identified maltreatment within and outside the home in terms of corporal punishment, physical abuse, non-contact sexual abuse<sup>16</sup>, contact sexual abuse and emotional abuse. Accounts of maltreatment within the home also included physical neglect, medical neglect and emotional neglect.
- Over two-thirds of children and young people surveyed had experienced at least one type of maltreatment within the home. 50% had experienced corporal punishment within the home at least once, making this the most frequently experienced type of maltreatment within the home. 14% of children reported physical abuse, 6% reported non-contact sexual abuse and 2% reported contact sexual abuse by a parent, guardian or other adult living in their home. Emotional neglect was experienced by almost one third of children, with 7% experiencing medical neglect and 5% experiencing physical neglect.
- Outside the home, children were most likely to experience emotional abuse (14%) or corporal punishment (13%). 7% experienced physical abuse, 6% non-contact sexual abuse and 3% contact sexual abuse.

<sup>15</sup>Banerjee, R., Panicker, A., Varma, B., Patil, P., Sharratt, K., Mason, S., Wager, N., Jones, A. (In Press). Childhood maltreatment, exposure to violence and mental health outcomes among boys and girls from India. A brief survey report. None in Three Research Centre, University of Huddersfield, UK.

<sup>16</sup>Non-contact sexual abuse includes: Showing pornography to a child; deliberately exposing an adult's genitals to a child; photographing a child in sexual poses; encouraging a child to watch or hear sexual acts; inappropriately watching a child undress or use the bathroom (see, for example, <https://www.stopitnow.org/ohc-content/tip-sheet-defining-and-understanding-child-sexual-abuse>).

### Psychological well-being

- Approximately 7% of children reported moderate to severe symptoms of anxiety and 6% moderate to severe symptoms of depression.
- 9% of children reported a lifetime history of non-suicidal self-injury, 14% reported suicide ideation and 7% reported a suicide attempt.
- Boys and girls were similarly likely to report adverse mental health outcomes.

### Exposure to violence within the home

- Children were most likely to report witnessing verbal violence (21%), followed by physical violence (13%) and serious violent threat (4%). Boys and girls were similarly likely to report exposure to these forms of violence.
- There was a small gender difference in empathy towards female victims of interpersonal violence, with girls reporting slightly higher levels of both affective (i.e. the ability to respond with appropriate feelings) and cognitive (i.e. the ability to understand and mentally represent emotions) empathy.



## Ni3 qualitative research findings that contributed to the content of the scheme of work<sup>17</sup>

[www.noneinthree.org/india/resources/](http://www.noneinthree.org/india/resources/)

### Gender bias and gender roles

- Gender roles affect women and men over time, solidifying normative and patriarchal stereotypes.
- Biological essentialism created a secondary status for women. Women and men showed a deeply held binary construction of masculinity and femininity inherited through years of socialisation.
- The duality between genders, manifested through social norms, promotes double standards where men and boys are given preference over women and girls.
- Gender bias is identified in institutions such as family, marriage, the police and state-level policy.
- Heteronormativity is dominant, with little or no room for alternative interpretations of family arrangements and gender roles.
- A protectionist attitude shapes State systems, processes and individuals which intrinsically sustains gender bias against women and girls.
- Patriarchal traditions are deeply woven into daily cultural practices. Acceptance of such beliefs and assumptions can make girls and women more vulnerable to GBV. For example, child marriage and dowry practice places girls and women at high risk of GBV.
- The roles women are expected to play within the family (no paid work, emphasis on child rearing, maintaining 'honour') reduce opportunities for women to escape violent situations and everyday violence constrains women.
- Girls and women may not exit difficult conditions due to being socialised into believing that their primary role is to uphold the family and the community's honour. Family can be a big component in controlling girls' and women's lives, especially within the domestic sphere.
- Self-image in society can shape ways in which girls and women feel the need to challenge some norms and follow others.

### Manifestations and perceptions of abuse

- Girls' and women's social locations (in terms of caste, financial status and migration status) influence the forms of abuse they may face.
- Women's violence against women and children was identified.
- Men primarily construct violence as a temporary reality that is escapable and women often look at abuse as recurring and never-ending, to be tolerated.
- Men's resistance to anti-GBV legislation was identified.

### Recognised areas for help-seeking and help-giving

- It is important to forefront connections between women's and children's rights.
- Developing empowerment can interconnect with building capacity through education and employment.
- Survivor narratives should be recognised as enabling.
- It is imperative to empower young people to feel more confident about recognising signs of gender bias and GBV and to feel capable of intervening when safe to do so.

<sup>17</sup>Banerjee, R., Panicker, A., Varma, B., Patil, P., Gibbs, G., Gomersall, T., Jones, A. (2021). *The role of gender bias in gender-based violence*. None in Three Research Centre, University of Huddersfield, UK.

## Scheme Of Work: Topics And Activities

### Duty of Care: Applying Best Practice Principles in Session Activities<sup>18</sup>

1. **Ensure all students are aware of the topics they will study** before you engage them in session activities. It is important that they are aware that you will be discussing violence and abuse. Be mindful of the impact of re-traumatisation in sessions with students who have been abused or live in situations of abuse. Build in self-care and help-seeking in each session.
2. **Maintain a duty of care** and guide students on whom to contact and speak to within the school for confidential counselling support should they find it difficult to engage with the session content, become upset, disturbed or it triggers something for them.
3. **Agree values, expectations, behaviour and boundaries** before starting session activities to create a safe and supportive learning space.
4. **Ensure inclusivity across diversity.** All students should understand why learning about gender bias and gender-based violence is relevant and affects everyone. Sessions should be inclusive of all children and young people so that no child or young person feels alienated, vulnerable or offended by session discussions and activities. Care should be taken that a variety of religious denominations are covered in all activities and no religious group is the sole focus.
5. **Confidentiality can help students feel safe to explore sensitive topics.** At the start of a session, let students know that you will not share their personal information unless there is a protection issue. It is important to know your school's protection regulations and share this with students. Students should agree to confidentiality in the group and be clear about maintaining responsibility for what they disclose during session activities. Remind them about who they can contact and speak to privately. Discuss the

importance of mutual trust, positive regard and respect during the session. Agree boundaries and consequences at the outset and check in to see that students are feeling safe and comfortable throughout the session. Be prepared to end, extend or reschedule sessions depending on the needs of the students.

6. **Respond to personal stories with care.** Do not force students to share personal experiences. If they choose to share, respect and appreciate what they have to say. Group support can help with constructive reinforcement and generate thoughts about new ways of establishing safety.
7. **Be familiar with the school's child protection procedures and policy** to respond appropriately if students disclose experiencing violence. Ensure that students know that they have done the right thing in disclosing their experience.
8. **Know where to get help before working with students.** Find out which professional individuals and organisations are available to provide support in case a student needs help with a violent and abusive situation within and/or outside the school. At the start of the first session, provide students with contact information for a list of support people and organisations within and outside the school.
9. **Clarity is important.** Set up and explain activities, facilitate discussion and check learning.
10. **Student voice helps to improve practice.** Elicit and record student feedback and evaluation of activities.
11. **Self-care for teachers should be given time.** Disclosures by children and young people may lead to distress. It is important for teachers to look after their well-being. For example, it can help to enjoy nature and creative therapeutic activities, stay connected with others and nourish one's social life, exercise and take care of one's physical health. Accessing peer support, rest, relaxation and being mindful and attuned to one's feelings, thoughts and physical sense of being may also help with stress reduction and strengthening resilience. It is good practice to reach out for support by speaking to a counsellor or contacting a specialist organisation ([www.noneinthree.org/india1/help-and-support/](http://www.noneinthree.org/india1/help-and-support/)).

<sup>18</sup>Adapted from: Jones, A. (2018). *Engaging children and adults in violence prevention: JESSE*. Huddersfield: None in Three Research Centre, pp.14-18.



## Suggested Responsibilities in the Implementation of Session Activities<sup>19</sup>

### The teacher's/tutor's role during each activity

- Encourage and facilitate open and mutually respectful age-appropriate discussion. Maintain positive regard for students' different identities and backgrounds to foster an inclusive learning environment.
- Create an accepting, safe and supportive environment to maximise learning when talking about sensitive topics such as gender bias and GBV.
- Help students to think about how they and others might feel.
- Provide factual and accurate information.
- Direct students to the relevant support services if they seem distressed or reveal that they may be at risk of violence or abuse. Students may also require interventions, such as referrals and appointment/meeting support with their consent.
- Set class rules to help students understand from the start what behaviour is expected of them. If possible, encourage students to draw up their own rules, then post the rules in a prominent place and remind students of them if required.
- Introduce each activity and check understanding of instructions.
- Facilitate and monitor each activity.



### Example of class rules

- We value and respect one another's questions and opinions.
- We do not talk about personal matters shared in class with people outside the classroom, that is, we keep personal matters confidential and where required we seek professional support and help.
- We will not record any information shared by students in the class (using electronic devices or otherwise). The teacher can facilitate recording of agreed activities that the class may like to display, with the consent of all class participants.
- We do not interrupt one another.
- We do not put down or criticise other people in class.
- We do not laugh at someone who is making a serious point.
- We have a right to pass if we do not want to answer a question.
- We can choose not to do an activity if we are uncomfortable with it.
- If we do not want to ask a question in front of everyone, we can write it down and give it to the teacher.
- An activity may make us sad or think about someone we know who is going through similar things. It is OK to experience your feelings and thoughts.

### Handling questions when the answer is not known

As there are many myths about gender bias and GBV, it is crucial to provide accurate information. It is natural and OK to be unsure about answers to all the possible questions that can be asked than to give inaccurate information. When unsure, it is better to say something like “I do not know the answer, but I can find out for you.” Teachers could also encourage students to do their own research. What is essential is that appropriate ways to correct negative beliefs are found and applied. For example, it is important to correct victim-blaming that shifts the focus of responsibility away from the person who perpetrates abuse and leaves children and young people feeling as if they are at fault. The [Ni3 website for children and young people](#) has a lot of useful information and can also signpost teachers and students to additional resources.

