

**Promoting Gender Equality and Social Inclusion in Schools
Building on What Children Value and Aspire to Do and Be**



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LIKE Club Activity Book Tailored for Bhutanese Schools

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Background

The project, “Promoting Gender Equality and Social Inclusion (GESI)” Building on What Children Value and Aspire to Do and Be,” is a collaborative effort between Kathmandu University (Nepal), RDRS (Bangladesh), and Samtse College of Education (Bhutan).

The goal of the project is to promote wellbeing of children by focusing on the sixteen valued educational capabilities. To achieve this goal, the project followed Participatory Action Research which has three axes:

- **Participation Axis-** A capability mapping exercise was conducted through an extensive literature review and consultations with GESI core team members and the consortium to identify the most universal capabilities valued by children across the three partner countries. In addition, a situational analysis was carried out using surveys with students and teachers to assess the current status of GESI in schools. A baseline study was also conducted through surveys to examine the commonly valued educational capabilities from the perspectives of children.

These capabilities include:

1. Love, care and respect
 1. Education
 2. Nutritional well being
 3. Aspiration/ Freedom from Economic/Non-Economic Exploitation
 4. Freedom from economic/non-economic exploitation
 5. Physical Health/ Gender Equality and Social Inclusion Curriculum
 6. Gender equality and social inclusion curriculum
 7. Bodily Integrity/ Gender Equality and Social Inclusion Curriculum
 8. Understand, interpret, plan
 9. Imagine and Think
 10. Religion and Identity
 11. Shelter and environment
 12. Mental wellbeing
 13. Social relations
 14. Autonomy
 15. Participation
 16. Mobility
- **Knowledge Axis:** Drawing on the findings from the baseline study, a GESI Activity Book was developed by the lead country to be implemented across the three partner countries. In parallel, the Bhutan team developed a localised activity book tailored to its national context to support the promotion of GESI in schools.
 - **Action Axis:** As part of the intervention during the action phase, GESI Clubs were formed in participating schools, and the GESI Activity Book will be implemented by GESI focal teachers and club coordinators during club hours. These activities are designed to promote the 16 educational capabilities

identified in the earlier phases and to create more inclusive and empowering learning environments for all children.

Each activity is carefully aligned with one or more capabilities and includes clear instructions, roles and responsibilities, GESI considerations, and low-cost resource requirements. These activities aim to foster student voice, autonomy, participation, imagination, wellbeing, and more.

This activity book serves as a practical guide for GESI focal teachers, club coordinators, and students, ensuring that every child, regardless of gender, ability, or background has the opportunity to thrive and participate meaningfully in school life

This LIKE Activity Book has been developed to support LIKE Club initiatives and will be implemented by GESI focal teachers and club coordinators during designated club hours in schools.

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Love, Care, and Respect

Activity #1 *Zhey Ia!* - Rethinking Serving Order

Activity Name: *Zhey Ia!* - Rethinking Serving Order

Linked Capabilities: Love, Care, and Respect, Education, Participation

Goal: To critically assess how serving order reflects and reinforces gender roles.

Student Age Group: 6–20 years

Student Grade Level(s): 1–10

Place of Implementation: Classroom or club spaces

Technology Level: Low

Lever(s) Used: Critical thinking, reflection, rethinking

Week & Date of Implementation: Club time

Expected Time Duration: 1 Hour

Expected Number of Participants: Approx. 40 students

Difficulty / Adaptation Level: Adaptable with guidance and support from higher grade students to lower grade students.

Instructions Required: Requires clear task instructions for effective facilitation

Roles and Responsibilities

Role	Responsibilities
Principal/ Vice Principal	- Promote inclusive reinterpretation of traditions - Monitor and support respectful participation - Assist with group organization and facilitation - Provide provisions and permission to use infrastructures and facilities in school
LIKE Club Coordinator (Teacher)	- Guide reflection on traditional customs vs fairness - Arrange resources needed for the activity - Lead discussion on serving roles - Ensure equal participation by all genders
LIKE Club Coordinator (Student)	- Help assign family role cards - Inform members of the venue and timings - Support peer reflection and poster creation
LIKE Club Members	- Participate in sorting, discussions, and reflection activities - Support and respect each other's ideas/point

Step by Step Guide:

Step 1: Opening Circle – “How It’s Done at Home”

Ask students to think about:

1. Who is served first at home?
2. Who usually prepares the food?
3. Has anyone felt uncomfortable or unseen because of this tradition?

Emphasize: This is not about blaming culture—it's about learning and growing respectfully.

Step 2: Role Play – The Family Meal

- Set up a mock Bhutanese dining scene.
- Assign roles:
 - Elder person
 - Parents
 - Teenager(s)
 - Child
 - A guest
 - Domestic help or caregiver (optional)

Round 1: Traditional Serving Order

- Students act out how food is served traditionally (eldest male first, women and children last).
- Observe reactions: Who eats first? Who serves? Who waits?

Round 2: Alternative Serving Order

- Try different styles: everyone serves themselves, youngest first, rotate servers, or serve based on need (e.g., guest, sick person, youngest).
- Discuss: Did respect disappear? Did anything feel more fair?

Step 3: Discussion – What Does Respect Really Mean?

Prompt questions:

- **Can respect exist without hierarchy?**
 - How does always serving men first affect how girls and boys see themselves?
 - What does your religion or tradition say about care and humility?

Step 4: Poster Challenge – “Serving Respect”

- Have students write two new serving customs they'd like to suggest that honor both respect and fairness (e.g., “rotate who serves,” “elders are offered food, not expected to be served”).
- They illustrate or write:
 - A reimagined mealtime
 - A message for elders and youth
 - A respectful new tradition that values all roles
 - Display these in the school or use them in a GESI campaign

Resources Required:

Materials Needed:

- Role cards (family members: father, mother, elder brother, younger sister, grandmother, etc.)
- Serving props (cups, plates, snacks or symbolic tokens)

- Chart paper or reflection sheets

GESI Considerations:

- Avoid mocking tradition, frame change as evolution, not erasure.
- Ensure both boys and girls serve and receive during role-play.
- Emphasise mutual gratitude, not entitlement
- Include examples from religion, values, and GNH to show alignment with respect and equality

Activity #2 Respect Meter

Activity Name: Respect Meter: Understanding Inclusive Language

Linked Capabilities: Love, Care and Respect, Mental wellbeing, Gender equality and Social Inclusion Curriculum

Goal: To raise awareness about how language can include or exclude, empower or harm.

Student Age Group: 6–20 years

Student Grade Level(s): 4–10

Place of Implementation: Classroom, club spaces or school grounds

Technology Level: Low (optional: using digital polls or slides)

Lever(s) Used: Critical thinking, reflection, rethinking

Week & Date of Implementation: Club time

Expected Time Duration: 1 Hour

Expected Number of Participants: Approx. 40 students

Difficulty / Adaptation Level: Adaptable with guidance and support from higher grade students to lower grade students.

Instructions Required: Requires clear task instructions for effective facilitation

Roles and Responsibilities

Role	Responsibilities
Principal/ Vice Principal	● Approve and support the implementation of the activity during club time ● Ensure the school's inclusive education policy is upheld during the session ● Encourage student participation and observe the activity to promote school-wide adoption ● Arrange necessary logistics or delegate support staff (if required)
LIKE Club Coordinator (Teacher)	● Plan and organise the activity in coordination with student leaders ● Prepare or review content on respectful vs. disrespectful language, ensuring sensitivity to local context (gender, caste, religion, disability) ● Guide student facilitators in delivering instructions and moderating discussions. ● Ensure safe, inclusive, and respectful dialogue during the activity ● Debrief the session afterward and collect feedback
Like Club Coordinator (Student)	● Assist in preparing materials like flashcards, pledge sheets, and display materials ● Help divide participants into smaller groups for easier facilitation ● Monitor and support younger students during

	discussions and sorting activities • Lead by example and motivate peers to take the pledge seriously
LIKE Club Members	• Actively participate in sorting, discussions, and reflection activities • Share real-life examples or alternatives to disrespectful language (with guidance) • Encourage peers to be mindful of their language in and out of school

Step by Step Guide:

Step 1: Display Quotations

- Display quotations that highlight some typical gender stereotypes.
- Examples:
 - Boys don't cry
 - Man up!
 - No woman; No cry.
 - Why are you dressed as a boy?
 - Man of the house
 - Run like a girl
 - Don't be such a girl
 - Boys will be boys.
 - Act like a lady
 - Grow a pair.
 - Like a simp
 - Be a man
 - Alpha
- Ask students to come up with other Sayings or Quotations they have heard/observed.
- Ask students in groups to sort these quotations into "Respectful," "Neutral," "Disrespectful."

Step 2: Group Task

- Divide the students in different groups using mixed grading.
- Give one quote to each group.
- For each group, ask the students to discuss and fill up the worksheet below.
Discussion prompt: Why do some quotes hurt? How can we replace them?

Quote:	
What does it mean?	
What does it imply?	
What are the underlying gender	

stereotypes?	
Rewrite the quote using neutral language.	

Step 3: Display

- Ask all groups to paste their chart on different sides of the club or school surrounding.

Step 4: Gallery Walk

- In a gallery walk style, ask all groups to rotate around the different charts and discuss the quotations and its rewritten version.

Step 5: Reflection

- Debrief by calling all groups together and write a short reflection on the use of respectful language.

Resources Required:

Materials Needed:

- Chart paper labeled “Respectful,” “Neutral,” “Disrespectful”
- Color markers, pens, sticky notes

GESI Considerations:

- Include examples related to caste, gender identity, disability, religion.

Activity #3 Kindness Wall

Activity Name: Kindness Wall: Building Love, Care, and Respect

Linked Capabilities: Love, Care and Respect, Social Relations, Participation

Goal: To foster empathy, kindness, and mutual respect through public recognition of kind and caring acts within the school community.

Student Age Group: 6–20 years

Grade Level(s): 1–10

Place of Implementation: Classroom, club spaces or school grounds

Technology Level: Low

Lever(s) Used: Reflection, Creativity, Teamwork, Participation, Observation

Week & Date of Implementation: Club time

Expected Time Duration: 1 hour (plus ongoing weekly contributions)

Expected Number of Participants: Approx. 40 students

Difficulty / Adaptation Level: Low (Requires a display space and regular facilitation)

Instruction Level Required: Low (GESI club can guide initial activity)

Roles & Responsibilities

Role	Responsibilities
Principal/ Vice Principal	- Integrate club initiatives into the school's annual plans and co-curricular calendars to ensure they are valued as essential learning experiences - Ensure school-wide and equitable participation by promoting inclusive practices that encourage involvement from students of all genders, abilities, and backgrounds - Oversee, monitor, and observe club activities - Guide and support club coordinators and club members to take ownership of planning and executing meaningful, student-led activities
LIKE Club Coordinator (Teacher)	- Ensure all students are included, especially those from diverse or marginalized backgrounds in the group activity - Facilitate discussions on how kindness affect their well-being
LIKE Club coordinator (Student)	- Introduce the activity and explain its objectives clearly - Divide students into mixed groups and provide necessary materials - Ensure respectful and meaningful engagement from all students - Prepare required materials for the activity

LIKE Club Members	• Participate actively in group discussions and creative tasks • Support younger or less confident students during group tasks • Collect feedback or reflections and help display outputs (e.g., kindness wall)
Students	• Contribute by writing or drawing kind acts they observed or received. Respect and appreciate others' contributions

Step by Step Guide:

Step 1: Introduction and Explanation

- Club coordinators explain the concept of kindness and why it is important.
- Examples of kind acts (e.g., helping a friend, sharing, comforting others, taking turns, teaching friends to solve problems, etc.,) are shared.

Step 2: Setting up the Kindness Wall

- Club members decorate a section of the wall using vibrant and inclusive designs. Label the wall clearly and include visuals for young children.

Step 3: Ongoing Participation

- Throughout the week/month, students write or draw kind acts they observed or kindness shown to others.
- Leave a sticky note and marker pens near the wall, so students can add their observations.
- Younger students can share their thoughts verbally with a facilitator who writes for them.

Step 4: Reflection and Sharing

- Weekly or bi-weekly sessions where selected notes are read aloud during assembly or class.
- Encourage appreciation and reflection on how small actions create a positive school environment.

Step 5: Follow-up

- Club coordinators may highlight one "Kind Act of the Month."
- Students discuss ways to expand kindness into home and community settings.

Resources Required:

Materials Needed:

- Colored paper slips or post-it notes, Chart paper, Sketch pens, crayons, markers, Stickers, pins or glue

GESI Considerations:

- Funded by
- GPE KIX**
KNOWLEDGE INNOVATION EXCHANGE
- IDRC · CRDI**
Canada ^{int'l}

Education

Activity #1 *Shay Dzoë*: What is missing in My Classroom?

Activity Name: *Shay Dzoe: What's Missing in My Classroom?*

Linked Capabilities: Education, Participation, Mental Well-being, Participation, and Love and Care and Respect

Goal: To help students reflect on the importance of educational resources such as textbooks, stationeries, and learning materials in creating a complete and effective learning environment.

Student Age Group: 6–20 years

Student Grade Levels: 1–10

Place of Implementation: Classroom or club spaces

Technology Level: Low

Lever (s) Used: Thinking, Awareness, Participation, Teamwork

Week & Date of Implementation: Club time

Expected Time Duration: 2 hours

Expected Number of Participants: Approx. 40 students

Difficulty / Adaptation Level: Adaptable across grade levels with support from older students for younger participants.

Instructions Requirement: Clear task instructions and active facilitation for effective engagement and inclusion.

Roles & Responsibilities

Roles	Responsibilities
Principal/ Vice Principal	● Integrate club initiatives into the school's annual plans and co-curricular calendars to ensure they are valued as essential learning experiences ● Ensure school-wide and equitable participation by promoting inclusive practices that encourage involvement from students of all genders, abilities, and backgrounds ● Oversee, monitor, and observe club activities ● Guide and support GESI focal teachers, club coordinators and club members to take ownership of planning and executing meaningful, student-led activities
LIKE Club Coordinator (Teacher)	● Ensure inclusion of all students, especially those from marginalized backgrounds. ● Facilitate links to broader issues like well-being, peace, and equity
LIKE Club coordinator (Student)	● Introduce the activity, guide group formation, support slogan writing, poster making, and performance preparation ● Promote respectful discussion and engagement

LIKE Club Members	Participate actively, support peers, engage in critical discussion, lead creative expression, collect reflections, and contribute to the Tree of Safe Learning
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Step by Step Guide:

Step 1: Scenario-Based Introduction

- Present the following scenario using a flashcard or visual aid:
"School has enough teachers but lacks educational resources such as textbooks and stationeries."

