



Bedari
Session Training Manual

Chapter No. 1: Self-Growth Introduction

Knowing about oneself, living amongst people, is basically self-growth. For this purpose one adopts different activities, either on his/her own or with the help of a teacher, so that one can improve his/her individual recognition using different techniques.

Self-growth process starts since birth and continues throughout the life. Sometimes one gets off the track being unable to see the reality so, self-growth plays an important part. As it is an incessant process, the more we start looking at the betterment in our lives, the more we understand and enjoy.

Benefits of Self-Growth:

- Betterment in competencies and aptitudes
- Furtherance in success and happiness
- Extensive growth of dreamt skills
- Progress in eminence lifestyle
- Improvement in health
- Advancement in social capacities
- Intensification of self-cognition
- Development of self-recognition

Self-growth must be a concrete process including mind, emotions, body and soul. Further you will learn about the details of mentioned elements.

1.1 Bedari and Self-Growth:

Struggling for women rights, Bedari perceives self-growth as a tool against the violence. With self-growth women can know about their veiled endowments, learn from other's experiences and wherever however they are, they can upsurge their self-respect. With this process they would be able to present themselves as equal human being and talk to others confidently.

Self-growth workshops have always been a part of Bedari's important errands. For this purpose a group of 7-15 girls is made with almost same personality, like age, education and social status. They are given a chance to figure out their own capabilities, learn from each other and looking at their circumstances, make their plans for self-growth. This booklet is designed for such groups and facilitators. While preparation of this booklet, gender sensitivity and the elements which make women feel inferior are taken care of. With this booklet, facilitators are helped to point out such issues and are made strong in facing them. This booklet includes essays regarding these topics, an extensive framework regarding self-growth and links to different related websites.

1.2 Planning for self-development:

For bringing change in life, it is important to take a practical step and it is the foremost element of self-growth as well because, “if you keep on doing what you are doing, you will get the same results which you are getting.”

To start any self-development it is important that you invest on yourselves. This investment is basically of your time which later may demand for some capital. If you want to develop on your own then listen to some audio course and read some books. It is really very important that you stay firm and consistent in this process till end and gain the results.

An alternate way is to attend seminars or join a course with proper teacher guidance, which will require some money. If you can invest some money and stay consistent, it will be fruitful for your future. You need to take following steps for your self-development:

1. Take responsibility: You need to be able to take responsibilities to spend your life the way you want. Be positive in your thinking as it leads to your initiatives you take.
2. Set your goals: Instead of letting life decide where to go, set your targets and move towards achievement of those goals.
3. Discover yourselves: The process of self-development helps you to know your strengths and weaknesses, wants and likes, helping you to choose your direction.
4. Change your conducts: You need to replace your negative habits with positive ones. Like despite of making excuses for some task, you should take a step and do it.

1.3 Self-Development and Self-Growth:

Now a days, self-growth and self-development are very famous terminologies as you can find many books and websites, proving that people are taking interest in solving their issues themselves. People have started focusing on these issues as they realized that with self-growth, standard of living can be improved.

Subconscious is the significant component of self-growth. By altering the thoughts in your subconscious you can bring a transformation in your doings, attitude and personality.

You need to work on your inside for inner development. Only reading is not sufficient, you need to follow practically what you have learnt, which requires struggle and time.

Internal change is a slow process so, consistency and assiduity is very important.

External and internal obstruction may be faced during this process so one needs to be sturdy in changing and developing oneself.

How is Self-Development and Self-Growth beneficial?

- 1) Look around yourself, observe different people and learn from them. Deeply discern how they talk, walk, their reactions and how people behave with them. Observe minor details regarding the pitch of people's voices and how you feel when someone shouts or talk in soft tone and what happens when people are upset or angry.
- 2) If you notice something which you don't like, honestly evaluate yourself then if you have the same habits. If it turns out that you have those drawbacks in your nature then promise yourself to eradicate those elements.
- 3) Repeatedly practice in your mind, the behavior you want to have and which you liked in someone and be firm to follow a constructive habit even if you haven't seen someone doing it. Whenever you feel you are following an old routine, remind yourselves the decision of changing positively.
- 4) As changing yourselves is a slow process, you need to be patient instead of getting disheartened or losing hope.

Chapter No.2: Extensive Framework and Details of Self-Growth Workshop

2.1 Introduction:

This exercise is done in order to develop an understanding amongst the members attending the workshop. Group discussion is done giving confidence to all and they are motivated to share their experiences, expectations and concerns. This also helps to build collective thinking and psychological understanding amongst the Applicants. Rules are set for the workshop with especial focus on confidentiality.

Facilitator must involve the Applicants in different exercises like drawing their own sketch in such a way that it represents their strengths and weaknesses and sharing it with person in her pair and later with the large group, making them comfortable and confident. Further under this activity, Applicants must be involved in giving suggestions regarding rules of this workshop and also share their expectations regarding this session.