### Developing your lesson/session plans based on the suggested scheme of work

The suggested scheme of work is intended for students who are 12 to 16 years old. Teachers can draw on the suggested scheme of work topics and activities to support learning through the use of the video game 'Anju'. Key learning points for each chapter in the game's plotline titled 'Anju' can help to map activities to themes (see 'Resources'). Teachers can also use the provided material to plan and develop standalone lessons and/or integrate some aspects of proposed activities in existing lessons. For example, some activities could be integrated into current Social Science classes, or developed as a separate set of lesson plans and added to the Social Science curriculum (see example of a lesson plan under 'Resources'). How teachers plan and develop the integration of suggested scheme of work topics and activities will be determined by students' age, level of understanding, stage of development and what is agreed amongst teachers and

school leaders in each school. Teachers, in collaboration with students, can prioritise, select and adapt the most pertinent and relevant key learning outcomes from the suggested scheme of work topics and activities, to shape the focus and content of whole lessons or parts of lessons that fit with their available teaching timeframe. For instance, school leaders, teachers and students could collaboratively explore whether they would prefer teaching/learning about the prevention of gender bias and GBV as one of the following options: i) learning activities accompanying the prosocial game 'Anju'; ii) integrated activities in the Social Science curriculum and taught lessons; iii) a standalone programme of study; or iv) a combination of all. Collaborative consideration could also be given to the scheme of work to create a list of preference for topics and activities bearing in mind time constraints.

<sup>19</sup>Adapted from: Jones, A. (2018). *Engaging children and adults in violence prevention: JESSE*. Huddersfield: None in Three Research Centre, pp.7-8.



## TOPIC: An Inclusive Approach to Understanding Gender Bias

### Aims

#### Mapped to the plotline for the video game Anju, available under 'Resources'

- Help young people develop understanding that gender bias and GBV affects everyone.
- Encourage young people to develop active listening skills and empathy through recognising that all children and young people, across different backgrounds and gender identities, can experience abuse and neglect.
- Enable young people to review and extend knowledge about the value of preventing gender bias and GBV.



### Teaching and Learning Activities

Teachers create a quiz game based on multiple choice or true/false questions to check students' knowledge about global, national and regional facts and figures on gender bias, GBV and child abuse and neglect (CAN). Students can answer quiz questions as a whole class, or in gender segregated or mixed gender teams, allocated by the teacher, based on what is comfortable for all students in the class. Depending on available time, the quiz could consist of 6 to 20 questions which, combined together, cover some pertinent global, national and regional facts and figures related to gender bias, GBV and CAN. The answers could be timebound and points can be awarded for the correct answer. During the game process, it is important that students are clear about the correct answer to each quiz question. As a whole class or in teams, students can use the information from the quiz game to discuss why it is important to prevent gender bias and GBV. For example, the following four questions could be used as possible prompts for the discussion:

1. Which facts/figures helped them understand that GBV and CAN are global issues?
2. Even though violence, abuse and neglect can be experienced by all children and young people, across diverse cultures and locations, who may possibly be at more risk and why?
3. What would they want to know more about?
4. What are their thoughts and feelings on why it is important to prevent gender bias and GBV?

**Scaffolding:** Whole class presentation and discussion should be facilitated by the teacher to ensure that students understand that abuse and neglect can affect all different groups of children and young people and some groups of children and young people are more at risk of experiencing discrimination, gender bias, GBV and CAN.



### Extension Activities

Teachers can introduce students to the [United Nations Convention on the Rights of the Child](#) and help them understand that all children have the right to protection, the right to provision and the right to participation in decisions that impact on their lives.



### Formative Assessment

- Completion of activity.
- Q & A during discussion.
- Feedback on key learning and reflections on any changes/shifts in understanding why the prevention of gender bias and GBV is everyone's social responsibility.



### Learning Outcomes

#### By the end of the session, students:

- ✓ Must understand that gender bias, GBV, abuse and neglect can be experienced by all groups of children and young people in India and globally;
- ✓ Should describe why it is important for everyone to prevent gender bias and GBV;
- ✓ Could reflect on how gender bias and GBV affects the lived experience of self and others.

### Suggested Resources

- Paper, pencils and pens.
- Teacher-generated handouts.
- A stopwatch, hour glass or timer.



# TOPIC: Gender Inequality

## Aims

**Mapped to Chapter 1 key learning points in the plotline for the video game Anju, available under 'Resources'**

- Help young people to recognise and examine ways in which gender bias can be embedded in everyone's psyche, and how both men and women can potentially maintain patriarchal structures and values.
- Empower young people to understand that, as individuals, they can reject patriarchal structures through understanding their own gender biases and work towards discarding those beliefs/opinions. For instance, they can question and challenge stereotypical views about males being dominant and superior and females being passive and subservient.
- Build young people's awareness about how gender bias can be transmitted intergenerationally and help them understand that they have a choice in questioning and not accepting such behaviours and beliefs. For example, encourage young people to think about the disadvantages of binary and oppositional gender roles and how this can perpetuate discrimination, including biases against girls' education, male child preference (pre-birth sex selection), domestic chores and child rearing seen as the preserve of women, economic development and freedom denied to females, females being subjected to worse provision than males (e.g., girls given less food than boys) and females being denied sexual autonomy and full sexual rights.

## Learning Outcomes

**By the end of the session, students:**

- ✓ Must become familiar with gender bias in perceptions of gendered identities and its perpetuation of gender inequality;
- ✓ Should reflect on their learning related to their lived experience;
- ✓ Could examine shifts in their understanding and identify implications for change in their attitudes and behaviours regarding gender bias.

## Teaching and Learning Activities

### In small groups

Students draw a large outline of a girl and a large outline of a boy on a big poster paper or white board (or a wide available surface) using marker pens or paint.

- Students consider their perceptions and the perceptions of people in their family, neighbourhood, community, and in public spaces, of male and female identity in terms of, for example: roles, responsibilities, behaviour, attitudes, expectations and freedom. They discuss their perspective in the group and on cards they write down keywords for labels that emerge in their discussion. Students place the related cards on the drawn outline of a girl and a boy. Students need to ensure that the cards are placed on the outline in a way that everyone in the class can read the labels. The class takes a tour of all the drawn and labelled outlines and makes notes on repeated labels, similar and different labels for boys and girls.

**Variation:** Each group can also do this activity concentrating on the outline for either a boy or a girl if the class collectively covers both.

- Based on the activity and observations, as a whole class, students share and reflect on thoughts and feelings about the positive, negative and repeated labels girl and boy figures carry. Facilitated by the teacher, they debate arguments for and against what should change/remain the same with reasons and examples from the lived experience of self and others. Students can consider, share and explore shifts in perceptions in the group. They can also extend their discussions to changes that they would like to see in perceptions in the home, neighbourhood and wider community/society.

**Scaffolding:** The whole class discussion should be facilitated by the teacher to cover key learning points in understanding gender bias, its perpetuation of gender inequality and reflections on shifts in perceptions.

## Extension Activities

### In small groups

Students discuss key points and create a large poster 'think tank' with their responses to one of the following questions (the class should collectively cover all the questions):

- How may gender inequalities exist between a male and female child in private spaces such as the home and in public spaces outside the home?
- What is gender discrimination and what may be the possible roots of gender discrimination?

- To what extent are females viewed as passive, subservient and inferior to men? Why?
- To what extent are masculine identities linked to perceptions of dominance, control and superiority? Why?
- Each group presents their poster 'think tank' key points to the whole class.

**Scaffolding:** Whole class discussion should be facilitated by the teacher after each 'think tank' presentation to draw out and consolidate the main learning points about gender bias in relation to gender inequality.



### Formative Assessment

- Completion of activity.
- Q & A during discussion.
- Feedback on key learning and reflections on any changes/shifts in understanding, attitudes and behaviours regarding gender bias in relation to gender inequality.



### Suggested Resources

- A5 size cards to write labels and full-size newsprint paper or very large poster paper or white board to draw a large male and female figure.
- Coloured marker pens or paint and ink pens.
- Identified art materials for extension activity. For example, culturally situated media images stereotyping women as passive, subservient and inferior to men; culturally situated media images of men linked to perceptions of dominance, power, control and superiority.
- Optional resources for recording and reflecting on activities, if required, such as: mobile phone, digital cameras, and/or audio-recorders.
- Participatory art approaches, such as photovoice to develop a reflective diary on activities and key learning. See, for example, the list of weblinks in the 'Additional Information' section under 'Resources'.



## TOPIC: Forms of Gender-based Violence

### Aims

**Mapped to Chapter 2 key learning points in the plotline for the video game Anju, available under 'Resources'**

- Help young people understand that gender bias has serious impacts connected with different forms of GBV, and it affects everyone including children and young people. Different forms of discrimination and GBV can include: physical violence, emotional abuse, sexual harassment and abuse, child and early marriage, forced servitude, constricted voice and restricted mobility, 'institutionalised' violent behaviour within families, mothers blamed/punished for the school performance/behaviour issues of children and young people, female to female violence in the home perpetuated by, for example, mothers towards daughters and/or husband's female relatives towards his wife and/or daughter.
- Show young people that any kind of violence arising from gender bias should not be acceptable at any cost in any relationship.
- Build empathy by encouraging young people

to become aware of the emotions involved when someone is violent to another person.

- Help young people recognise that all human beings can have gender bias and GBV embedded in their psyche, and men and women are equally capable of sustaining or transforming patriarchal structures.
- Build young people's awareness about the negative and violent ways gender-role stereotypes are viewed/engaged with and encouraged in a variety of media.
- Help young people identify that GBV and gender bias can be transmitted intergenerationally and they have a choice in questioning and not accepting such behaviours and beliefs.
- Encourage young people to communicate and thus avoid/avert any instances of violence and bias, either perpetrated or witnessed by them.
- Help young people develop strategies (with family and friends) that can support them in combatting real-life instances of violence and bias.



### Learning Outcomes



**By the end of the session, students:**



- Must demonstrate an understanding of different forms of GBV;



- Should consider implications for how GBV is perpetuated in public and private spheres;



- Could reflect on learning related to the lived experience of self and others.

