



TRAINING GUIDE FOR ADOLESCENT GIRLS



LEARNING GAMES



सत्यमेव जयते

GOVERNMENT OF
WEST BENGAL

DEPARTMENT OF
WOMEN & CHILD
DEVELOPMENT AND
SOCIAL WELFARE



TRAINING GUIDE FOR ADOLESCENT GIRLS LEARNING GAMES





PREFACE

SABLA was envisaged to address around 13 lakhs adolescent girls in 6 districts of West Bengal who are often caught in a cycle of poor health, early marriage, early and repeated pregnancies, limited mobility and poverty. SABLA scheme ensures self development and empowerment of adolescent girls through social and economic interventions in a way that these girls can build their capacities around their health and nutrition, make decision on marriage and pregnancy as well as learn gainful activities for financial independence, through life skills, vocational training and behaviour changes in positive health and education.

SABLA had an excellent module developed by NIPCED covering different aspects of Health, Nutrition and Life skill topics to educate the girls. Selected NGOs and ICDS staff were trained in this module to cover education for the girls. Though the module was well illustrated rich in information, it was found to be a rich reference handbook rather than a training module and hence, was too complicated to translate in the field for the village girls in a way that they can easily understand and get motivated enough to learn and act. Within this situation, there was a look for an alternative module that would be simple, more participatory and outcome oriented.

There was initial dialogue between UNICEF and Freedom from Hunger when the latter expressed the interest to develop and adapt simple learning modules for the girls. This was followed by discussions at the Directorate of Women & Child Development and Social Welfare, Govt. of West Bengal along with UNICEF representative in November 2013, wherein with expertise of Freedom from Hunger in the area of demonstrating effective education tools, a module called Learning Games for Girls or LGG was shared.

Freedom from Hunger is an international technical support NGO (head office in USA), having India trust office in Delhi and branch office in Kolkata. Freedom from Hunger developed education curriculum particularly for adolescent girls called Learning Games for Girls way back in 2009 to improve their health and financial status. Learning Games is a dialogue-based education methodology made up of a series of learning sessions using simple games that are designed to equip adolescent girls and young women with new knowledge to improve their health, nutrition and economics security. With support of Reach India (sister concern of Freedom from Hunger), the first set of LGG module was field tested in West Bengal (with an NGO in Nadia district) in 2009-10 with the daughters of SHG members. It was then used by WDC department of Odisha and Bihar through NGOs. External research study using RCT method showed that though the time was short to see any significant differences in the actions of the girls among those exposed to LGG and those not exposed to, yet they had increased their knowledge and accepted the main messages under each LGG session. They enjoyed playing the games while learning new aspects in health, nutrition and life skills





In 2013 and 2014, with approval from the Department and support of UNICEF, Freedom from Hunger delivered training of trainers for SABLA partner NGO staff and ICDS supervisors in 6 districts of West Bengal using the original 2 sets of LGG that were already developed and tested. Following the TOT, the trainers further train selected Sakhis and Sahelis of Kishori Samooch through field animators as well as some selected AWWs. The sakhis and sahelis were found to be quite effective in delivering education among girls in Kishori Samooch as feedback came from the field. **A documentary film was made to capture the process & success of LGG in the field.** LGG had been successful because it was

- Simple yet has less number of relevant messages – easy to assimilate
- Related to real life situation
- Full of fun and games – highly participatory, so easy to train sakhi & saheli
- Of 30-40 minutes session – good for assimilation and contributes to behaviour change

With the convergence of SABLA with Kanyashree and with success of early sets of LGGs, the state Govt. wanted to come up with LGG sessions covering all aspects of the convergence including land rights, SRH rights, Kanyashree scheme, etc with support of Freedom from Hunger to finally develop a comprehensive integrated module package to cover all 13 lakhs adolescent girls in 6 districts of West Bengal. In 2015, new sessions were added to the LGG methods by Freedom from Hunger with support from Landesa and CINI, culminating in the development of 25 LGG sessions, which include 15 sessions on Life Skills, 5 sessions of NHE and 5 sessions on ARSH components.

It is expected that these LGG sessions will be linked with other training materials of SABLA for effective delivery at the field level for better outcome and impact of the program. In order that the girls remember the main messages from each session (along with enjoying the games, of course) a 2 pager supplement is developed for each session into a flip book, which will be used in between 2 LGG sessions. These supplements will be used to reinforce the main or key messages that the girls learnt in the previous LGG session. The preface ends with the hope that going through all the LGG sessions systematically with support from NGOs and ICDS, the girls will surely show an impact in their way towards womanhood.





ACKNOWLEDGEMENT





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Learning Games for Girls

Introduction

You are about to begin facilitating Learning Games to help adolescent girls gain the knowledge, skills and attitudes they need to improve their lives and become healthy, informed and empowered adult women. Adolescent girls, those between the ages of 10 and 19, face particular risks and challenges; however, there are few services available that meet their specific needs. The Learning Games for Girls presented in this guide begin to address that gap by covering topics of importance and interest to adolescent girls—health, nutrition, life-skills and finance—using fun, interactive activities. Ultimately, the Learning Games help you equip girls to develop practical skills and decision-making skills that help them manage their health, nutrition, life-skills and finances and establish links with girls in their own communities. These links lay the foundation for future involvement in women’s self-help groups, a growing movement in India that has supported women in gaining access to financial and other resources.

Getting Started

The Learning Games for Girls are a set of short sessions. They are designed to meet adolescent girls’ desire for lively, creative activities—games, stories, skits, songs, rhymes, etc.—to learn new information and skills. Pair- and group-work also provide girls with a non-threatening way to talk, address problems and bond around common solutions and actions. Even the quietest of girls can be drawn into the sessions. In the process, the Learning Games

- develop key life skills, such as decision-making, assertiveness, negotiating and self-awareness;
- give girls a chance to share and improve practical skills related to caring for their health and finances; and
- build a platform for girls’ entry into self-help groups, which are important providers of social networks and financial resources for women.

Who can participate in and who can facilitate the Learning Games for Girls?

The Learning Games are focused on poor, adolescent girls—both unmarried and married—between the ages of 10 and 19 living in rural or urban areas. Other adults and young children may show up at the Learning Games, as well. While they can be included, the focus should remain on adolescent girls. The girls could be members of a pre-existing group that meets at frequent intervals, such as a KishoriSamooH or a Kanyashree Club. They could also be students or a group of interested, like-minded individuals who are willing to meet regularly and actively participate in the Learning Games. The Learning Games work best with at least 10 but no more than 25 girls. A trained facilitator, preferably a peer leader / woman due to the sensitive nature of some topics (particularly “Knowing Our Bodies”), is an ideal person to lead the Learning Games. If possible, the facilitator should group girls by age: 10–14 and 15–19 years of age, in order to conduct the Learning Games separately with each age group.





Where should Learning Games for Girls take place?

The Learning Games require physical movement. Facilitators find they can more easily engage girls if they have plenty of space to move. It is important for the girls to have space to sit comfortably for small-group discussion, convene in a larger group and, for some activities, run around. A partly secluded area in the open is the ideal place to conduct the Learning Games. If necessary, a community hall could be used instead; however, some Learning Games involve activities that must be conducted outdoors. In these cases, a facilitator using a community hall must find a place outside for those particular activities.

When should Learning Games for Girls take place?

The Learning Games should be scheduled at the convenience of the girls—perhaps weekly or every other week. However, it is recommended that the first several sessions be scheduled close together—perhaps every few days or once a week—to build excitement and momentum with more girls gathering each time. The facilitator should conduct only 1 Learning Game per visit so the girls are not overloaded with new information and have time to practice new behaviours. The facilitator should try to complete each Learning Game within a reasonable time (between 30 and 40 minutes) because girls are often busy and have little free time. It is important that girls see the value of the time spent participating in the Learning Games and are eager to join in the next ones. Finally, it may not be possible to implement Learning Games that involve running during the monsoon season since outdoor spaces may be muddy and an indoor space may not accommodate that activity. Thus, it is important for the facilitator to consider the time of year in which to begin and end the set of Learning Games.

Which Learning Games for Girls are appropriate for which group?

The Learning Games address a variety of topics and can be used as stand-alone sessions based on the expressed interest of the girls or priorities in the region. However, it is important to note that they are designed to build on each other. They progress from “safe” topics, such as nutrition and hand-washing in early sessions, during which they build self-confidence and trust in each other and the facilitator, to more “sensitive” topics, such as reproductive health and HIV/AIDS in later sessions.

Preparing for Each Learning Game

Each Learning Game begins with an information box that contains a summary of the objectives, preparations, methods and time to conduct the Learning Game. Review this information carefully. The “Preparation” section contains a list of items needed for each Learning Game. You need to have these materials ready before the Learning Game begins.

Other important information about the Learning Games follows:

- The detailed steps for each Learning Game are listed after the information box. Please conduct the Learning Game following the steps provided. Use your own words to explain each point, being careful to cover all of the steps in order, if possible.
- All of the pictures needed to convey important information are provided and are located in the Pictures section. Each picture is numbered and labelled for ease of identification. All of the pictures needed for an individual Learning Game are also listed under “Preparation” in the information box.





- Suggested answers to frequently asked questions are provided in the Resource Materials section, to assist facilitators to prepare for and implement the Learning Games for Girls effectively and confidently.

Italics font = instructions for the facilitator (Do not read this text to the girls.)

- Regular font = specific information or instructions for the facilitator to read or closely paraphrase to the girls
- Arrow (➤) = specific open question for the facilitator to ask the girls (Ask this question as it is written.)
- (Parenthesis) = additional instructions or information for the facilitator
- [Square brackets] = the correct answer to expect from a technical or closed question

Finally, the box below provides some important principles and practices of learning to keep in mind as you lead each Learning Game. Remember that you, the facilitator, do not have all the answers. The girls come to the meetings with experience and have many things to add. It is important that all teach and learn.

Important Principles to Remember

- Create a learning environment in which girls feel safe in sharing their concerns and successes.
- Engage girls in activities that require them to think and feel and do. Encourage them to participate by using games, small groups or skits.
- Praise girls for their efforts.
- Show respect by valuing the girls' knowledge and experience with the subject even though their life experience, in your opinion, is limited.
- Provide girls with situations that reflect their day-to-day reality. Give them relevant problems to solve.
- Do not tell when you can ask. Whenever possible, ask girls for their suggestions or ideas instead of telling them what to do or think. Learning Games build life skills, such as decision-making, so pose questions that help girls to consider the benefits and risks of different options rather than telling them a correct answer.
- Ask open—not closed—questions to promote discussion and interaction.



MODULE-1

LIFE SKILLS



GETTING TO KNOW EACH OTHER

STEPS – 1

Instruct girls to gather sticks and leaves – 10 minutes

Welcome to the first Learning Games for Girls session! My name is _____ (*name*) and today we are going to play a game to help us get to know each other.

Every time I am going to meet all of you after this session, there will new topics that we will learn through games. For today's game, please form a large circle and follow my instructions.

Give girls a minute to get into a large circle. Then say:

First, I want you to go and quickly gather 4 sticks each. Make sure they are as long as your middle finger. I also want you each to gather 4 leaves each from any kind of bush or tree. Make sure the leaves are also as long as your middle finger. Run! Go get the sticks and leaves.

When the girls return with their sticks and leaves, tell them to form a circle again. Place the pieces of paper in a pile in the middle of the circle and say:

I just made a pile of pieces of paper. Please pile your sticks and leaves into 2 other separate piles in the centre of the circle. Make sure the piles of sticks, leaves and paper are about 1 foot apart from each other (demonstrate the width of 1 foot with your hands, if necessary).

Give the girls a couple minutes to make the 2 piles and to return to the circle.

STEPS – 2

Pose multiple choice questions to group thinkers, feelers and doers – 20 minutes

I am going to ask you 4 different questions. Each question has 3 possible answers. All the answers are correct but choose the 1 that describes what you would do. You may only choose 1 answer per question.

Objectives

By the end of this Learning Game, girls will have:

1. Identified themselves as thinkers, feelers or doers.
2. Reviewed how thinkers, feelers and doers contribute to a group.

Preparation

- Make sure the area where the Learning Game will take place is near where the girls can easily find sticks and leaves.
- Pieces of paper, each about 2 inches square (enough for about 4 pieces per girl; for example, if you expect 20 girls, have a total of 80 pieces)

Methods

- Step 1: Gathering objects
- Step 2: Multiple choice questions
- Step 3: Discussion
- Step 4: Cheer

Time : 40 minutes





➤ **To make sure you understand, who is willing to repeat what I said to the whole group?**

Have 4 or 5 girls repeat what you said. Make sure the girls understand that they can only choose 1 answer for each question. Then say:

I am going to ask the question and repeat the possible answers twice. The second time I repeat the answers, I am going to follow each answer with the instructions “choose a stick,” “choose a paper” or “choose a leaf.” You are going to collect the object that matches your answer. Let us start.

Read the first question in the box below. Then say the possible answers for that question. Finally, repeat the answers, but this time, with instructions to collect an object. Repeat this process with all questions.

Multiple Choice Questions		
Question	Possible Answers	Possible Answers with Instructions to Collect Object
It is a quiet day and you have a little time free. • What would you do first?	1. Play an active outdoor game like hopscotch or tag 2. Find a friend and have a chat 3. Play a game like crosses and noughts where you must think	1. If you would play an active outdoor game like hopscotch or tag, choose a leaf. 2. If you would find a friend and have a chat, choose a paper. 3. If you would play a game like crosses and noughts where you must think, choose a stick.
You are waiting at the bus stop to fetch medicine for your grandmother. The bus comes once a day. The driver drives past without stopping. • What would you do first?	1. Immediately think of another way to get to town 2. Run after the bus hoping to get on 3. Get upset that the driver did not notice you	1. If you would immediately think of another way to get to town, choose a stick. 2. If you would run after the bus hoping to get on, choose a leaf. 3. If you would get upset that the driver did not notice you, choose a paper.
A boy says some very nasty things to you. • What would you do first?	1. Feel very hurt and try hard not to cry 2. Imagine strategies to teach the boy a lesson 3. Run and tell someone	1. If you would feel very hurt and try hard not to cry, choose a paper. 2. If you would imagine strategies to teach the boy a lesson, choose a stick. 3. If you would run and tell someone, choose a leaf.
You find a very small child moaning along a busy road. • What would you do first?	1. Examine the child to see what is wrong 2. Rush to comfort the child and hold it 3. Try to flag down a passing person or vehicle to help	1. If you would examine the child to see what is wrong, choose a stick. 2. If you would rush to comfort the child and hold him/her, choose a paper. 3. If you would try to flag down a passing person or vehicle, choose a leaf.





Afterwards, say:

Count the number of each type of object you have.

After the girls finish counting, say:

If you mostly have the leaves, stand over here (*point to a spot*). If you mostly have the sticks, stand over here (*point to a second spot*). If you mostly have the paper, stand over here (*point to a third spot*). If you have an equal number of 2 of the objects, choose just 1 of the groups. For example, if you have 2 sticks and 2 papers, you can join either the stick or paper group.

Wait a few minutes for the girls to divide themselves into groups of sticks, papers and leaves.

STEPS – 3

Share the contributions of thinkers, feelers and doers – 5 minutes

Every day, no matter what is going on in your life, you think about things, you have feelings and you take action. Everyone thinks, feels and does. But, for each of you, 1 of these 3 is usually more natural or even more enjoyable than the others.

If you chose the stick group, you often react by thinking. When faced with a problem, you like to use your mind to think through possible solutions. Your friends are comfortable asking for your advice to help them make decisions. As a thinker, you make a wonderful contribution to this group. When there are problems to solve, you can help the group think about all the choices and solutions.

If you chose the paper group, you often react through your emotions. When faced with a problem, you like to consider how the problem and its possible solutions make everyone feel. Friends think of you as someone who pays attention to others' emotions. As a feeler, you make a wonderful contribution to this group. You can help remind the group to pay attention to how everyone treats each other.

If you chose the leaf group, you often react by doing something. When faced with a problem, you like to take action. Your friends know they can count on you to stand up to a bully. Your family knows that when you say you are going to help them save some rupees each month, you find a way to do it. As a doer, you make a wonderful contribution to this group. You can help make sure the group follows up thinking and feeling with action!

Summarize by saying:

Although each of you may prefer to think or feel or do, you all use each of these gifts in your everyday life. The Learning Games are going to help you develop these and other skills.

🗣️ What questions do you have for me?

Respond to questions.





STEPS – 4

Introduce cheer for all Learning Games – 5 minutes

I am going to show you a cheer that we are going to do when a Learning Game is over. Stand together to make a circle. Watch me and then we are going to do it together.

Pump your arm in the air 4 times while saying,

***“Girls stay strong together!” Then crouch down,
jump up and say, “Chalo!” Then say:***

Now, let us do the cheer together.

When girls are done with the cheer, applaud their efforts and thank them for their lively participation.





WHAT TO SPEND MONEY ON

STEPS – 1

Have groups mime what girls spend money on – 15 minutes

Today, we are going to talk about how to prioritise what to spend money on. Let us play a game to get started!

Divide the girls into groups of 4 and then say:

In your group, discuss all the different things that you and other girls like you spend money on. Then, as a group, choose 1 thing and prepare to mime it for the other groups. Everyone in your group must participate in the mime.