When Applicants are comfortable enough, after these exercises, ask them how they feel like happy, confused, sad, tired, etc. The session must end by explaining it to the Applicants that they need to understand the reasons they have such personality so that whenever they want to change themselves they can.

2.2 Gender Role and Patriarchy:

This part includes discussion regarding gender roles. Applicants are asked to understand the roles of men and women and that these roles can be exchanged or not. They will

share their experiences, exchanging the roles and duties of both genders, telling what problems they faced when they did something beyond their responsibilities. Then relate it with the patriarchal system of society. By the end of the session, Applicants are usually able to understand that these roles are socially defined; they are neither natural nor eternal.

To gain this target facilitator will perform activities like taking two charts and asking Applicants to tell daily chores they do and write them on one of them. On the other chart write down the daily chores their brothers do as males. Ask the Applicants to make a list of five tasks they don't like to do from the first chart and five chores they want to do from the second one. Now divide them in group of two or three and ask them to share their feelings regarding these two aspects.

Converse to the complete group as a whole and encourage Applicants to share their feelings with all of them. Discuss the chores and debate why we specified the tasks as males' or females'. Facilitator must start argumentative debate by asking different questions like; do women invite men to rape them by wearing shorts? Does crying represent weakness and so men shouldn't cry?

With this activity, by the end we would be able to tell that there's nothing which women can't do whereas, men can't give birth to babies or breastfeed them, otherwise they can do anything as well. So, there is no such boundary line of the tasks specified for men and women.

Now give each Applicant blank paper and ask them to write the tasks, remembering from their childhood, which they shouldn't do as a girl or boy. Explain the system of patriarchy and how patriarchy has drawn a line between men and women for their chores so that the power and authority lies with men. State how different reactions come forward for men and women, being severe and worse towards women, for performing the same act and it is due to patriarchal system. By this the facilitator will be able to make Applicants realize their worth and the patriarchal system's role in building their personality. Applicants will be able to understand that they can do anything as barriers or limitations are built by this patriarchy only.

2.3 Awareness of Strengths and Weaknesses:

Till now Applicants have talked so much about the problems and their solution so, they are capable to discuss their strengths and weaknesses. They are divided into small groups and are encouraged to share their strengths and weaknesses openly. They may share them with larger group after a while. They are explained then that how their strength at one place can become their weakness at another point.

Start the activity by asking applicants simple questions like how they feel, what they think about typical female role and whether they have conservative thinking regarding females in society and how will they react to it, etc. Discuss with the applicants that they are successful in pointing out typical conservative thinking living in this society, which is a positive symbol as it will help them know themselves deeply. Telling them again the importance of confidentiality, facilitator will then start the session formally. Ask applicants to write their strengths and weaknesses arranging them in the order based on how immense they are. Make small groups and ask them to share their lists and discuss them in details figuring out whether their weakness could be their strength or vice versa.

This is a very sensitive session so the facilitator needs to be humble, polite and cooperative. Provide the applicants with a page and ask them to draw a line, above the line they should write the good experiences and below the line they should write the bad experiences like been scolded, beaten, harassed, etc. Tell them, the ones who are willing, to share it with a larger group, followed by the smaller one, and while they are sharing facilitator must use reflective listening technique. After the activity, make them feel relaxed and inquire if they want to celebrate happiness and help them share it with everyone.

The purpose of this doing was that the applicants know what their strengths and weaknesses are and how does they tackle different problems in a changed way as compared to others. The applicants must know by now that they can use their weaknesses as strength and would be stronger than before.

2.4 Campaigning Against Sexual Crimes:

Applicants are encouraged to share their experiences of sexual abuse including daily sexual harassment to rape. Confidentiality is to be strictly followed so they can comfortably share their true stories. Applicants are divided into groups of four so that it is easy for them to share with fewer people first. Later, we can take them to bigger groups so that they may share it without being enforced to do so.

Start the session by asking general question about their feelings and the last session. Question them about their knowledge upon sexual harassment and its types and how will they react if sexually harassed. Define properly sexual harassment and its types and let the applicants share their stories, in a group of three, of harassment, if any, and its nature. Further request them to share their experiences with everyone if they want.

Again make groups of three and provide them few sentences, requesting them to discuss them. These sentences may be like sexual harassment is rare to occur, females provoke males for sexual harassment, sexual harassment is not an alarming act, etc.

Give them the answers then and tell them to discuss them again and see how they can fight this act with strength and confidence.

By the completion of this activity, applicants would be able to know that females in their lives have been a victim of sexual harassment and that they should not be blamed for being harassed as the person who is harassing them must be punished. We need to change this thinking from our society that females provoke men and now if the applicant comes to know about such case, their thinking must be positive and supportive towards the victim, not the one who targets. They would also know how to tackle such harassment and what to do to stop it further.