## Teaching and Learning Activities

## In small groups

- Students work with two sets of cards that are created and provided by the teacher. One set of cards should have definitions of different forms of GBV. The second set of cards should have visual images accompanied by quotes from or about women, which can be taken from the media, regarding the lived experience of different forms of abuse related to the definitions on the first set of cards. Titles for different forms of GBV should be placed by the teacher around the room such as: emotional/psychological/verbal abuse, physical abuse, sexual abuse and harassment, child marriage, discrimination and forced servitude. Students work together to discuss and match the definitions and examples on the two sets of cards and place the matched cards under the connected title for different forms of GBV available in the room.

**Scaffolding:** Whole class discussion should be facilitated by the teacher to discuss reasons for the matched cards and their placement under titles around the room. Key learning points related to developing understanding of how gender bias perpetuates GBV should be covered in the discussion.

**Variation:** On a sheet of very large poster paper students draw an archery target board with six concentric circles with a figure in the middle. The figure represents a girl experiencing GBV. Students discuss and stick each card, using double-sided adhesive tape, in the concentric circles, far from or near the figure, according to the group's consensual perception of the severity of GBV. The further the card is placed from the girl the less severe the GBV is considered.

- Students discuss reasons for placing the card in its position e.g., socio-cultural norms and gendered roles. They should make a note of differences in perspective within the group and notice how they develop/do not develop consensus about where the card is placed on the concentric circles. Each group presents their poster with the placement of cards to the whole class outlining any differences in perspective that emerged in the group.

**Scaffolding:** The teacher facilitates discussion on reasons for the position of the cards and what factors would make the cards shift closer to or farther from the figure of the girl. Key learning points related to developing understanding of how gender bias perpetuates GBV should be covered in the discussion.

## Suggested Resources

- Teacher-generated cards on definitions and examples of different forms of GBV. The content on the cards should be brief, age-appropriate and student-centred. The cards, together, should cover a range of forms of GBV relevant to local context. The examples on the cards could also be presented as a comic strip/story with visuals.
- A3 paper/manila paper/fullsize newsprint paper/large poster paper, marker pens, double-sided adhesive tape.
- Optional resources for recording and reflecting on activities, if required, such as: mobile phone, digital cameras and/or audio-recorders.
- Participatory art approaches, such as photovoice to develop a reflective diary on activities and key learning. See, for example, the list of weblinks in the 'Additional Information' section under 'Resources'.

## Extension Activities

**Advisory note:** This activity can have a high risk of traumatising for students who have suffered maltreatment. Only teachers who are trained, experienced and confident in tackling this should try it. Teachers may also consider running the session jointly with a counsellor. Teachers should remind students of the ways that they can access help if this activity generates concerns or distress. It is important that the session is carefully planned, facilitated, held and contained to benefit students' awareness and develop their empathy in a safe and supportive manner.

- Each student imagines the experience of a child or young person living in a situation where the person experiences a form of GBV and works to create a brief two-minute description of the experience. The students can create a name, age, background and gender different from their own. Students can choose to work individually, in pairs or in a small group to create an imagined experience of GBV for a child or young person.
- Students take turns, on a voluntary basis and individually or collectively, to be the protagonist and sit in the middle-surrounded and supported by others in the class, including the teacher. Everyone should be positioned in a circle around the

protagonist. The protagonist presents the imagined experience of GBV for two minutes.

- The protagonist moves to join the circle and shares how the person felt and what could create change in such a situation. For instance, some questions to consider are: How could self-help be undertaken? What support does the person need inside the home and outside the home? What could others do to help the person?
- The class discusses and reflects on the felt experience of GBV and how it develops. They consider what can make it difficult to leave/resist and how change can be made possible.

**Scaffolding:** The teacher facilitates the protagonist's reflections by asking the protagonist what makes the person endure/accept/stay in the situation. At the end of the activity the teacher should facilitate whole class discussion on the felt experience of GBV and how it develops. Awareness should be strengthened about what can make it difficult to leave/resist in the context of GBV and how change can be made possible. Anju's experience in Chapter 2 of the video game could also be adapted and used for the extension activity (see the plotline for the video game Anju under 'Resources').

## Formative Assessment

- Completion of activity.
- Q & A during discussion.
- Individually and collectively shared feedback on key learning points and reflections on any changes/shifts in understanding gender bias in the context of different forms of GBV.

# TOPIC: Social and Cultural Factors

## Aims

**Mapped to Chapter 3 key learning points in the plotline for the video game Anju, available under 'Resources'**

- Help young people to recognise that gender bias and GBV can be embedded in the psyche of every human being and everyone can sustain or reject patriarchal structures.
- Give young people resources to understand their own biases and reflect on how gender bias intersects with for example, caste, class, religion or belief, disability and age discrimination.
- Empower young people to examine socialisation processes and cultural traditions that replicate and reinforce gender bias so they can be encouraged to think about the disadvantages of binary and oppositional gender roles and how this can perpetuate gender discrimination.
- Help young people understand ways in which gender bias manifests through behaviours, values and attitudes transmitted across generations, communities, societal institutions and media. Build young people's awareness about the negative and violent ways gender-role stereotypes are viewed/engaged with and encouraged in different forms of media.
- Empower young people to understand that they have the choice to question and not accept behaviours and beliefs that transmit gender bias and perpetuate GBV. For example, give young people the knowledge to access their rights to a safe environment free from violence and bias.

## Learning Outcomes

- ✓ Must become familiar with different socio-cultural factors sustaining gender bias;
- ✓ Should examine implications for visions of self and others in the future;
- ✓ Could reflect on learning related to the lived experience of self and others.

## Teaching and Learning Activities

### Whole class activity

- Students watch teacher-selected clips from some current international, national and/or regional films or TV series portraying gender bias and/or challenging gender bias related to the listed content areas for the session. Some possible examples are:

[Sandstorm](#)  
[Niloofer](#)  
[The Fisherman's Diary](#)  
[Like Sisters](#)  
[Muskaan](#)  
[Ek Pehel](#)  
[Sir](#)  
[Secret Superstar](#)  
[Lipstick Under My Burkha](#)  
[Ballika Vadhu](#)  
[Mee Sindhutai Sapkal](#)  
[Vazandar](#)  
[Anandi Gopal](#)

Students position themselves as critical reviewers and make brief notes on their responses to the following suggested written prompts:

- Describe the story. What is the key message/theme/idea related to or challenging gender bias being presented?
- Who are the main male and female characters? How much power do they have?
- What are the characters doing? What message about gender bias or challenging gender bias are they showing? Do you think their goals are achieved? Why?

- How are the main male and female characters represented in the film? What kind of qualities/characteristics do they have? Is the most powerful character doing the right things? Was there enough fairness, equality and justice in their actions? Why?
- How does the family and community in which the character lives react to the characters? Do you think the family and community shows the right attitude towards the characters? Why?
- Do you agree with what has been shown about the characters, their attitudes towards each other and the attitudes of the family/community towards them? Why?
- Who do you sympathise with/relate to most in the film? Who did you like the most? Why?

### Whole class activity

- Students share and discuss their observations and reflect on what, why and how they might make changes in the story. For example, they may explore prompts such as: If you made the TV series or film how would you show or tell the story about the character/s you sympathised with the most? What would be different/same in your story? Why?
- **Scaffolding:** Whole class discussion, where students feedback on their findings from the small group activity, should be facilitated by the teacher to cover key learning points.

### Extension Activities

- Students research and collate media and social media writings in their choice of national, official and/or regional language/s about ways in which gender role stereotypes are viewed and engaged with. Students can choose to work individually, in pairs or in small groups.
- Students identify key themes and words that are used to present gender role stereotypes and create a collage on large poster paper using visuals, headings, key words and sentences to capture and present this for whole class display. If required resources are accessible and it engages students, this activity can also be completed using digital technology and free photo collage Apps such as [Ribbet](#) and [Adobe Spark](#).
- Students create a different/alternative story that they want to tell (a [counternarrative](#) that challenges/disrupts accepted stereotypical gender role 'truths' portrayed in media/social media images). This story can be glued or stapled on top of the displayed collage they created earlier or digital resources, if accessible, can be used for overwriting a media image with the image of a [counternarrative](#).

**Scaffolding:** Students should be invited to reflect on and share how they feel about using their voice in telling different stories about gender roles. Whole class discussion should be facilitated by the teacher to cover key learning points.

### Formative Assessment

- Completion of activity.
- Q & A during discussion.
- Feedback on what students gained as key learning from the activities and reflections on any changes/shifts in understanding, attitudes and behaviours.

### Suggested Resources

- Age appropriate and inclusive clips from films and/or TV series. In consultation with different teachers, suitable and appropriate film/TV series clips can be collated into a database of resources.
- Student-generated materials for the extension activity.
- A3 paper/manila paper/fullsize newsprint paper/very large poster paper, marker pens, double-sided adhesive tape.
- Optional resources for creating, recording and reflecting on activities, if required, such as: audio-recorder, mobile phone, digital cameras, computer and free collage Apps.
- Participatory art approaches, such as photovoice to develop a reflective diary on activities and key learning. See, for example, the list of weblinks in the 'Additional Information' section under 'Resources'.



## TOPIC: Effects of Gender Bias

### Aims

**Mapped to Chapter 3 key learning points in the plotline for the video game Anju, available under 'Resources'**

- Encourage young people to seek positive ways of reacting to aggressive or violent behaviour from other individuals that can be shaped by gender bias. For example, consider various ways survivors show resilience and communicate to avoid/avert any situations of violence and bias, and demonstrate how resistive thought and action can be learned.
- Help young people understand that gender bias has a serious impact on people and is connected with GBV. For example, examine ways in which gender bias has negative emotional, mental, physical, social effects and repercussions for health and well-being.
- Encourage young people to think about the disadvantages of binary and oppositional gender roles and their perpetuation of gender discrimination. For example, explore implications of gender bias in relation to the self and others. Consider, for instance, how it can influence the ability to parent, work and study. Reflect on stigma, possible feelings of entrapment, perceived powerlessness and build awareness of repercussions such as self-harming behaviour, alcohol and substance dependency.
- Build empathy by encouraging young people to become aware of the emotions involved when someone experiences violent behaviour or is violent to another person.
- Promote children's and young people's right to a safe environment within and outside the home. For example, accessing their right to a safe environment free from violence and bias and developing strategies (in collaboration with family, friends, educators and specialist support workers) that can support them in combatting real-life instances of violence and bias.