I am going to give you an example of what I mean. Here is an example of something that girls spend money on.

Mime buying and eating an ice cream and have the girls guess what you are doing. Then say:

You have 5 minutes to prepare. The other groups are going to try to guess what you are miming. The first group that correctly guesses the mime is going to win a point.

After 5 minutes, have each group mime 1 thing that girls spend money on and then have the other groups guess. Award a point to the first group that guesses a mime correctly. After all the mimes are done, congratulate the group with the most points. Summarize all of the things that girls spend money on and ask:

🕒 What other things do girls spend money on?

Write down for yourself all the things the girls mimed and said they spend money on so you can use it in the next step in this session.

STEPS – 2

Pose questions to identify wants and needs – 10 minutes

You and other girls like you often need more money than you actually have to buy the things you need and want. One thing you can do is to decide not to buy something. But it is not always simple to decide what to buy and what not to buy. To make those decisions, it helps to know the difference between what you need and what you want. I am going to explain the difference between a need and a want.

Objectives

By the end of this Learning Game, girls will have:

1. Prioritised what they spend money on.

Methods

- Step 1: Mime
- Step 2: Game
- Step 3: Discussion
- Step 4: Cheer

Time : 35 minutes





A **need** is something that is a basic necessity—something you cannot live without.

A **want** is something that is not necessary—something you can live without.

Now, you are going to decide whether the things that you spend money on are needs or wants. Everyone is going to start off by standing in the middle of this area. When I read 1 of the things that you spend money on, you have to decide whether it is a need or a want.

If it is a need, run to this side (*run to the left side of the area*).

If it is a want, run to the other side (*run to the right side of the area*).

One at a time, name each of the things that the girls mimed or said they spend money on in the previous step and have the girls run to either side of the area.

If 1 or more girls decide the thing is a need, ask them:

➤ **Why is it a need?**

If 1 or more girls decide it is a want, ask them:

➤ **Why is it a want?**

Thank the girls for participating and ask them to be seated.

STEPS – 3

Pose questions to prioritise things girls spend money on – 5 minutes

You sorted all the things that you spend money on as either needs or wants.

➤ **Where do you and girls like you get money?**

Summarize the ways that girls get money. Then say:

Imagine you got money in the ways that you just mentioned and you managed to save 150 rupees. Think about all the needs and wants that you have right now. Discuss with a partner how to answer the following question:

➤ **What are you going to spend your money on first, second and third?**

Be prepared to share in a few minutes.

After a few minutes, ask a few volunteers to share what they are going to spend money on first, second and third. Then say:

By deciding what you are going to spend money on first, second and third, you prioritised the things that you spend money on.





STEPS – 4

Ask for commitment to prioritise spending – 5 minutes

🕒 Who is willing to try to prioritise the things that they spend money on?

After girls respond, say:

Thank you! Next time we meet, I look forward to hearing about your experiences prioritising what you spend money on.

Ask the girls to stand up in a circle. Say:

All together, pump your arm in the air 4 times while saying, “Girls stay strong together!” Then crouch down, jump up and say, “Chalo!”

When girls are done with the cheer, applaud their efforts and thank them for their lively participation.





MAKING A SAVINGS PLAN

STEPS – 1

Facilitate game to brainstorm about places people save – 15 minutes

Today, we are going to talk about making a savings plan. One part of a savings plan is where to save your money. Think about all the places that you, your mother, other family members and friends save money.

Let us play a game to name all the places where people save money. Everyone sit in a circle.

After everyone is sitting in a circle, say:

You are going to pass a rock (or other object) around the circle while I clap my hands. When I stop clapping, the person who has the rock is going to name a place where people save money. You are going to repeat this until you name many different places where people save money.

Play the game. After many places where people save money are named, summarize them. Then ask:

➤ What are the 4 most common places to save money?

After the girls agree on the 4 most common places to save money, divide them into 4 groups. Assign each group 1 of the 4 most common places to save money. Then say:

Each group has 5 minutes to discuss how to answer the following questions about the 1 place they were assigned:

➤ Why is it a good place to save?

➤ Why is it a bad place to save?

You are going to share what you discussed with everyone after 5 minutes.

After 5 minutes, ask each group to share their discussion. (An example of a group's discussion is that a purse is a good place to save because it is safe, but a purse is a bad place to save because one can easily be tempted to spend the money.) After all groups share, summarize the characteristics of good and bad places to save. Some of the characteristics they may mention include safety, temptation to spend, accessibility, ease of spending, interest, discipline, etc.

Objectives

By the end of this Learning Game, girls will have:

1. Developed a savings plan.

Preparation

- Rock or other object to pass around

Methods

- Step 1: Game
- Step 2: Story-telling and gestures
- Step 3: Discussion
- Step 4: Cheer

Time : 35 minutes





STEPS – 2

Use story and gestures to explain a savings plan – 10 minutes

Where to save money is 1 part of a savings plan. Another part of a savings plan is a savings goal.

A goal is something you want to have in the future.

Savings are money you do not spend and set aside for future needs.

A savings goal is something you want to have in the future that needs money.

A savings goal and where to save money are 2 parts of a savings plan. Listen to the story of Malika's mother and her savings plan.

Story of Malika's Mother

Malika's mother has a savings goal to buy a new salwar suit for her 14-year-old daughter Malika for a festival. The salwar suit costs 1,000 rupees. The festival is in 10 weeks. That means that Malika's mother needs to save 100 rupees per week to be able to buy the salwar suit in time for the festival. She is going to save her money in a special hiding place in her house that nobody knows about—in a trunk.

- ④ **What is Malika's mother's savings goal?**
[To buy a salwar suit for Malika for a festival]
- ④ **When does Malika's mother want to meet her savings goal?**
[for a festival 10 weeks]
- ④ **How much does Malika's mother need to save each week to meet her savings goal?**
[100 rupees]
- ④ **Where does Malika's mother plan to save her money?**
[In a trunk, a special hiding place in her house that nobody knows about]

Then say:

The answers that you provided together make up Malika's mother's savings plan. To make a savings plan, you need to answer 4 questions:

- ④ **What is your savings goal?**
- ④ **When do you want to meet your savings goal?**
- ④ **What amount do you need to save each week to meet your savings goal?**
- ④ **Where are you going to save your money?**

An easy way to remember the 4 questions of a savings plan is to use 4 gestures:

- What (put both of your hands out to the side with your palms up)
- When (point to your wrist or watch)
- How much (rub your fingers together)
- Where (look to 1 side and then the other).





Now, everyone stand up and let us practice the gestures to remember a savings plan together.

Say and make gestures with the girls:

- What (put both hands out to the side with palms up)
- When (point to wrist or watch)
- How much (rub your fingers together)
- Where (look to 1 side and then the other)

STEPS – 3

Have groups practice making a savings plan – 5 minutes

Divide the girls into groups of 4. Say:

Like her mother, Malika decided to make a savings plan, but she needs your help. Malika usually gets money from her mother for sweets or chips a few times a month. Instead of spending the money, she decides to save it to buy something to go with her new salwar suit for the festival in 10 weeks. Your group is going to help Malika by making a savings plan for her. Remember the 4 gestures as you think about each part of Malika's savings plan: what, when, how much and where. Be prepared to share your savings plan with the other groups in 5 minutes.

🔍 What questions do you have?

Respond to questions. Then give the groups 5 minutes to work.

After 5 minutes, ask each group to share the savings plan they made for Malika. Then say:

Like Malika and her mother, you, too can make a savings plan.

STEPS – 4

Ask for commitment to develop a personal savings plan – 5 minutes

🔍 Who would like to commit to developing a savings plan?

After girls respond, say:

Thank you! I look forward to hearing about your savings plan the next time we meet.

Ask the girls to stand up in a circle. Say:

All together, pump your arm in the air 4 times while saying, "Girls stay strong together!" Then crouch down, jump up and say, "Chalo!"

When girls are done with the cheer, applaud their efforts and thank them for their lively participation.





WE ARE ALL BORN FREE AND EQUAL

STEPS – 1

Introduce series of Learning Games and today's session – 10 minutes

Welcome to the first Learning Games for Girls session on the topic of girls' and women's rights and today we are going to play a game to become familiar with basic human rights.

Raise your hand if you have heard this statement before:
All human beings are born free and equal.

After girls have raised their hands, ask:

- ❖ **What does this mean?** *[This means that we are all born free. We all have our own thoughts and ideas. We should all be treated in the same way – no matter our citizenship, race, sex, language, or religion.]*

Over 65 years ago, the world experienced a terrible war. When the war ended, nations (including India) came together to create the Universal Declaration of Human Rights. World leaders made a commitment to never allow such human suffering to occur again and to protect the rights of individuals everywhere.

There are 30 rights included in the Universal Declaration of Human Rights. We will focus on 5 essential ones:

- Right to freedom
- Right to equality
- Right to safety
- Right to health
- Right to education

These rights are universal, which means that no one can take these away from you.

STEPS – 2

Demonstrate and practice the gestures for the 5 rights – 10 minutes

To help us remember the 5 essential rights, we will learn a gesture for each. *Have girls stand up and observe as you describe each right and introduce the gesture. Ask girls to repeat each gesture before you describe and demonstrate the next one.*

Objectives

By the end of this Learning Game, girls will have:

1. Recognized essential human rights that protect girls and women.

Preparation

Methods

- Step 1: Discussion
- Step 2: Gestures
- Step 3: Quiz game
- Step 4: Cheer

Time : 35 minutes





Right	Description	Gesture
Freedom	The right to freedom means the power to think, act and speak as you like. We can remember it by flapping our arms like a bird that is free to move wherever it pleases.	<i>Demonstrate the gesture by flapping both arms.</i>
Equality	The right to equality means having the same status and opportunities as others. We can remember it by clasping our hands to show that we are all the same.	Demonstrate the gesture by clasping hands.
Safety	The right to safety means being free from harm and danger. We can remember it by wrapping our arms around ourselves to show that we are safe.	<i>Demonstrate the gesture by wrapping arms around chest.</i>
Health	The right to health means being free from illness and injury. We can remember it by flexing our arms that are part of our body.	<i>Demonstrate the gesture by flexing arms several times.</i>
Education	The right to education means having the opportunity to increase knowledge and skills. We can remember it by touching our head that holds knowledge and information.	<i>Demonstrate the gesture by touching the head's temples.</i>

After describing and demonstrating each right, practice the gestures by calling out the rights and having the girls repeat the gestures.

Next, read the following statements, each time having girls turn to their neighbor for a brief discussion and then invite 1-2 volunteers to fill in the blanks:

- If I have freedom, I can _____
- If I have equality, I can _____
- If I have safety, I can _____
- If I have health, I can _____
- If I have education, I can _____

STEPS – 3

Conduct quiz game to review the 5 rights – 10 minutes

Have girls continue standing in a circle and explain:

I will make statements that are wrong. Determine which of the five rights proves that each statement is not correct. To share your answer, step into the circle and make the gesture for the right(s) that supports your answer. I will give you an example before we start the game.

If I say the following statement: Girls are not allowed to go to school.





➤ **What is wrong with this statement?**

[Girls have the right to attend school and are protected by law.]

➤ **Which of the 5 right(s) proves that this statement is wrong?** *[Right to education]*

➤ **What is the gesture to help you remember it?** *[Touch head]*

Then go through each of the following statements, each time asking:

➤ **Which of the 5 right(s) proves that this statement is wrong?**

#	Wrong Statement	Possible Responses and Gestures
1	You are less intelligent because you are not a boy. ➤ Which of the 5 right(s) proves that this statement is wrong?	■ <i>Girls and boys are equal and deserve the same level of respect. (Clasp hands)</i> ■ <i>Girls have the right to education. (Touch head)</i>
2	Girls should be forced to marry. ➤ Which of the 5 right(s) proves that this statement is wrong?	■ <i>Girls have the right to freedom; they can make their own decisions. (Flap arms)</i>
3	It is normal for girls to be teased by boys. ➤ Which of the 5 right(s) proves that this statement is wrong?	■ <i>Girls and boys are equal and deserve the same level of respect. (Clasp hands)</i> ■ <i>Girls have the right to feeling safe. (Wrap arms around chest)</i>
4	Women must have babies. ➤ Which of the 5 right(s) proves that this statement is wrong?	■ <i>Girls have the right to freedom; they can make their own decisions. (Flap arms)</i>
5	Girls should work instead of receiving education. ➤ Which of the 5 right(s) proves that this statement is wrong?	■ <i>Girls have the right to education. (Touch head)</i> ■ <i>Girls have the right to freedom; they can make their own decisions. (Flap arms)</i>
6	Girls should do more chores than boys. ➤ Which of the 5 right(s) proves that this statement is wrong?	■ <i>Girls and boys are equal and should not receive preferential treatment. (Clasp hands)</i>





STEPS – 4

Practice cheer for all Learning Games – 5 minutes

I am going to show you the cheer that we are going to do when a Learning Game is over. Stand together to make a circle. Watch me and then we are going to do it together.

Do the gestures for the 5 rights while saying, “Freedom, equality, safety, health, education! We have rights!” Then crouch down, jump up and say, “Chalo!” Then say:

Now, let us do the cheer together if you are willing to explain the 5 rights to your friends.

When girls are done with the cheer, applaud their efforts and thank them for their lively participation.





THE ROLES OF WOMEN AND MEN

STEPS – 1

Have girls mime everyday activities that women and men do – 10 minutes

Today, we will discuss the roles and responsibilities of women and men. To start, let us play a guessing game without using words – just actions.

Divide girls into pairs and then say:

Take 1 minute to identify as many activities as possible that women are responsible for.

Wait 1 minute and then say:

Now take 1 minute with your same partner to identify activities that men are typically responsible for.

After 1 minute, ask for a few volunteers from different pairs to mime their responses to each of the following questions and have observers guess the activities:

- **What are examples of activities that mostly women do in your village?**
[Possible mimes include: cooking, cleaning, caring for children, agriculture, etc.]
- **What are examples of activities that mostly men do in your village?**
[Possible mimes include: field work, driving, reading, etc.]

Thanks for identifying activities that are usually done by women and those that are more commonly done by men. Now let us think about words that are used to describe women and men.

- **What are common words used to describe men?**
[Possible responses include: strong, intelligent]
- **What are common words used to describe women?**
[Possible responses include: gentle, caring]

Raise your hand if you know men and boys that are gentle, caring, _____
(Note to facilitator: insert words that girls shared earlier to describe men.)

After girls have raised their hands, continue:

Raise your hand if you know women and girls that are strong, intelligent, _____
(Note to facilitator: insert words that girls shared earlier to describe women.)

Objectives

By the end of this Learning Game, girls will have:

1. Assessed how society and biology affect gender roles.

Preparation

- Step 2: Pictures 1 and 2 (Woman and Man)

Methods

- Step 1: Mime
- Step 2: Pictures
- Step 3: Skit
- Step 4: Cheer

Time : 35 minutes





Thank girls and explain:

If we can use the same words to describe men and women, and boys and girls, let us look at other ways they may be the same or different.

STEPS – 2

Use pictures to discuss gender roles – 10 minutes

For this activity, I will need the help of two volunteers.

Ask for a volunteer to stand in front of the group to one side and hold up Picture 1. Then ask for another volunteer to stand in front of the group on the other side and hold up Picture 2.

I will name activities, one by one. If you think only a woman is physically capable of doing it, stand by the picture of the woman (point to the first volunteer). If you think only a man is physically capable of doing it, stand by the picture of the man (point to the second volunteer). If you think both are physically capable of doing the activity, stand in the middle, between the two pictures. Make your choice as quickly as possible!

Name the activities one at a time, each time asking girls:

➤ Who is physically capable of doing this activity?

- Breastfeed
- Cook
- Wash clothes
- Sweep
- Read
- Give birth
- Go to the market
- Sew
- Work
- Take care of children
- Drive

Thank the girls for participating and, once the group is seated again, ask:

- **Out of the activities I named, which can only be done by women?** *[Breastfeeding, giving birth]*
- **Why are some activities physically possible for both women and men, but are commonly done by mostly women or mostly men?**

Only a few activities are examples of biological (female or male) features. Pregnancy and giving birth are





biological features associated with being female; only women can do these. However, the other activities we discussed are related to gender – not female or male features. Gender refers to the roles of women and men and their responsibilities in society. Gender is how we are expected to think and behave as women and men because of the way our society is organized, not because of our biological features.

- ② **How do girls and boys learn how to: speak, behave, dress, and work like women and men?**
[As they grow up, girls and boys learn from their parents, friends, community, schools about the way women and men should behave, dress, work, etc.]

STEPS – 3

Have girls create skits to demonstrate how gender inequalities affect them – 10 minutes

We will work in groups to show how girls and boys are treated differently in daily life.

Divide girls into 5 groups and assign each group a different skit. Give them 5 minutes to prepare.