Step 2: Group Activity – Slogan, Poster & Role Play

- Students will be divided into small, mixed-grade and mixed-gender groups.
- Materials (chart papers, markers, sticky notes, etc.) will be provided:
 - Task 1:** Students in groups will come up with a slogan that reflects their stand or insight from the scenario. Suggested slogan examples: : "Teachers guide, but tools help us glide.," "Great teaching needs great tools," "Teachers light the way, but resources pave the path," and "Teaching shines, but learning needs supplies."
 - Task 2:** Based on their slogan, groups will create a poster and prepare a short skit or role play illustrating their reasoning and school choice.

Step 3: Follow-Up Activity – "Tree of Safe Learning"

- In this task, students will be introduced to the activity on Tree of Safe learning. Students will be introduced to the concept by sharing an analogy. For example, *A tree grows strong and healthy with sunlight, water, and care, and just like that students learn and grow when their learning needs are supplied and supported.*
- Each student receives a paper leaf. On the leaf, they are expected to write or draw:
 - A wish for their ideal classroom (e.g., *"I wish for a school with helpful teachers"* or *"I want a classroom where there are plenty of resources"*).
- Students come up one by one and attach their leaves to the "Tree of Safe Learning" using glue or tape to build a well-nourished tree.
- Once students are done pasting their notes, the teacher will ask students to read each other's notes from the Tree of Safe Learning.
- At the end of the activity, students will reflect on the following questions:
 - What did you notice when reading your classmates' leaves?
 - How can we make sure these wishes grow in our school every day?
 - What can each of us do to make this tree grow stronger?

Step 4: Wrap up and Reflection

- Club coordinators will wrap up and ask students to reflect on the following questions:
 - Why are educational resources just as important as teachers?

- Club coordinators connect these reflections to broader themes:
 - **Child Rights:** Every child has the right to education, protection, and well-being.
 - **Shared Responsibility:** Everyone has a role in creating a fulfilling learning environment.
 - **Quality Education:** Everyone has the right to quality education.

Materials Needed: Short papers, markers, sticky notes, Tree of safe learning, string.

- Emphasize that every student regardless of gender, disability, socio-economic background, ethnicity, or learning ability deserves equal access to quality education and emotional support.
- Reinforce the values of educational resources as essential to building inclusive and supportive school environments.

Activity #2 Nge Paksam Joenshing: Edu-wish Tree

Activity Name: Nge Paksam Joenshing: Edu-wish Tree

Linked Capabilities: Education, Understand, interpret, plan/Imagine and think and time autonomy

Goal: To create an inclusive, supportive, and collaborative learning environment where all students, regardless of gender and cognitive level, can set personal academic goals and work toward achieving them.

Student Age Group: 6-20 years

Student Grade Level: 1-10

Place of implementation: Classroom, club spaces or school grounds

Technology Level: low

Lever(s) used: Awareness, Participation, Thinking

Week & Date of Implementation: Club time

Expected Time Duration: 2 hours

Expected Numbers of Participation: Club members

Difficulty/Adaptation level: Easily adaptable across all levels with the help of senior students and high achievers.

Instruction level required: Medium

Roles and Responsibilities

Roles	Responsibilities
Principal/ Vice Principal	- Integrate club initiatives into the school's annual plans and co-curricular calendars to ensure they are valued as essential learning experiences - Ensure school-wide and equitable participation by promoting inclusive practices that encourage involvement from students of all genders, abilities, and backgrounds - Oversee, monitor, and observe club activities - Guide and support GESI focal teachers, club coordinators and club members to take ownership of planning and executing meaningful, student-led activities
LIKE Club Coordinator (Teacher)	- Ensure inclusion of all students, especially those from marginalized backgrounds - Facilitate links to broader issues like well-being, peace, and equity
LIKE Club coordinator (Student)	- Introduce the activity, guide group formation, and help set up the Edu Wish Tree - Promote respectful discussion and engagement
LIKE Club Members	Participate actively, support peers, engage in critical discussion, lead creative expression, collect reflections, and contribute to the Edu Wish Tree

Step by Step Guide:

LEARNING,
INNOVATION &
KNOWLEDGE
EXCHANGE

LiKE



Step 1: Introduction:

- GESI focal will guide students on what type of goals they should set (SMART goals). GESI will elaborate on what SMART stands for.
- Share a link of a video related to career orientation.
- Set up an Edu-wish tree in the corner of one of the GESI rooms.

Step 2: Student Task

- Students write one learning goal or wish on a paper leaf.

Step 3:

- Hang them in a classroom/Clubhouse "Education Tree."

Step 4:

- Set weekly study groups to work toward those goals.

Step 6:

- Celebrate achievements by adding a gold star beside fulfilled leaves. (Ongoing activity throughout the year)

Resources Required

Materials Needed: Tree, post-it notes, pens and markers, string, cello tapes or glue

GESI Considerations:

- Promote equal representation of girls and boys, high achievers and low achievers.
- Create a friendly ambience so that the students feel free and think clearly.
- Ensure equal representation and voice for all genders at every stage of the activity.
- Create and maintain a safe, inclusive, and respectful classroom environment.
- Be mindful of power dynamics and provide additional support to ensure participation from quieter or marginalized students.

Nutritional Well-being

Activity #1 Zay Chay: Choosing to Eat Well

Activity Name: Zay Chay: Choosing to Eat Well

Linked Capabilities: Nutritional Wellbeing, Autonomy, Physical Health, Mental Wellbeing

Goal: To promote awareness and positive attitudes toward nutrition and well-being among students by encouraging informed food choices rooted in local culture, and traditional wisdom.

Student Age Group: 6–20 years

Student Grade Level(s): 1–10

Place of Implementation: Classroom, club spaces or school grounds

Technology Level: Medium (Teacher will show video on Nutritional Wellbeing)

Lever(s) Used: Thinking, Awareness, Participation, Team work

Week & Date of Implementation: Club time

Expected Time Duration: 2 hours

Expected Number of Participants: Approx. 40 students

Difficulty / Adaptation Level: Adaptable with guidance and support from higher grade students to lower grade students.

Level Required: Requires clear task instructions for effective facilitation

Roles & Responsibilities

Role	Responsibilities
Principal/ Vice Principal	• Integrate club initiatives into the school's annual plans and co-curricular calendars to ensure they are valued as essential learning experiences • Ensure school-wide and equitable participation by promoting inclusive practices that encourage involvement from students of all genders, abilities, and backgrounds. • Oversee, monitor, and observe club activities • Guide and support club coordinators and club members to take ownership of planning and executing meaningful, student-led activities
LIKE Club Coordinator (Teacher)	• Ensure all students are included, especially those from diverse or marginalized backgrounds in the group activity • Facilitate discussions on freedom to choose their own activity and being responsible for that choice

LIKE Club coordinator (Student)	● Introduce the activity and explain its objectives clearly ● Divide students into mixed groups and provide necessary materials ● Facilitate provision of required resources and space for the activity ● Ensure respectful and meaningful engagement from all students
LIKE Club Members	● Participate actively in healthy plate group discussions ● Respect differing viewpoints during discussion and sharing ● Support younger or less confident students during group tasks ● Support younger students in creating my healthy plate and one day food menu. ● Collect feedback or reflections and help display outputs (e.g., posters/drawings)

Step by Step Guide:

Step 1: Scenario-Based Introduction

- Students explore **what it means to eat well** by examining their own food habits, learning about local and traditional Bhutanese foods, and participating in interactive, hands-on tasks (e.g., creating a healthy meal plan, food art, or local ingredient garden).

Step 2: Group Activity Introduction (15 minutes)

- Club Coordinators will begin the discussion using the following questions: *“What foods do you eat every day?”*, *“Why do we eat? What is healthy food?”*, and *“How is food connected to how we feel, grow, and learn?”*.
- Following which the club coordinator will then show a video on the concept of **Nutrition Well-being**: *“Eating good food helps our body stay strong, our mind stay calm, and our heart feel happy.”*
- Students choose **one nutrition-based activity**:
- The following is the outline of option based on grade:
 - **Grades 1–5 (simple choices)**: Make a “My Healthy Plate” drawing, Share a healthy food from home (draw/write), Learn a Bhutanese food rhyme/song, and Prepare a menu for vegetable salad (draw/write).
 - **Grades 6–10 (more independent planning)**: Design a One-Day Healthy Menu using local foods (Draw/Write), Conduct a “What’s in My Lunch?” survey with peers, Reflection about traditional meals based on their personal knowledge, and Plan a small kitchen garden (Draw).

- Club members will be divided into small mixed groups according to grade and gender. In their respective groups they will fill out a Nutritional Choice Plan: What activity do we choose, what materials will we need, and what we learn and share . Group members will collect required materials and identify space for working.
- Students will carry out their chosen activities with club coordinator supervision for safety and guidance. **Sample activities in the Bhutanese context:** Making food charts using cutouts of traditional and imported items, Creating posters on “Eat Local, Stay Healthy”, Visiting the school garden, and Role-play/skits on the dangers of too much sugary/junk food.

Step 3: Wrap-Up & Reflection

- In the last 10 minutes of the club time, students will come together. Individual student or group reflects on their food choices and what they learned:
 - **Grades 1–5:** Draw/write one food they will eat more of (and why), Share how eating well makes them feel.
 - **Grades 6–10:** Group representatives share in the club: “*What did I learn about food and health today?*”, and “*What will I do differently after this activity?*”.
- Optional: Display group work (art, slogans, reflections)

Resources Required

Materials Needed: Chart papers, markers, cello-tape, Art supplies

GESI Considerations:

- Ensure equal participation of girls, children with disabilities, and marginalised students in all aspects of the activity.
- Avoid reinforcing stereotypes or discomfort.
- Guide students to consider not just financial factors, but also how exclusion, discrimination, or negative social environments impact mental health, dignity, and emotional well-being.

Activity #2 Healthy Swap

Activity Name: Healthy Swap: Smart Food Choices

Linked Capabilities: **Nutritional Wellbeing;** Physical Health, Mental Wellbeing

Goal: To empower students to make informed, small but meaningful changes in their everyday eating habits by choosing healthier food and drink options that are affordable and locally available.

Student Age Group: 6-20 years

Student Grade Level: 1-10

Place of Implementation: Classroom or club spaces

Technology Level: Medium

Lever(s) Used: Practical Decision-Making, Problem Solving, Critical Thinking

Week & Date of Implementation: Club time

Expected Time Duration: 1 hour

Expected Number of Participants: Approx. 40 students

Difficulty / Adaptation Level: Adaptable with guidance and support from higher grade students to lower grade students.

Level Required: Requires clear task instructions for effective facilitation

Roles & Responsibilities

Role	Responsibilities
Principal/ Vice Principal	- Integrate club initiatives into the school's annual plans and co-curricular calendars to ensure they are valued as essential learning experiences. - Ensure school-wide and equitable participation by promoting inclusive practices that encourage involvement from students of all genders, abilities, and backgrounds. - Oversee, monitor, and observe club activities. - Guide and support club coordinators and club members to take ownership of planning and executing meaningful, student-led activities.
LIKE Club Coordinator (Teacher)	Ensure all students are included, especially those from diverse or marginalized backgrounds in the group activity.
LIKE Club coordinator (Student)	- Introduce the activity and explain its objectives clearly. - Divide students into mixed groups and provide necessary materials. - Facilitate provision of required resources and space for the activity. - Ensure respectful and meaningful engagement from all students.

- After completion, groups present their posters briefly to the class.

Step 4: Wrap-Up and Reflection

- Summarise key points: Small swaps can improve health without extra cost or complicated effort.
- Encourage students to try at least one healthy swap at home and share their experience later.
- Invite any questions or comments.

Resources Required

Materials Needed: Flip/Chart papers, markers, cello-tape, colored pencils, magazines for cutouts if possible.

GESI Considerations:

- Ensure that the examples and swaps include foods that are accessible to students from different economic backgrounds and regions.
- Use local and culturally appropriate food examples to respect diverse dietary practices.
- Create a safe space where students feel comfortable sharing their eating habits without judgment, regardless of family income or traditions.
- Emphasise affordable options to avoid excluding students who may not have access to expensive foods.

Aspiration

Activity #1 My Future Tree

Activity Name: My Future Tree: Aspiring Through Dreams and Choices

Linked Capabilities: Aspiration, Imagination, Autonomy, Education

Goal:To help students articulate their hopes and dreams for the future while understanding how daily choices and support from others shape their journey toward those aspirations.

Student Age Group: 6–20 years

Student Grade Level(s): 1–10

Place of Implementation: Classroom, club spaces or school grounds

Technology Level: Low

Lever(s) Used: Imagination, Reflection, Goal-setting, Art-based Expression

Week & Date of Implementation: Club time

Expected Time Duration: 1.5 hours

Expected Number of Participants: Approx. 40 students

Difficulty / Adaptation Level: Low

Instruction Level Required: Medium (requires creative facilitation and inclusive support)

Roles & Responsibilities

Role	Responsibilities
Principal/ Vice Principal	● Integrate club initiatives into the school's annual plans and co-curricular calendars to ensure they are valued as essential learning experiences ● Ensure school-wide and equitable participation by promoting inclusive practices that encourage involvement from students of all genders, abilities, and backgrounds ● Oversee, monitor, and observe club activities ● Guide and support club coordinators and club members to take ownership of planning and executing meaningful, student-led activities
LIKE Club Coordinator (Teacher)	● Ensure all students are included, especially those from diverse or marginalized backgrounds in the group activity ● Facilitate discussions on how social environment, peace, and rights affect their well-being
LIKE Club coordinator (Student)	● Introduce the activity and explain its objectives clearly ● Divide students into mixed groups and provide necessary materials

Activity #2 Yongdril Duenlam: Gender-Free Career Day

Activity Name: Yongdril Duenlam: Gender-Free Career Day

Linked Capabilities: Aspiration, Freedom from Exploitation, Autonomy

Goal: To challenge gender stereotypes in professions and expand career aspirations.