### Learning Outcomes

**By the end of the session, students:**

- Must become familiar with effects of gender bias;
- Should reflect on learning related to the lived experience of self and others;
- Could examine ways of addressing/responding to effects of gender bias.



## Teaching and Learning Activities

### In small groups

- Students undertake and complete a WebQuest<sup>20</sup> activity, prepared by the teacher, exploring effects of gender bias on a child or young person.
- Each group engages in and presents self-evaluation regarding what was learned through the WebQuest activity to the whole class.

**Scaffolding:** The teacher introduces the content focus and key areas to consider for the WebQuest activity. This involves providing background information, key

vocabulary and concepts that students will need to understand to complete the WebQuest activity tasks. Students are provided with written instructions and an information worksheet about what they will have to do as they work through the WebQuest activity. The teacher can guide the students through a set of research tasks with each group exploring an effect using a set of predefined web-based resources presented in a clickable form within an online activity instruction sheet.

## Extension Activities

### In small groups

- Bearing in mind a particular type of effect, students write the script for a short five-minute play with a happy or unhappy ending for an imagined child or young person or for Anju (based on scenarios in Chapter 3). They should consider the following points:
  - Where is the story taking place? What is the setting?
  - Who are the characters in the play?
  - What is the situation?
  - What are the characters doing at the start of the play?
  - What do the characters say/do to each other during the play?
  - What do the characters say/do to each other at the end of the play?

- Each group takes turns to perform their play. The rest of the class watches.

**Scaffolding:** The teacher circulates and provides feedback and support with script development. Depending on the ending in a play, the teacher asks the class to consider how any unhappy events could be changed to positive events and what the different characters could do to create a positive outcome and ending. The teacher invites members of the audience to participate in the play and change the ending of selected plays. Whole class discussion and participation in the play should be facilitated and supported by the teacher to invite reflections on key learning points.

## Formative Assessment

- Completion of activity.
- Q & A during discussion.
- Feedback on what was gained from learning activities and reflections on any changes/shifts in understanding, attitudes and behaviours regarding effects of gender bias.

## Suggested Resources

- Internet access.
- Desktop computers/laptops or iPads.
- Teacher-designed variety of WebQuest activity sheets. This could consist of one activity sheet for each of the effects. The teacher can design a range of WebQuest activities on the effects of gender bias, firmly anchored in socio-culturally authentic experiences, using Hindi/English or any regional language that is commonly used by students. The activity sheets can be made accessible as hard copies or online resources. The activities should be age-appropriate, inclusive and student-centred. The lived experience of effects of gender bias for

the WebQuest can be accessed through the online resources of national and regional organisation websites working to support women, children and young people.

- Optional resources for recording and reflecting on activities if required: mobile phone, digital cameras and/or audio-recorders.
- Participatory art approaches, such as photovoice to develop a reflective diary on activities and key learning. See, for example, the list of weblinks in the 'Additional Information' section under 'Resources'.

<sup>20</sup>WebQuest is an inquiry-based activity where students are provided with access to specific on-line resources to help them complete the activity task see for example the weblink <https://www.teachingenglish.org.uk/article/webquests>.

# TOPIC: Victim-blaming

## Aims

**Mapped to Chapter 3 key learning points in the plotline for the video game Anju, available under 'Resources'**

- Encourage young people to build empathy and become aware of the emotions involved when someone is violent to another person.
- Help young people see various ways that survivors show resilience in situations of violence and how resistive thought and action can be learned. Encourage young people to communicate and thus avoid/avert any instances of violence and bias, either perpetrated or witnessed by them.
- Promote young people's right to a safe environment, within and outside the home, and recognise the role of key actors (such as parents, families, professional adults and friends) in combatting real-life instances of violence and bias. Empower young people to understand that they have the choice to question and not accept behaviours and beliefs that transmit gender bias and perpetuate GBV.
- Help young people understand how victim-blaming may feature in gender bias. For example, this may include perceptions of women and girls unchaperoned in public spaces as being too: independent, educated, opinionated, vocal, argumentative, non-conformative to pre-determined roles; non-compliant with demands and expectations of males and/or elders and sexually provocative in the type of clothes worn.
- Help young people to understand ways in which gender bias manifests through behaviours, values and attitudes transmitted across generations, communities, societal institutions and media.

## Learning Outcomes

**By the end of the session, students:**

- Must critically examine narratives of victim-blaming;
- Should develop different/alternative stories (a [counternarrative](#)) that they want to tell which challenge/disrupt narratives of victim-blaming;
- Could examine coping strategies and access to support.

## Teaching and Learning Activities

### In small groups

- Students discuss what they consider to be an acceptable/unacceptable dress code and critically reflect on why the shared perspective is maintained. Visual images and/or drawings could be used to stimulate this discussion.

### Variation

**Advisory note: This activity can have a high risk of traumatising for students who have suffered maltreatment. Only teachers who are trained, experienced and confident in tackling this should try it. Teachers may also consider running the session jointly with a counsellor. Teachers should remind students of the ways that they can access help if this activity generates concerns or distress. It is important that the session is carefully planned, facilitated, held and contained to benefit students' awareness and develop their empathy in a safe and supportive manner.**

- Students read one case study, created by the teacher, presenting victim-blaming related to the session content. Each

group prepares a brief whole class presentation in response to the following questions:

- How is victim-blaming demonstrated in the case study?
- How is the person experiencing victim-blaming affected?
- What thoughts/feelings are noticed about what the person is experiencing in the case study?
- What suggestions can be made about what the person experiencing victim-blaming, the person's family and community should/should not do? Why?
- How can the person experiencing victim-blaming be helped/supported?

**Scaffolding:** Whole class discussion should be facilitated by the teacher to cover key learning points. It would be useful to build in self-care and help-seeking guidance and exercises (see suggested links under the 'Additional Information' section).

## Extension Activities

### In small groups

Students design and prepare an advocacy campaign against victim-blaming using agreed national and regional languages. This could, for instance, consist of making real world campaign posters. It could also involve the presentation of drama, dance, songs and artwork taking a stance against victim-blaming and educating others about gender bias. This could be recorded and shared on a state, national and/or international level social media platform in accordance with ethical considerations for safeguarding and school rules and regulations.



## TOPIC: Attitudes that Contribute to Gender-based Violence

### Formative Assessment

- Completion of activity.
- Q & A during discussion.
- Feedback on what was gained from learning activities and reflections on any changes/shifts in understanding of and attitudes towards victim-blaming.



### Suggested Resources

- Teacher-generated differentiated, inclusive, culturally diverse, age-appropriate and student-centred case studies (one or two paragraphs). Case studies for the activity should collectively present a variety of stories demonstrating victim-blaming.
- Student-generated materials.
- A3 paper/manila paper/fullsize newsprint paper/very large poster paper, marker pens, double-sided adhesive tape.
- Optional resources for recording and reflecting on activities, if required, such as: mobile phone, digital cameras and/or audio-recorders.
- Participatory art approaches, such as photovoice to develop a reflective diary on activities and key learning. See, for example, the list of weblinks in the 'Additional Information' section under 'Resources'.



### Aims

#### Mapped to Chapter 4 key learning points in the plotline for the video game Anju, available under 'Resources'

- Help young people understand and reflect on attitudes that contribute to GBV.
- Help young people to recognise that all human beings can have gender bias and GBV embedded in their psyche and everyone can be a potential carrier or capable of recognising and contributing to transforming patriarchal structures.
- Give young people resources to understand their own gender biases and work towards discarding those beliefs/opinions. For example, young people can be encouraged to reflect on how gender bias intersects with caste, class, religion or belief, disability and age discrimination.
- Empower young people to examine socialisation processes and cultural traditions that replicate and reinforce gender bias so they can be encouraged to think about the disadvantages of binary and oppositional gender roles that can perpetuate gender discrimination.
- Help young people understand ways in which gender bias manifests through behaviours, values and attitudes transmitted across generations, communities, societal institutions and media. Build young people's awareness about the negative and violent ways gender-role stereotypes are viewed/engaged with and encouraged across different forms of media.
- Help young people challenge gender stereotypes. Empower them to understand that they have the choice to question and not accept behaviours and beliefs that transmit gender bias and perpetuate GBV. For example, give young people the knowledge to demand rights to a safe environment free from violence and bias.



### Learning Outcomes

#### By the end of the session, students:

- Must examine attitudes that contribute to GBV;
- Should develop different/alternative stories (a [counternarrative](#)) that they want to tell that challenges/disrupts narratives depicting attitudes that contribute to GBV;
- Could reflect on learning related to the lived experience of self and others.

### Teaching and Learning Activities

#### In small groups

- Students undertake and complete a [WebQuest](#) activity exploring the biography of a famous woman in Indian history e.g., Vijaya Lakshmi Pandit, Savitribai Phule, Kamaladevi Chattopadhyay, Sarojini Naidu, Sucheta Kriplani, Anna Chandy, Lakshmi Sangal, Abala Bose. Students can use the following written prompts to explore the biography:
  - Why is the person famous?
  - How would you describe her childhood and family background?
  - What gender inequalities and gender bias existed in society during the time-period? How did this affect her? How did she respond to this?
  - Were there male figures in her life? If yes, who were the male figures in her life? What role did they play in her life?
  - What did she do to develop herself? How was she supported to achieve this? Who supported her?
  - What were the challenges she experienced in working towards her achievement? Were these experiences connected to gender bias? How?
- Have these perspectives changed today? How easy/difficult would it be for a girl to achieve a similar role today? Why?
- Reflect on your experience of self and others known to you to list perspectives/attitudes that make it difficult, within and outside the home, for girls to achieve, feel safe and realise their full potential in current times?
- Students present their self-evaluation, regarding what was learned through the WebQuest activity, to the whole class.