#	Right	Description of Skit
1	Freedom	Identify and act out a situation you have observed or experienced when girls and boys don't have the same freedom to act, think or speak
2	Equality	Identify and act out a situation you have observed or experienced when girls and boys are not treated equally
3	Safety	Identify and act out a situation you have observed or experienced when girls are less safe than boys
4	Health	Identify and act out a situation you have observed or experienced when girls are less healthy than boys
5	Education	<i>Identify and act out a situation you have observed or experienced when girls receive less education than boys</i>

Once groups have finished preparing, give each group 1 minute to present and, after each skit, ask the observers:

- ② **In this skit, what is the difference shown between girls and boys?**
- ② **How can the right to _____ (insert right assigned to the skit) be helpful in this situation?**

When there is no gender equality, women and girls have fewer opportunities and are treated unfairly. Girls may receive less education. Girl infants may be rejected. Women may face violence in their relationships.

But it is important to note: gender roles are created by society, cultures and traditions. Therefore it is possible to change them.

- ② **What are examples of activities you are able to do today, which your grandmother was unable to do when she was a girl?**

Thank girls for sharing examples and then summarize:





Gender roles change as society changes. It is important to know that women and girls are protected by law to have the same rights to freedom, equality, safety, health, and education. As more people learn about these rights and teach others about them, there will be less inequality.

STEPS – 4

Ask for commitment to observe gender roles – 5 minutes

Ask:

➤ **Who is willing to pay attention to how gender roles affect girls?**

Thank the girls. Then say:

All together, do the gestures for the 5 rights while saying, “Freedom, equality, safety, health, and education! We have rights!” Then crouch down, jump up and say, “Chalo!”

When girls are done with the cheer, applaud their efforts and thank them for their lively participation.





Figure-1



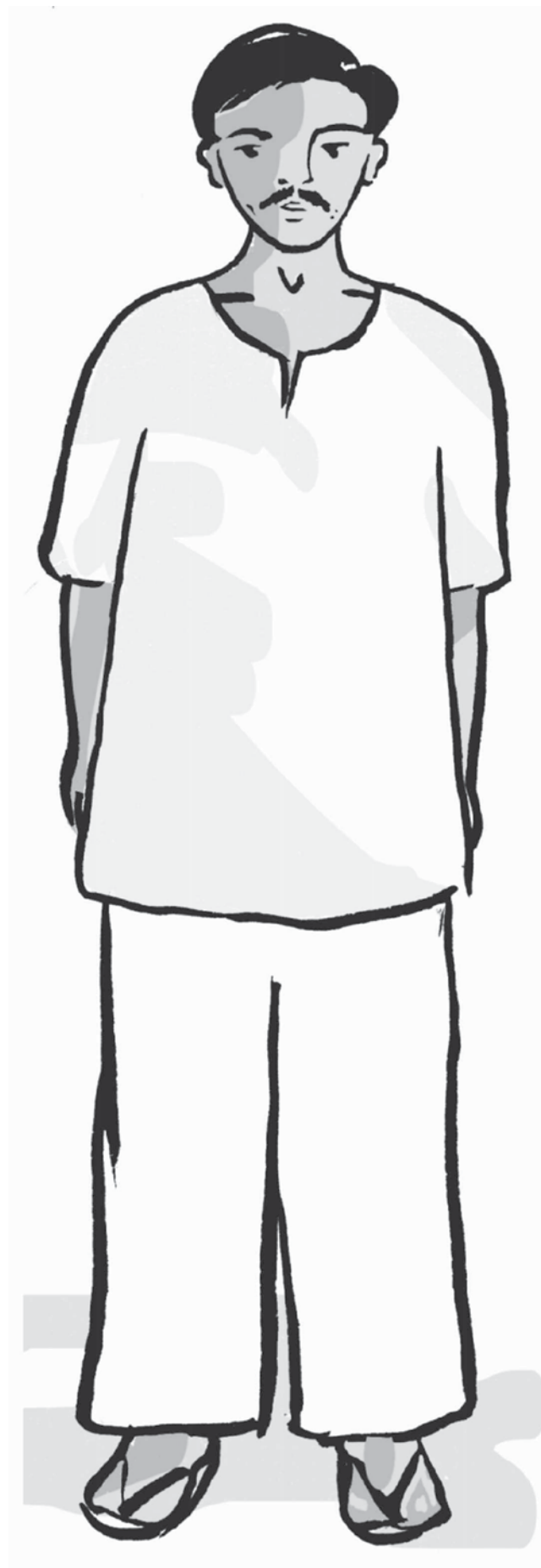


Figure-2





BEING AWARE OF SAFETY

STEPS – 1

Use a blindfold to discuss the feeling of vulnerability – 5 minutes

Today, we will discuss ways to feel safe. First, let us play a game.

Ask for a volunteer who is willing to be blindfolded and guided on a short walk around the group. Ensure that there are no uneven surfaces and ask for another volunteer to hold the blindfolded girl's arm as you instruct them where to walk. After 1 minute, thank the volunteers and ask the girl who was blindfolded:

- ❖ **How did you feel being blindfolded?**
- ❖ **How did you depend on your instinct (or intuition) to make up for your loss of vision?**
- ❖ **What difference did it make to have someone assist you?**

Safety means being free from harm and danger. When

we feel vulnerable and unsafe, we can use our instincts (of what feels right) to pay closer attention to what we are doing or experiencing. We can also request the assistance of others.

STEPS – 2

Have groups identify unsafe times, places and situations – 10 minutes

In our daily activities, there are times, places and situations when we feel safe and others when we feel vulnerable and unsafe. It can depend on the location, time of day, people who are there or not there, etc.

Divide girls into 3 groups and give each an assignment:

- *Unsafe times*
- *Unsafe places*
- *Unsafe situations*

Objectives

By the end of this Learning Game, girls will have:

1. Assessed how society and biology affect gender roles.

Preparation

- Step 1: Bring a cloth and find an area with an even surface for the blindfold game

Methods

- Step 1: Blindfold game
- Step 2: Discussion
- Step 3: Group planning
- Step 4: Cheer

Time : 35 minutes





In your group, discuss why you avoid certain times, places or situations and what makes them less safe than other times, places or situations.

After 5 minutes, invite a representative from each group to share the main points from their discussion. Once groups have presented, summarize by highlighting the most unsafe days/times, places and situations for girls in the village.

- *Unsafe days and times (e.g., weekday/weekend, morning, midday, afternoon, evening)*
- *Unsafe places (e.g., market, school, home, police station, clinic, bus station, friend's home)*
- *Unsafe situations (e.g., taking transportation, using health services, going to school, being kept after school, getting stopped by a policeman, negotiating to sell something)*

Safety can decrease because of poor lighting; unmaintained roads, homes and buildings; deserted or isolated spaces; and aggressive behavior from boys and men.

STEPS – 3

Have groups develop plans for increasing safety – 15 minutes

Based on the most unsafe times, places and situations (identified in the previous step) divide the girls into 3-4 groups and assign each one a specific unsafe time, place or situation.

In your group, discuss:

- **What can you do to increase your safety (in this unsafe time, place or situation)?**
- **What can the community change to increase your safety (in this unsafe time, place or situation)?**

(Note to facilitator: ensure that groups understand that they must analyze their specific time, place or situation in relation to the two questions.)

Be prepared to have one group member present what a girl can do to increase personal safety. Another group member will present what the community can change to make the times, places and situations safer. These ideas can be shared with the local ASHA (Accredited Social Health Activist) who can present them to the Village Health and Sanitation Committee. The Village Health and Sanitation Committee works with community members to identify health problems, find solutions, and develop a village health plan. The village health plan is a community approach to solve problems.

After 5 minutes, invite 2 representatives from each group to share their ideas to increase personal safety and to make changes at the community level.

Thank you all for sharing your ideas for taking precautions to increase safety and also for making changes with other community members.





STEPS –4

Ask for commitment to use strategies for increasing safety – 5 minutes

Ask:

- **Who is willing to use the ideas for increasing personal safety?**
- **Who is willing to speak with the local ASHA about safety issues?**

Thank the girls. Then say:

All together, do the gestures for the 5 rights while saying, “Freedom, equality, safety, health, education! We have rights!” Then crouch down, jump up and say, “Chalo!”

When girls are done with the cheer, applaud their efforts and thank them for their lively participation.





SELF DEFENCE

STEPS – 1

Understanding self-defence – 10 minutes

Today we will discuss an interesting topic called, “Self Defence” and I think most of you know about it. Let me see.

➤ **What do you understand when we use the word self-defence?**

The facilitator will encourage participants to share their experience or understanding on self-defence and thank all of them for sharing their opinion. After you get their responses, use the following table

- Self means, “own” and defense means, “to protect”. Therefore, self-defense means to protect oneself.
- One has to learn and acquire wisdom, skill and specific techniques to protect oneself hence, this requires specific training.
- Karate, Kung-fu, Taekwondo and kickboxing are some of the types of self-defense training that helps building self-confidence in oneself.
- Self-defense is an important skill especially for a girl to protect herself from any unwanted threats or danger from any stranger or opponent.

➤ **Do you have any question on what self-defence is?**

Clarify if the girls have any query and then move on

Now that we have understood what self-defense is let me ask you another question.

➤ **Can anyone tell me the types of self-defense?**

Facilitator will wait for responses and thank them.

Good! Let us now play a game to understand the types of self-defense

*Facilitator will ask all the participants to count 1,2, 1, 2, 1, 2 and continue till the last one finishes the counting and then ask those who counted 1 to form one group and those who counted 2 to form the second group. Once groups are formed, the the facilitator will instruct **Group 1** to discuss “**what do they understand about self-defense with empty hands**” and to **Group-2** to discuss “**what do they know about self-defense with any instruments**”. Instruct them to complete this task in 7 minutes and then both the groups can present their work one by one. Once both the groups finish their presentations, then thank the groups and share the following table:*

Objectives

By the end of this session, girls will have:

1. Described types of self-defence
2. Identified the benefits of self-defence.
3. Developed a plan to join a self-defence training

Preparation

- 4 pieces of folded papers with one story or situation written on each of them
- 1 pen and 1 piece of paper for each participant. You may ask the girls to bring their own pen

Time : 35 minutes





Basically, there are two types of self-defense, without weapons or empty hands and with any instruments used as weapon.

Self-defense with empty hands	Self-defense using instruments as weapons
Empty hands, legs, heels, knee, elbow and side of your arms can be used to hit hard on the weaker parts of the human body As a result, your opponent or tormentor will easily be grounded or wounded.	When you girls go to school and return from school or when visiting relatives with parents and returning, time whatever instruments you (girls) are carrying at that time that can be used to protect oneself as self-defense skill.
Self-Defense Training helps girls to identify some weaker parts of human body like- eye, nose, ear, neck, throat, collar bone, both sides of head, abdomen, genitals and hit hard any one of those areas with hand, legs, heel, knee and elbow to overpower your tormentor or stranger.	The things you generally carry like exercise book, pen, hairpin, key ring, safety pin, dupatta, bag, comb, finger nail, small stick, instruments of geometry box etc can be used. To protect oneself from any unforeseen threats using any instruments you carry is called self-defense.

❖ Do you have any question on what self-defence is?

Clarify if the girls have any query and then move on

Please stay in your small group as we move to our next learning

STEPS – 2

Importance of self-defence through story telling – 7 minutes

Let us learn more about the importance of self-defense. I will share the story of Rita to understand how important self-defense is for all the girls.

Story of Rita

One evening, 17 years old Rita was returning home from her tuition a little late because she had to spend extra time to copy some important suggestions. As a result, she was alone as all her friends had already left for home. Being late, Rita decided to take a short cut to reach home quickly. The road was empty and lined with bushes and trees. Suddenly a man appeared from nowhere and blocked her way. Rita got scared. The man tried to grab her with both hands but Rita tried to push him away and started screaming. Fortunately, some local boys heard her screaming and came running. On seeing the boys, the stranger run away. When those boys reached the spot, they found Rita was sitting on the road and crying. They knew her, so they took her home safely.

So, this was Rita's story. Let me ask you four questions. Please discuss within your groups and come back with your answers. Please assign one person from your group to give the answer. Take 3 minutes

- ❖ Did you ever felt insecure in your life? If yes, please share
- ❖ What would have helped you to feel less scared?
- ❖ What advice would you give to Rita if she faces similar problems in future?





Get the response from each group and thank the girls.

So, I do understand that self-defense is an important part of our life not only to protect ourselves but also to build self-confidence. Learning self-defense is necessary for any girls to develop self-confidence, mental strength and discipline through exercise.

► What benefits we get if we learn self-defense?

Get responses from the girls and then state the following:

- It keeps both your body and mind healthy
- It builds your self confidence
- You get respect from others, including from boys and men
- It increases your concentration in studies
- It improves your body immunity to fight against diseases.

So, you see how self-defence can benefit your life now and in future and how important it is for our self-esteem. This will in fact lift us from our low status in society

STEPS – 3

Identifying self-defence situation through game – 10 minutes

Let us play a game to understand different situation that we may face or already faced that require self-defence. Please divide yourself into 2 groups.

*Once the 2 groups are formed, ask one of the members from each group to collect 2 out of 4 folded papers that you will keep on the floor. Each folded paper will have a different situation that requires self-defence for self-protection. **You must keep these papers ready before the start of this session***

1. ***While returning home alone at night suddenly two strangers appeared from nowhere and block your way.***
2. ***Someone grabbed your both hands from behind.***
3. ***While walking alone and talking over phone, suddenly someone grabbed you from behind.***
4. ***Someone is chasing you with a knife***

Now that you have 2 papers each you will find a situation is given in each paper that requires the use of self-defence. Please read each situation from each piece of paper carefully and then develop a short skit or drama. The act should **not be more than 1 minute** for each of the 2 situations by both the groups. When you have prepared, say loudly 'We are going to face the situation'. You will have 5 minutes to prepare. **Please remember that in this act, play lightly and do not hurt your friends physically**





Move around each of the 2 groups to see if they have understood the situations and help them if needed. Once they are ready, say:

Now I will ask group one to act out the first situation. Once done, group 2 will answer the following questions

- **What type problem is shown in this act that require self-defence?**
- **How will the victim use self-defence skills to protect herself either with empty hands or with weapons?**

Group 1 will then act out the second situation and group 2 will answer the questions once again. Once group 1 completes both the situations, groups will act out the third and the fourth situations while group 1 will need to answer this time. Let us see which group does the best acting.

Ensure that the girls play this game properly and with enjoyment. Thank them for their active role and then say:

You all did a great job. Let us applaud for all of you (clap). Please remember that such situations may happen to any girl one way or the other. You may not have the same situations as described here but there are numerous situations that we can think of. Just to make you all understand, I have provided you with some common situations.

- **What are some of the other common situations a girl can face that force her to defend herself?**

Get as many examples as you can from the girls, thank them and move to the next step

STEPS – 4

Develop self-defence plan through group discussion – 6 minutes

Please come back to the large group. Now let us spent 2-3 minutes talking in pairs. Please form a pair with the girl sitting next to you and listen to what you need to discuss.

- **What will be your future plan to protect yourself in case of any untoward situation?**

Once you complete, if you want, you can write down and keep it to yourself to commit on it. I will give you a piece of paper and pen. You are also free to express that you do not require any plan or training on self-defence without giving any reason. You may also write if you are already trained or undergoing any training on self-defence, stating the type of training.

Please give each girl one piece of paper and a pen. Make sure they discuss with their pairs before writing. If the girl is not literate or un-willing to write, please respect that. Once they finish, ask some of the pairs to share their plan and thank them.





STEPS – 5

Commitment – 2 minutes

Before we end this useful session, we should make a commitment. Please stand in a circle with space in between each of you. I will ask you a question. If you agree then come forward with your right hand stretched and say 'I'. Make sure that you touch others' hands while extending.

➤ Who is willing to look for an opportunity to learn self-defence in near future?

Once the girls come forward with stretched hands thank them and ask them to return to the original circle. Then say:

All girls please raise your right hand and repeat after me three times, “Self-defence brings self-respect to all girls!” Then crouch down, jump up and say, “Chalo!”





COMMUNICATING WITH OTHERS

STEPS – 1

Discuss non-verbal communication and body language – 5 minutes

Today we will learn how communication can affect us and others.

Ask for different volunteers to respond to the following questions.

Without using words, who can show me what someone looks like when they are:

- Sad?
- Happy?
- Angry?
- Tired?
- Scared?

Objectives

By the end of this Learning Game, girls will have:

1. Practiced assertive communication skills.

Preparation

- Step 2: Discuss the role play with 3 volunteers before facilitating the session

Methods

- Step 1: Discussion
- Step 2: Role Play
- Step 3: Practice
- Step 4: Cheer

Time : 35 minutes

Facial expressions and the way we hold or move our body are important parts of communication. Not all communication is through words. Communication also happens through: gestures, your tone of voice, silence, facial expressions, standing close or far from the other person, the way you hold your body, the way you sit.

STEPS – 2

Facilitate a role play to demonstrate 3 types of communication – 15 minutes

Ask for 3 volunteers to participate in a role play: Anita, Sunita and Ruma.

Our volunteers will act out a conversation between 3 classmates. I will describe three parts of a conversation between 3 classmates and the volunteers will act it out.