Student Age Group: 6–20 years

Student Grade Level(s): 6–10

Place of Implementation: Classroom, school grounds, and club spaces

Technology Level: Medium (optional digital tools for presentations)

Lever(s) Used: Role-Playing, Discussion

Week & Date of Implementation: Club time

Expected Time Duration: 2 Hours

Expected Number of Participants: Approx. 40 students, teachers, community members

Difficulty / Adaptation Level: Adaptable with guidance and support from higher grade students to lower grade students.

Instructions Required: Requires clear task instructions for effective facilitation reasoning, communication, and self-expression.

Roles and Responsibilities

Role	Responsibilities
Principal/ Vice Principal	- Approve event and allocate time/space - Endorse the activity and share motivational message - Assist in securing guest speakers or local contacts
LIKE Club Coordinator (Teacher)	- Organize and supervise the event flow - Coordinate guest speaker logistics - Facilitate the reflection session and guide discussion
LIKE Club Coordinator (Student)	- Help set up the venue and arrange materials - Assist younger students in preparing costumes or introductions - Introduce speakers and moderate student sharing
LIKE Club Members	- Actively participate by choosing and portraying a career without gender restriction - Listen respectfully to guest speakers - Engage in post-activity reflection and discussion

Step by Step Guide:

Step 1: Guest Talks

- Speakers from the community/ school discuss overcoming gender barriers in their fields.

Step 2: Career Exploration

- Students dress as any profession (regardless of gender norms) and explain their choice.

Step 3: Reflection (10 mins):

- Discuss: *Why are some jobs seen as "for boys" or "for girls"? How can we change this?*

Resources Required:

Materials Required:

- Career-related props (e.g., stethoscopes, helmets, chalk, laptops, signs)
- Name tags or labels for students' chosen professions
- Chairs or stage space for guest speakers
- Microphone/speaker system (optional, depending on space)
- Reflection prompts written on board or paper
- Consent letters or coordination documents for guest speaker invitations
- Camera or phone (optional) for documentation or newsletter sharing

GESI Considerations:

- Ensure diverse representation (e.g., female bus drivers, male primary school teachers, persons with disabilities in leadership roles).
- Promote respectful language and questioning during student-speaker interactions.
- Create an environment where students feel free to choose any profession, even if it's traditionally gendered.

Physical Health

Activity #1 Luejong Bégé: Movement for All

Activity Name: *Luejong Bégé*: Movement for All

Linked Capabilities: Physical Health, Mental Wellbeing

Goal: To encourage students of all abilities to incorporate physical activity into their daily routines by engaging them in a fun, inclusive, and mindful stretching exercise. This activity promotes physical health, inclusion, stress relief, and self-awareness.

Student Age Group: 6 - 20 years

Student Grade Level: 1-10

Place of Implementation: Classroom or club spaces

Technology Level: Medium

Lever(s) Used: Physical activity, Inclusion, Stress relief, Mindfulness, self-awareness

Week & Date of Implementation: Club time

Expected Time Duration: 1 Hour

Expected Number of Participants: Approx. 40 students

Difficulty / Adaptation Level: Adaptable with guidance and support from higher grade students to lower grade students.

Level Required: Requires clear task instructions for effective facilitation

Roles & Responsibilities

Role	Responsibilities
Principal/ Vice Principal	- Integrate club initiatives into the school's annual plans and co-curricular calendars to ensure they are valued as essential learning experiences - Ensure school-wide and equitable participation by promoting inclusive practices that encourage involvement from students of all genders, abilities, and backgrounds - Oversee, monitor, and observe club activities - Guide and support club coordinators and club members to take ownership of planning and executing meaningful, student-led activities
LIKE Club Coordinator (Teacher)	Ensure all students are included, especially those from diverse or marginalized backgrounds in the group activity
LIKE Club coordinator (Student)	- Introduce the activity and explain its objectives clearly - Divide students into mixed groups and provide necessary materials - Ensure respectful and meaningful engagement from all students

LIKE Club Members	• Assist younger students with some exercises • Participate actively in group discussions • Respect differing viewpoints • Support younger or less confident students during group tasks
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Step by Step Guide:

Step 1: Warm-Up

- Gather the students in a circle, standing or seated comfortably.
- Begin with **slow, deep breathing**: Instruct students to inhale deeply through their noses and exhale slowly through their mouths, repeating 3 to 5 times. This helps center their attention and relax their bodies.
- Lead gentle **neck rolls**: Slowly roll the head clockwise 3 times and then counterclockwise 3 times. Emphasise slow and smooth movements to avoid strain.
- *Optionally: Include shoulder shrugs and arm shakes to loosen muscles further.*

Step 2: Stretch Circle

- The club coordinator starts by demonstrating a simple stretch or movement. For example, reaching arms overhead, bending sideways, or a gentle twist.
- The student to the right of the leader repeats the same stretch/movement to the group, **then adds their own unique stretch or movement** to the sequence.
- The next student copies both previous stretches/movements, then adds one of their own. This continues sequentially around the circle, with each student contributing and everyone following in turn.
- Encourage students to choose stretches that feel good and are safe for them, emphasising that all movements should be gentle and comfortable.
- For students with mobility differences:
 - Provide alternative stretches such as seated stretches or hand movements.
 - Encourage the group to be supportive and inclusive, applauding all contributions.
- Remind students to breathe naturally throughout and avoid overexertion.

Step 3: Calm Down

- Students sit comfortably with eyes closed or softly focused downward.
- Guide them to **focus on their heartbeat and breath**: Notice how their chest rises and falls.
- Maintain silence for 3–5 minutes, or softly play calming music in the background.
- Encourage students to observe any feelings of calmness, warmth, or relaxation spreading through their bodies.

Step 4: Reflect

- Ask reflective questions aloud and invite volunteers to share:
 - “How did moving your body and stretching affect your mood?”

Bodily Integrity

Activity #1 My Body! My Safety!

Activity Name: My Body! My Safety!

Linked Capabilities: Bodily Integrity, Autonomy, Participation, Social Relations, Mental Wellbeing

Goal: To help children identify and differentiate between good, bad, and confusing touches, empower them to protect their bodily integrity and respect others, and build their confidence in seeking help and communicating boundaries.

Student Age Group: 6–20 years

Student Grade Level(s): 1–10

Place of Implementation: Classroom, club spaces or school grounds

Technology Level: Low

Lever(s) Used: Thinking, Teamwork, Participation

Week & Date of Implementation: Club time

Expected Time Duration: 1.5 – 2 hours

Expected Number of Participants: Approx. 40 students

Difficulty / Adaptation Level: Medium

Instructions Required: Medium

Requires Coordination With: Teachers, health staff, club coordinator, parents

Roles and Responsibilities

Roles	Responsibilities
Principal/ Vice Principal	• Ensure school-wide and equitable participation by promoting inclusive practices that encourage involvement from students of all genders, abilities, and backgrounds. • Oversee, monitor, and observe club activities • Guide and support club coordinators and club members to take ownership of planning and executing meaningful, student-led activities
LIKE Club Coordinator (Teacher)	• Ensure roles, students/parents/community members reflect on how mobility can be limited by gender, ability, culture, or social status
LIKE Club Members	• Support group work, guide peers during activities, and share safety messages
Students	• Participate, act in role-play, reflect, and raise questions
Family and Community members	• Join club sessions or observe and follow up with children at home and in the community

Suggestion: For the focal teacher, you may watch the video on Good touch vs. Bad touch in Satyamev Jayete by Aamir Khan:
<https://www.youtube.com/watch?v=s-h-eAwhIJ8> Although the medium of language is in Hindi, you might get some ideas to facilitate the session.

Step by Step Guide:

Step 1: Introduction

- Briefly explain that this is a session to help children understand their right to safety and respect.
- Emphasise that it's okay to talk about our bodies and feelings.

Step 2: Sing-Along Song with action (Choose one or use all)

- My Body Belongs to Me! | Learning to Say No! | Educational Song for Kids | Pinkfong Baby Shark: <https://www.youtube.com/watch?v=MOlyEwKNrq8>
- Good Touch Bad Touch | Official Lyrical Video Song | Advik, Myra & Cristiana ||: <https://www.youtube.com/watch?v=qEDtytaGLbc>
- Good Touch vs Bad Touch Song | Safety Rules for Kids | Nursery Rhymes | Kids songs | Kiddoz World TV: <https://www.youtube.com/watch?v=l2b4vAl13vk>

Brief Discussion after singing rhymes.

- What did you hear in the song that you liked?
- What does “My body belongs to me” mean?
- What can you do if someone touches you in a way you don't like?

Step 3: Let children watch animated Moral Story: Good Touch & Bad Touch: Educational Story | Moral Stories by LearningPie | Social Stories:
<https://www.youtube.com/watch?v=TmxCvx2D2B8>

Tell students:

- We are going to watch a short video about body safety. As you watch, think about how the characters feel and what they learn.
- Play the video on a projector or smart TV with audio. Pause if necessary to explain or translate key parts in the local language.

After the video, facilitate a short discussion:

- What was the story about?
- What made the character feel uncomfortable?
- Did the character tell a trusted adult?
- Who did the character talk to for help?

Step 4: Teach the “Three Private Parts” Rule

Use a **swimsuit diagram** to explain:

Private Parts	Where is it?
Chest	Covered by vest or top
Between legs	Covered by underwear

Understand, Interpret, Plan, Imagine/Think

Activity #1 Think Outside the Box

Activity Name: Think Outside the Box

Linked Capabilities: Understand, interpret, Plan, imagine/think, Education, Participation

Goal: To encourage students to think creatively and critically by reimagining everyday objects in unexpected ways, helping them break away from fixed perceptions and develop flexible thinking.

Students Age Group: 6-20 Years

Students Grade Levels: 1 - 10

Place of Implementation: Classrooms or club spaces

Technology Level: Low

Lever(s) Used: Thinking, Awareness, Participation, Team work, Creativity, Critical

Week and Date of Implementation: Club time

Expected Time Duration: 1 hour

Expected Number of Participants: Approx. 40 students

Difficulty/Adaptation Levels: Mid-level

Instruction Level Required: Basic to detailed Facilitation, Coordinators and club members guide younger students

Roles & Responsibilities

Role	Responsibilities
Principal/ Vice Principal	● Integrate club initiatives into the school's annual plans and co-curricular calendars to ensure they are valued as essential learning experiences ● Ensure school-wide and equitable participation by promoting inclusive practices that encourage involvement from students of all genders, abilities, and backgrounds ● Oversee, monitor, and observe club activities ● Guide and support club coordinators and club members to take ownership of planning and executing meaningful, student-led activities
LIKE Club Coordinator (Teacher)	● Oversee and guide the overall activity ● Ensure inclusive participation and safety ● Brief club members on the purpose of the activity ● Ensure all students are included, especially those from diverse or marginalized backgrounds in the group activity ● Introduce the activity and explain its objectives clearly ● Divide students into mixed groups and provide necessary materials

LIKE Club coordinator (Student)	• Ensure respectful and meaningful engagement from all students • Support younger or less confident students during group tasks • Assist in setting up the wall
LIKE Club Members	• Participate actively in group discussions and creative tasks • Respect differing viewpoints during housing preference discussions • Share personal takeaways during the reflection

Step by Step Guide:

Step 1: Distribute the worksheets

- Give each student a worksheet with a simple drawing or symbol (e.g., a pencil, a book, a light bulb, a globe). The worksheets are attached at the end of the activity.
- Each item will have the sentence starter: “This is not a Circle, this is a ____.”

Step 2: Introduce the concept

- Explain to students that the goal is to think *outside the box*. They are not to describe the object literally but to reimagine it. For example, “This is not a circle, this is a ____.”

Step 3: Brainstorm examples together

- Facilitate a brief brainstorming session as a group. Share a few creative examples on the board and invite students to share their ideas aloud.

Step 4: Independent or group creation

Depending on the age group:

- Grades 1–3: Pair younger students with older buddies or teachers. Let them draw and describe their reinterpretation with guidance.
- Grades 4–6: Students work in small groups to complete their creative drawings and reimagined sentences.
- Grades 7–10: Students work individually to complete their creative drawings and reimagined sentences.

Step 5: Sharing and presenting

- Invite students to present their reimagined phrases to the class or in a gallery walk format. Encourage creative expression and respectful listening.

Step 6: Reflection discussion

Lead a discussion with guiding questions such as:

- How did it feel to think differently?
- Did someone’s idea surprise you?

Activity #2 Inclusion Innovation Lab

Activity Name: Inclusion Innovation Lab

Linked Capabilities: Understand, interpret, Plan, imagine/think, Participation, Education, Autonomy

Goal: To empower students to brainstorm and design actionable solutions for GESI challenges in their school.

Student Age Group: 6–20 years

Student Grade Level(s): 6–10

Place of Implementation: Classroom, club spaces or school grounds

Technology Level: Medium (optional digital tools for presentations)

Lever(s) Used: Collaboration, Critical Thinking, Advocacy

Week & Date of Implementation: Club time

Expected Time Duration: 2 Hours

Expected Number of Participants: Approx. 40 students

Difficulty / Adaptation Level: Adaptable with guidance and support from higher grade students to lower grade students.

Instructions Required: Requires clear task instructions for effective facilitation reasoning, communication, and self-expression.

Roles and Responsibilities

Role	Responsibilities
Principal/ Vice Principal	- Approve and endorse the activity, ensuring it aligns with school values and GESI goals - Motivate students and staff by attending the pitch session and showing support - Facilitate implementation of top-voted solutions at the school level
LIKE Club Coordinator (Teacher)	- Plan and oversee the smooth execution of all activity steps - Provide guidance on GESI-sensitive topics and support group discussions - Ensure respectful and inclusive participation from all students
LIKE Club Coordinator (Student)	- Assist the teacher coordinator in organizing materials and managing time - Support group leaders and help clarify tasks during each step - Moderate the pitch session and lead the voting process
LIKE Club Members	- Identify real-life GESI issues in the school setting. - Work collaboratively in groups to design creative, inclusive solutions - Participate in the pitch and vote on practical ideas

	for school-wide implementation
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Step by Step Guide:

Step 1: Problem Identification

- Students list GESI issues observed in school (e.g., bullying, lack of ramps, gender-biased language).

Step 2: Solution Brainstorming

- Small groups pick one issue and brainstorm solutions (e.g., creating a peer mentorship program, designing inclusive signage).