**Scaffolding:** The teacher introduces the content focus and key areas to consider for the WebQuest. This involves providing background information, key vocabulary and concepts that students will need to understand to complete the tasks involved. Students are provided with information about what they will have to do as they work their way through the WebQuest activity that should be firmly anchored in authentic experiences. The teacher can guide the students through a set of research tasks using predefined web-based resources presented in a clickable form within an online activity instruction sheet.

### Extension Activities

#### In small groups

Students can research different famous women in present times to create and present [counternarratives](#) challenging gender bias e.g., Kiran Bedi, Mallika Srinivasan, Kiran Mazumdar Shaw, Shikha Sharma, Vanitha Narayanan, Ruth Manorama, Joopaka Subhadra. They can make real world posters using visuals and written text to tell the stories of such contemporary famous women that challenge gender bias and gender discrimination. This can be presented as an exhibition display in the school.

### Formative Assessment

- Completion of activity.
- Q & A during discussion.
- Individual (privately expressed) and collective (openly shared) feedback on key learning and reflections on any changes/shifts in awareness, understanding and behaviour regarding attitudes that contribute to GBV.

### Suggested Resources

- Access to A3 paper/manila paper/fullsize newsprint paper/very large poster paper and coloured marker pens.
- Access to the internet, desktop computers, laptops or iPads.
- Online access to a variety of teacher designed WebQuest activity sheets.
- Coloured marker pens and post-it notes in a variety of colours and sizes.
- Optional resources for recording and reflecting on activities, if required, such as: mobile phone, digital cameras and/or audio-recorders.
- Participatory art approaches, such as photovoice to develop a reflective diary on activities and key learning. See, for example, the list of weblinks in the 'Additional Information' section under 'Resources'.



## TOPIC: Factors that Facilitate or Prevent Help-seeking and Change

### Aims

#### Mapped to Chapter 5 key learning points in the plotline for the video game Anju, available under 'Resources'

- Empower young people to understand how positive gender-equal values in families generate healthy environments and reduce the likelihood of GBV.
- Support young people in recognising difficulties in seeking help outside the family because of negative repercussions, such as shaming the family.
- Enable young people to explore individual strengths, resilience and coping strategies. For example, it would be useful to reflect on how education can be a contributory factor for achieving positive change.
- Build young people's understanding of ways in which gender bias manifests through socialisation processes, cultural traditions, behaviours, values and attitudes transmitted across generations, communities, societal institutions and media.
- Facilitate young people's awareness about the negative and violent impact of gender-role stereotypes and encourage them to think about the disadvantages of binary and oppositional gender roles and the perpetuation of different forms of gender discrimination.
- Give young people resources to understand their own gender biases and enable them to work towards transforming beliefs/opinions. For example, young people can be encouraged to reflect on how gender bias intersects with caste, class, religion or beliefs, disability and age discrimination.
- Help young people resist stereotypes. Empower them to understand that they have the choice to question and not accept behaviours and beliefs that transmit gender bias and perpetuate GBV. For example, give young people the knowledge to access their right to a safe environment free from violence and bias.



### Learning Outcomes

- ✓ **By the end of the session, students:**
  - Must become familiar with factors that facilitate or prevent help-seeking and change;
  - Should reflect on learning related to the lived experience of self and others;
  - Could examine ways of addressing/responding to help-seeking barriers.

### Teaching and Learning Activities

#### In small groups

- Students draw a tree on a large poster paper for a selected topic related to gender bias and GBV.
- They identify the key components that facilitates help-seeking and change e.g., gender equality in families, family support, individual strengths and education. These are used to label the roots of the tree.
- Students consider the benefits of the roots for the tree. These are represented as leaves. The group labels the leaves by naming the benefits. The fruits on the tree represent the positive outcomes and contributions of empowered children and young people, especially girls, for society. Students label the positive outcomes for society on fruit images.
- Students can consider negatives as storms that can shake the tree. They can label the storms with negative aspects within the individual, family and society that can prevent help-seeking and change.

**Scaffolding:** Whole class display and presentation of tree posters and discussion should be facilitated by the teacher to cover key learning points.

### Formative Assessment

- Completion of activity.
- Q & A during discussion.
- Feedback on key learning and reflections on any changes in understanding of and attitudes towards help seeking.



### Extension Activities

**Advisory note: This activity can have a high risk of traumatising for students who have suffered maltreatment. Only teachers who are trained, experienced and confident in tackling this should try it. Teachers may also consider running the session jointly with a counsellor. Teachers should remind students of the ways that they can access help if this activity generates concerns or distress. It is important that the session is carefully planned, facilitated, held and contained to benefit students' awareness and develop their empathy in a safe and supportive manner.**

- Students imagine that a stream of paper spread across the room is a river that represents their life journey. The start of the stream is the past (who the student was two years previously), the middle of the stream is the present (who a student is currently) and beyond that is the future (who a student is becoming).
- Students imagine standing in the shoes of someone experiencing a form of gender bias. They notice the negative feelings and thoughts that they have. They consider feelings and thoughts that may prevent them from seeking help or facilitating change in the experience. They write

these thoughts on pieces of paper and scrunch them up and throw them on the river. These are the pollutants.

- Students think about the positives in their past experiences that gave them happiness, support, strength and encouragement. They note three main thoughts on post-it notes in a few words or a couple of sentences and add them to the part of the river representing the past. They think about how this shapes how they are in the present. On post-it notes they write down three positive things that they currently carry in themselves, which they like about themselves, and add this to the part of the river representing the present. They think about how they would like to be in the future - what they would like to become. They record three main thoughts and add post-it notes to the river representing their future. The post-it notes nurture, enrich and help their river of life to thrive and grow.

**Scaffolding:** Whole class discussion should be facilitated by the teacher to cover key learning points drawing on what students read in the activity in order to discuss ways of addressing/responding to identified barriers and to develop help-seeking behaviours to cope with and change barriers.

### Suggested Resources

- White drawing paper roll 20m by 30cm. The teacher rolls out the paper in one stream or more streams across the room with adequate gap between the streams. Each stream of paper can represent a river.
- Multi-coloured large post-it notes.
- Marker pens and ink pens/pencils.
- A3 paper/manila paper/full-size newsprint paper/very large poster paper and A5 paper.
- Optional resources for recording and reflecting on activities, if required, such as: mobile phone, digital cameras and/or audio-recorders.
- Participatory art approaches, such as photovoice to develop a reflective diary on activities and key learning. See, for example, the list of weblinks in the 'Additional Information' section under 'Resources'.



## TOPIC: Bystander Intervention

### Aims

**Mapped to Chapter 1 and Chapter 4 key learning points in the plotline for the video game Anju, available under 'Resources'**

- Help young people understand that tackling gender bias is everyone's business.
- Encourage young people to reflect on bystander apathy and complicity.
- Enable young people to explore how peers can play an important role in challenging and deterring gender bias and GBV.
- Help young people challenge normative behaviours leading to social stratification so that they can contribute to reducing gender inequality/discrimination.
- Develop young people's ability to seek help in situations of violence and show them that there are people who can help and that there are things that they can do to avoid further violence. For example, empower young people by giving them the opportunity to develop strategies (in collaboration with family and friends) that can support them and others in combatting real-life instances of violence and bias.

### Learning Outcomes

**By the end of the session, students:**

- ✓ Must understand that bystander intervention (or lack of it) has powerful consequences;
- ✓ Should reflect on how young people can challenge gender bias;
- ✓ Could examine how peer pressure can change attitudes and behaviours perpetuating gender bias.

### Formative Assessment

- Completion of activity.
- Q & A during discussion.
- Feedback on key learning and reflections on any changes/shifts in understanding, attitudes and behaviours regarding bystander intervention.

## Teaching and Learning Activities

## In small groups

- Students read a case study, prepared by the teacher, presenting bystander behaviour. Bystander apathy or inaction is when someone is witness to abusive behaviour and does nothing to confront it. It can be very difficult to act in situations such as this because of gender power differentials and because it may place the bystander at risk too (consider Surekha's situation in Chapter 1). However, inaction can have the effect of implicitly condoning the behaviour and confirming the power of the perpetrator and the powerlessness of the victim. Students prepare a brief whole class presentation in response to the following questions:
  - What type of bystander behaviour is demonstrated in the case study?
  - What are the characteristics of bystander intervention/ apathy/ complicity?
  - Why might some bystanders feel that they cannot intervene and what could be done to make it easier for them to intervene?
  - What thoughts and feelings are emerging towards what the bystander is experiencing in the case study?
- What suggestions can be offered about what the bystander should/should not do?
- What advice could be given to a friend about what they should and should not do in a similar situation?

**Scaffolding:** Whole class discussion should be facilitated by the teacher to cover key learning points.

**Alternative option:** The case study could be replaced by one or more short films or documentary films (sensitive to and inclusive of different religions, caste, socio-economic and rural/urban backgrounds) portraying bystander behaviour for young people experiencing or perpetuating gender bias (e.g., [C.A.R.E. - A Guide to Bystander Intervention](#), [What is your choice?](#), [Eve teasing](#)). Chapters 1 and 4 in the plotline for the video game Anju can also be drawn on to explore key learning points regarding bystander intervention (consider Anju's action in Chapter 4) or apathy (consider Surekha's situation in Chapter 1). The whole class could observe/read this, and the above-mentioned questions could be adapted for facilitating observation notes and discussion.

## Suggested Resources

- Marker pens and paper.
- Video game material from Chapters 1 and 4 of the plotline for the video game Anju available under 'Resources'.
- Short films or a documentary film portraying bystander behaviour for young people experiencing or perpetuating gender bias.
- Participatory art approaches, such as photovoice to develop a reflective diary on activities and key learning. See, for example, the list of weblinks in the 'Additional Information' section under 'Resources'.
- Optional resources for recording and reflecting on activities if required, such as: mobile phone, digital cameras and/or audio-recorders.