Step	Description of each scene	Role play to act out
1	Ruma is speaking with Sunita and Anita about their plans.	Ruma: Are you coming with all of us tonight? Sunita: Well, it sounds interesting. <i>[Avoids eye contact.]</i> But what time are you going? Is it late? <i>[Looks away.]</i>
2	Ruma tells Sunita that she cannot change the plan.	Ruma: You said that you were coming! <i>[Points to Sunita.]</i> You can't change your mind now. Sunita: <i>[Looks down.]</i>
3	Ruma asks Anita if she is coming.	Ruma: What about you? You're coming, right? Anita: I thought about it and I have decided that I will not go. It is too late for me. <i>[Looks at Ruma directly in the eyes and stands firmly.]</i>

Thank the 3 volunteers for acting each scene and then ask:

- **Which girl communicated in a weak way?** *[Sunita]*
- **What made her communication seem weak?** *[She avoided eye contact. She did not state her opinion clearly.]*
- **Which girl communicated in a threatening way?** *[Ruma]*
- **What made her communication seem threatening?** *[She seemed to threaten the other girl. She pointed at Sunita when speaking with her.]*
- **Which girl communicated in a clear, firm way?** *[Anita]*
- **What made her communication seem clear and firm?** *[She stated her opinion clearly and looked at Ruma directly when responding to her.]*

What you have observed and described are 3 types of communication.

Communication Style	Characteristics/examples
Passive communication means to communicate in a weak way by being afraid to address the issue, not wanting to upset or disappoint the other person and avoiding stating your opinion.	Talking quietly, showing nervousness, avoiding eye contact, not holding your body straight, hiding your face, avoiding disagreement
Aggressive communication means to communicate in a way that threatens or dominates the other person by expressing that only your ideas and opinions are correct.	Shouting, demanding, saying others are wrong, leaning forward, looking down on others, wagging finger or pointing at others, threatening
Assertive communication means to communicate in a way that does not seem rude or threatening, but is clear and firm about your ideas and opinions.	Be specific, use statements that begin with "I", look the person in the eye, be clear, use your body language to show that your opinion is firm





Then ask:

- ❶ **Why is assertive communication more effective than passive or aggressive communication?**
[Assertive communication is a way of sharing your opinion clearly and firmly, so there is no confusion or misinterpretation about your message.]

STEPS – 3

Have groups practice using assertive communication – 10 minutes

Ask:

- ❶ **What are times, places or situations where you may need to communicate assertively?**
[Possible responses include: shop, market, public transportation., negotiation]

Divide girls into groups of 3. Each girl should have a chance to play one of 3 roles:

- Aggressive communicator
- Assertive communicator
- Observer

In your group, choose a time, place or situation where you may need to communicate assertively. Take turns using assertive communication. Remember the conversation that Ruma had with Anita. When you are using assertive communication, remember to speak clearly, firmly and use statements that start with “I”. When you are in the observer role, make sure to pay attention to verbal and non-verbal communication.

Circulate as the groups are practicing to provide guidance and clarification as needed. After 5 minutes, ask:

- ❶ **How did you feel using assertive communication?**
- ❷ **What was difficult?**
- ❸ **When you were an observer, what non-verbal communication did you notice?**

Being assertive is difficult, especially when the person you are speaking with is aggressive. However, with practice it can become easier to use assertive communication. Every day we have opportunities to assert ourselves.

STEPS – 4

Ask for commitment to practice assertive communication – 5 minutes

Ask:

- ❶ **Who is willing to be more assertive when communicating with others?**

Thank the girls. Then say:

All together, do the gestures for the 5 rights while saying, “Freedom, equality, safety, health, education! We have rights!” Then crouch down, jump up and say, “Chalo!”

When girls are done with the cheer, applaud their efforts and thank them for their lively participation.





FINDING SUPPORT IN OUR COMMUNITY

STEPS – 1

Introduce topic by asking girls for advice – 5 minutes

Before we begin our game today, I would like to ask your advice:

- Where can I buy vegetables?
- How do I get from here to there?
- Who should I speak with when I get there?
- How much do vegetables cost?
- What else would be helpful to know before going to buy vegetables?

Thank you for your helpful advice. Now that I know where to go, how to get there, who to see and how much it will cost, I feel more prepared.

Then ask:

- Who can help when we do not know where to get products or services?
- What happens if we do not ask questions?

When we do not know information, there are people around us who can answer questions and provide advice. Today we will create a plan for improving the lives of girls in the village by asking others for assistance and working together.

Objectives

By the end of this Learning Game, girls will have:

1. Created a plan for improving girls' access to and use of local resources

Preparation

Step 2:

- Rock for multiple-choice game
- Verify names and locations of local organizations, resources and services for adolescents (and consider inviting one or more representatives to give a presentation in future meetings)

Step 3:

- Review list of main take-away actions resulting from Learning Games 1-7 to facilitate the process of voting for the top 3 priority action items

Methods

- Step 1: Discussion
- Step 2: Multiple choice
- Step 3: Group planning
- Step 4: Cheer

Time : 35 minutes



STEPS – 2

Play “Who am I?” – 10 minute

Have girls sit in a circle and place the rock in the middle. Then say:

Before we create our plan, let us identify people in our community that can help. I will describe a person or group and then ask: “Who am I?” If you know the answer, quickly grab the rock in the middle of the circle before someone else does.

“Who am I?” Description	Multiple Choice Answers (Correct Answer in Bold Font)
1. I am a local woman volunteer who visits community members, provides health information and escorts pregnant women and sick people to the health facility. ➤ Who am I?	• ASHA • Anganwadi Worker • Traditional birth attendant (village dai) • Auxiliary Nurse Midwife (nursedidi) • Swasthya Karmi • Village Health and Sanitation Committee
2. I provide supplements to children, adolescent girls and pregnant women, and conduct growth monitoring for children under 6 years old. ➤ Who am I?	• ASHA • Anganwadi Worker • Traditional birth attendant (village dai) • Auxiliary Nurse Midwife (nursedidi) • Swasthya Karmi • Village Health and Sanitation Committee
3. I am trained to deliver babies in the community and receive kits from the primary health centre/ sub-centre. ➤ Who am I?	• ASHA • Anganwadi Worker • Traditional birth attendant (village dai) • Auxiliary Nurse Midwife (nursedidi) • Swasthya Karmi • Village Health and Sanitation Committee
4. I work at the health sub-centre and visit different villages to provide immunization, maternal child health care, childbirth, and contraceptive services. ➤ Who am I?	• ASHA • Anganwadi Worker • Traditional birth attendant (village dai) • Auxiliary Nurse Midwife (nursedidi) • Swasthya Karmi • Village Health and Sanitation Committee
5. I am a man who helps the nursedidi give treatment for fever, tuberculosis and malaria. ➤ Who am I?	• ASHA • Anganwadi Worker • Traditional birth attendant (village dai) • Auxiliary Nurse Midwife (nursedidi) • Swasthya Karmi
6. I am a group of village members and local representatives who work together to solve problems and improve the health of community members. ➤ Who am I?	• ASHA • Anganwadi Worker • Traditional birth attendant (village dai) • Auxiliary Nurse Midwife (nursedidi) • Swasthya Karmi • Village Health and Sanitation and Nutrition Committee (VHSNC)

Congratulate the girls for their knowledge of local resource people and then ask:





➤ Who else can assist girls with services or information?

(Note to facilitator: provide clarification as needed and inform girls about additional organizations, resources and services that are available locally. Schedule an informational presentation for a future meeting if possible.)

STEPS – 3

Have girls create a plan for speaking with ASHA or Village Health, Sanitation and Nutrition Committee – 15 minutes

Now that we have identified people in the community that can provide assistance, information and services, we will create a plan for improving the lives of girls in the village – and sharing the plan with the local ASHA first or the Village Health, Sanitation and Nutrition Committee directly.

Ask girls to recall:

- **What is the role of ASHA?** *[ASHA is a female Accredited Social Health Activist, who can answer questions or provide referrals for questions regarding adolescence, sexual and reproductive health, pregnancy and delivery, contraceptive methods, community resources, and adolescent programs at the Anganwadi Center such as Scheme for Adolescent Girls (through out-of-school adolescent girls (11-14 years age) receive supplementary nutrition) or girls' groups such as Kishori Samooths and RKSK groups]*
- **What is the role of the Village Health, Sanitation and Nutrition Committee?** *[The Village Health and Sanitation and Nutrition Committee works with community members to identify health problems, find solutions, and develop a village health plan. The village health plan is a community approach to solve problems. The committee is responsible for organizing a Village Health and Nutrition Day, Kishori Diwas, Adolescent Health Day (AHD) each month / quarter so community members can use services of the ANMs (Auxiliary Nurse Midwife), GNMs and Counsellors of Anwesha Clinic and the Anganwadi Center (AWC).]*

Before this meeting, we met 7 times to discuss:

- The 5 essential rights that protect girls and women;
- The roles that women and men have;
- How the female body works;
- How contraceptive methods work;
- What makes healthy relationships;
- Ways to increase your safety;
- How to communicate effectively with others.

At the end of each meeting, we committed to actions such as:





- Explaining the 5 rights to others;
- Observing how gender roles affect girls;
- Sharing the 3 elements of girls' and women's health;
- Discussing women's right to decide which contraceptive method to use;
- Using ideas for increasing safety;
- Sharing a song, poem or skit about healthy relationships;
- Being assertive when communicating with others.

Have girls vote for the top 3 issues related to freedom, equality, safety, health and education they discussed in the previous 7 meetings (Learning Games for Girls 1-7).

Then divide girls into 3 groups and say:

In your group, create a plan for explaining the issue or concern affecting girls in the village and propose ideas for resolving them.

Your plan should describe in a clear manner:

- How the issue or concern affects the wellbeing of girls and women in the village
- Which people and resources can help solve the problem
- Ideas for solving the problem together

Give groups 10 minutes to develop their plans and make sure to circulate as they work to clarify and provide guidance as needed. After 10 minutes, invite each group to present their plan.

Remember: you have rights to freedom, equality, safety, health, and education! If your rights are not protected or respected as they should, you can discuss the problem with ASHA, the Village Health and Sanitation Committee and other resource people, and work together to find a solution to the problem.

STEPS – 4

Ask for commitment to discuss ideas with ASHA and Village Health and Sanitation Committee – 5 minutes

Ask:

- 🗣️ **Who is willing to meet with the local ASHA or Village Health and Sanitation Committee to discuss ideas for improving the lives of girls in the village?**

Thank the girls. Then say:

All together, do the gestures for the 5 rights while saying, “Freedom, equality, safety, health, education! We have rights!” Then crouch down, jump up and say, “Chalo!”

When girls are done with the cheer, applaud their efforts and thank them for their lively participation.





MENTAL CHANGES

STEPS – 1

Introduce the topic – 8 minutes

Welcome! Today we have an important topic which is very personal to us and which affects our adolescence and makes us the type of adults we will be. The baby who is born will gradually grow up to become an adult. We know how a child develops physically. Since we are neither a child nor an adult, we are currently more interested in knowing about ourselves as adolescents. In one of our previous games, we found out correctly what physical changes take place during adolescence, which is between 11 years to 18 years. We know how a girl child gradually transforms to an adolescent girl and how a boy child changes to an adolescent boy physically. Now let me ask you

- **Do a child and an adult behave differently?**
- **Since I am sure all of you will say yes, please give some examples how a child behaves differently from an adult?**

Get responses from as many girls as possible. Please note down some of the possible responses so that you may use them later

Thanks for your good examples. Since we are neither a children nor adults, let us see how we behave. I will read out one statement at a time. If you think you behave like this most of the time, then stand on my left. If you think you behave like this a few times, then stand on my right. If you think you do not behave like this at all, then stand in front of me.

From the table below, read out one sentence at a time. After you read the first sentence, ask the girls to either stand to your left or to your or in front of you based on what the girls think as how they behave mostly, rarely and not at all. Ask the girls if they have understood and if you think it is not clear use one of the sentences below as an example. Now play the game

Objectives

By the end of this activity, the girls will have:

1. Identified important mental changes during adolescence
2. Stated how to deal with the mental changes

Preparation:

- Picture – 1: Three-Four girls are engrossed in a mobile phone looking at an intimate picture of a male and a female
- Picture – 2: 2 pairs of boys and girls going and looking at each other interestingly
- Picture – 3: A girl insisting to her parents that they should give her a mobile phone like her friend has
- Picture – 4: A girl trying to style her hair like a movie actress
- Picture – 5: A girl feels depressed after breaking up with her boy friend
- Picture – 6: A girl with a worried face looking at herself in a mirror, and trying to look at the pimples

2 Art papers and 1 permanent marker
– **to be handed over to the selected girl under step 3**

Methods

- Step 1: Introduce the topic – 8 minutes
- Step 2: Picture game to identify





In an invitation, if I find the food is not tasty, I straight away give my opinion to the host family
When I think I am doing something which is not right, I do not tell my parents, but I tell my friends
I feel very angry if my mother does not give what I want
When my friend comes to me with his/her problem, I try to solve the problem rather than go to an adult.
I am old enough to know what is right for me and what is wrong for me
I easily trust a person who I find interesting to talk to
I always want to do something different from the others even if there is some risk
I always think carefully and make a plan when I have need to do something very important

common mental changes during adolescence – 12 minutes

- Step 3: Group work on how to manage mental changes – 10 minutes
- Step 4: Commitment and cheers – 5 minutes

Time : 35 minutes

Make sure that at the end of these 8 statements, all girls are huddled either on your left, or right or in front of you. Thank them and then say

I can see that all girls are not standing at the same place. We are standing in different places based on how we behave. So, we see that as adolescence, we behave differently though we may sometimes behave like a child and sometimes like an adult but yet we are different from both children and adults. We grow physically right from birth till we reach adulthood; we also grow mentally in the same way. So, in this session we will try to find out what mental changes we undergo during our adolescent period and how to manage those changes

- 🕒 **Since most of you agreed that we behave differently from children and adults, what examples can you give on how we behave as an adolescent?**

Get as many examples as possible and thank them. See if many of the examples match with the pictures that you will be using in the next step so that you may cite those examples then.

STEPS – 2

Game to identify some common mental changes during adolescence – 12 minutes

Now let us play a game to find out what are the common mental changes that we undergo during our 7 years of adolescence. I need 6 girls to volunteer. I will give each girl one picture that needs to be held in a way that all others can see.

Have all the 6 pictures ready. Get 6 girls. Give each of them one picture. Ask them to stand in a big circle so that there is enough space between each of them for other girls to stand when required. Once arranged, say,





All the girls who are holding a picture please raise it above your head so that all other girls can see. Now I will request each girl to choose a picture based on your likings and go stand in front of it. You can choose only one picture. So even if you like more than one picture, you have to choose the one you like best. Once everyone selects their best pictures and stand there, I will ask you some questions

Ensure that each of the girls who are not holding the pictures make a choice and stand in front of the picture of their choice. Once done, take one picture at a time and ask the following questions

- **What do you see in this picture?**
- **Why did you choose this picture?**
- **What is the main behaviour that we observe here?**

Make sure you get responses for all the 3 questions at least from 3 different girls standing in front of the picture being discussed. If there is only one girl, you need to ask her only. If no girl is standing, you keep this later for you to answer and explain. At the end please give the girls who were holding the pictures, a chance to choose their best pictures

Thanks for your response. Let me summarise what we understood from each picture. Please remember that many of you may not like what I describe about the mental changes that happen but these are natural and happen to all of us during this period, some more some less.

Some common mental changes during adolescence:

- Picture 1: We have **curiosity** about certain things. This may lead to certain risk taking behaviour like addiction to pornography, substance misuse (consuming *Ghutka*, *Paan Parag*, smoking etc.), engaging in unsafe sexual activities
- Picture 2: During 11 to 14 years we are **more attached** with other girls as friends but during the age of 15 to 18 years we **get attracted** to boys.
- Picture 3: We listen to our friends' suggestions more than our parents' advice and we think our **friends are more rational** in their decisions. We try to defy our parents' authority and show disobedience
- Picture 4: At this age we try **to idolize** someone who is famous and try **to imitate** him or her. The person could be an actor, a player or someone known personally. Sometimes while imitating them, we may have do risky things like eating less to remain thin, indulge in some risky activities which may harm us physically
- Picture 5: During adolescence, very often we are **unable to control our emotion or stress**. We become easily angry, we get excited or we get depressed for small minor reasons.
- Picture 6: Another important mental change is our **consciousness of our own body**, the way it is changing. We try to see how we look. Spend a lot of time in front of a mirror. What changes I can make so that I am considered good looking by my friends, etc?

- **How many of you agree that all these mental changes happen to us? Please raise your hand if you agree with all the 6 pictures.**

See if there are some girls who have not raised their hands. Find out if they have understood your question. If yes, then find out which mental changes they do not agree with and let other girls try to explain.





STEPS – 3

Group work to manage the mental changes during adolescence – 10 minutes

We all agree that we do undergo mental changes in a way that from childhood we move towards adulthood. It does not happen in one day but over 7 years. We experience certain changes at the beginning of our adolescence and some other changes as we move closer to being an adult. We also admit that when we move through some of the mental changes we tend to make mistakes on our way to adulthood. Sometimes the mistakes are minor and we can take care, but some of us can make big mistakes that can affect our adult life. If a boy develops a habit of stealing money to go and watch movies regularly, it may become a habit in adult life leading to wastage of money or the habit of stealing. If a girl gets involved in sexual activity and gets pregnant, it is very embarrassing in society, it could affect her marriage and create health problems.