Step 3: Prototype Design

- Groups create visual prototypes (posters/digital slides) of their solutions.

Step 4: Pitch Session

- Present ideas to peers/teachers. Vote on top 1-2 solutions to implement school-wide.

Resources Required:

Materials Needed: Flashcards with phrases (some respectful, others biased/stereotypical), Chart paper, Poster boards, markers, sticky notes, tablets (optional).

GESI Considerations:

- Ensure diverse group compositions.
- Highlight intersectional challenges (e.g., disability + gender).

Activity #3 *Samjay*: Express to Empower

Activity Name: *Samjay*: Express to Empower

Linked Capabilities: Understand, interpret, Plan, imagine/think, Autonomy, Mental well-being, Participation, Gender equality and social inclusion curriculum

Goal: To give students a platform to creatively express GESI challenges and solutions using theatre.

Student Age Group: 5–20 years

Student Grade Level(s): 6–10

Place of Implementation: Classroom, club spaces or school grounds

Technology Level: Medium (optional digital tools for presentations)

Lever(s) Used: Creativity, Emotional expression, Group collaboration

Week & Date of Implementation: Club time

Expected Time Duration: 2 hours

Expected Number of Participants: Approx. 40 students

Difficulty / Adaptation Level: Adaptable with guidance and support from higher grade students to lower grade students.

Instructions Required: Requires clear task instructions for effective facilitation reasoning, communication, and self-expression.

Roles and Responsibilities

Role	Responsibilities
Principal/ Vice Principal	● Approve the use of school grounds for performance sessions and rehearsals ● Encourage staff and student participation
LIKE Club Coordinator (Teacher)	● Facilitate warm-up activities and ensure age-appropriate prompts ● Support script development and guide respectful representation of sensitive topics ● Coordinate rehearsal and performance time ● Moderate audience reflection and discussion
LIKE Club Coordinator (Student)	● Help divide students into balanced and inclusive groups ● Distribute and explain prompts clearly ● Support teams during scripting and rehearsal ● Lead time management during performances
LIKE Club Members	● Actively participate in group discussions and performances ● Ensure respectful collaboration within teams ● Help facilitate the reflection discussion after skits,

Religion and Identity

Activity #1 Many Colors, One Fabric

Activity Name: Many Colors, One Fabric

Linked Capabilities: Religion and Identity, Respect, Gender Equality and Social Inclusion

Goal: To foster respect for diverse beliefs, values, and cultural backgrounds, encouraging students to appreciate differences without judgment.

Student Age Group: 6–20 years

Student Grade Level(s): 1–10

Place of Implementation: Classrooms or club spaces

Technology Level: Low

Lever(s) Used: Thinking, Teamwork, Creativity, Participation

Week & Date of Implementation: Club time

Expected Time Duration: 2 Hours

Expected Number of participants: Approx. 40 students

Difficulty / Adaptation Level: Adaptable with guidance and support from higher grade students to lower grade students.

Instructions Required: Requires clear task instructions for effective facilitation reasoning, communication, and self-expression.

Roles and Responsibilities

Roles	Responsibilities
Principal/ Vice Principal	• Provide an oversight, monitor and observe, encouraging a safe and inclusive environment for open discussions around identity, religion, and diversity • Promote school-wide visibility of Club members' work (e.g., support public display of the "Common Fabric" boards) • Communicate the importance of GESI to parents and the school community when needed
LIKE Club Coordinator (Teacher)	• Lead the planning and facilitation of all steps of the activity. • Model respectful language when guiding conversations around identity and religion • Facilitate student reflection during sharing, discussion, and gallery walk sessions • Ensure sensitivity and voluntary participation, especially regarding personal traits like religion and gender • Support students to reflect on what they've learned

- By the end of this step, every student should have five sticky notes representing five different characteristics.

B: Weaving Our Common Fabric:

- Provide each group with a display board, such as thermocol large enough to accommodate all sticky notes from all members in the group..
- Ask the group to write a bold title, 'Our Common Fabric' on top of the board.
- Give each student five paper pins and ask them to pin their five sticky notes randomly across the board.
- Using their colored yarn, each student will then weave their strip through the board in a crisscross pattern, creating interwoven designs among the displayed traits.
- Once done, ask the groups to put up their designs on the wall.

Step 3: Reflection & Sharing

Ask a few open-ended questions:

- What did you notice while creating this fabric?
- Why is it important to respect different religious beliefs?
- How can we treat people fairly, even if they are different from us?

Step 4: Gallery Walk

- Ask the students to move in groups to look at other fabric.
- After the gallery walk, let students settle down in their own groups.

Step 5: Discussion

- Facilitate a brief discussion with a few of the following questions. It is not necessary to ask all the questions:
 - What did you enjoy or find interesting about creating your part of the fabric?
(Encourage personal reflection and engagement.)
 - Did you notice any traits or qualities that were shared by many people in your group? What does that tell you?
(Highlight common values and connection.)
 - How did it feel to see your identity woven together with others'?
(Encourage reflection on belonging and inclusion.)
 - Why do you think it's important for everyone's identity to be part of the final fabric?
(Reinforce the value of diversity and inclusion.)
 - What might the fabric have looked like if someone's traits or yarn were missing?
(Help students think critically about exclusion and fairness.)
 - How can we continue to create a "common fabric" in our classroom every day?
(Encourage application to daily behavior and group culture.)

Step 6: Conclude with a group affirmation

"We are all different. We all belong. We choose to treat everyone with kindness and fairness."

Resources Required

Materials Required: Board/Thermocol- number of board will depend on the number of groups, Paper pins, Different colour yarn strips, Sticky notes or small cards - 5 for each student)

GESI Considerations:

- Ensure all participation is voluntary, especially when discussing sensitive aspects like religion, gender identity, or personal traits.
- Use inclusive, non-judgmental language when guiding discussions (e.g., avoid assuming everyone belongs to a specific religion or gender identity).
- Create and enforce ground rules for respectful listening and sharing.
- Emphasize that religion is optional as a topic, and affirm that identity can be expressed in many ways.
- Form groups that are balanced and mixed, avoiding grouping by ability, gender, or social status.

Activity #2 Storytelling and Identity Gallery

Activity Name: Storytelling and Identity Gallery

Linked Capabilities: Religion and Identity; Education, Participation, Mental well-being, Love, care and respect

Goal: To celebrate diversity in identity, experiences, and beliefs through creative expression and shared storytelling.

Student Age Group: 6–20 years

Student Grade Level(s): 6–10

Place of Implementation: Classroom or club spaces

Technology Level: Medium (optional digital tools for presentations)

Lever(s) Used: Artistic Expression, Awareness, Participation

Week & Date of Implementation: Club time

Expected Time Duration: 1 Hour

Expected Number of Participants: Approx. 40 students

Difficulty / Adaptation Level: Adaptable with guidance and support from higher grade students to lower grade students.

Instructions Required: Requires clear task instructions for effective facilitation reasoning, communication, and self-expression.

Roles and Responsibilities

Role	Responsibilities
Principal/ Vice Principal	- Approve and support the activity - Allocate a space (classroom, corridor, display board) for the identity gallery - Encourage school-wide recognition of the gallery and celebration of diversity
LIKE Club Coordinator (Teacher)	- Guide students on respectful storytelling - Help students connect personal identity with broader GESI themes (e.g., religion, language, disability, caste, gender) - Supervise setup and facilitation of gallery
LIKE Club Coordinator (Student)	- Support younger students in planning and presenting their stories - Help collect, organize, and display identity artifacts - Introduce the activity and explain its purpose to peers
LIKE Club Members	- Create and share a personal story or artwork about their identity - Respectfully listen to others' stories - Assist in setting up the physical or digital gallery and guiding visitors if it's open to others

Step by Step Guide:

Step 1: Introduction

- Discuss the idea of identity. What makes us unique?

Step 2: Create

- Students write or draw a response to prompts.

Step 3: Build the Wall

- Stories are displayed on a wall in a common area (with permission).

Step 4: Walk and Share

- Students read others' stories and leave anonymous kind messages (sticky notes).

Resources Required

Materials Needed: Paper, markers, drawing supplies, Bulletin board space and prompts for identity stories

GESI Considerations:

- Offer anonymous submission options; encourage inclusion of marginalized identities.

Activity #1 The Price of Peace

Linked Capabilities: Shelter and Environment, Physical Health, Mental health, Economic and non-economic exploitation, Participation, Love, Care and Respect

Student Age Group: 6–20 years

Place of Implementation: Classroom or club spaces

Lever(s) Used: Thinking, Awareness, Participation, Team work

Expected Time Duration: 2 Hours

Expected Number of Participants: Approx. 40 students

Difficulty / Adaptation Level: Adaptable with guidance and support from higher grade students to lower grade students.

Instructions Required: Requires clear task instructions for effective facilitation

Roles & Responsibilities

Role	Responsibilities
Principal/ Vice Principal	● Integrate club initiatives into the school's annual plans and co-curricular calendars to ensure they are valued as essential learning experiences ● Ensure school-wide and equitable participation by promoting inclusive practices that encourage involvement from students of all genders, abilities, and backgrounds ● Oversee, monitor, and observe club activities. ● Guide and support GESI focal teachers, club coordinators and club members to take ownership of planning and executing meaningful, student-led activities
LIKE Club Coordinator (Teacher)	● Ensure all students are included, especially those from diverse or marginalized backgrounds in the group activity ● Facilitate discussions on how social environment, peace, and rights affect their well-being
LIKE Club coordinator (Student)	● Introduce the activity and explain its objectives clearly

	• Divide students into mixed groups and provide necessary materials • Guide slogan writing, poster creation, and discussions on housing choice • Ensure respectful and meaningful engagement from all students
LIKE Club Members	• Participate actively in group discussions and creative tasks • Respect differing viewpoints during housing preference discussions • Support younger or less confident students during group tasks • Lead slogan brainstorming or role-play sessions • Contribute to creating posters, slogans, or skits reflecting thoughtful choices • Collect feedback or reflections and help display outputs (e.g., posters) • Assist in setting up the pledge wall and documenting student pledges • Sign the pledge wall and share personal takeaways during the reflection

Step by Step Guide:

Step 1: Scenario-Based Introduction

- Club coordinators will present the scenario using a flashcard. For example - The scenario is: *“There are two houses available for rent. The first house has sociable and friendly neighbours but a higher rent. The second house has unfriendly neighbours but a lower rent. Which house would you prefer to live in, and why?”*

Step 2: Group Activity

- Club members will be divided into small mixed groups according to grade and gender. The required materials will be distributed (e.g., chart papers, markers, sticky notes, cellotapes).
- Based on the scenario, the club coordinators will facilitate a slogan-writing session (E.g. of slogans, "A Home Is More Than a Roof; Choose Peace, Not Just Price!"; "Kindness Builds Better Neighborhoods." and "Value People, Not Just Prices." During the activity, the club facilitators will encourage students to think critically about the quality of life beyond financial costs.
- The groups need to illustrate their own slogan. Based on the slogan, they will prepare a short skit, or role-play based on their choice and reasoning.

Step 3: Follow up activity-“Home of Rights” Pledge Wall

- As a follow up activity, the club members will set up a wall/banner titled: ***“A Safe Home is Every Child’s Right!”***. The purpose of the activity is to reinforce

- Write a sentence on why emotional and social safety matter.
- Alternatively, they can add drawings or symbols of peaceful homes and happy neighbourhoods.

- At the end of the activity, club members will engage in reflection exercises.

- What did you learn about choosing where to live?
- Why is emotional and social comfort just as important as affordability?
- How does your environment affect your health, safety, and learning?

- Ensure equal participation of girls, children with disabilities, and marginalized students in all aspects of the activity.
- Be mindful of students' diverse home and social situations to avoid reinforcing stereotypes or discomfort.
- Discuss how neighborhood safety and social well-being may affect individuals differently based on gender, age, or ability.
- Guide students to consider not just financial factors, but also how exclusion, discrimination, or negative social environments impact mental health, dignity, and emotional well-being.

Activity #2 Equity Audits

Activity Name: Equity Audits

Linked Capabilities: **Shelter and environment;** Gender equality and social inclusion curriculum, Understand, Interpret, Plan, Imagine/Think

Goal: To assess the inclusivity of the school environment through a student-led audit and propose possible improvements.

Student Age Group: 6–20 years

Student Grade Level(s): 1–10

Place of Implementation: Classroom, club spaces or school grounds

Technology Level: Medium (optional digital tools for presentations)

Lever(s) Used: Problem-solving, Critical thinking, Advocacy

Week & Date of Implementation: Club time

Expected Time Duration: 2 Hours

Expected Number of Participants: Approx. 40 students

Difficulty / Adaptation Level: Adaptable with guidance and support from higher grade students to lower grade students.

Instructions Required: Requires clear task instructions for effective facilitation reasoning, communication, and self-expression.

Roles and Responsibilities

Role	Responsibilities
Principal/ Vice Principal	• Approve and endorse the audit activity • Allocate time during club hours or subject periods for the audit • Encourage open reporting and follow-up on proposed improvements
LIKE Club Coordinator (Teacher)	• Train students on how to conduct inclusive audits and interpret findings • Support students in compiling and formatting the action report • Ensure all GESI dimensions (e.g., disability, gender, caste, religion) are covered during assessments
LIKE Club Coordinator (Student)	• Conduct the audit using the checklist • Observe and record data carefully (photos, notes) • Present findings and collaborate on realistic action proposals
LIKE Club Members	• Conduct the audit using the checklist • Analyse and share findings • Create Posters

Step by Step Guide:

Step 1: Audit Training

- Club coordinator explains audit criteria:
- Criteria examples: For example; (Stair-free clinic access, period product and disposal availability, prayer space privacy).

Step 2: Field Investigation

- Students are grouped based on mixed grading.
- Each group is assigned 5 zones: Clinic, toilets, sports fields, canteen prayer rooms.
- Each group will go to the assigned zone and record measurements (e.g., "Toilet door width: 65cm - too narrow for wheelchairs").

Step 3: Data Synthesis

- Groups analysis audit data and creates "equity scorecards" using simple ratings:
 -  (Fully accessible)
 -  (Partial access)
 -  (Barriers)

Step 4: Advocacy Posters

- Design infographics highlighting top 3 barriers and solutions (e.g., "Install ramps here") .
- Display in school surroundings.