## TOPIC: End of Study Programme Evaluation

## Aims

## Mapped to the plotline for the video game Anju, available under 'Resources'

- Summary and analysis of session topics and activities with students.
- Documenting and analysing students' reflections, self-analysis and shared feedback.
- Collation and discussion of observation, feedback and review of process that

occurred during and after each session/activity. For example, students could present some key points that they notice and are comfortable to share during the end of programme of study evaluation. This may be relevant if they are asked to maintain a reflective written/audio-visual/art-based journal or diary to document and reflect on their thoughts/feelings and key learning points from each session activity.



## Learning Outcomes

**By the end of the session, students should be able to reflect on and evaluate the extent to which their learning experience has created shifts in their understanding, knowledge, attitude and behaviour including:**

- Changing behaviours and attitudes towards gender bias and GBV;
- Addressing negative gender attitudes;
- Learning about the impact of gender bias and GBV on self and others;
- Increasing affective and cognitive empathy towards children and young people who have experienced gender bias and GBV;
- Developing help-seeking initiative and awareness about where and how to access help and support.

## Suggested Resources

**Please click on examples below of some resources with ideas and tools to adapt for developing evaluation of teaching and learning activities.**

- [A mini-evaluation pack for youth groups and organisations](#)
- [Participatory evaluation with young people](#)
- [Evaluating participation work](#)
- [Evaluation activities](#)
- [Am I reflective learner?](#)
- [The learning diaries/ 5 fantastic ways you can get young people to love evaluation](#)
- [Behaviour reflection activity](#)
- [Using journals and learning \(b\)logs to assess learning](#)

## Participatory art approaches

See, for example, the list of weblinks under the 'Additional Information' section in 'Resources' for approaches, such as photovoice to develop a reflective diary on activities and key learning points.



# Resources

## Lesson Plan Example

**Advisory note:** Please adapt the lesson plan format to make it relevant and engaging for students

**Date:** 06/11/2021

**Lesson duration:** 45 minutes

**Subject:** Social Science

**Topic(s):** Why learn about gender bias and GBV in India?

**Class:** VIII (can be adapted for use with Class VII and Class IX students)

### Learning aims

- Help young people develop understanding that gender bias and GBV affects everyone.
- Encourage young people to develop active listening skills and empathy through recognising that all children and young people can experience abuse and neglect.
- Enable young people to review and extend knowledge about the value of learning about gender bias and GBV.

### Learning outcomes

By the end of the lesson, students:

- Must understand that gender bias, GBV, abuse and neglect can be experienced by all groups of children and young people in India and globally;
- Should describe why it is important for everyone to learn about gender bias and GBV;
- Could reflect on how gender bias and GBV affects the lived experience of self and others.

### Skills development

(Note: see 'Skills Development' under the 'Framework' section)

**Intrapersonal skills:**

1, 2, 5, 7, 8

**Interpersonal skills:**

1, 2, 3, 4

**Skills of inquiry:**

1, 3, 4, 6

### Class profile and previous knowledge assumed

There are 35 students in the class. 15 female students and 20 male students from diverse socio-cultural, linguistic, religious and socio-economic backgrounds. 1 student had a knee operation and walks with the support of a stick.

In the previous lesson, students studied CBSE Social Science Civics: Social and Political Life – II Chapter 7 'Understanding Marginalisation'.

### Differentiation for inclusivity

- Ensure that there are no mobility challenges and there is a comfortable seating space for the student with walking difficulties.
- Combine audio-visuals, written text and speaking to respond to different learning preferences.
- Get diverse students to speak with each other and listen to each other's experience, contexts and knowledge in small group activities. Develop their presentation skills through practicing speaking to the whole class.
- Provide an extension activity to groups of students who may complete the task quickly and thoroughly.

### Materials, equipment and seating arrangement required

Paper, pencils and pens.

Teacher-generated facts and figures on one page.

Homework hardcopy handouts.

Visuals and audio-visual material.

Seating arrangement in a circle so everybody can see each other during groupwork and whole class presentations.

## Formative Assessment

Q & A, student discussion and feedback and completion of tasks.

Activity duration	Stage Name	Teacher Activity	Student Activity
10 mins	Creating a safe learning space with clear boundaries (if this has not already been covered in previous lessons).  Revision	Refer to 'Duty of care: Applying best practice principles in session activities' and 'Suggested responsibilities in the implementation of session activities' to ensure key areas have been covered and established prior to the lesson or at the start of this lesson.  Set a task to elicit and check learning from the previous lesson on understanding marginalisation.	Students should be familiar with class rules and expectations at the start of the lesson.  Students should share feedback with the whole class.
5 mins	Introduction of topic.	Use visual or audio-visual resources e.g., a media image or a 2- or 3-minute YouTube clip to introduce the lesson topic and learning outcomes. This should be followed by clarification question and answers.	Students engage with questions and answers based on the visual/audio-visual and ask clarification questions about the learning outcomes.
5 mins	Presents global and national facts and figures on child abuse, neglect, gender bias and GBV to show how it is experienced by all children.	This could be presented as a PowerPoint presentation or through a half-page or one-page handout with brief bullet points accompanied with 2 or 3 key reading/listening comprehension questions to notice and recognise how child abuse, neglect, gender bias and GBV can affect all children and young people. This should be developed by the teacher.	Students listen/read and answer questions to demonstrate their understanding.
15 mins	Student discussion in groups.	Ask students to discuss why it is important for everyone to learn about gender bias and GBV. Students share their feelings and thoughts with each other. Students should be asked to nominate a note-taker and a presenter in the group who will share the main points from the discussion with the whole class.	Students discuss and share their feelings and understanding and present their main points to the class.
5 mins	Setting homework.	Give students a brief questionnaire asking for their suggested preferences for the proposed scheme of work. Ask students to rate the proposed activities and topics in order of preference with a sentence explaining the rationale for their choice.	Students ask clarification questions where required.
5 mins	Students lesson evaluation.	Students should be asked to write feedback on the lesson making at least one point on what they have learned and one suggestion on how the lesson could be improved. All students can place their feedback in an identified place in the classroom so that anonymity can be maintained when it is collected.	Students provide lesson evaluation.

### Teacher's reflections on students' evaluation of the lesson

What worked well: Students were engaged and participated in exploring the lesson topic.  
Suggestions for improvement: It would have been more engaging to involve students in learning with, for example, a quiz game rather than doing a PowerPoint presentation on facts and figures. However, this will take more lesson time so perhaps this topic could be covered in two lessons.

## Plotline for the Ni3 Video Game 'Anju'

<http://www.noneinthree.org/india/game/>



### MAIN CHARACTERS

Anju, Surekha (mother), Anil (father), Miss Sofia (teacher), Dadi (grandmother) and Aisha (friend).

Anju and Surekha are playable during the game. Aman (Anju's brother) is a supporting character.

# CHAPTER 1

The first chapter begins with Anju and Aman at home after school. The player sees that Aman is with their grandmother Dadi, who is sitting at the table and they talk together happily. Anju however, goes to the kitchen where her mother Surekha is working – clearly overworked – and is told to take a cup of tea to her grandmother and Aman. She asks her mother why they cannot come to get the tea themselves, which makes her mother pause momentarily before simply saying that's not how things are done. It is clear from her tone of voice that it makes her defeated to answer such a question. When Anju takes the tea to her grandmother she tries to join in with their conversation but is quickly rebuffed and told to go help her mother. Once she gets there, her mother gives her a short list of things to do around the house to help. The first two can be done in any order but once the player returns to her mother she will do the last whilst talking to her about how unfair it is that her brother does not have to help. Her mother agrees but tells her that she needs to learn to do these things so she can be a good homemaker. Anju tells her she does not want to be a homemaker; she wants to have a career. At this point, her grandmother arrives in the kitchen and laughs at the idea; she tells her that she must not abandon her future family by having a career as it is her responsibility to take care of everything in the house. She tells her “you do chores because your father tells you to and you will look after a home one day because your husband will tell you to”.

At this point, Surekha grows quiet and tells Anju to go do her homework in her bedroom before her father gets home. As the player leaves the kitchen she hears her mother telling her grandmother that she gave up her career once because Dadi demanded it but she will not allow her to tell Anju to do the same. Dadi simply laughs and leaves the kitchen too.



Anju, 14, is from a middle class family and is headstrong and intelligent. She aspires to be a doctor when she's older, and is outspoken, self-assured and confident. She likes to help people who are struggling even if it causes her some discomfort.

When Anju reaches her bedroom next to the living room she closes the door behind her, which temporarily locks the player in the room. Here, Anju is prompted to sit on her bed/at her desk and message her friends on her phone, specifically Aisha. After the conversation is over, Anju thinks about everything that happened in the kitchen and wonders what her mother meant about her giving up a career because, as far as Anju knew, she had never had a job. After a while, the player hears the front door opening and closing as Anju's father Anil arrives home. You can hear him call out to his wife and greet his son. His footsteps get louder as he goes to his chair in the living room and then stop as he sits down. Suddenly, Anju is startled as he shouts her name. She panics because he sounds upset and she immediately begins to worry about what she might have done. Did she leave her coat and shoes out; did she spill tea as she was taking it to her grandmother? The player is prompted to leave the bedroom but when they turn to the door they find that it is suddenly very large and very far away. This is to create a sense of impending dread on the player, like what they themselves might feel in this situation. The player is forced to walk towards the door at a slower pace than normal as Anju runs through every possible outcome in her mind. The player eventually reaches the door and goes to the living room where they see Anil sat in his chair reading a newspaper with the TV on in the background. There is a stack of newspapers on the coffee table in front of him and if the player looks at Dadi they will see that she is also reading a paper now. Anil continues to study his paper for a few moments as the player waits; if the player waits patiently and does not move Anil eventually acknowledges them neutrally and tells them to bring him a drink from the kitchen. If the player moves whilst they are waiting for Anil to acknowledge them he admonishes them for being impatient and tells Anju to get him a drink. When she returns with the drink, he reminds her that he and her mother are due to meet with her teacher Miss Sofia soon. He seems dismissive of the idea but does not say anything outright negative about it to his daughter. He shook her away and tells her to go help her mother finish their evening meal. The chapter ends as the player interacts with an item in the kitchen.