So we have to go through all these changes and yet we need to be very careful that we face these changes in a way that will make us healthy and responsible adults. Let us have a discussion among us to see how best we can deal with these changes positively.

Let us make small groups around each of the 6 pictures. Those who have voted for respective picture will be the members of that group

Make sure that 6 groups are formed based on the picture the girls have earlier chosen. They may place the picture in the centre while they discuss in small groups. Once the 6 groups are formed, say

I will ask one question. You need to discuss among your group members for at the most 4 minutes **related only to your picture**. Please discuss seriously based on your own experience and what you have seen especially with adult people. Once you finish your discussion loudly say “we will manage”. The group that says this first will get the chance first to answer the question. My questions are:

❶ How these mental changes help us to become a matured adult person?

Encourage them to think well. If needed give examples. Some of the examples are given below. You can share to the groups if they find difficult to start but encourage them to come up with their own examples.

[Curiosity helps us to know what is right and what is wrong around us. Getting attracted to boys will help us to know them better and to choose a good partner/friend in future. We need to examine whether our friends are actually helping us with their support, or they are acting out of their own interest, when we conclude that they are right and our parents are not. Whether imitating someone we idolize, would it actually help us to acquire some good qualities? By understanding our own emotions we get to know whether we can control them well when we become adults. Finally, by being conscious of our body we can think of how to stay healthy and become a productive adult]

I think you enjoyed sharing as a group what you thought of this question. Thanks for participating in this discussion and I am sure you are clear on our mental changes and how we can make use of these. I suggest that we make the list of our common mental changes on a chart paper. Along with each mental change we also write down the examples we have shared on how these changes help us to become a good adult. We can put the chart paper on the wall of the anganwadi centre where we have our Kishori Samoocha meeting.





- **Those who are agreeing to my suggestion please raise your hands.**

If most of the girls raise their hands in agreement, then take the names of at least 4 girls who will take the responsibility to write the chart paper and put it in their meeting centre. Give one of them 2 chart papers and one marker

STEPS – 4

Commitment and cheers - 5 minutes

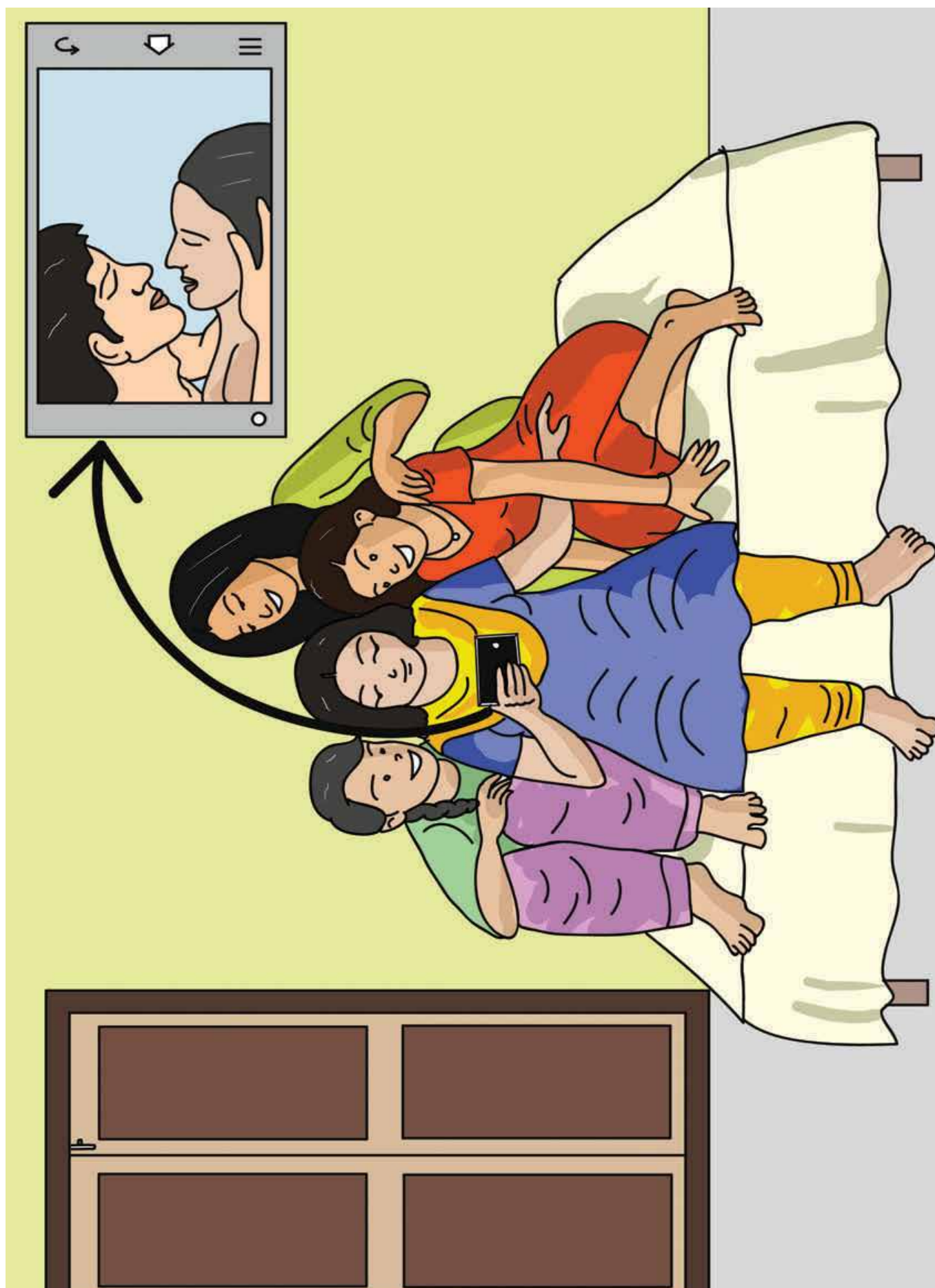
Today, we have discussed that the common mental changes take place during adolescence that help us to become mature adults in the future. Now please stand up and make a circle. I will ask you a question. If you are willing to commit to this question then come forward and stretch your right hand in front of you so that you can touch each other's hands

- **Who is willing to share the common mental changes that we go through with your other friends who have not attended this session?**

Once the girls commit themselves by coming forward and touching each other's hands, say

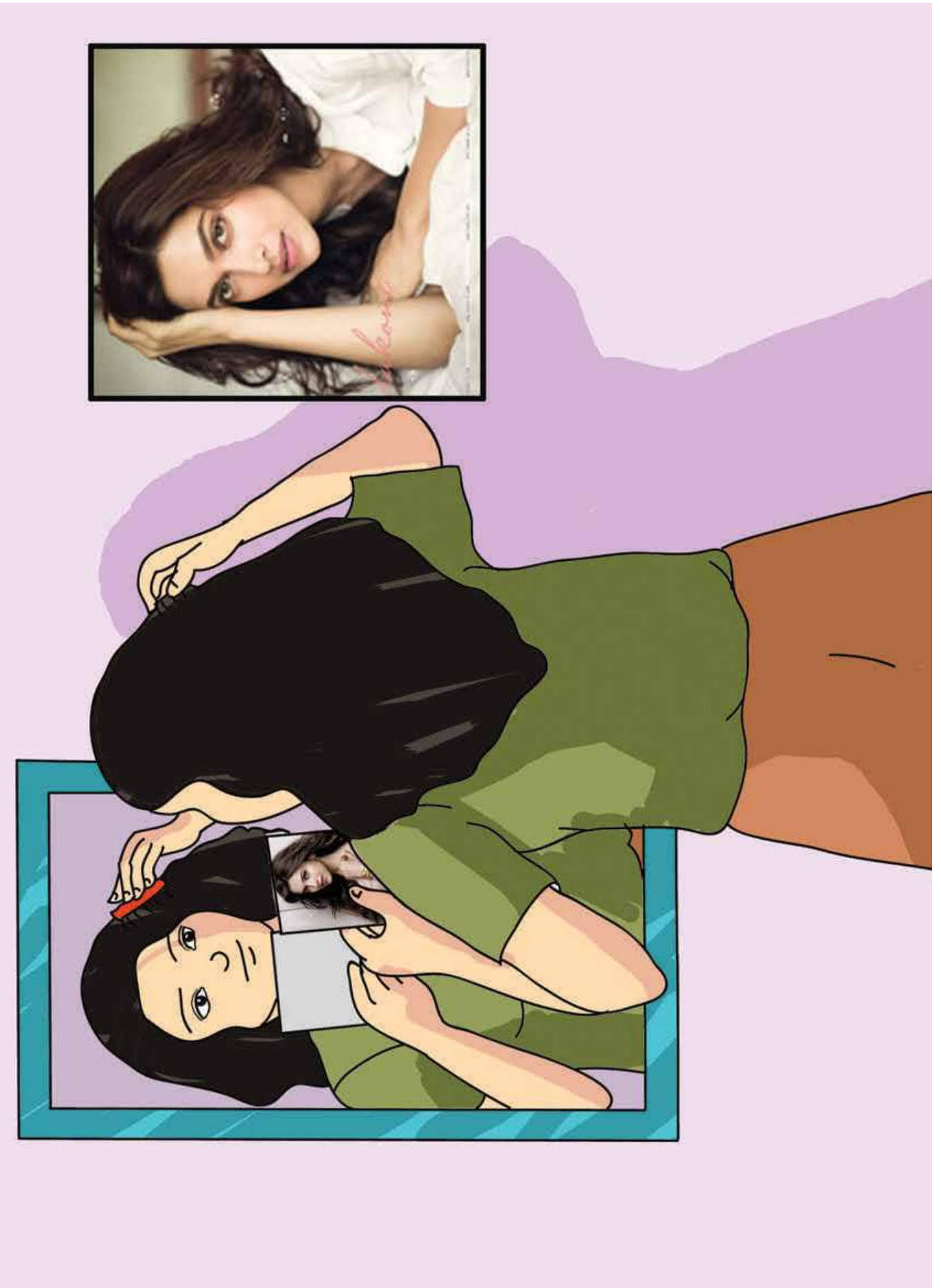
I am sure you all have enjoyed this learning game session. Now let us do the cheer like we always do at the end our session. Stay in circle and raise your right hand and repeat after me 3 times. "We will strive to become a good and mature adults". Then couch down, jump up and say, "Chalo!" Thanks to you all.

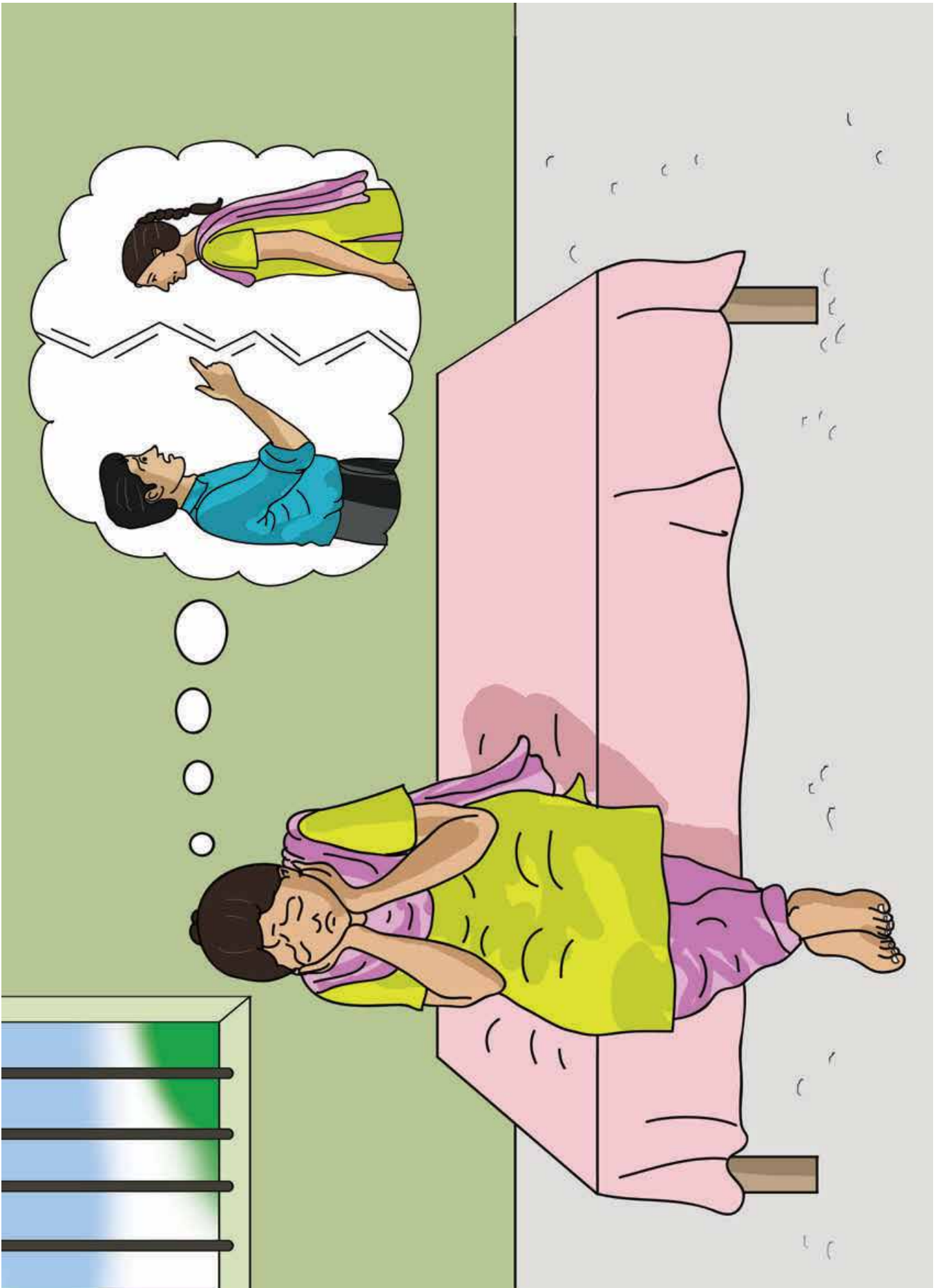
















PREVENT CHILD MARRIAGE

STEPS – 1

Introduce the topic – 8 minutes

Welcome! Today we are going to discuss about how child marriage can affect our lives and what we can do to prevent it.

Find out at least 4 girls know at what age their mothers got married. Ask them to collect other girls and form 4 groups. Once the groups are formed, say

Now that you have formed the groups let me ask you 3 questions. Discuss the answers in your respective group for next 3 minutes and then I will ask you to share

- ❶ **At what age your mother got married and was it the minimum age to get married?**
- ❷ **What is the minimum age for a girl to get married?**
- ❸ **Why some of your mothers got married at early age?**

After 3 minutes ask one person from each group to answer their questions. Find out what reasons they gave for marrying at early age and thank them

So all of us know now that as per the law of our country, the minimum age of marriage for girls is 18 years and for boys it is at 21 years. This is also our right. However, most of our mothers were married before this age and even now many girls known to us have been married early. You have given some good reasons child marriage takes place. Let me add or repeat for our summary

Objectives

By the end of this activity, the girls will have:

1. Stated the causes of child marriage and its effects.
2. Compared the lives of child brides
3. Identified measures in addressing early marriage.

Preparation

- Arrange to get at 4 artificial flower buds (paper buds)

Methods

- Step 1: Introduce the topic – 8 minutes
- Step 2: Game to identify the effects of child marriage among girls – 12 minutes
- Step 3: Quiz and Group work – 10 minutes
- Step 4: Commitment and cheers – 5 minutes

Time : 35 minutes

Some Common Reasons for Girls getting married as children are:

- Poverty is perhaps the most important cause as girls are considered burdens in poor families. There is high incidence of girl trafficking from these families
- Adolescent mothers tend to marry their daughters early
- Social pressure including dowry
- Low status of girls as they are unable to make their own decisions
- Many young girls run away with boys of different caste and religion to avoid getting married according to their parents' choice.





In poor families, girls are considered burden as they consume part of the meagre income. Marrying them early reduce this burden. Parents need to spend less money if the girl is married early. Lack of education and information prevent many families to realise the harm in getting their daughter marry as a child. There is also social pressure from the community if older girls in a family remain unmarried. Now let me ask you another question.

➤ **Having understood why girls get married early, what are your thoughts?**

Get as many responses as possible to find out their thoughts on child marriage and thank them

STEPS – 2

Game to identify the effects of child marriage among girls – 12 minutes

Now let us find out what happened if a girl gets married early and has children earlier than 18 years of age. Let us play a game. Form 4 groups once again. I will give each group a flower bud. Discuss for 2 minutes on how to change the bud into a flower. I will then ask you question once you have done your job.