Resources Required

Materials Required:

- Clipboards, checklists, Measuring tapes
- Printed checklists (restroom access, seating arrangements, safety, representation in textbooks, menstrual product availability)
- Cameras (optional) and Notebooks

GESI Considerations:

- Ensure inclusive language and accessibility in surveys.
- Ensure equitable participation and gender representation.

Activity Name: My Community, My Responsibility

Goal: To encourage the students and public to contribute in clean and green community well-being using their both stipulated time and free time.

Student Age Group: 6–20 years

Student Grade Level(s): 1–10

Place of Implementation: Classroom, club spaces or school grounds

Technology Level: Low

Lever(s) Used: Thinking, Awareness, Participation, Team work

Week & Date of Implementation: Club time, weekends and in consultation with the community leaders

Expected Time Duration: 1 Hour

Expected Number of Participants: Approx. 40 students

Difficulty / Adaptation Level: Adaptable with guidance and support from higher grade students to lower grade students.

Instructions Required: Requires clear task instructions for effective facilitation

Role	Responsibilities
Principal/ Vice Principal	● Integrate club initiative Fair and equal participation ● Monitor and observe club activities ● Guide and support club coordinators
LIKE Club Coordinator (Teacher)	● Ensure all the students are included without any discrimination
LIKE Club coordinator (Student)	● Introduce and explain the objective clearly ● Divide the students in mixed groups ● Provide all the necessary resources for the activities ● Meaningful engagement of the Students. ● Collection of feedbacks from students
LIKE Club Members	● Actively participate in activity ● Supporting and respecting each others point
Gewog Head	● Information dissemination to public through Gewog Tshogpa to ensure that the school receive community support

Step 1: Scenario-Based Introduction

- The club coordinator will organise community-based activities, including cleaning campaigns, addressing water scarcity, and tackling social concerns such as inequality and exploitation.
- The club will set up a banner to advocate harmonious living and social responsibility to cultivate GNH and Bhutanese values.
- The banner will be created depending on the theme of the drive.
- Activities will be grounded in Bhutanese beliefs such as serving the community with values such as Gross National Happiness (GNH) including *Zhabto Lemi* (ཞབ་ཏོ་ལམི་ལོ་སྒྲུབ་པ་ལས་པ་སྒྲུབ་པ་); Voluntary Community Service, *Nyingje* (ཉིང་རྩེ་); Compassion, *Tha Damtsi* (ཐ་དམ་ཏི་སྒྲུབ་པ་); Loyalty and Moral Integrity, *Ley Jumdrey* (ལེ་ཇུ་མཐུན་པ་); Law of Karma (Cause and Effect); Interdependence, and Collective Responsibility.

Step 2: Introduce the concept of harmonious living and social responsibility

- Students will be introduced to the concept of harmonious living and social responsibility.
- Discussion will be facilitated to ensure everyone understands the importance of harmonious living and social responsibility.
- After the discussion, the activities to drive the initiative will be discussed and carried out once a school semester.

Step 3: Activity Execution

- Students will carry out their advocacy and the chosen activity in the community with the club coordinators through safety and guidance.
- The participation of Geog leaders and community also be ensured.

Step 4: Reflection Questions

1. How will I take care of my home ,school and community environment ?
2. What values does the cleaning campaign support ?

Step 5: Wrap-up and reflection

- Each student will be made to reflect clearly and briefly after the activity.

Grade 1-5: They will be asked to share some of the values learned through the activity during the club.

Grade 6-10: They will write a paragraph about what they learned during the club.

Resources Required

Material Needed: Chart papers, markers, cello tape, choice plan sheets, banners, drive related supplies.

GESI Consideration:

- Ensure equal community wide participation.
- Be mindful of students' diverse home and social situation .
- Guide students about negative social environments impact on mental health, dignity and emotional well-being.

Mental Well-being

Activity #1 *Jamtsei Lingka*: Garden of Kindness

Activity Name: *Jamtsei Lingka*: Garden of Kindness

Linked Capabilities: Mental Well-being, Love, Care, Respect, Social Relations

Goal: To help students understand the importance of love, care, and kindness in nurturing mental well-being for themselves and others.

Student Age Group: 6–18 years

Student Grade Level(s): Grades 1–10

Place of Implementation: Classroom or club spaces

Technology Level: Low

Lever(s) Used: Thinking, Teamwork, Creativity, Participation

Week & Date of Implementation: Club time

Expected Time Duration: 1.5 hours

Expected Number of Participants: Approx. 40 students

Difficulty / Adaptation Level: Adaptable with guidance and support from higher grade students to lower grade students.

Instructions Required: Requires clear task instructions for effective facilitation reasoning, communication, and self-expression.

Roles and Responsibilities

Roles	Responsibilities
Principal/ Vice Principal	● Provide oversight, monitor and observe, promoting a school culture that supports emotional wellbeing and inclusion. ,encouraging a safe and inclusive environment for open discussions around identity, religion, and diversity. ● Integrate similar practices into the school's regular wellbeing or value-education activities.
LIKE Club Coordinator (Teacher)	● Set a supportive tone for sharing during the Sunshine Circle and Reflection parts. ● Monitor group dynamics to ensure respectful, positive interactions. ● Encourage creativity, listening, and participation from every student. ● Optionally document outcomes (photos, notes, quotes) for reporting and planning future GESI-linked activities.
LIKE Club coordinator (Student)	● Assist club coordinator (Teacher) in planning sessions and selecting appropriate spaces for activities ● Help prepare materials in advance (e.g., art supplies, instruction sheets, reflection prompts)

	• Organize students into groups to support active participation. • Assist in capturing session highlights (photos, notes, student quotes) when appropriate
LIKE Club Members	• Participate actively in group discussions and creative tasks. • Respect differing viewpoints during housing preference discussions. • Support younger or less confident students during group tasks.

Step by Step Guide:

Step 1: Begin with Square Breathing Practice

- Lead students in deep breathing:
 - Slow and deep Inhale for 4 seconds
 - Hold the breath for 4 seconds
 - Slow Exhale for 4 seconds
 - Hold for 4 seconds

(Repeat Square breathing for 3 times minimum to settle energy)

Step 2: Icebreaker: “Sunshine Circle”

- Everyone stands in a circle.
- One by one, students say something kind or positive about the person to their right.
- Younger children: say something they like (“*She helps me with homework*”).
- Older students: express appreciation or strengths (“*He’s thoughtful and always checks in*”).
- (Ask students how they feel giving and receiving kind words).

Step 3: Main Activity: “Planting Kindness”

A. Imagine a Garden

Ask:

- What does a plant need to grow? (Water, sunlight, care)
- What do people need to grow emotionally? (Love, care, support, understanding)

B. Create a Flower of Wellbeing

- Divide students into groups of 4-5 students:
- Draw shapes of flowers, leaves or hearts
- Ask the groups to draw leaves, followers or hearts.
- Cut out the shapes (leaves, flowers or hearts)
- Write one kind or caring action on every leaf, flower or heart (e.g., “listen when a friend is sad,” “hug my sibling,” “forgive someone”).
- Make as many cutouts of flowers, leaves or hearts.
- Colour all the leaves, flowers or hearts.

C. Build the Garden

- On the large sheet or a chart, draw and color the stem and branches of a tree.
- Stick all flowers, leaves and hearts on the chart creating a colourful tree/plant, building a "Garden of Kindness."
- Put up the charts on the wall. Ask students to go around to look at others' Garden of Kindness.
- Ask Follow up Questions after all the groups have visited all the Garden of Kindness.
 1. How did it feel to think about and share kind or caring actions?
 2. What is one kind action from another group's garden that you would like to try in your own life?
 3. What is one action you want to grow more of in your own "garden"?

Step 4: Balloon Belly Breathing

Instructions:

- Sit or lie down comfortably. Place one hand on your belly.
 - Imagine a balloon inside your belly.
 - Inhale slowly through your nose and feel the balloon inflate (belly rises).
 - Exhale through your mouth and feel it deflate (belly falls).
- (May repeat it 3 or more times).

Step 5: Reflection & Sharing

Prompt questions:

1. What did you notice in your body as you were breathing like a balloon?
(*Encourages body awareness and mindfulness.*)
2. How did you feel before and after the breathing exercise?
(*Helps students notice the calming effect of mindful breathing.*)
3. When do you think this kind of breathing might help you during the day?
(*Supports practical application for stress, anxiety, or emotional regulation.*)
4. What color or feeling did your balloon have today?
(*Engages imagination and helps younger students describe inner states.*)

Let a few students (or all, depending on time and group size) share.

Resources Required

Materials Needed: Crayons, colourful paper sheets, markers or sketch pens, charts, scissors, glue, cellotape

GESI Considerations:

- Create a non-judgmental environment where every student regardless of gender, background, or ability feels safe expressing emotions and participating in activities.
- Ensure that groups are mixed and inclusive by gender, ability, learning needs, and background.

Activity #2 Healing Garden

Activity Name: Healing Garden

Linked Capabilities: **Mental Wellbeing**, Physical Health, Participation, Autonomy, Gender Equality and Social Inclusion

Goal: To promote inner peace, physical health, longevity, wellbeing, and overall improved quality of life.

Student Age Group: 6–20 years

Student Grade Levels: 1–10

Place of Implementation: School grounds, playground or outdoor area

Technology Level: Low

Lever(s) Used: Participation, Creativity, Reflection

Week & Date of Implementation: Club time

Expected Time Duration: 2 Hours

Expected Number of Participants: Approx. 40 students

Difficulty / Adaptation Level: Low (Requires coordination with club coordinators)

Instruction Level Required: Low (GESI coordinators can provide prior instructions)

Roles & Responsibilities

Roles	Responsibilities
Principal/ Vice Principal	- Integrate club initiatives into the school's annual plans and co-curricular calendars to ensure they are valued as essential learning experiences - Ensure school-wide and equitable participation by promoting inclusive practices that encourage involvement from students of all genders, abilities, and backgrounds - Oversee, monitor, and observe club activities. - Guide and support club coordinators and club members to take ownership of planning and executing meaningful, student-led activities - Promote school-wide participation in the healing garden activity
LIKE Club Coordinator (Teacher)	- Guide students in understanding the importance of a healthy body and healthy mind. - Ensure all students are included, especially those from diverse or marginalized backgrounds in the group activity
LIKE Club coordinator (Student)	- Promote school-wide participation in the healing garden activity - Introduce the activity and explain its objectives clearly - Ensure respectful and meaningful engagement from all students

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Activity #3 Mirror Challenge

Activity Name: Mirror Challenge: Seeing Self, Seeing Others

Linked Capabilities: **Mental well-being**, Respect and identity, Gender Equality and Social Inclusion

Goal: To help students explore how they see themselves and how others perceive them, uncovering biases, stereotypes, and hidden strengths, and promoting empathy and inclusion.

Student Age Group: 6–20 years

Student Grade Level(s): 1-10

Place of Implementation: Classroom or club spaces

Technology Level: Low

Lever(s) Used: Reflection, Teamwork, Participation

Week & Date of Implementation: Club time

Expected Time Duration: 1.5 – 2 hours

Expected Number of Participants: Approx. 40 students

Difficulty / Adaptation Level: Medium

Instruction Required: Medium (Teachers are responsible for providing clear and detailed instructions to guide student participation.)

Requires Coordination With: Teachers and GESI Focal Teachers

Roles and Responsibility

Roles	Responsibilities
Principal/ Vice Principal	- Integrate club initiatives into the school's annual plans and co-curricular calendars to ensure they are valued as essential learning experiences. - Ensure school-wide and equitable participation by promoting inclusive practices that encourage involvement from students of all genders, abilities, and backgrounds - Oversee, monitor, and observe club activities. - Guide and support club coordinators and club members to take ownership of planning and executing meaningful, student-led activities
LIKE Club Coordinator (Teacher)	- Ensure inclusion of all students, especially those from marginalized backgrounds - Facilitate links to broader issues like well-being, peace, and equity
LIKE Club coordinator (Student)	- Introduce the activity, guide group formation, support message writing and two side card creation - Promote respectful discussion and engagement
LIKE Club Members	Participate actively, support peers, engage in critical discussion, lead creative expression, collect reflections, and contribute to two side card creation

Step by Step Guide:

Step 1: Opening Circle

- Begin with a grounding activity: breathing or quiet sitting
- Introducing the theme:
 - “How do I see myself? How do others see me? What gets lost in between?”

Step 2: Mirror Reflection – “Me in My Own Eyes”

Students sit quietly in front of a mirror and reflect on these prompts:

- “What do I like about myself?”
- “What makes me proud of who I am?”
- “What’s one thing people may not know about me?”

Each student draws or writes a symbol or message on the paper provided. The message should be representing how they see themselves.

Step 3: Secret Perceptions – “You in Our Eyes”

Without names, students write positive anonymous notes to 2–3 named peers (e.g., “You’re brave in class,” “Your kindness stands out.”)

- The teacher collects and redistributes the messages back to their intended recipients.
- Students read their messages privately.

Step 4: Wall of Reflection – “More Than What You See”

Students create two-side cards:

- Front side: “What people see...” (e.g., quiet, average, girl, etc.)
- Back side: “What they don’t always see...” (e.g., a dreamer, a leader, someone struggling, etc.)

These are displayed on a “More Than What You See” board.

Step 5: Group Sharing and Discussion

Guiding questions:

1. What did it feel like to reflect on yourself?
2. Were you surprised by how others saw you? (reflection on positive message received)
3. How often do we label others too quickly?
4. How can we create space for each person’s full identity to shine?

Resources Required

Materials Needed: PPT with activity guidelines, Mirrors (can be shared in groups or use reflective materials), A4 papers, pens, crayons/colored pencils, Prepared prompt cards (for reflection), Chart paper and markers, and Tape or pins for display.

GESI Considerations:

- Encourage safe spaces for reflection.
- Avoid pushing students to reveal deeply personal stories unless they feel ready.

- Ensure every student receives at least one positive message (club leaders can write extra).

Activity #4 Red Flag, Green Flag

Activity Name: Red Flag, Green Flag: Discussion Game on Gender Respect

Linked Capabilities: Mental Well-being, Gender Equality and Social Inclusion

Goal: To help students develop awareness and confidence in recognizing and responding to harmful or respectful gender-related behaviors and foster a culture of consent and empathy in school.