## CHAPTER 1

### Key Learning Points

1. Gender bias within families results in preferential treatment of boys and unfair treatment of girls. This can be seen in the allocation of household tasks, the value placed on education, the expectations and freedoms available to children and the relationships between family members.
2. This behaviour is enshrined in cultural traditions and enforced through family structures (e.g., hierarchical arrangements).
3. Negative gender attitudes are held not only by males but also by females and while they serve to uphold patriarchal values, family matriarchs play a key role in perpetuating them.
4. Even in families where there may be no overt expressions of gender-based violence, fear and intimidation can be used by males to control the females in the household.
5. Women who are forced to accept pre-determined traditional family roles assigned to them often have to sacrifice their own career aspirations.
6. Mothers who are empowered to challenge these behaviours are important role models to both girls and boys.

## CHAPTER 2

This chapter begins with the family arriving at Anju's school. Aman departs for his classes but Anju continues walking to the room where she and her parents are meeting her teacher Miss Sofia. As Anju continues, she passes a small crowd of students outside a classroom but as she walks past one of the older male students reaches out and touches her from behind. Anju is startled and upset and turns to face the boy who laughs with his friends and then pushes her away. Anju hurries to go into the class where her parents are waiting inside, looking at the floor to hide her tears.

When she enters the classroom, Miss Sofia notices that Anju is more subdued than normal and asks her what is wrong. Although Anju is hesitant at first, Miss Sofia is very supportive and tells her she can talk to her about anything – this is to give the players a voice and to reassure them that it is okay to speak up when something happens. After Anju admits she was harassed by the male students, Miss Sofia tells her that she will speak with the boys involved so that they know that sort of behaviour is not appropriate – and why - and that Anju is brave for speaking up and tells her that the world would be a better place if more people felt that they could. At which point, Miss Sofia begins their group intervention. Miss Sofia opens the conversation by asking the parents what they thought of what just happened to Anju outside – this is so we can get the adult male and female (specifically, parental) perception of sexual harassment and how ingrained and normalised it is within Indian culture. The conversation should include a reference to how Bollywood makes it seem like girls want that sort of attention but Miss Sofia – and Surekha - should then dispel this myth, much to Anil's surprise.

From here, this leads into a more general discussion surrounding gender bias, what it is, how to identify it, what causes it and why it is wrong. Although Surekha is initially quiet, she eventually grows bolder and joins in the conversation more, forcing Anil to reconsider some of his ingrained behaviours.

The next scene takes place in the home where Anju points out – in a curious, childlike manner – some examples of how her family perpetuates gender bias. This causes some discomfort as the father initially tries to argue that it is not but Anju reiterates how it is. Anil grows quiet and contemplative and Surekha is clearly proud of her daughter. Before and after this main conversation, the player will have the opportunity to explore the environment again and interact with items, which may give them a new inner monologue reflecting on what Miss Sofia and her parents discussed earlier in the day. The chapter ends on interaction with the bedroom door as Anju is directed to go to bed after dinner.



## CHAPTER 2

### Key Learning Points

1. Sexual harassment, though common, is destructive anti-social behaviour that is prohibited in Indian law. It includes behaviours such as: unwanted deliberate touching, leaning over, cornering or pinching; unwanted sexual looks or gestures; unwanted letters, telephone calls or materials of a sexual nature; unwanted pressure for sexual favours; unwanted pressure for dates; unwanted sexual teasing, jokes, remarks or questions; sexual comments about a person's clothing, anatomy or looks; telling lies or spreading rumours about a person's personal sex life; touching someone's clothing, hair or body; touching or rubbing oneself sexually around another person; standing close or brushing up against a person; making sexual gestures with hands or through body movements and any type of unwanted sexual touching (<https://www.un.org/womenwatch/osagi/pdf/whatish.pdf>).
2. The sexual objectification of females arises out of gender inequality and views about male 'rights' of sexual entitlement that boys learn through socialisation.
3. Some males believe that sexually harassing and molesting females is a 'natural' behaviour they are permitted to engage in by virtue of being male. This is not true – masculinity does not give anyone the right to behave in oppressive ways and femininity does not mean that women have to behave in submissive ways.
4. When such behaviours are not challenged, other males may feel encouraged to condone, support or even join in with them.
5. Females are often held to blame for the sexually abusive behaviour of males – males are often unwilling to admonish other males yet will easily cast blame on the female.
6. The power differentials between genders can make it very difficult for females to challenge sexually abusive behaviour, especially in situations in which women are viewed as unequal.

## CHAPTER 3

Anju resumes her normal classes whilst her parents have another meeting with one of the teachers at the school. As Anju is in the 9th Grade, her class is currently studying and preparing hard for the Secondary School Certificate exam next year, although Anju currently does not know what she wants her career to be. The player is directed to enter the class, at which point they overhear Anju's classmates discussing what they want to do when they are older, which prompts her to take her seat next to Aisha and ask her about their own future goals and the expectations of women and men in life. Anju is keen to have her own career, whereas she heard some of the other girls saying that to be a 'real woman' they must be 100% dedicated to a household and their families and therefore they cannot have a career. During the conversation, Anju notices that Aisha has some bruises on her arms and looks underweight now. The boys in the class begin to hear the conversation and make comments about some of them, including Aisha who they tell will be lucky to find a husband. They call her names and tell her that her mother would have been better off 'getting rid' of her at birth. This greatly upsets Aisha who refuses to participate in any more conversation and withdraws completely into her shell. The scene ends/fades to black as the class begins.

After the class ends, Anju follows Aisha outside and tries to comfort her. Aisha reveals that her mother has said something similar to what the boys had said. Anju presses further to get Aisha to open up and tells Anju what her home life is like; her parents, although married, are very unhappy and often take it out on the children, especially Aisha as she is the youngest girl. Her father often has extra marital affairs, which causes her mother to lash out and blame Aisha for the problems. The mother has told Aisha that if she never had her everything would be better and easier for the family with one less mouth to feed or dowry to pay off and her father would not feel the need to sleep with other women. Aisha is also expected to take care of everything in the house whilst her brothers do, and are expected to do, nothing. Throughout this conversation, Anju tries to push her classmate to speak to a teacher, perhaps Miss Sofia, and ask for help. Aisha refuses, saying it is shameful for anyone to know and although Anju tries to convince her otherwise, she leaves the conversation. The scene ends after the conversation.



The next scene has Anju at home in the living room. Surekha asks for her help with preparing dinner but after the events at school Anju refuses and becomes disruptive. Before this pseudo-argument, Anju is mulling over the events of the day and is clearly distressed and outraged by her friend's situation. The player can tell that Surekha is struggling to decide what to do; society tells her she should hit Anju and tell her to stop it but she does not want to discipline her that way as demonstrated by the fact that she raises her hand and then stops herself. After a short argument, she sends Anju to her room. Anil arrives shortly thereafter and Anju decides to listen at the door as she hears her mother tell him about what happened. Although he says initially that she should have just slapped her around the ear, he eventually agrees that physical punishment is not the way forward. He tells Surekha to leave Anju in her room until dinner is ready at the very least. The player then controls Anju as she uses her mobile phone in her room. She is annoyed and frustrated but decides to take her mind off of the situation by messaging Aisha to see how she is doing, as well as talking to other friends. When she tells her other friends about being sent to her room, they express surprise that her parents did not just hit her and be done with it. Aisha however, tells her that she is lucky and that her parents seem like they are trying to be good people. The chapter ends with Aisha saying that she has to go as her mother has seen her on her phone and is taking it off her.



Aman, 10, is Anju's brother. He loves his sister but has recently begun to expect her to take care of things for him. He is a keen cricketer and is good friends with the other members of the cricket team.

Surekha is Anju & Aman's mother. She is a home maker and is a good cook and considered to be a fantastic mother. She is a very good mathematician and could've been a very successful accountant. She is married to Anil, and together they have a very traditional relationship.



## CHAPTER 3

### Key Learning Points

1. Traditional gender roles dictate that the primary caregiver in the family should be the female and the primary income earner should be the male. These ideas deny males the opportunity to develop nurturance skills that benefit children, pass the greatest burden of housework onto females, restrict women's work and education opportunities and place undue pressure on both men and women to meet societal expectations they may be unhappy with. Families in which roles are divided based on negotiation and choice rather than stereotypes, provide the best environments for children to learn about gender equality.
2. As well as leading to oppressive behaviour by males, gender inequality can lead to females internalising values that serve to limit their career aspirations. Not only does this rob society of future bankers, architects, lawyers, businesswomen, it also increases economic dependency which, in turn, can entrap women in violent relationships.
3. Boy preference can lead to females being aborted before birth or being subjected to cruel and inhumane treatment including physical, sexual and emotional abuse and the denial of food. The dowry system increases the likelihood of these behaviours because of the financial pressure placed on finding suitable marriage partners for girls.
4. Mothers are often blamed for bearing girl children and in turn, can project their anger onto the child, becoming punitive and unloving.
5. Although there is growing awareness that physical punishment of children is harmful, this is still commonplace within many families. In situations of gender bias, girls may be particularly singled out for physical punishment/abuse. Alongside other harmful effects, this teaches children that females need to be controlled and that physical violence is an acceptable method to control them.

## CHAPTER 4

This chapter starts in the school as Miss Sofia is finishing a lesson. She overhears some students talking about a recently released Bollywood movie, which inspires her to tell them how they perpetuate gender stereotypes. She asks the children to discuss in pairs what is expected of them in everyday life and Anju purposefully pairs with Aisha, hoping to help her with her family struggles. Miss Sofia encourages them to challenge gender stereotypes and gives examples of what they can do to both the girls and boys later in life. Anju notices that Aisha is very quiet and largely unresponsive and grows worried; there are several larger bruises on her and she looks severely underweight now.