Help the girls to form 4 groups trying to keep equal number of girls in each group. Give each group a flower bud and ask them to do as instructed. After 3 minutes tell them to stop and ask them question

➤ **Which group has managed to change the bud into a normal flower?**

➤ **Why you did not get a normal flower?**

Thanks for your answers. So, we all agree that the bud will take its own time to open up as an adult flower ready for its function. We cannot forcefully make the bud into an adult flower. Similarly, for a girl to bear a normal baby, she needs to be fully grown into an adult. All her reproductive organs should be mature enough to have a baby and also to care of the baby. A girl's body is not fully mature till she reaches the age of 18 years. Go back to your large group and let me ask you

➤ **What do you think are the effects on the health of a girl if she marries early?**

Get as many responses from them as possible, thank them and then say

If a girl marries early, it is very likely that she will also get pregnant early. This is because at a younger age she does not have a say in deciding when to have children. With an early pregnancy the girl may have bleeding during delivery and very often a malnourished baby is born. With child marriage, the girl leaves education early. Because of low status of women, the young married girl gets less nutritious food at her in-law's house. She suffers from anaemia. We are already familiar with the significance of anaemia from a previous game and we are also aware of the WIFS program. Anaemia can lead to chronic health problems and make her less productive in life. It also affects her children. With low education, the young mother cannot take proper care of her baby and thus the baby does not have physical and mental growth. In extreme cases both young mother and baby may die.

Let me state one by one some common health and social consequences of child marriage leading to child pregnancy





Some common health & social consequences of Child Marriage:

- Girl gets pregnant early before her body fully matures.
- Her school life ends early leaving her less educated and less informed on child care
- With low social status she gets less nutritious food. She suffers from anaemia
- With low health status, very often the baby born is malnourished and there is poor physical and mental development as the baby becomes a child.
- Low status at the in-law's house leads to the young mother having a greater number of children since she cannot make her own decisions. This causes health and economic burden
- Young married girls are more likely experience domestic violence
- In extreme cases the young mother or her baby may die

STEPS – 3

Quiz and Group work – 10 minutes

Now please form 2 groups. One group stands on my left and the other on my right. I will read out some statements based on what we have learnt so far. You have to say whether the statement is true or false. Please do not answer but raise your hand when I make a statement. The girl who raises her hand first will be asked to answer. If her answer is correct her group gets a point. If her answer is incorrect any girl from the other group can answer, and get a bonus point if she answers correctly. Are you all ready?

Make sure the 2 groups are formed and they stand in a line on your two sides. Start asking the questions from the table below. You can check the answers to make sure about the correct answer

Poverty is a common cause of child marriage of girls	True
Education delays child marriage among girls	True
Younger the girl for marriage greater is the amount of dowry	False
With early pregnancy and low nutrition, very often the married adolescent girl suffers from anaemia	True
Children of immature mothers usually have normal nutrition	False
When a girl gets married early, in most cases she can control her first pregnancy	False
Low birth weight babies suffer from malnutrition and do not have normal development	True
We have the right to get married only after we complete our education	True

Which group had most number of points? Good so you are the winner. Thank you all for participating in this quiz. Now in the same group that you are in, please sit down in a circle. I will give a task. Please discuss in your group for next 3 minutes and be ready with your answer after that. I will ask one member from your group to share.

Make sure that the girls in 2 groups who had been standing for the quiz game now sit in a circle – so 2 small groups. Once done, give them the task.





I will tell a true story. Tumpa Bauri from Raghunathpur block in Purulia district managed to stop her marriage when she was 14 years old. At a village fair, a youth fell for her and soon a proposal went to Tumpa's place. Her parents were excited since they did not have to provide a high dowry for the marriage. However, Tumpa, who was then at school, was determined to continue her studies. She knew that it was illegal to get married before the age of 18 years. Her parents scolded her and ill-treated her but she remained determined. She even contacted the local administration to stop the marriage.

The local administration was impressed by her decision and she was given a bicycle to continue going to school. She also used her bicycle to visit nearby villages to encourage other girls not to get married before 18 years of age or at least before completing high school education. Besides, she was also informed by *Anganwadi didi* about *Kanyashree Prakalpa* that provides cash benefits for unmarried girls continuing in school. This would encourage parents to delay the age of marriage. She talked about this scheme and convinced her parents to delay her marriage until she completed her higher education and stood on her own feet.

Now that was Tumpa's story. Please discuss among yourselves the following questions. You have 3 minutes to come up with the steps.

- **What do you think Tumpa did to prevent her child marriage?**
- **What steps can you all take to prevent child marriage in future?**

After 3 minutes ask representative from each group to share their answers. Say

Thank you for sharing your answers especially the steps that you can take to prevent child marriage. For our understanding together let us summarise what steps we can take.

Some common health & social consequences of child marriage:

- Form a strong adolescent girls' group for support or take help from the existing ones
- Seek help from members of strong SHGs in the community
- Get support from the Govt. front line workers like Anganwadi workers, health workers, ASHAs, etc
- Discuss the issues with school teachers, Panchayat members and other Govt. officials
- Enroll in government schemes like Kanyashree Prakalpa that can support continuation of education for girls.
- Engage in vocational training and livelihood to convince parents that girls can also contribute economically.
- Make use of Child Line
- When necessary, contact the police station
- Be aware of the Anti-Dowry Act



STEPS – 4

Commitment and cheers - 5 minutes

Today, we have discussed why girls are forced to marry at early age, what happens thereafter and how to prevent child marriage. Now please stand up and make a circle. I will ask you a question. If you are willing to commit to this question then come forward and stretch your right hand in front of you so that you can touch each other's hands

- ❶ **Who is willing to share the problems of early marriage with your parents and with your other friends?**

Once the girls commit themselves by coming forward and touching each other's hands, say

I am sure you all have enjoyed this learning game session. I am also sure that you will talk with your friends and neighbours about the harmful effects of early marriage and the steps to prevent it. Now let us do the cheer like we always do at the end our session. Stay in circle and raise your right hand and repeat after me 3 times. "We will continue to study and will try to stand on our feet before we get married". Then crouch down, jump up and say, "Chalo!" Thanks to you all.





KANYASHREE PRAKALPA

STEPS – 1

Introducing topic through question-answer session – 10 mins

Welcome the participants and introduce today's topic. Say:

Today we are going to discuss about our State Government's Kanyashree Prakalpa and its benefits towards the empowerment of adolescent girls in our state. Before we proceed, let me ask you 2 questions. Let me see who can answer.

➤ What are the common problems girls face in the family?

[school drop outs, lack of higher studies, absence of income generation activities, lack of self confidence in making decisions, lack of mobility, child marriage, early pregnancy, etc]

➤ How we can try to solve some of these problems?

[Good education, opportunity to earn, prevent child marriage and early pregnancy, encourage girls in all social activities, ensure equal rights to girls and boys etc]

The facilitator will encourage few participants to respond, and will thank all the participants for their responses and then add :

Well I do agree that girls have all kinds of problems and we can also see how these problems can be solved. It is found that if a girl continues to stay in school, she will have more opportunity to get educated, will not get married early and all problems related to child marriage can be prevented. In our previous game we saw the problems of getting married early.

Please remember that our parents are not to be blamed for the problems we face because they are bound by our society. Within that situation we need to think how we can solve our problems. Our Government has also thought about us seriously and it has recently started a new program called Kanyashree Prakalpa. This scheme will give us scholarship or cash to continue our education so that we can delay our marriage. This will improve the status and well-being of adolescent girl students aged between 13 – 18 years who are in schools or Madrassahs and who are unmarried. There are two types of benefit for adolescent girls under this scheme.

Objectives

By the end of this learning session, participants will have:

1. Defined Kanyashree Prakalpa
2. Stated the eligibility criteria and benefits under this scheme
3. Explained steps in getting benefits under this scheme

Preparation/Materials

- One copy of Kanyashree Pledge in English, which is attached here as annexure
- Keep one copy each of form K1 and K2, in case the girls are interested in seeing them.

Time : 35 minutes





STEPS – 2

Storytelling to understand eligibility criteria & benefits under Kanyashree Prakalpa – 10 minutes

Let us find out what we have in Kanyashree Prakalpa and who are eligible to get its benefits. I will tell you about Kanyashree Prakalpa through a story. I will tell the story in 2 parts. After completing each part, I will ask you question.

Story of Salma Khatoon – Part 1

In one of the schools in Malda district, Salma a 16 year old girl used to be a good student in class 10. Her father worked in tailoring shop and mother was a housewife. One day, Salma's class teacher told the entire class about Kanyashree Prakalpa and its benefits. She said that girls from any Govt. educational institutions are eligible to get annual scholarship of Rs. 1000 per year from class 8 onwards until she reached 18. She said that this money will encourage the parents to complete their daughters' high school education.

After sharing the story, the teacher asked all the students that those who fulfill the eligible criteria must contact our Headmistress of the school and enroll in this scheme.

I have completed the first part of the story. I will ask you 2 questions. Please face the person next to you, discuss with her and after 1 minute be ready to answer the questions.

- **What does Kanyashree Prakalpa provide to the eligible girls?**
- **Who are eligible to get the scholarship from this Prakalpa?**

Give them a minute to discuss with their respective partners. Once they finish, invite some of them to answer both the questions. Please make sure that they have the correct answers, thank them and then continue with the second part of the story

Story of Salma Khatoon – Part 2

Salma heard what her teacher said about the Kanyashree Prakalpa. She shared this with her parents when she returned. Her mother was happy to know that if Salma gets the scholarship, they do not have to think of spending their small income on her education. Next day Salma met the Headmistress with her own Bank Account passbook. She had opened this account in nearby bank last year as a part of a training of Sakhi-Sahelis under Adolescent Girls' scheme with the AWW and other friends last year. The Headmistress applauded her for her initiative to open bank account and also told even if a girl who is between 13-18 years of age and continues her study without getting married, did not have bank account, the school will help her to open a bank account in her name so that she gets the scholarship directly in her bank. For enrollment, school staff helped her in filling in a form called K-1 and submitted some documents, which her school helped her to obtain. This form is available in every school and colleges. *(The documents needed are birth certificate, non-marriage certificate in the form, continuous attendance at school certificate from headmaster/principal)*





The Headmistress also shared with Salma that if she remains unmarried till the age of 18 years and continue to study, she will get a onetime grant of Rs. 25,000/- from the Kanyashree Prakalpa, which will be deposited in her bank Account. The eligibility for the grant will be same as that of the yearly scholarship. However, this time she needs to fill up the form K-2¹, and submit it before she turns age 19. This form is available in every school and colleges. It can also be downloaded from the website: http://wbkanyashree.gov.in/kp_home.php. Salma went back home feeling very happy that her parent will surely not get her married soon and she may continue to pursue for higher studies.

This was the story of Salma Khatoon and now let me ask you 2 more questions. I give you 1 minute to discuss with your partner and be ready to answer. I may not ask everyone but will surely ask those who did not get chance before

- **What is the other cash benefit of Kanyashree?**
- **Who are eligible to get this one-time grant?**

Give them a minute to discuss with their respective partners. Once they finish, invite especially those whom you did not pick up last time. Please make sure that they have the correct answers and thank them.

STEPS – 3

Quiz game to identify ways to get benefits of Kanyashree Prakalpa – 10 minutes

Please form two teams. Choose a name for your team. I will stand far enough from the two teams so that you need to run to reach me but not so far that you do not hear me.

After groups form, ask,

- **What is your team's name?**

Use the team name to refer to the two teams

I will read a statement. Discuss with your team members to come up with correct answer. When your team agrees on an answer, let one group member quickly come and touch my hand. The team to touch my hand first will have the chance to answer the question. If the answer is wrong, the other team will automatically have the chance to answer. Whoever gets the answer right first gets ONE point for her team. The team to get most correct answers wins this game.

Read the statement below and allow enough time for each team to have someone touch your hand.

- **What questions do you have about this game?**

If any participant has any query the facilitator will repeat the rules of the game to make her understand and then start by saying first statement,

¹ K-2 Please keep a copy of K-2 Form





Statement	Answers
Any adolescent girls having a bank account in her name can get the benefits of Kanyashree Prakalpa	False <i>Girl should be studying in school between the ages of 13 to 19. She must have reached at least class 8.</i>
All eligible adolescent girl student needs to submit duly filled K1 form for annual scholarship of Rs.1000/- in her school.	True
Any eligible adolescent girl student who has already enrolled for K1 benefit does not need to submit K2 form for one time grant of Rs. 25,000/-	False <i>Till the age of 18 years of age, the girl has to re-new her K-1 Form through her School/College. After completing 18 years of age without getting married and still studying, she needs to submit K2 form for the one time grant</i>
Married adolescent girl who is studying in school can get the benefits of Kanyashree Prakalpa	False <i>Only unmarried school going girl will get the benefit</i>
Kanyashree Prakalpa can motivate the parents to continue their daughter's education	True
The money under this scheme is meant only for the education expenses of the eligible girl	True

Count how many points each team has. Then say:

Team _____ (Mention the name of the winning team) wins. Congratulations to all of you for correctly identifying the ways to get the benefits of the Kanyashree Prakalpa.

STEPS - 4

Commitment - 4 minutes

Before we close today I want to see how many of you will commit to share the information of benefits of Kanyashree Prakalpa with your family members and neighbours before we meet again. Those who are willing to commit may raise their hand.

Let us now stand and hold each other's hand and shout three times, "Kanyashree for Adolescent girls!"

Before finishing the game, the facilitator should read the Kanyashree Pledge loudly and everyone should participate to read the pledge clearly. This is given in the annexure in English and this is applicable only in the state of West Bengal

Then crouch down, jump up and say, "Chalo!"







শিক্ষা বিকাশ দপ্তর ও
নারী উন্নয়ন ও
সমসাময়িক কন্যাশ্রম দপ্তর



আমি সাহস আমি কন্যাশ্রী

২৯ লক্ষ কন্যাশ্রী আজ
এগিয়ে চলেছে সফলতার পথে।
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INSECURITIES OF GIRLS

STEPS – 1

Introduce the story stating common insecurities – 8 minutes

Welcome! Today we are going to discuss about ourselves. As girls, almost all of us feel insecure in some way or the other, whether at home or outside. In this learning game session let us find out what types of insecurities girls face and how to overcome them. But first let me ask you

❶ How do we know that we feel insecure as a girl? Please give some example

Get responses from some of the girls to find out if they understand what insecurity is. If the girls are unable to give examples state that insecurity means not feeling safe in some places, dependent on others, less opportunity to go to school, feeling less healthy, getting married early, etc. Then ask again

❷ Is insecurity a very common problem for us? If yes, please stand up

It is expected that every girl will stand. If you find some girls are sitting, try to find out if they understood what insecurity means to them and whether they do not feel insecure any time.

Thank you. Please remain standing in a circle. Now I will read out some sentences on insecurity. If you think this has happened to you or to someone else you know, please sit down.

- ❸ My mother tells me not to play with my friends if I am having monthly bleeding.
- ❹ Sometimes when I go out to school or to the market there are some boys who tease me and tell me bad words
- ❺ I am not allowed to go out alone in late evening from my home
- ❻ I get less chance to spend time on my studies since I have to do different work at home
- ❼ I often feel that my brother gets more importance than me at home

Let me see how many of you are still standing. As I can see that most of you are sitting, this means that we all have some level of insecurity as girls. We have different types of insecurities. The examples I gave

Objectives

By the end of this activity, participants will have:

1. Stated the common insecurities of girls.
2. Addressed consequences of common insecurities.
3. Identified measures in addressing girls' insecurities.

Preparation

- 4 Pieces of papers. On each paper one story should be written in advance as given in the text below.
- Any object available locally for showing a baby, book, paper document, etc

Methods

- Step 1: Introduce the story stating common insecurities
- Step 2: Game to identify the consequence of common insecurities
- Step 3: Group work on steps to reduce insecurities
- Step 4: Commitment and cheers

Time : 42 minutes





just now are related to health, educational and social insecurities. Let me read out what insecurities we mentioned through this exercise.

Common insecurities for girls are:

- Health constraints like restriction during menstruation – This is Health Insecurity
- Eve-teasing and sexual harassment – This is Social Insecurity
- Restricted movement while being outside the home – This is Social Insecurity
- Less opportunity to study and drop out of school – This is Education Insecurity

In addition, we also have some other examples of economic and legal insecurities.

Some other common insecurities for girls are:

- Girls are made to get marry at an early age due to dowry problem. This leads to early pregnancy – This is both Social & Health Insecurity
- With low education, child marriage and restricted mobility, girls get less opportunity to earn and have less money to spend – This is Economic Insecurity
- Very often girls are deprived of their parents' property while their brothers enjoy such rights – This is Legal Insecurity

STEPS – 2

Game to identify the consequence of insecurities for girls – 20 minutes

As we have understood how we see insecurities as girls, let us play a game to identify what happens if we feel insecure. Let us form 4 groups. From each group, you need to some girls who will act on a story that I will be giving.

*Help the girls to form 4 groups trying to keep equal number of girls in each group. Name them as Group 1, 2, 3 and 4. Once the groups are formed, give each group a piece of paper with a story written on it. **Stories should be written before you start the session***

Short Stories for the Groups

- **For Group 1:** Pushpa got married at the age of 15 years. She gave birth to a baby after one year. She is ill-treated at her in-law's place because her father did not give enough dowry.
- **For Group 2:** Shanta was stopped from going to school when she completed class 6, because her mother wanted her to work at home. Also, they did not have enough money and so the family allowed only her brother to continue studying.
- **For Group 3:** Radha was married to Ratan who was very poor. However, when Radha's father died, her brother, Shyamal transferred the entire property to his name by suppressing the fact that he had a sister. Radha did not get any of her father's property





- **For Group 4:** Seema, who was a drop-out from school, got a chance in a vocational training course on toy-making. She used to go to her training course in the late afternoon. Once day, while returning there were heavy thundershowers and she had to take shelter on the way. She returned home late at night and was scolded by her mother. Seema was asked to leave her vocational training course and stay at home.