2.5 Sympathy and Empathy:

For effective listening, we stress upon the understanding of speaker's emotions. Applicants are explained why it is important to focus on the emotions. They are paired and given any role play and exercises for effective listening are conducted. The pair is then evaluated by all of the applicants watching.

Take feedback of the previous session and commence this session by telling them that listening is also an art and to polish it we need to do required exercise. For good listening you need to listen, understand and decide what other is actually saying. Divide the applicants into group of three and give one of them some instructions to read and ask other two to listen and mark themselves how good they were in listening. Then describe the qualities of a good listener to them like being attentive, quiet, understanding and able to register, ask question and respond.

After this explanation, inquire them what they felt they lacked in their quality of being a good listener.

2.5.1 Qualities of a good Listener:

State the qualities of good listener in front of them:

- 1) Pay attention
- 2) Be visible to the speaker
- 3) Whatever you register, tell it to the speaker
- 4) Don't rush in giving the decision
- 5) Provide reasonable answer

2.5.2 Collective Story-telling:

Ask an applicant to start a story which is easy to continue it. Request rest of the applicants to add up to one sentence in the story. When the story is complete, ask them all to tell the story so that they can judge they were a good listener or a bad one.

Conduct on more activity of role play where three girls would be selected; one a bad listener, one a good listener and one victim of harassment. Now the audience will tell who the good listener is and who the bad listener is.

2.6 Verbal and Non-Verbal Communication:

Gender issues or problems can be solved by verbal and non-verbal communication; therefore, it is important for Applicants to learn both types of communication. For this individual exercises and role plays are conducted with applicants and they are told about the purpose of these communications. Also aggressive, confident and inactive behaviors are explained through different role plays.

Applicants must be asked about their information regarding communication and how can they improve their communication by their language, gestures and body movement. Applicants will be told the four important elements of communication, which are;

- Quality of message
- Sender
- Receiver
- Mode of communication

Further also question them how significant are these aspects in communication; words, tone, body language, helping them understand the worth of body language. Conduct different activities like self-evaluation on basic components of communication, which may include attitude, movements, spoken, listening and presentation. This activity will help us know our way of communication and we would be able to judge our weak areas for further improvement.

Conduct more activities which judge their reaction to some sudden misbehavior or certain situations which are unbearable to them. Now ask them to tell the fruitful reactions, which might resolve the problem. Facilitator will also provide written material related to communication.

2.7 Consideration of Learnt Content:

In this section, Applicants will tell what they learnt and which steps they ought to take in order to bring change in themselves. All the activities conducted are in accordance to one another and helpful in facilitating the applicants to positively change themselves.

Engage the applicants by asking them simple questions like how are they feeling now and whether they found any change in their thinking? For this revision of the content divide the applicants into three groups following by the respective tasks:

Group No. 1: Ask the applicants of this group to prepare a summary of all the topics they have learnt and also tell what they cultured from them.

Group No.2: Prepare a role-play in which a girl is in problem and needs someone to listen to her carefully and give better suggestions. Another girl would play the role of good listener keeping in mind the instructions given for a good listener.

Group No.3: Ask this group to prepare a role-play as well in which a woman's husband reacts violently upon small matters and misbehaves. She needs to tell her husband in a proper way to talk humbly so that their relationship is strengthened.

After they all are done with their tasks, ask other audience to give feedback upon that. At the end, explain them the purpose of this session, i-e, to revise whatever is learnt in the entire workshop and to be able to implement it in their lives to make them simple. With these activities now they would be able to decide about their goals and future plans.

2.8 Achievement of Targets and Goals and Future life-line:

Different exercises are conducted and goals are set by the applicants to change the customs and traditions. With the help of these goals, applicants are able to bring change in their personality as well as in the community.

Facilitator will formally ask the applicants how they feel and what they have learnt and will also tell them that this is the last session of their workshop. For this last activity, provide the applicants with papers and ask them to write their goals keeping in mind the entire workshop and its elements. Their goals could be as simple as improving their communication with the siblings or as big as their marriage decision. Later on, request everyone to share their goals with the whole group and then keep those pages with themselves to keep their track record.

Provide another paper to the applicants and ask them to draw a sketch of their future plans as they drew before of their past. Then request them to share it with the whole group telling how they feel and what positive change did they feel.

Conclude the workshop by appreciating them all as they took their time out for nine months. Facilitator should pay regard to them and tell them that they all have helped each other in these days and they all know how to defend themselves, changing their lives. With the help of this workshop, they are able to learn about their rights and the solutions to the problems they face regarding harassment as well. They can implement the learnt information in their daily lives and plan in a better way for their future. They can stay in contact via Bedari and can conduct further sessions with Bedari as supportive group.