As Anju is leaving her classroom for the day and heading to the exit of the school, she sees Aisha being harassed by a couple of older male students. They begin to cat call and make lewd comments towards her. She ignores them and looks to the floor, hoping that they will leave her alone. However, as she moves directly past them one of them steps out to brush past her as she moves, seemingly by accident. Anju hastens to catch up to Aisha so they can walk together, at which point the boys will follow them around the school. However, Anju recognises this for what it really is – stalking – and confronts the pair of male students at the exit of the school, feeling emboldened by the class earlier and by the progress her parents are making. She asks them why they are harassing her and her classmate and demands that they leave them alone. Surprised by her telling them off, they do. After the boys leave, Aisha tells Anju that she is amazed that she stood up to them. Anju simply tells her they have to stand up for themselves if they want to overcome gender bias. This scene ends as the girls leave together.

The next scene takes place at Anju's home with the player controlling Surekha. Anju and Aman are currently still at school but they are due back at any moment so Surekha is in the middle of preparing tonight's meal whilst Dadi sits watching TV. She comments that the girls on TV are 'real girls'; they know how to cook, clean and haven't bothered to try and get a job that will only distract them from what they need to be doing. This is basically a repetition of what the grandmother has said in previous chapters but this is important to show that gender bias is often cultivated by the elder women in the family and that they often tell their daughters-in-law what to do and how

to behave. This would also serve to show the India media's perpetuation of gender bias where they reinforce gender stereotypes and expectations to the masses. Surekha asks Dadi what makes her think that, at which point Dadi explains that it is the way it always has been and the way it always should. She says it's a shame that Surekha was unable to give Anil 2 sons as it would have been 'better' that way and that Surekha should stop filling her daughter's head with 'silly ideas'. This upsets Surekha who tells Dadi that women are equal to men and should be treated that way and that she would not give Anju up for the world – no matter who thinks otherwise. She tells Dadi to leave her kitchen – asserting herself for one of the first times in her married life – which shocks the older woman. Anil arrives home, having left work slightly earlier than normal and finds the women in a pseudo-standoff after Surekha told Dadi to leave. Dadi appeals to her son, telling him that his wife is stepping out of line. Instead of berating his wife, Anil surprises them both by telling his mother to respect Surekha's wishes, as well as reaffirming that Dadi was in the wrong. Dadi quickly becomes upset but continues to blame it on Surekha, telling her that she is poisoning her son with her attitude. She leaves the house to go on a walk before dinner. Surekha asks Anil to talk with her a moment, where she asks how he would feel if Anju grew up to marry a man who used her like a slave or even abused her. Or how he would feel if Aman hit his wife. Would he be proud or ashamed? He admits that it is hard for him to see any of that as being 'wrong' but that he is trying. They mutually agree that they want their children to both be healthy and happy and resolve to treat them equally. The chapter ends as Anil makes a joke that he had better learn how to make dinner too.

Anil, 40, is Anju & Aman's father. He is good at multitasking and works as an engineer for TELCO. He has been married to Surekha for 18 years, and although he does not have much spare time from commuting, he takes Aman to play cricket twice a week.



Aisha, 14, is a 9th grade student is a creative and talented artist. She is expected to take care of all household chores, and her family do not allow her to talk back to them. She wants to succeed at school and sees it as her only way out of her current living situation



## CHAPTER 4

### Key Learning Points

1. The classroom is a vital space in the lives of young people: it can replicate the environments of risk and harm or alternatively, when teachers and lecturers are prepared to take the lead in tackling gender inequality, it can transform the space into a forum for personal growth and empowerment.
2. Re-emphasis of the seriousness of sexual harassment – this is not simply 'harmless' boys' behaviour and it is important to understand that not only is it wrong, it causes a great deal of mental distress and anxiety for young women, affecting how they view themselves, their mental health and their relationships with others.
3. Bystander apathy or inaction is when someone is witness to abusive behaviour and does nothing to confront it. It can be very difficult to act in situations such as this because of gender power differentials (consider Surekha's situation in Chapter 1) and because it may place the bystander at risk too. However, inaction can have the effect of implicitly condoning the behaviour and confirming the power of the perpetrator and the powerlessness of the victim.
4. With appropriate knowledge and skills, one can often safely challenge abusive behaviours one witnesses. As in this chapter, it is best to take a non-confrontational approach in order not to fuel aggression.
5. Developing strong pro-equality networks of friends and family is a valuable strategy in tackling GBV. These promote healthy interactions between males and females, provide support for victims and can create a critical mass for challenging abuse.
6. Gender stereotypes are reinforced in multiple ways. For example, at the societal level mass media perpetuates gender bias, while in individual homes, it is often cultivated by the elder women in families.
7. Respecting elders does not have to mean acceptance of oppressive views and behaviours and it is important that these are challenged by both men and women.

## CHAPTER 5

This chapter begins with Anju arriving at her school in the morning before classes begin. As she walks to her class, she notices there is a very subdued atmosphere with the students that are hanging around outside. As she goes to ask them what is wrong, Miss Sofia appears and ushers them all in. Before she interacts with the door, Anju realises that Aisha is not here but she does not recall her ever missing school before and becomes worried.

The scene cuts to near the end of the lesson, when Anju attempts to talk to her classmates but is shushed by her teacher who mistakes it as her not paying attention. After the class ends, Anju decides to track down Aisha's brother who is also at the school. The player must use some detective skills to find the location of the brother and then tries to talk to him. However, he is not interested in talking to Anju and tells her to leave him alone - to go play with dolls and stop getting involved in things that do not concern her. To get around the character limitation, we will have him speak to her without engaging in actual conversation, more of a statement/ambient dialogue that is triggered by player interaction. Here the player can see that Aisha's family has heavily ingrained gender bias issues as her brother treats Anju as being lesser than him. Luckily, Anju is bolder than she used to be and decides to carry on with her quest. She decides to speak to their teacher – Miss Sofia - as she may know why Aisha is not in school. Miss Sofia invites Anju into the classroom and sits her down to speak to her. Miss Sofia tries to prepare Anju emotionally for the news and tells her that Aisha is in the hospital due to malnutrition – although it is revealed that a broken bone from being beaten was the trigger for her having to go to hospital. Anju will ask how Aisha ended up being malnourished, where the teacher will explain that a lot of families choose to feed the boys over the girls and reiterates that this is gender bias and is wrong, as well as explaining why it is wrong. This resonates with Anju as she realises that this is something that has also happened to her for most of her life.

The next scene takes place at Anju's home after school. Anju is sitting at the dining table doing her homework when her mother tells her to set the table for dinner and tells her brother to go get the laundry to put into the wash. As this is the first time the brother has been told to do any chores, his grandmother tells him to ignore that and then tells Anju to do it for him. Anju argues back when Dadi tells her that a real girl would take care of the house, which prompts Surekha to come out of the kitchen and tell Aman to do what she asked and tells Dadi not to undermine her in her home. She tells Dadi that a 'real man' would treat his sister how he expects to be treated. This silences Dadi and she eventually apologises to Anju and Surekha and Aman goes to get the laundry.

Once Anju has set the dinner table by interacting with it, Anil arrives home and greets Anju and his wife with a hug. When they all sit down for a meal at the table, Aman notices that he has less food than normal. When Dadi questions why, his father points out that he also has less and it is not about them having less but about everyone being equal. Anju realises that although her parents may have given Aman more food in the past, they are making efforts to change that and sure enough both her and her mother have more food than they usually have. This is the final indicator that the family is taking the equality of their children seriously and that the intervention provided by the teacher has been a success.



Dadi, 65, is Anil's mother and lives with Anil and Surekha at the family home. She spent most of her life as a homemaker, and while she likes Surekha, she was dismissive of Surekha's desire to become an accountant when she married Anil.

Miss Sofia, 43, is a school counsellor and has good mediation skills. She is something of a women's and children's rights activist in the local community and is not afraid to stand up to injustice.



## CHAPTER 5

### Key Learning Points

1. Gender bias is not simply a matter of male preference and privilege, it encapsulates values that lead, at the very least, to women's disempowerment and oppression and all too often, to serious acts of violence and maltreatment.
2. The family is the primary institution through which these values get transmitted to others.
3. The division of roles according to gender and the division of food according to gender signal a family's acceptance of gender inequality. It is common for families to 'feed up' the males in the household at the expense of the growth and development of girls. This is a form of GBV.
4. The redistribution of roles on the basis of gender equality requires both males and females to make adjustments. Fathers who challenge the notion within families that dominance is a feature of masculinity and acquiescence is a characteristic of femininity, help boys to grow up treating females as equals and help girls to grow up with the belief that they should be treated as equals.
5. Engaging men and boys in changing gendered attitudes that contribute to GBV is essential.
6. Change begins when people are empowered (through knowledge, support, information, internal resilience) to make a stand against gender inequality and when they have the support of others in doing so.

## Additional Information

(Please click on the resources provided below to access them.  
These resources should be adapted for context relevance.)

### Icebreaker activities

- [Icebreakers- Energizers-and-Other-Activities](#)

### Bystander intervention

- [Bystander intervention resources](#)
- [A sexual violence bystander intervention toolkit](#)

### Examples of participatory art approaches for reflective diary/record of learning activities

- [Photovoice literature review](#)
- [Photovoice: Giving youth a voice in their community](#)
- [5 applications of photovoice](#)
- [The Comic Book Project](#)
- [Taking Bearings | Creative People and Places \(creativepeopleplaces.org.uk\)](#)

### Resilience

- [27 Resilience Activities and Worksheets for Students and Adults](#)

### Self-care activities and resources for young people

- [The Alternative Story](#)
- [Self-care is about the things we can do to look after our own mental health](#)

### Ni3 resources

- [Ni3 India](#)
- [A non-threatening way of children acknowledging problems and being empowered to tackle them in the JESSE game. In one of the Ni3 YouTube videos, the young person who played JESSE in the game talks about the superhero he would be.](#)

### Resources to work with and help young people

- [Very Young Adolescence](#)
- [Global guidance- School related gender-based violence](#)
- [What is known to date about working with men and boys- the evidence base](#)
- [Unicef- for every child](#)
- [What is sexual harassment?](#)
- [Voices against Violence Curriculum](#)
- [Safeguarding children in education: types and indicators of abuse](#)
- [INSPIRE: 7 Strategies for ending violence against children](#)
- [Teachers Guide for Sexual and Reproductive Health Life Skills for Adolescents](#)
- [Childnet International PSHE Toolkit](#)

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