I have given one story each to all the 4 groups. Each story is different. I will give each group 5 minutes to make a drama from the story and also practice within the group. Once you are ready, each group will enact the story. Once the act is over, the members of the other 3 groups will be given 2 minutes to discuss among themselves and answer the following questions

- ① **What insecurity is shown in this act?**
- ② **What might have been done differently to prevent this situation from happening?**

The groups need to raise their hands for response. The group that raise their hands first will be given the chance to respond. Only one person from the group will answer so it is important that you discuss for 2 minutes among yourselves before you answer. **Please remember that** for the story you can choose as many characters as you think are needed. You can also choose any objects available here to show a baby, a book, papers, toys, etc. The drama should not be more than 2 minutes.

Make sure the girls have understood your instruction. You can repeat one more time. After 5 minutes ask Group 1 to perform. This will be followed by responses from other groups. Then ask Group 2 to perform and so on.

Note: *In case the girls feel shy to act then as an alternative read out each story for respective groups and then ask the questions as given*

If the girls mention more than one type of insecurity, ask them to give examples so that they can see how these insecurities are related to each other in the four stories

Thank you for your very active participation. Let us summarise the answers from all the four stories

Group	Type of Insecurity	Result of insecurity
Group 1	Social, Health and Education Insecurities	Pushpa's health and nutrition will remain poor. Her child will not grow up properly both physically and mentally. Also, Pushpa had to discontinue her school due to early marriage
Group 2	Education and Economic Insecurities	Without proper education, Shanta will always feel insecure if she faces a situation where she has to make a living on her own. However, she can manage if she gets an opportunity to learn some skills that allow her to earn money.
Group 3	Legal rights insecurity	Radha lost a very important opportunity to improve her family's economic status as she was deprived of her property
Group 4	Economic and Social insecurities	Seema had to stay at home and lost the opportunity to earn on her own in future, which will make her dependent on others.





So, we have found that if we have different kinds of insecurities, then we will not be self-confident and will not have happy and healthy life. So, we have to find ways to reduce our insecurities in future. We are fortunate that we are part of Scheme for empowerment of Adolescent Girls program, which is giving us opportunities to empower ourselves in the areas of health, life skills and economic activities, leading to more secured life. We also have Kanyasree Programme Prakash which is promoting our education preventing early marriage. We have to make the best use of this program

Thank all the participants for their active participation and request them to remain in their respective groups

STEPS – 3

Group work to learn probable measures to address girls' insecurities – 10 minutes

Before we discuss what measures we can take against our insecurities I have one question to ask you

► What do you think are the reasons that we have more insecurities than boys?

Get as many responses from the girls and see if you can get at least the following 2 points. Say

Thank you for sharing your reasons. Let us see if we got these two answers

- In our society, boys are considered to be the future earner to his family, hence he is given more opportunities and freedom
- In our society, girls are considered to be child bearers and home makers. So, people think they do not need much education, are not required to earn and should be confined at home

Now please look at your respective stories once again in your group. I will ask you a question. You will get 4 minutes to discuss possible answers in your group. Please discuss very seriously and depute one person from your group to present after your discussion is over

► What steps will you take to ensure that Pushpa, Shanta, Radha and Seema will feel more secured?

While the groups discuss, encourage them that they think of the problems they enacted in their respective stories, and how to overcome those problems. Once all the 4 groups are ready within 4 minutes of discussion, ask each group representative to present

Thank you all for sharing what steps you all would take to reduce the insecurities of girls. Let me summarise what I got from you and if needed I will add





- Girls should call the Childline number (1098) or talk to an Anganwadi worker or school teacher if they have concerns about marriage, abuse or similar issues
- Girls should take all the information on reproductive health and child care that is available through the Kishori Samoocha, and they should take the help of female health workers on this as well.
- Girls need to continue study at least till 18 years of age. They should take help of Kanyashree Prakalpa to support this.
- Girls need all the information on legal property rights and land rights as well as land-based vocational skills which they can use to create assets. They should continue attending Kishori Samoocha to learn more about this.

What questions do you have on how to reduce insecurities among girls?

Find out if some girls have any questions or clarifications and help them to address or ask other girls to help in answering. Thank them

STEPS -4

Commitment and cheers - 4 minutes

Today, we have discussed how we see our insecurities, why we have insecurities and how to take steps to feel secure in our society. Now please stand up and make a circle. I will ask you a question. If you are willing to commit to this question then come forward and stretch your right hand in front of you so that you can touch each other's hands

Who is willing to share with your family and at least 3 other girls on how to make a girl feel secured?

Once the girls commit themselves by coming forward and touching each other's hands, say

I am sure you all have enjoyed this learning game session. In our next 5 sessions, we will learn about how land is important for our security and how we can get this security. Now let us do the cheer like we always do at the end our session. Stay in circle and raise your right hand and repeat after me. "We have the right to a secure life". Then crouch down, jump up and say, "Chalo!"

When girls are done with the cheer, applaud their efforts and thank them for their lively participation





VALUE OF ASSET

STEPS – 1

What is an asset? – 10 minutes

Welcome! Today we are going to talk about a very important thing that can make our life comfortable and happy. We will talk about asset. Let us find out what we know about asset.

➤ Who can tell what does an asset mean to you?

Wait to get some answers for the girls. Once you get two or three responses, continue to say:

Asset is something that can keep us safe now and in future. Common assets are land, house, cattle, bicycle, TV, mobile phone, fridge, etc. These are external assets which we can see and if we sell them or put them to use, we get money. On the other hand, health, education, knowledge, good behaviour, life skills, etc. are internal assets of human beings which we cannot see directly but we can use them to create new external assets.

I hope most of you remember the 4 stories we had in our previous session on girls' insecurities. Those who remember the stories of Pushpa, Shanta, Radha and Seema, please raise your hands.

Ask the following questions to the girls who raise their hands

➤ How could these girls have used assets to help their vulnerabilities?

The facilitator will wait for responses and after 2 – 3 response. If they do not give responses, help them to state the examples like education, knowledge, land, property, etc. Thank them

STEPS – 2

Game to explain different types of asset – 15 minutes

Now we know what an asset is, let us also find which assets are external that is, those we can touch and feel and which assets are internal, that is, those we cannot touch and feel but we have these within ourselves. We will play a game to understand this. All of you please stand up and make a circle. I will put

Objectives

By the end of this activity, participants will have:

1. Stated the meaning of an asset.
2. Identified **what external and internal** assets are.
3. Stated the importance of having asset
4. Identified steps in creating assets.

Preparation

- Piece of papers, pen. Write names of **external and internal assets** each in one piece of paper based on the answers given by the girls. Make sure that number of pieces is equal to number of girls present.
- **Facilitator should check the LGG session on Insecurities of Girls to conduct step 1 here**

Methods:

- Step 1: What is an asset?
- Step - 2: Quiz Game
- Step - 3: Story telling
- Step - 4: Cheer.

Time : 40 minutes





some pieces of folded papers. When I count 1, 2, 3 each one of you take one piece where an example of asset is given. If you think your asset is external, please stand on my left. If you think the asset is internal, please stand on my right.

Make sure the girls have understood your instruction. You can repeat one more time. Once you keep the papers in the centre and girls have formed a circle. Shout 1...2....3.....GO!

I can see some girls are on my left and some on my right. Let me now ask:

❶ Which asset you have on your paper? Why are you standing on my left or right?

Ask this question to as many girls as possible equally from your left side and right side and get their response. When a girl answers, find out the reason why she says that the asset she mentions is external or internal. After this game, thank them and ask them to sit. Say,

So, we have learnt that there are two types of assets. Some assets can be seen and felt like land, house, trees etc. Some assets stay within us by which we gain confidence to stand on our feet and make our life successful, like knowledge and skills.

❷ What is the importance of having assets at home?

Get as many responses as possible and check how many you got from the table below. Then read out from the table below,

An asset gives us the following:

- An asset can give us opportunity to earn money
- By earning money, we will have better living conditions
- With better living conditions, we will have respect in the community
- With long term use of an asset, we can have economic security

Thank them for their responses

STEPS – 3

Story telling on creation of asset - 10 minutes

Now I am going to tell you a story of Rupa, a girl like you and how she created assets to make life better for her and her family. During the story, I will stop in the middle sometimes and ask you questions. You need to discuss with your friend next to you and then raise your hand once you are ready with your answers. You will get maximum of 1-minute to discuss with your friend.

Rupa, an ordinary village girl, is living with her parents, elder brother and younger sister. Her father is an agricultural labourer and her mother, is a housewife. Her elder brother had dropped out of school to help his father in cultivation. Her younger sister is now studying in Class VII in a local government school. Rupa struggled with her parents to continue with her studies given the financial condition of her family.





➤ **What are some of the challenges Rupa might face from her parents?**

[Parents would want to marry Rupa early to avoid additional expenses, it is more economical if Rupa helps at home rather than spend time in studying, social pressure]

She was one of the fortunate girls to participate in the girls' group meetings at the Anganwadi centre in her locality for the past 3 years. She spent her extra time in teaching young children privately to cover her cost of education. She was 16 when she became member of the girls' group and since then was an active member attending all the meetings of the group and also helping out the Anganwadi Worker with her work. She learnt a lot from these meetings and one of the things she learnt was to save regularly from whatever she had left over from the money she earned for giving tuitions. From these meetings, Rupa also learnt to use produce from the kitchen garden she maintained to earn some more money.

➤ **How did Rupa earn extra money? Where can you save money in the village?**

[By teaching students privately, by selling produce from her kitchen garden] [We can save in bank or in post office]

Rupa is now studying in class 12. She received a grant of Rs. 1000/- from Kanyashree Prakalpa (*conditional cash transfer*) last year and in this year, she received Rs. 25,000/- from the same scheme. This scheme helped her to open a bank account. Ever since she joined the girls' group, she developed a habit of saving money. She still gives tuition, sells vegetables in the market from her kitchen garden and earns enough not only to meet her educational needs but also helps towards her sister's education. Recently, she helped her elder brother pay the fees required to learn motor driving and repairing so that he could earn a living.

➤ **What external assets Rupa had created?**

[kitchen garden and bank account]

➤ **Which internal asset will help Rupa's family to create more assets in future?**

[Education, motor driving skills, skills for cultivating a vegetable garden, knowledge gained through tuition]

Because Rupa created assets (like education – internal, and savings – external), she was able to improve her own life and also her family's life. This was Rupa's story. Hope all of you have understood how Rupa developed her assets to lead a good life.

Thank you all for giving such smart answers. Let me summarise. The following are things that are assets or are things that can be used to create assets.

- Ownership of land, house, livestock, timber tree & vehicle etc.
- Education, skill and knowledge.
- Savings account and insurance.
- *Employment and training.*
- *Vocational training.*





STEPS – 4

Commitment and cheers - 5 minutes

So today we learn what an asset is, how it is important to our life and how we can create assets. Now please stand up and make a circle. I will ask you a question. If you are willing to commit to this question then come forward and stretch your right hand in front of you so that you can touch each other's hands

- **Who is willing to share with at least 3 friends and families about the importance of asset through Rupa's story?**

Once the girls commit themselves by coming forward and touching each other's hands, say

Please note that we have a session on how to use land as an asset for our livelihood. That will be after we complete some more sessions. In our next session on learning games, we will see how land is a very important asset for us. Now let us do the cheer like we always do at the end our session. Stay in circle and raise your right hand and repeat after me. "We have the right to know and make our own assets". Then crouch down, jump up and say, "Chalo!"

When girls are done with the cheer, applaud their efforts and thank them for their lively participation





LAND AND LAND USE

STEPS – 1

Introduction of land and its importance – 6 minutes

Greetings to everyone! In our last game, we learnt about assets. Today we are going to discuss about a very important asset for us. Today's discussion is about land and its uses. Below the sky we have what we call land. Based on our need we use land differently. Therefore, homes, agriculture, livestock breeding, poultry, shops and markets, factories, orchards are examples of how we use land.

► Can you give some examples how you have seen land being used by your family or neighbours?

Get some response and then ask again,

► Why do you think that land is important?

Again, get some responses and then say,

Thank you for giving some good reasons why land is important for us. Let me some explain more:

- Earth has three fourth of its area under water and only one fourth as land that people can use to meet all their needs. So land is scarce for us
- All the human beings (even the other living creatures) depend on the land for their basic needs (i.e. food, shelter) that directly or indirectly comes from the land.
- Other needs of the human beings also met by land in the form of schools, colleges, hospitals, roads, offices, markets, water bodies etc.
- Where we live, land is an important asset, and it can also be used to create assets. And assets can help us address some of our insecurities. In future sessions, we will discuss how you can use land to create assets and address your insecurities

► Do you have any question on why land is very important for us?

Respond if there are any questions and thank all the participants

Objectives

By the end of this activity, participants will have,

1. Described the meaning as well as importance of land.
2. Listed different uses of land.
3. Identified different types of land officers/authorities and related responsibility in government departments

Preparation/materials:

- Paper ball and a pen to write on the pieces of paper
- Piece of papers to write **different land uses** in each. Leave some pieces blank. Make the total number of pieces same as total number of girls participating
- Piece of papers to write **different levels** of administration and **land office department** of each level
- **Please complete writing on the pieces of paper before you start this session.** The land uses and different offices are given in Step 2 and Step 3.

Methods

- Step - 1: Questions – Answers
- Step - 2: Pass the ball game
- Step - 3: Question-answer followed by matching pair game
- Step - 4: Cheer.

Time : 40 minutes





STEPS – 2

Different uses of land – Game - 8 minutes

Before starting this game, the facilitator will count the number of the participants and write 10 most important types of land use separately on each piece of paper and single-fold them. The blank papers are to be single-folded too. The number of folded papers should equal to the number of girls present in the group.

Now let us play a game to understand the different uses of land. I have kept some pieces of folded papers. Let us all stand in a circle around the heaps of papers. I will pass a ball around you and start clapping. When I stop clapping the girl who has the ball in her hand will take one piece of paper and read aloud what is written. She will keep the paper with her. I will then start clapping again, and the ball will be passed from one girl to the other till I stop. Another girl will then pick up a paper and read aloud what is written.

There will be some papers which will be blank or nothing is written. If a girl picks up such a paper she steps out of the circle or game.

After this game, facilitator will thank all the participants for their active participation and responses and ask them to sit. Then you will ask the group the following question:

❶ What did you learn through this game about different types of land use?

Facilitator will wait for participants to respond and see if they could cover all the uses of land mentioned in the papers. If they omit any, you fill in from the list of answers given here.

[Residential land, cultivation land, orchard land, forest land, road/railways, ground for grazing animals, playground or sports areas, burial or cremation grounds, offices/institutions/industrial land, grazing land/ playground/barren land and burial land, etc]

Thanks to you all for telling me the different uses of land. So, we have found that land can be used for agriculture, industry, road and railways, houses, offices, banks and schools, water bodies for water supply and fishery, playground and grazing animals. To make sure you understand, who is willing to repeat what I said to the whole group?

STEPS – 3

Responsibility of different land officers and at various Government offices using match-making pair game - 12 min

Why do we need to know who these government people are? Well, we already established that land is an asset and can create other assets, and that assets are important in helping address insecurities like health insecurities and economic insecurities. Also, did you know that you have rights to inherit land? We will discuss this in future sessions. But first, we need to know the government people who can help you get your rights. There are Land Officers in various Govt. departments who take care of proper land rights.





- **Can anyone name of the Govt. department that deals with all land related issues?**
[Land and Land Reforms Department.]

If any girl can answer correctly then thank her or else read out the answer in bracket above.

Let us now play a matching pair game. I will divide you all in two groups named Group A and Group B. I will give each girl a small piece of paper.

Make two groups A & B equally. If total number of girls is in odd number then take the odd girl out and make her the judge for this game. Ask her stand in one corner. Give each girl of Group A one piece of paper where different administrative levels are mentioned, like district, block, Panchayat, etc (see full list in chart below) including some blank papers. Then give each girl of Group B one piece of paper where name of different officers is given, including some blank papers. Finally ask them to stand in 2 lines with each group facing each other. Check if all the girls have received one piece of paper.

Good! Now I will ask each girl of Group A to read out what is written in the paper. The paper will have either district level or sub-division level or block level or Gram Panchayat level. Please note that some papers will have same things written. Once each girl from Group A has read, each girl of Group B should check name of the officers written in her piece of paper and find out at what level this officer works and try to match with the girl from Group A having the same level. When I say 1 2 3 and go, girls from Group B should run and hold the hand of her pair from Group A. Whoever pairs up correctly first will be declared the winner, and the next correct pair will be declared 2nd. Please note that I have not taught you the different departments but you can use your common sense to pair up with the correct answer. Remember, if you have a blank paper you can only pair with blank paper but you will not be declared winner even if you pair up the fastest.

Ask one girl from each group to explain what you have said so that you know they have understood the game. Then ask each girl from Group A to read out from their paper one by one.