Student Age Group: 6–20 years

Student Grade Level(s): 1–10

Place of Implementation: Classroom, club spaces or school grounds

Technology Level: High - Use Kahoot or Mentimeter to collect red/green responses anonymously and let students create digital versions of their “Turn Red to Green” scenarios via Canva, PowerPoint, or video shorts (Optional)

Lever(s) Used: Critical thinking, reflection, rethinking

Week & Date of Implementation: Club time

Expected Time Duration: 1 Hour

Expected Number of Participants: Approx. 40 students

Difficulty / Adaptation Level: Adaptable with guidance and support from higher grade students to lower grade students.

Instructions Required: Requires clear task instructions for effective facilitation

Roles and Responsibilities

Role	Responsibilities
Principal/Vice Principal	- Assist with group organization and facilitation - Provisions and permission to use infrastructures and facilities in school - Encourage respectful gender dialogue school-wide- Ensure time allocation in club hours
LIKE Club Coordinator (Teacher)	- Lead scenario discussions - Clarify terms like consent, bias, and microaggression - Guide “Turn Red to Green” reflections and skits
LIKE Club Coordinator (Student)	- Distribute red/green flags - Facilitate responses and small-group sharing - Lead transformation skits from red to green flag examples
LIKE Club Members	- Participate actively in discussions and activities - Reflect on personal behavior and language use - Collaborate in designing and performing transformation skits to promote inclusion

Step by Step Guide:

Step 1: Introduction – “What Do These Colors Mean?”

- Scenario cards or a presentation slide deck with examples
- Whiteboard or chart paper, Markers
- (Optional) Projector or digital quiz tool (like Mentimeter, Kahoot, or Google Slides)

GESI Considerations:

- Use diverse and inclusive scenarios that reflect gender experiences from different perspectives (boys, girls, LGBTQ+ students).
- Ensure students know they can pass or opt out of scenarios that feel too personal.
- Encourage listening, and validate all respectful responses.

Activity #5 Emotion Card: Feelings Are for Everyone

Activity Name: Emotion Card: Feelings Are for Everyone

Linked Capabilities: Mental Well-being, Love, Care and Respect, Gender Equality and social inclusion

Goal: To affirm that everyone has the right to feel and express emotions and to build empathy, respect, and emotional literacy across genders

Student Age Group: 6–20 years

Student Grade Level(s): 1–10

Place of Implementation: Classroom or club spaces

Technology Level: Low (optional: using digital polls or slides)

Lever(s) Used: Critical thinking, reflection, rethinking

Week & Date of Implementation: Club time

Expected Time Duration: 1 Hour

Expected Number of Participants: Approx. 40 students

Difficulty / Adaptation Level: Adaptable with guidance and support from higher grade students to lower grade students.

Instructions Required: Requires clear task instructions for effective facilitation reasoning, communication, and self-expression.

Roles and Responsibilities

Role	Responsibilities
Principal/Vice Principal	- Assist with group organization and facilitation - Provisions and permission to use infrastructures and facilities in school - Promote emotional literacy as a school value
LIKE Club Coordinator (Teacher)	- Facilitate emotion card game - Prompt gender stereotype discussions (e.g., anger = boys) - Monitor group tone and emotional sensitivity - Ensure fair turn-taking and confidentiality - Address stereotyping if it arises
LIKE Club Coordinator (Teacher)	- Distribute cards and organize teams - Support acting out emotions - Moderate gender role guessing game and reflections
LIKE Club Members	- Participate in team activity - Participate in reflection exercises

Step by Step Guide:

Step 1: Game Setup

- How to Play: Emotion Card

- Divide students into two teams:
 - Team *Ta* (Tiger)
 - Team *Nor* (Cow)
- Place a pile of emotion cards in the middle (face down).
- Explain:
 - Each round, one student from each team will **draw an emotion card and act out or describe a situation where someone feels that emotion.**
 - Here's the twist: the other team **guesses the gender society** typically assigns to that emotion.
 - Then, the group discusses whether that belief is fair or accurate.

Step 2: Game Rounds

Example Round:

- A player draws the card: “Anger”
- Read the situation on back of the Card:
 - Eg: A student wasn’t given a chance to speak. They slammed their book and walked out. Who am I?
- Opposing team guesses: That sounds like a boy!
- Ask: “Do girls get angry too? Why is male anger seen as strong and female anger as overreaction?”
- The same goes for:
 - Tears = girls
 - Bravery = boys
 - Worry = mothers
 - Shame = girls
 - Confidence = boys

Students earn points for meaningful reflections, not just correct guesses.

Step 3: Wrap-Up Reflection – “We All Feel”

- Ask the group:
 - Which emotions were linked to boys? Which to girls?
 - Were there any surprises?
 - Have you ever felt pressured not to show an emotion because of your gender?
 - How can we make school a place where everyone can feel free?

End with this key message:

- “Emotions are not masculine or feminine. Emotions are human.”

Resources Required

Materials Needed:

- “Emotion Cards” (print or write on paper: joy, anger, fear, sadness, confidence, jealousy, shame, love, worry, pride, calm, frustration, etc.)
- 2 small boxes or baskets labeled “*Ta*” and “*Nor*”
- Scoreboard (whiteboard/chart paper), Markers

GESI Considerations:

- Ensure inclusive participation of girls and boys, including those with health or mobility issues.
- Encourage respectful dialogue, cooperation, and shared responsibility.
- Reinforce the importance of both mental and physical wellbeing for everyone.

Social Relations

Activity #1 Draw What I Say

Activity Name: Draw What I Say

Linked Capabilities: Social Relations, Participation, Love, Care and Respect

Goal: To help students understand and experience the importance of effective communication such as clarity, active listening, and constructive feedback in building and maintaining positive social relationships.

Students Age Group: 6-20 Years

Students Grade Levels: 1-10

Place of Implementation: Classrooms or club spaces

Technology Level: Low

Lever(s) Used: Thinking, Awareness, Participation, Team work, Communication

Week and Date of Implementation: Club time

Expected Time Duration: 1 Hour

Expected Number of Participants: Approx. 40 students

Difficulty/Adaptation Levels: Mid-level

Instruction Required: Basic to detailed Facilitation, Coordinators and club members guide younger students

Roles & Responsibilities

Role	Responsibilities
Principal/ Vice Principal	- Integrate club initiatives into the school's annual plans and co-curricular calendars to ensure they are valued as essential learning experiences - Ensure school-wide and equitable participation by promoting inclusive practices that encourage involvement from students of all genders, abilities, and backgrounds - Oversee, monitor, and observe club activities - Guide and support club coordinators and club members to take ownership of planning and executing meaningful, student-led activities
LIKE Club Coordinator (Teacher)	- Oversee and guide the overall activity - Ensure inclusive participation and safety - Brief club members on the purpose of the activity - Ensure all students are included, especially those from diverse or marginalized backgrounds in the group activity - Introduce the activity and explain its objectives clearly - Divide students into mixed groups and provide necessary materials

LIKE Club coordinator (Student)	• Ensure respectful and meaningful engagement from all students • Support younger or less confident students during group tasks
LIKE Club Members	• Participate actively in group discussions and creative tasks • Respect differing viewpoints during discussions

Step by Step Guide:

Step 1: Form Pairs

- Ask students to form a pair with another club member they've interacted with the least. Ensure that pairs include students from different grades (mixed grading). Within each pair, ask students to assign themselves the number 1 or 2.

Step 2: Back-to-Back Positioning

- Instruct pairs to sit or stand back-to-back. Explain that Student 1 will receive a figure and must guide Student 2 to draw it using only verbal instructions. They must not show the figure or drawing to each other.

Step 3: Distribute Figures

- Call all Student 1s to the front. Distribute different sets of flashcards (Figure 1) based on grade levels. Remind students again that the drawings must not be shown to their partners.

Step 4: Drawing and Communication

- Ask Student 1 to begin giving instructions. Student 2 listens and draws based solely on the verbal instructions. Teachers should monitor the process to ensure that all pairs stay back-to-back and follow the rules.

Step 5: Compare Drawings

- When all pairs are done, ask them to turn around and compare the drawing with the original figure. Ask: How closely does the drawing match the original? What parts are correct or different?

Step 6: Reflect and Discuss

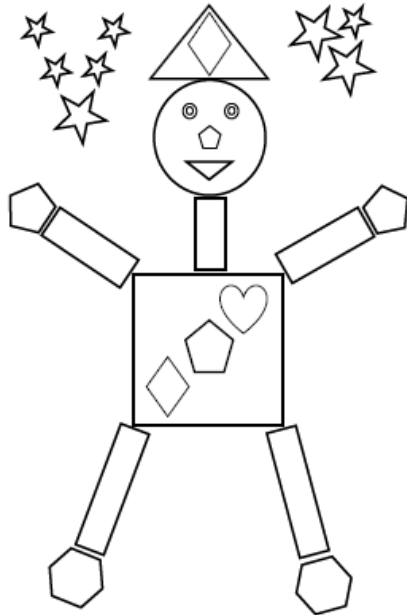
- Ask the pair to highlight the communication techniques used by students 1 that enabled/disabled them to complete their drawings. The following guiding questions can be used to generate discussion:
 - What made the communication effective or ineffective?
 - Were the instructions clear and logical?
 - Were steps given in order?
 - Was there time and space for clarifying questions?
 - How did it feel to give or receive instructions?

Step 7: Group Debrief

- Invite each pair to share one example of effective communication and one example of ineffective communication that they experienced. These can be written on the board or a chart paper to highlight features of effective communication for social interaction.

Resources Required

Materials Needed: Printing facilities to print Figure #1 pictured below or any other adaptation:



GESI Considerations:

- Ensure equal representation by gender, caste, ethnicity, and ability
- Allow students to speak in their mother tongue or preferred language that can be understood by their partners.
- Rotate opportunities fairly across all grades and backgrounds.
- Provide peer or teacher support for children with learning or physical challenges.

Activity #2 Nyamrup: Cross the River

Activity Name: *Nyamrup*: Cross the River

Linked Capabilities: Social Relations, Love, Care and Respect,

Goal: To help students understand and experience the importance of effective communication, collaboration, and trust in building positive social relationships.

Students Age Group: 6-20 years

Students Grade Levels: 1-10

Place of Implementation: Classroom, club spaces or school grounds

Technology Level: Low

Lever(s) Used: Thinking, Awareness, Participation, Team work

Week and Date of Implementation: Club time

Expected Time Duration: 30 Mins - 1 Hour

Expected Number of Participants: Approx. 40 students

Difficulty/Adaptation Levels: Mid-level

Instruction Level Required: Basic to detailed Facilitation

Roles & Responsibilities

Role	Responsibilities
Principal/ Vice Principal	● Integrate club initiatives into the school's annual plans and co-curricular calendars to ensure they are valued as essential learning experiences ● Ensure school-wide and equitable participation by promoting inclusive practices that encourage involvement from students of all genders, abilities, and backgrounds ● Oversee, monitor, and observe club activities ● Guide and support club coordinators and club members to take ownership of planning and executing meaningful, student-led activities
LIKE Club Coordinator (Teacher)	● Oversee and guide the overall activity ● Ensure inclusive participation and safety ● Brief club members on the purpose of the activity ● Ensure all students are included, especially those from diverse or marginalised backgrounds in the group activity. ● Introduce the activity and explain its objectives clearly ● Divide students into mixed groups and provide necessary materials
LIKE Club coordinator (Student)	● Ensure respectful and meaningful engagement from all students ● Support younger or less confident students during group tasks

LIKE Club Members	• Participate actively in group discussions and creative tasks • Respect differing viewpoints during housing preference discussions
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Step by Step Guide:

Step 1: Form Teams

- Ask club members to form groups of 6–7 participants based on their choices. Ask the team to name their team.

Step 2: Set the Scene

- Mark two parallel lines 15–25 feet apart using rope or tape. This is the “river.” Explain the “piranha” river theme: anyone who touches the water (floor) is injured or out. Distribute **A4-sized pieces of paper** to each group of 6–7 participants. Each piece of paper serves as the group’s “raft.”
- Instruct the students that each team must cross the river as one whole group using the raft, with no splitting into smaller groups.

Step 3: Explain the Rules

- Provide the following rules to the students:
 - No one can touch the ground (river).
 - If any part of the body touches the river, it’s lost (hand or foot behind the back).
 - If someone falls off the raft completely, the group must start over.
 - The A4 paper must always be in contact with at least one person—or it will be swept away by the current (facilitator removes it).

Step 4: Begin the Activity

- The group plans and attempts to cross the river. The teacher observes, takes unattended papers, and enforces ‘piranha’.

Step 5: Reflect

- Facilitate a group discussion using questions such as:
 - What happened during the process?
 - What worked well and what didn’t?
 - How were decisions made?
 - Who took leadership? How did others respond?
 - How did it feel if someone was left behind?
 - How does this relate to teamwork in your daily life or club?

Step 6: Cross the river as a group

- Teacher provides the correct answer. Line up the ‘rafts’ on the river to create a bridge. Then ask all students to cross the river using the bridge highlighting the importance of social relations.

Resources Required

Materials Needed: Tape to create river banks; A4 papers to create the raft

GESI Considerations:

- Ensure equal representation by gender, caste, ethnicity, and ability.
- Rotate opportunities fairly across all grades and backgrounds.
- Provide peer or teacher support for children with learning or physical challenges.

Autonomy

Activity #1 Nge Gi Duetshey, Nge Gi Genkhu

Activity Name: *Nge Gi Duetshey, Nge Gi Genkhu*; My Time, My Responsibility

Linked Capabilities: **Autonomy**, Participation, Physical Health, Mental Wellbeing

Goal: To encourage students to make independent choices on how they use their free or extracurricular time meaningfully, fostering autonomy, creativity, and a sense of responsibility within their cultural and school environment.

Student Age Group: 6–20 years

Student Grade Level(s): 1–10

Place of Implementation: Classroom, club spaces or school grounds

Technology Level: Low

Lever(s) Used: Thinking, Awareness, Participation, Team work

Week & Date of Implementation: Club time

Expected Time Duration: 2 Hours

Expected Number of Participants: Approx. 40 students

Difficulty / Adaptation Level: Adaptable with guidance and support from higher grade students to lower grade students.

Level Required: Requires clear task instructions for effective facilitation

Roles & Responsibilities

Role	Responsibilities
Principal/ Vice Principal	- Integrate club initiatives into the school's annual plans and co-curricular calendars to ensure they are valued as essential learning experiences - Ensure school-wide and equitable participation by promoting inclusive practices that encourage involvement from students of all genders, abilities, and backgrounds. - Oversee, monitor, and observe club activities - Guide and support GESI focal teachers, club coordinators and club members to take ownership of planning and executing meaningful, student-led activities
LIKE Club Coordinator (Teacher)	- Ensure all students are included, especially those from diverse or marginalized backgrounds in the group activity - Facilitate discussions on freedom to choose their own activity—and being responsible for that choice

LIKE Club coordinator (Student)	• Introduce the activity and explain its objectives clearly • Divide students into mixed groups and provide necessary materials • Facilitate provision of required resources and space for the activity • Ensure respectful and meaningful engagement from all students
LIKE Club Members	• Participate actively in group discussions and creative tasks • Respect differing viewpoints during discussions and sharing • Support younger or less confident students during group tasks • Contribute to creating posters or slogans, reflecting thoughtful choices

Step by Step Guide:

Step 1: Scenario-Based Introduction

- Students use a **Choice Activity** during club time to plan and participate in a meaningful, self-directed activity either individually or in small groups. Activities are grounded in Bhutanese culture, interests, or community life (e.g., traditional arts, reading, sports, local crafts, mindfulness).

Step 2: Introduction

- Club Coordinators will begin with the club with conversation based on the following questions: “*What does it mean to make your own decision in a good way?*”, “*How do we use our free time at school or home?*”. Following which the club coordinator will then introduce the concept of **Autonomy** : “*It means having the freedom to choose your own activity and being responsible for that choice.*”
- A list of activity choice will be provided for example: Reading Dzongkha or English story book, Making traditional arts (e.g., *tsha-tsha*, mask painting, calligraphy), Gardening or tending plants in the school compound, Mindfulness or silent sitting, Story telling from a folktale, Practicing traditional songs/dances, Helping a younger student with reading, and Walk in the nature.
- Accordingly students to will be asked to complete filling the in the sheet titled ‘**Nga Gi Duetshey, Nga Gi Genkhu**’ based on the following pointers:
 - **Grades 1–5:** What will I do? (draw/write), What will I need?, Will I work alone or with friends?and How will I take care of the space/things?.
 - **Grades 6–10:** Activity name, Why I chose this activity, Materials needed, Who will be involved?, **and** What value (cultural, personal, social) does this support?.
- Club members will be divided into small mixed groups according to grade and gender. The required materials will be distributed, likewise required space will

Activity #2 Vote for Better Tomorrow

Activity Name: Vote for Better Tomorrow

Linked Capabilities: **Autonomy**, Participation, Social Relations, Education, Aspiration

Goal: To provide students with the opportunity to actively participate and vote in a simulated democratic election process.

Student Age Group: 6–20 years

Student Grade Level(s): 1–10

Place of Implementation: Classroom, club spaces or school grounds

Technology Level: Low

Lever(s) Used: Thinking, Teamwork, Creativity, Participation

Week & Date of Implementation: Select any suitable week during the academic year

Expected Time Duration: 2 Hours

Expected Number of Participants: Flexible based on school

Difficulty / Adaptation Level: Low (Requires coordination with club coordinators)

Instruction Level Required: Low (GESI coordinators can provide prior instructions)

Roles and Responsibilities

Role	Responsibilities
Principal/ Vice Principal	- Promote school-wide participation in the mock election activity - Recognize and reinforce respectful dialogue, democratic values, and inclusive practices throughout the process
LIKE Club Coordinator (Teacher)	- Design realistic and age-appropriate scenarios to simulate the school captain election process - Guide students in understanding the importance of choice, fairness, and inclusion in leadership selection
LIKE Club coordinator (Student)	- Announce captain vacancies and shortlist candidates in a transparent manner - Facilitate campaign rounds, manage schedules, ensure active participation, and oversee smooth conduct of the election - Support inclusive practices by ensuring diverse representation and accessibility
LIKE Club Members	- Actively participate as candidates, campaigners, speakers, voters, evaluators, or observers - Engage in the reflection session to share experiences and learnings related to choice, leadership, and democratic participation

Step by Step Guide:

Step 1: Call for Nominations

- The Club Coordinator will officially announce the vacancy for school captain positions. Interested candidates will submit their names for consideration.
- A shortlist of eligible candidates will be created based on predefined criteria (e.g., grade, conduct, leadership qualities).

Step 2: Campaign Week

- Shortlisted candidates will be given one week to campaign. They may create posters, deliver speeches, or share their vision with the student body.

Step 3: Pledge Sharing & Voting Day

- On Election Day, all candidates will present their pledges to the student body. Students will then cast their votes based on what they have heard and observed.

Step 4: Result Declaration

- Votes will be counted in a transparent manner and winners will be announced, and their roles and responsibilities will be formally introduced.

Step 5: Reflection Session

- Club members will reflect on the experience:
 - How did it feel to participate in a democratic process?
 - What did they learn about leadership and choice?
 - Why is it important to make informed decisions?

Resources Required:

Materials Needed: Chart papers, Sketch Pens, Markers, Crayons, Cellotape, Glue, Scissors, Basic Printing Materials, Mock Voting Box or Postal Ballot Setup, Basic Sound System (Speaker/Microphone Prototype)

GESI Considerations:

- Ensure that both girls and boys, and children from diverse backgrounds (including students with disabilities), have the opportunity to nominate themselves and participate as candidates.
- Provide accommodations such as accessible voting booths, large print ballots, or sign language support to ensure that all students can vote and participate meaningfully.
- Encourage respectful dialogue during campaigns and pledge speeches to promote dignity, avoid discrimination, and foster mutual understanding.
- Reinforce the importance of every student's voice and choice, highlighting how elections build confidence, leadership skills, and democratic values among all students, regardless of their gender or background.

Activity #3 Empathy Auction

Activity Name: Empathy Auction: What Would You Bid For?

Linked Capabilities: **Autonomy**, Social relations, Respect, Aspiration,

Goal: To help students reflect on the value of intangible rights and opportunities, understand privilege, and develop empathy toward others who lack certain freedoms.

Student Age Group: 6–20 years

Student Grade Level(s): 1-10

Place of Implementation: Classroom or club spaces

Technology Level: Low

Lever(s) Used: Reflection, Participation, Awareness

Week & Date of Implementation: Club time

Expected Number of Participants: Approx. 40 students

Difficulty / Adaptation Level: Medium

Instructions Required: Medium

Roles and Responsibilities

Roles	Responsibilities
Principal/ Vice Principal	- Integrate club initiatives into the school's annual plans and co-curricular calendars to ensure they are valued as essential learning experiences - Ensure school-wide and equitable participation by promoting inclusive practices that encourage involvement from students of all genders, abilities, and backgrounds - Oversee, monitor, and observe club activities. - Guide and support club coordinators and club members to take ownership of planning and executing meaningful, student-led activities
LIKE Club Coordinator (Teacher)	- Ensure inclusion of all students, especially those from marginalized backgrounds. - Facilitate links to broader issues like well-being, peace, and equity
LIKE Club coordinator (Student)	- Encourage active involvement in the Empathy Auction - Promote respectful discussion and meaningful engagement. - Promote respectful discussion and engagement
LIKE Club Members	- Actively take part in the activity and support your peers. - Contribute thoughtfully during the Empathy Auction. - Reflect on the experience and share insights respectfully.

Step 1: Set the Scene

- ## Step 2: Auction Begins

- Example:

- ### Step 3: Debrief and Discussion

- ## Resources Required

Materials Needed: Play money or points; auction cards; chalkboard or digital screen

GESI Consideration:

- Emphasise that every student regardless of gender, disability, socio-economic background, ethnicity, or learning ability deserves equal access to quality education and emotional support.
- Reinforce the values of educational resources as essential to building inclusive and supportive school environments.

Participation

Activity #1 *Jurwai Kuelwa*: Voices for Change

Activity Name: *Jurwai Kuelwa*: Voice for Change

Linked Capabilities: Participation, Gender Equality and Social Inclusion Curriculum, Education, Mental Wellbeing

Student Age Group: 6–20 years

Students Grade Level(s): 1-10

Place of Implementation: Classroom or club spaces

Technology Level: Low

Lever(s) Used: Thinking, Teamwork, Participation

Week & Date of Implementation: Club Time

Expected Time Duration: 1.5 – 2 Hours

Expected Number of Participants: Approx. 40 students

Difficulty / Adaptation Level: Medium

Instructions Required: Medium (Teachers are responsible for providing clear and detailed instructions to guide student participation.)

Requires Coordination With: Teachers and GESI Focal Teachers

Roles and Responsibilities

Role	Responsibilities
Principal/ Vice Principal	• Provide necessary support to GESI focal teachers, including required materials and logistical assistance • Create an enabling environment for successful implementation of GESI-related classroom activities
LIKE Club Coordinator (Teacher)	• Arrange and manage resources needed for the activity • Ensure the smooth execution of the activity across relevant classes • Record evidence of implementation (photos, videos, student outputs, etc.) • Conduct classroom observations during the activity • Maintain detailed notes and documentation on observed behavioural changes, participation patterns, and inclusivity indicators
LIKE Club coordinator (Student)	• Introduce the activity and explain its objectives clearly • Divide students into mixed groups and provide necessary materials • Ensure respectful and meaningful engagement from all students

Mobility

Activity #1 Mobility Maze

Activity Name: Mobility Maze

Linked Capabilities: **Mobility**, Participation, Education, Autonomy

Goal: To help children recognize how mobility can be limited by gender, ability, culture, or social status to promote safe, equal, and inclusive access to public and private spaces.

Student Age Group: 6–18 years

Student Grade Level(s): 1–10

Place of Implementation: Large classrooms, Assembly area, playground or MPH

Technology Level: Low

Lever(s) Used: Thinking, Teamwork, Participation

Week & Date of Implementation: Club time

Expected Time Duration: 2 Hours

Expected Number of Participants: Approx. 40 students, teachers, and parents/community volunteers

Difficulty / Adaptation Level: Medium, Requires coordination with school, family and local community

Instructions Required: Medium

Roles & Responsibilities

Role	Responsibilities
Principal/ Vice Principal	- Integrate club initiatives into the school's annual plans and co-curricular calendars to ensure they are valued as essential learning experiences - Ensure school-wide and equitable participation by promoting inclusive practices that encourage involvement from students of all genders, abilities, and backgrounds - Oversee, monitor, and observe club activities - Guide and support club coordinators and club members to take ownership of planning and executing meaningful, student-led activities
LIKE Club Coordinator (Teacher)	- Ensure all students are included, especially those from diverse or marginalized backgrounds in the group activity - Introduce the activity and explain its objectives clearly
LIKE Club coordinator (Student)	- Divide students into mixed groups and provide necessary materials - Ensure respectful and meaningful engagement from all students

LIKE Club Members	• Participate actively in group discussions and creative tasks • Respect differing viewpoints during housing preference discussions • Support younger or less confident students during group tasks
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Step by Step Guide:

Step 1: Mobility Maze

- Set up a **Mobility Maze** on the ground with chalk or tape — a winding path with obstacles (cones, chairs, signs like Boys Only, Too Dark, No Ramp, Crowded, Unsafe Area).

Step 2: Role Card

Create **role cards** with different identities, such as:

- A girl from a strict family
- A boy with a physical disability
- A child from a poor background
- A confident boy from a wealthy family
- A girl who uses a wheelchair
- A child who speaks a different language

Step 3: Role Play

- **Assign Roles:** Each student draws a role card and silently reflects on how that person might experience daily mobility (walking to school, going to the park, using public transport, going to the library).
- **Maze Walk:** Students walk through the maze based on their roles. Some may be stopped at barriers (e.g., "You can't enter – boys only"). Others may face extra challenges like walking blindfolded or with a stick.
- **Observer Role:** Some students watch and take notes on what they notice, who gets stuck, who moves freely, who is excluded.
- Some students observe whether any form of help was offered to children with disabilities. and if so, who provides the assistance (e.g., peers or teachers).
- Some students observe whether students stopped to help each other.

Step 4: Debrief and Discussion:

- Who reached the end easily? Why?
- Who had difficulty moving? What kind of barriers did you face?
- How did you feel when you were stopped or ignored?
- What can we do to make movement safe and inclusive for *everyone*?

Activity Variation for Classes 1–3: “Step Forward, Step Back” – A Movement Game

Step 1

- Have students line up side-by-side in a large space.

Step 2

Example statements:

- You can walk to school safely.
- There's a park near your home.
- You are a girl and your parents say you must stay indoors.
- You use a wheelchair but there's no ramp at school.
- You feel safe walking outside during the day.

Step 3

After several steps, students look around and reflect:

- Who moved forward? Who stayed back?
- How did that make you feel?
- What can we do to make sure all children can move freely?

Resources Required

Materials Needed: Colored chalk or tape, Blindfolds, scarves, crutches/sticks (to simulate physical challenges), Role cards, Question cards, Large poster or chart

GESI Considerations:

- Ensure everyone has the right to move freely and safely, regardless of gender, ability, or background.
- Ensure physical and social barriers that hinder children's access to opportunities are removed.

Activity #2 Safe Routes Campaign

Activity Name: Safe Routes Campaign

Linked Capabilities: Mobility, Participation, Education, Autonomy

Goal: To map safe/unsafe routes to school for marginalised groups and advocate for improvements.

Student Age Group: 6–20 years

Student Grade Level(s): 1–10

Place of Implementation: Classroom, club spaces or school grounds

Technology Level: Low

Lever(s) Used: Community Engagement, Advocacy

Week & Date of Implementation: Club time

Expected Time Duration: 2 Hours

Expected Number of Participants: Approx. 40 students, teachers, and parents/community volunteers

Difficulty / Adaptation Level: Medium, Requires coordination with school, family and local community

Instructions Required: Medium

Roles & Responsibilities

Role	Responsibilities
Principal/ Vice Principal	- Integrate club initiatives into the school's annual plans and co-curricular calendars to ensure they are valued as essential learning experiences - Ensure school-wide and equitable participation by promoting inclusive practices that encourage involvement from students of all genders, abilities, and backgrounds - Oversee, monitor, and observe club activities - Guide and support club coordinators and club members to take ownership of planning and executing meaningful, student-led activities
LIKE Club Coordinator (Teacher)	- Ensure all students are included, especially those from diverse or marginalised backgrounds in the group activity - Introduce the activity and explain its objectives clearly
LIKE Club coordinator (Student)	- Divide students into mixed groups and provide necessary materials - Ensure respectful and meaningful engagement from all students
LIKE Club Members	Participate actively in group discussions and creative tasks

Freedom from Economic and Non-Economic Exploitation

Activity #1 *Chob Rog*: Helping Hands or Forced Hands?

Activity Name: *Chob Rog*: Helping Hands or Forced Hands?

Linked Capabilities: Freedom from Economic and Non-Economic Exploitation, Participation, Social Relations, Education, Autonomy

Goal: To help children recognize the difference between helpful responsibilities and unfair burdens and to raise awareness about children's rights and well-being.

Student Age Group: 6–20 years

Student Grade Level(s): 1–10

Place of Implementation: Classroom, club spaces or school grounds

Technology Level: Low

Lever(s) Used: Thinking, Teamwork, Participation

Week & Date of Implementation: May 1 – International Labour Day (or during Child Rights Week or club time)

Expected Time Duration: 1 Hour

Expected Number of Participants: Approx. 40 students, teachers, and parents/community volunteer

Difficulty / Adaptation Level: Medium, Requires coordination with school, family and local community)

Instructions Required: Medium, Teachers and students need orientation on child labor issues and safe participation.

Roles & Responsibilities

Roles	Responsibilities
Principal/ Vice Principal	- Integrate club initiatives into the school's annual plans and co-curricular calendars to ensure they are valued as essential learning experiences - Ensure school-wide and equitable participation by promoting inclusive practices that encourage involvement from students of all genders, abilities, and backgrounds - Oversee, monitor, and observe club activities - Guide and support GESI focal teachers, club coordinators and club members to take ownership of planning and executing meaningful, student-led activities
LIKE Club Coordinator (Teacher)	Prepare realistic daily life scenarios that are age-appropriate, organize activity and lead discussion and summarize and highlight key learning points
LIKE Club coordinator (Student)	Select age-appropriate topics, facilitate rounds, manage time and audience, participation

LIKE Club Members	Participate as speakers, evaluators, questioners, or observers; reflect on takeaways after the debate
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Step by Step Guide:

Step 1: Introduction

- Begin with a short discussion about helping others and responsibilities at home or in the community.
- Ask guiding questions:
 - What kinds of things do you do to help at home?
 - How do you feel about helping?
 - Is there a time when helping doesn't feel right or fair?

Step 2: Explanation of Terms

- Normal/Helpful Responsibility:** Tasks that are age-appropriate, occasional, and balanced with school and play.
- Unfair Burden:** When a child is expected to do too much, or tasks that harm their education, health, or happiness.

Step 3: Sorting Game

- Divide students into grades (I-III, IV-VI, VII-X)
- Give each grade group a set of flashcards. Example flashcards with different realistic daily life scenarios include:
 - Helping your parents cook dinner.
 - Being forced to clean the house every day after school.
 - Taking care of a sick sibling occasionally.
 - Missing school to collect water every day.
 - Helping grandparents carry groceries once a week.
 - Doing all household chores because adults are “busy.”
 - Reading stories to younger siblings.
 - Bathing and feeding siblings daily while parents go to work.
- Instruct them to sort each card into the correct category:
 - Normal/Helpful Responsibility**
 - Unfair Burden**
- Encourage discussion within the group as they make decisions.

Step 4: Sharing and Justification

- Ask each group to share a few examples and explain their reasoning.
- Prompt further discussion using guiding questions:
 - Why do you think this is helpful or unfair?
 - Could this situation be different for another child?

Resources Required

Materials Needed: Flashcards, chart papers, markers, sticky notes, tape

GESI Considerations:

- Ensure a fair, age-appropriate, safe, and equitable environment.

Activity #2 If I Could Change One Thing

Activity Name: If I Could Change One Thing - Story & Voice Circle

Linked Capabilities: Freedom from Economic and Non Economic Exploitation, Autonomy, Gender Equality and Social Inclusion, Mental Well-being

Goal: To help students reflect on a personal burden (emotional, physical, or social), explore what support or fairness would look like, and express their needs and ideas safely.

Student Age Group: 6 - 20 years

Student Grade Level: 1-10

Place of Implementation: Classroom, or club spaces

Technology Level: Medium

Lever(s) Used: Storytelling, Critical thinking, Self-expression, Emotional safety, GESI awareness

Week & Date of Implementation: Club time

Expected Time Duration: 1 Hour

Expected Number of Participants: Approx. 40 students

Difficulty / Adaptation Level: Adaptable with guidance and support from higher grade students to lower grade students.

Instructions Required: Requires clear task instructions for effective facilitation

Roles & Responsibilities

Role	Responsibilities
Principal/ Vice Principal	● Approve and support the implementation of the activity during club time ● Ensure the school's inclusive education policy is upheld during the session ● Encourage student participation and observe the activity to promote school-wide adoption. ● Arrange necessary logistics or delegate support staff (if required)
LIKE Club Coordinator (Teacher)	● Plan and organize the activity in coordination with student leaders ● Prepare or review content on respectful vs. disrespectful language, ensuring sensitivity to local context (gender, caste, religion, disability) ● Guide student facilitators in delivering instructions and moderating discussions. ● Ensure safe, inclusive, and respectful dialogue during the activity ● Debrief the session afterward and collect feedback
Like Club Coordinator (Student)	● Assist in preparing materials like flashcards, pledge sheets, and display materials ● Help divide participants into smaller groups for easier facilitation

	• Monitor and support younger students during discussions and sorting activities • Lead by example and motivate peers to take the pledge seriously
LIKE Club Members	• Actively participate in sorting, discussions, and reflection activities • Share real-life examples or alternatives to disrespectful language (with guidance) • Encourage peers to be mindful of their language in and out of school

Step by Step Guide:

Step 1: Safe Setup

- Create a calm, respectful space.
- Arrange seating in a circle or small clusters.
- Set clear ground rules:
 - No judging or laughing at others' experiences.
 - Everyone has a right to speak — or stay silent.
 - What is shared in the group stays in the group (unless someone is unsafe).

Tip: Display simple rules on the board to remind everyone.

Step 2: Prompt Reflection

- Begin with a few questions and allow students to think silently or free-write:
 - *"What is one responsibility at home or at school that feels hard or unfair sometimes?"*
 - *"If someone could help you with one thing, what would that activity be?"*
 - *"Have you ever wished you had more time for rest, study, or fun?"*
- Encourage examples from daily life, but emphasise: this is not about blaming family or teachers—it's about imagining fairness.
- *Tip:* Allow responses in Dzongkha or English — whichever helps the student express more freely.

Step 3: Write: Story Sentence Starters

- Distribute paper or templates with sentence starters:
 - *"If I could change one thing about my work at home or at school, it would be..."* or *"Because..."*
- Options:
 - Some may wish to draw their burden.
 - Others may prefer to write in a short paragraph or one complete sentence.
- Give time and silence to think deeply. Walk around, encourage quietly.
- *Optional:* Provide an "I don't want to write — can I draw instead?" space.

Step 4: Voice Circle

- Offer two ways to share:
- Option A: In Circle
 - Volunteers read their sentences aloud.
 - Peers respond with a supportive comment or *“I feel the same.”*
- Option B: Anonymous Box
 - Students place their folded papers into a “Voice Box.”
 - The club coordinator (or GESI student leader) randomly reads a few aloud.
 - Class reacts with quiet thumbs-up or simple “Thank you for sharing.”
- *Tip:* Remind them again — no teasing, no names.

Step 5: Display or Journal Follow-Up

- Create a “Voices for Change” Chart Paper:
 - Stick up anonymous bubbles (after checking they’re comfortable with it).
 - Add a title: *“What We Wish Could Change”*
 - Add a second chart: *“How We Can Help Each Other”*
- Or, allow students to:
 - Write a personal pledge to help a peer at home or at school.
 - Write a thank-you note to someone who helps them regularly.

Step 6: Awareness

- Club coordinator will highlight certain policies about children such as the Fundamental Rights and Responsibilities; Equal participation; Peace, Justice and Inclusive Societies; Decent Work and Economic Growth; Reduced Inequalities; Social Inclusion and Protection for All.
- Students will then be invited to reflect on the tasks they have assigned and consider whether these align with legal and ethical standards.

Resources Required

Materials Needed: A4 paper, Colored pens or markers, Chart paper, Box or envelope for anonymous submissions (optional), Soft music (optional, to create a relaxed atmosphere)

GESI Considerations:

- Ensure both girls and boys can express burdens without reinforcing stereotypes.
- Allow anonymous sharing. Participation is voluntary. Use only supportive responses.
- Offer visual templates, drawing options, and buddy support for diverse learners.
- Accept responses in Dzongkha, English or other minor languages; Emphasise fairness, not blame.
- Pay extra attention to quiet students, those from poor backgrounds, or with caregiving roles.

Gender Equality and Social Inclusion

Activity #1 *Rimay Semkye*: Creating Inclusive Minds

Activity Name: *Rimay Semkye*: Creating Inclusive Minds

Linked Capabilities: Gender Equality and Social Inclusion, Participation, Social Relations, Education, Mental Wellbeing

Goal: To develop empathy, cooperation, and inclusive attitudes among students by encouraging collaboration between able-bodied children and children with disabilities.

Student Age Group: 6–20 years

Student Grade Level(s): 1–10

Place of Implementation: Classroom, club spaces, or open spaces

Technology Level: Low

Lever(s) Used: Thinking, Teamwork, Participation

Week & Date of Implementation: Club time

Expected Time Duration: 2 Hours

Expected Number of Participants: GESI Club coordinators and members

Difficulty / Adaptation Level: Easily adaptable with support from one another

Instruction Level Required: Medium

Roles & Responsibilities

Roles	Responsibilities
Principal/ Vice Principal	● Integrate club initiatives into the school's annual plans and co-curricular calendars to ensure they are valued as essential learning experiences ● Ensure school-wide and equitable participation by promoting inclusive practices that encourage involvement from students of all genders, abilities, and backgrounds ● Oversee, monitor, and observe club activities. ● Guide and support GESI focal teachers, club coordinators and club members to take ownership of planning and executing meaningful, student-led activities
LIKE Club Coordinator (Teacher)	● Oversee and guide the overall activity ● Ensure inclusive participation and safety ● Brief club members on the purpose of the inclusive game ● Introduce the activity and explain its objectives clearly. ● Divide students into mixed groups and provide necessary materials
LIKE Club Members	● Select roles, distribute roles, facilitate activity, manage time and audience, participation

- Promote equal representation of girls and boys in mixed teams, leadership roles (e.g., team captains, speakers), and reflection activities.
- Ensure equitable voice and participation.

Activity #2 My Safe Corner

Activity Name: My Safe Corner

Linked Capabilities: Participation, Love, Care, Respect, Mental Well-being, Physical Health

Goal: To create a physical and emotional safe space in the classroom where students feel supported, valued and respected.

Student Age Group: 6–20 years

Student Grade Level(s): 1–10

Place of Implementation: Classroom or club spaces

Technology Level: Low

Lever(s) Used: Thinking, Teamwork, Participation

Week & Date of Implementation: Club time

Expected Time Duration: 40 minutes - 1 Hour

Expected Number of Participants: Students, teachers, and parents/community volunteer

Difficulty / Adaptation Level: Medium, Requires coordination with school, family and local community)

Instructions Required: Medium, Teachers and students need orientation on child labor issues and safe participation.

Roles & Responsibilities

Role	Responsibilities
Principal/ Vice Principal	- Integrate club initiatives into the school's annual plans and co-curricular calendars to ensure they are valued as essential learning experiences - Ensure school-wide and equitable participation by promoting inclusive practices that encourage involvement from students of all genders, abilities, and backgrounds - Oversee, monitor, and observe club activities. - Guide and support club coordinators and club members to take ownership of planning and executing meaningful, student-led activities
LIKE Club Coordinator (Teacher)	- Ensure all students are included, especially those from diverse or marginalized backgrounds in the group activity - Introduce the activity and explain its objectives clearly - Divide students into mixed groups and provide necessary materials
LIKE Club coordinator (Student)	Guide slogan writing, poster creation, and discussions on housing choice

	• Ensure respectful and meaningful engagement from all students
LIKE Club Members	• Participate actively in group discussions and creative tasks • Respect differing viewpoints during housing preference discussions • Support younger or less confident students during group tasks

Step by Step Guide:

Step 1: Set Up Place

- Club coordinator will set up a quiet and visible spot which is welcoming and calm

Step 2: Room design- Inclusive

- The room will be created using a mix of calming colour.
- Comfortable seating space will be created.

Step 3: Emotional regulation

- A box for secret secret sharing will be created.
- Books related to emotion, mindfulness, empathy and compassion will be displayed.

Step 4: Ground Rules

- During the event, students will be instructed to be respectful with each other's emotional and physical spaces.
- They will be briefed that the place is a place for calming and reflecting and will be instructed to maintain a quiet and peaceful environment.
- They will be briefed that they can reconnect and engage with friends after the event concludes, outside the secret place.

Step 5: Follow Activity

- As part of the follow up activity, club coordinator will facilitate a reflection exercise using the following questions:
 1. How did the secret place support your emotional regulation?
 2. Did this timely Intervention help you? If so, how?

Resources Required

Materials Needed: None

GESI Consideration:

- Provide extra support to shy and introverted types.
- Use peer mentors/group participation to develop confidence.
- Ensures non- judgemental space for expression and active listening

Acknowledgement

The successful development of this Gender Equality and Social Inclusion (GESI) Activity Book was made possible through the collective support, guidance, and encouragement of many individuals and institutions. We are especially grateful to the President and the Management Team of Samtse College of Education for their leadership and unwavering commitment to promoting inclusive education in Bhutanese schools.

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The consortium is led by Kathmandu University School of Arts (Nepal), with Samtse College of Education (Bhutan) and RDRS (Bangladesh) as partners. Initiated by Kathmandu University School of Arts, the project aims to cultivate school environments where children learn and practice gender equality and social inclusion, while also contributing to improving GESI policies and practices.

Spanning three years, the project will be implemented in 25 selected schools across Bhutan, Bangladesh, and Nepal.

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