Have you all heard what each girl from Group A has said? Good, now I am going to count following which girls from Group B will form pairs with girls from Group A. One....Two.....Three.....Go!

Once all the girls form pairs, if you have one odd girl out, ask her who formed the first pair and the second pair and declare them winners. Based on the table below, find out from some of the pairs why they think they are right in forming the correct pairs

I thank you all for participating and congratulate the pair that came first. Let us now see what land related offices are there in different levels.

Level	Designation
District Level	District Land and Land Reforms Officer (DL & LRO)
Sub-Division Level	Sub-Division Land and Land Reforms Officer (SL & LRO)
Block Level	Block Land and Land Reforms Officer (BL & LRO)
Gram Panchayat Level	Revenue Inspector (RI), Amin and Bhumi Sahayak (BS)





STEPS – 4

Cheers - 4 min

So today we learnt why land is important and the government offices that deal with land use. You should do your best to remember these offices. Remember when I said that we will learn how you can use land to create assets and address your insecurities? Well, these offices will be important for you in order to do that. We will talk about that in another session. You will also get opportunities to visit these offices in near future

Now please stand up and make a circle. I will ask you a question. If you are willing to commit to this question then come forward and stretch your right hand in front of you so that you can touch each other's hands

🗨️ **Who is willing to find out the locations of the Govt. offices from your families or neighbours?**

Once the girls commit themselves by coming forward and touching each other's hands, say

In our next learning game session we will see how we can get our land rights from our family property. Now let us do the cheer like we always do at the end our session. Stay in circle and raise your right hand and repeat after me. "We know the offices that are important for land use". Then crouch down, jump up and say, "Chalo!"

When girls are done with the cheer, applaud their efforts and thank them for their lively participation





INHERITANCE RIGHT OF PROPERTY

STEPS – 1

Introducing Inheritance Rights using quiz – 7 minutes

Greetings! In our previous sessions, we learnt about insecurities, the importance of assets, different land uses, and important government offices for land. Today we talk about the inheritance right of every child over parents' property especially the land. Let me share why this inheritance part is important to you

Remember land is an important asset. And it can also be used to create another asset. Like, you can use a kitchen garden to grow vegetables, and save some money for yourself if you sell them. And assets can help us address some of our insecurities. The main point for today: your inheritance rights can help you have land and improve your life.

Ask participants to make a circle and place all the stones and leaves in the middle of the circle. Then, ask question one after another and allow participants either to pick up stones or leaves based on their answers.

Objectives

By the end of this activity, participants will have:

1. Identified inheritance of property right of every son/daughter over their parents' property.
2. Stated the process/procedures of acquiring inheritance right of property.
3. Reviewed the three conditions related to secured property inheritance rights.

Preparation/materials:

Few small stones and leaves are required, and a place for the game.

Steps

- Step - 1: Introducing Inheritance Rights through questioning
- Step - 2: Discussion on Inheritance Rights
- Step - 3: Testing the Knowledge on Inheritance of Rights through quiz
- Step - 4: Commitment and Cheers

Time : 26 minutes

Questions	Symbol of answer
1. In a Hindu family, after the death of parents, the law says that the entire ancestral property (i.e. land) should be divided equally amongst sons and unmarried daughters.	If you think this is correct then pick up a leaf and if you think it is incorrect, then pick up a stone
2. As per Hindu Succession Act, the law that applies to Hindus, Sikhs, Buddhists and Jains, only the son becomes the legal heir of property after the death of parents.	If you think this is correct then pick up a leaf and if you think it is incorrect, then pick up a stone.
3. In a Muslim family, after the death of parents, the law says that the ancestral property should be divided equally amongst sons and daughters (whether married or unmarried).	If you think this is correct then pick up a leaf and if you think it is incorrect, then pick up a stone





4. In both Hindu and Muslim families, the proportion of property (inheritance) for sons and daughters is decided by local panchayat.	If you think this is correct then pick up a leaf and if you think it is incorrect, then pick up a stone
5. Everyday sun rises in the east and sets in the west.	If you think this is correct then raise your hand and if you think it is incorrect, then do not raise hand

After this game, the facilitator will ask all participants who have picked up leaves and who have picked up stones against first four questions and how many have raised their hands for the fifth question.

Here, I notice that all of you have given correct answer to the fifth question, good work. But let's review the answers for first four questions

Let's do a quick example to understand these rules. Think about how they apply to your own life. "If a Hindu family has one son and one daughter and possesses 12 bighas of land, how much the son will get after the death of his parents? And how much will the daughter get?"

If the girls answer six for each question, congratulate them, if not, explain that each will get 6 bighas each.

"Now if the same family has 12 bighas and is a Muslim family, how much will the sister get – remember she gets half of what the brother gets. And how much will the brother get?"

The brother will get 08 bighas and sister gets 04 bighas.

STEPS – 2

Discussion on Inheritance Rights – 7 minutes

Now let us see what are the steps of acquiring the legal right of the property. I will read out each step slowly and loudly so that you all understand. I will repeat the steps once again

- A legal heir certificate needs to be collected from local panchayat office
- With this certificate one has to apply to BL&LRO (Block Land & Land Reform Office)
- As per rules, property will be divided amongst each eligible member and each member will have separate Khatian in his or her name. Following this, each member will take possession of his or her share of the property.
- Each heir will have his/her own separate Khatian or Porcha in their own name as legal heir of the property.
- Finally, after having the physical possession of that land, the land tenure is secured





STEPS – 3

Testing the knowledge on inheritance rights through quiz – 8 minutes

Now, I will again tell you 4 statements. If you think the statement is correct pick up the leaf. If you think the answer is wrong then pick up the stone.

Questions	Answer (leaf means correct, stone means wrong)
1. In Hindu families, every son and daughter have equal right over their ancestral property irrespective of race and religion.	Leaf was the right choice as the statement is correct
2. To fully complete the process of inheriting property, all that is required is registration of deed and having khatian or porcha in the name of legal heir	Stone was the right choice, because the statement was incorrect. In truth, you need three things to fully complete inheritance process: registration of deed, having khatian or porcha, and having physical possession of land
3. As per Hindu Succession Act, Hindu (and Sikhs, Buddhists and Jains) sons and daughters are equally eligible to inherit parents' property	Leaf is the correct choice, the statement is true
4. Legal heir certificate should be collected from Gram Panchayat and to be submitted to Block Development Office.	Stone was the right choice, because the statement is false. The legal heir certificate is to be submitted to BLLRO office

I can see most of you have answered correctly. I am happy to see that you have understood our inheritance right. Thanks to all of you

STEPS – 4

Cheers – 4 minutes

So today we have learnt what kind of rights we have to inherit property from our parents and the documents we need to make sure we inherit legally. Now please stand up and make a circle. I will ask you a question. If you are willing to commit to this question then come forward and stretch your right hand in front of you so that you can touch each other's hands

- Who is willing to find out after going home, how much land your family has and calculate your inheritance share based on what you learned today?

Once the girls commit themselves by coming forward and touching each other's hands, say

In our next learning game session, we will find how we can own land legally. Now let us do the cheer like we always do at the end our session. Stay in circle and raise your right hand and repeat after me. "We have the right to inherit property legally". Then crouch down, jump up and say, "Chalo!"

When girls are done with the cheer, applaud their efforts and thank them for their lively participation





SECURE LAND TENURE

STEPS – 1

Different criteria to have secured land right - 6 minutes

Greetings! In our last learning games, we learnt how we can inherit the properties of our parents legally. Today we are going to find out what documents we should have to make sure that we are the owner of our land. This means we should have a document to prove that the land I own or my parents own is actually ours. It is very important for economic security of girls to own a legal land in their name since we know girls are more vulnerable to exploitation than boys in both their fathers' house as well as in their in-laws house.

🕒 What are the papers needed to secure our land?

Find out if some girls know about the papers or documents and if they can answer please thank them and proceed. If the facilitator can arrange to show photocopies of original Dalil, Patta and Khatian then display each document as you describe it.

If the land owner has purchased a plot of land, he or she should have Dalil. If the land owner has received land from the Government, he or she should have a Patta. The name of land owner should be present on the record of rights known as Khatian or Porcha. Therefore we need to have either Dalil or Patta, Khatian or Porcha and the actual possession of the land

STEPS – 2

Play a game on Land related documents - 9 minutes

Let us play a game to understand the importance of different documents required for land. Let us make a circle. I will place few stones, few leaves and few small pieces of wood in the middle of the circle. Please note that the Stones represent Patta, Leaves represent Dalil and sticks represent Khatian or Porcha. Now when I count 1, 2, 3, go, each of you should pick up either one stone or one leaf or one piece of wood. Those who take a stone will stand in a group on my left. Those who take a leaf will stand in a group on my right. Those who take a wood piece will stand in a group in front of me. Are you all ready? One, two, three.....Go!

Objectives

By the end of this session, participants will have

1. Identified why girls need secured land rights
2. Stated the importance of different documents related to land rights
3. Reviewed the procedures of government departments on secured land tenure.

Preparation

Stones, leaves and small wood sticks, chart paper with sketch pens or white board with marker

If possible please have photocopies of Dalil, Patta and Khatian

Methods

- Step – 1: Question-answer.
- Step – 2: Game.
- Step – 3: Story telling
- Step - 4: Commitments and cheers

Time : 33 minutes





After all the participants formed all the three groups, then facilitator will say,

The stone means Patta. Patta is a land document which is provided by the Government to rural landless families. It should be in joint names. It is legal to keep wife's name first in Patta, then husband's name. In case of woman headed family, this is issued in the name of woman only. The area of land is also mentioned in the Patta. Patta land cannot be sold. The stick means Dalil. Dalil is a land document which is provided when a land is legally purchased. This is issued from Government Registrar Office. Land which is purchased and has a Dalil, can be sold or donated.

The wood means Khatian or Porcha. Khatian or Porcha is a legal document where the name of land owner, area of the land and location of that land are written. This document is issued by the Block Land and Land Reform Office (BL&LRO).

So remember Patta or Dalil and Khatian or Porcha are the two important documents related to land right along with the actual possession of the land

Now stay in your groups while I will tell each group one statement. You have to tell me if the statement is true or false.

Now you know that Patta or Dalil and Khatian or Porcha are the two important documents required along with physical possession of that land to have secured land right. You also know the difference between each of these documents. I thank you for participating in this game. Please sit in the three groups you have formed

Patta is given by the Land Department to the landless families.	True
Dalil is a land document which is provided for purchased land.	True
Patta should be in joint name of both husband and wife	True
It is not necessary for Dalil to have joint names	True
It is not necessary to have joint names in a Dalil	True
In joint Patta, the husband's name is written first	False <i>Wife's name should come first in joint Patta</i>
For woman headed family Patta should be in woman's and her son's name	False <i>Only in the woman's name</i>
Patta land can be sold off	False <i>Cannot be sold</i>
Porcha or Khatian will have the name of the owner, area of the land and location of the land	True
Unless we have Patta or Dalil along with Khatian or Porcha and physical possession of that land, we cannot be the owner of a land	True





STEPS – 3

Process and systems of government department towards secured land tenure – 14 min

As all of you have learnt about secured land rights, different documents related to land and difference between Patta and Dalil. Now, we are going to learn government's process and system involved in getting secured land tenure. Let us know the government system through a story

Story of Nasir Ahmed

This is the story of a villager named Nasir Ahmed who was living with his wife Sakina and two sons. He had one daughter who was married. After the sudden death of Nasir, following is the discussion on how his property would be divided among his wife, two sons and the married daughter.

- First step is to inform the local Gram Panchayat of Nasir's death and obtain his **Death Certificate**
- Along with this, family members of Nasir need to apply to the local Panchayat for **Legal Heir Certificate** which should have the names of his wife, 2 sons and married daughter
- With these two documents, the family then applies to the Block Land & Land Reform Officer (BL & LRO) office to distribute the property among the wife, married daughter and two sons
- Finally, based on the application, the Block Land & Land Reform Officer (BL & LRO) office will produce separate Khatian for each member of the family. Each Khatian should mention the amount of property against the name of each member.

Now I will ask you some questions from Nasir's story to all the three small groups. The group that raise hands first will be asked to answer. The group that answers first correctly will get one point.

❶ What did the family members do after the death of Nasir Ahmed?

[The family of Nasir Ahmed had informed local Gram Panchayat about the death of Nasir Ahmed and applied for his Death Certificate]

❷ Where did the family of Nasir Ahmed get Legal Heir Certificate?

[The family of Nasir Ahmed collected Legal Heir Certificate from the local GP.]

❸ From where did the family apply for Khatian and how?

[The family had to visit BL&LRO office to produce Dalil and other necessary legal documents and to apply to obtain the Khatian]

Thank the girls for responding to the questions and congratulate the groups that got most points.





Let me tell you the benefits of having these legal documents that we had discussed so far

Benefits of having legal land documents are:

- Help a family to inherit the land generation after generation. This also helps the wife to remain secured following the death of her husband
- The married girl also gets entitled on her legal share of her father's property
- Provide permanent address to the family
- Help to avail different facilities provided by the Government.
- Improve social recognition and status of the family.
- Legal names of wife and daughters also allows them to earn by using the land as asset

Thank you for your responses and active participation.

STEPS – 4

Commitment and cheers – 4 minutes

So today we have learnt what is secured land right, different documents related to land and understanding government's systems and processes to secured land. Now please stand up and make a circle. I will ask you a question. If you are willing to commit to this question then come forward and stretch your right hand in front of you so that you can touch each other's hands

🔍 **Who is willing to find out what land documents you have in your home?**

Once the girls commit themselves by coming forward and touching each other's hands, say

In our next learning games we will find out what is livelihood and how best we can use our land for livelihood. Now let us do the cheer like we always do at the end our session. Stay in circle and raise your right hand and repeat after me. "We have the right to know our land secured documents". Then crouch down, jump up and say, "Chalo!"

When girls are done with the cheer, applaud their efforts and thank them for their lively participation





LAND-BASED LIVELIHOOD

STEPS – 1

Introduce Livelihood - 10 minutes

We all know now that land is an important asset and if we can use it properly, we can earn money from it. Today we are going to learn what is livelihood and how it is related to our land.

❶ What do you mean by livelihood?

Facilitator will wait for few responses, thank them and then say:

Livelihood is a means by which we can make our living. It includes our skills and education our assets and activities that can give us income and secure our lives. If our livelihood is stable, we can cope with social, health and economic insecurities. This will also enhance our well-being and that of our future generations.

❷ What are some of the common livelihoods that we know?

Get some response from the girls and then orally make a list while adding some that they have not mentioned

So, some of the common livelihoods are

- Kitchen garden for fruit and vegetable cultivation,
- Nursery,
- Manure preparation,
- Backyard poultry for chicks and ducks,
- Livestock development like cow,
- Goat,
- Pig/mushroom cultivation.

Thank you for your active participation.

Objectives

By the end of this Learning Game, girls will have:

1. Agreed that land is an important source of livelihood
2. Identified common livelihood options directly linked with the land.
3. Stated steps in taking up land-based livelihood activities.

Preparation

Make sure you keep the following pictures with you for this session

Picture 1 - Kitchen garden, floriculture

Picture 2 - Nursery

Picture 3 - Manure preparation

Picture 4 - Backyard poultry – chicks and ducks

Picture 5 - Livestock development – cow, goat, pig etc.

Picture 6 - Mushroom cultivation

Methods

- Step 1: Introduce Livelihood
- Step 2: Quiz game
- Step 3: Memory game
- Step 4: Commitment and Cheer

Time : 40 minutes





STEPS – 2

Studying land as an importance of source of livelihood through Quiz -10 min.

It is well known that people across the world rely on land to survive and thrive. Skillful use of the land can lead to sustainable development of any individual, group or community. Thus, land is an important source of livelihood. Let us play a game to understand land as an importance source of livelihood. Please divide yourselves equally into 2 groups. Group A will stand on my right and Group B will stand on my left

Please help the girls to form two groups. If the total number of girls is an odd number have one extra girl in group A. Once the groups are formed, say,

To Group A, I will read out one statement. You may take maximum 30 seconds to discuss among yourselves and answer. Only one girl from Group A will answer. You need to answer if the statement is true or false. You also need to give reason why it is true or false. If the answer is correct, Group A will get 5 points. If the answer is wrong, the group will get no point and the statement will pass to Group B. If Group B can answer correctly, then it will get a bonus of 3 points. I will then read a statement to Group B and the same procedure will take place. At the end we will see which group got the most point and win this game.

Please ask one girl from each group to repeat your instruction so that they know what to do

Are you all ready now? OK let us play

Statement	Response
Girls can use land to help themselves and their family to have enough healthy food	True <i>A girl could grow vegetables in kitchen garden</i>
Girls have the right to one day inherit their family's land and to use it for their livelihood	True By law, daughters have the right to inherit land alongside sons
If you depend on land for livelihood, it is not important to have legal rights to land	False <i>Legal rights mean you can feel secure that the land is yours, therefore you can invest in your land and use it more freely and productively</i>
There are no more than 2 ways a girl can use land for livelihood and creating assets	False <i>There are many ways, she can have a kitchen garden, raise chicks, raise goats and more</i>
A girl can use a kitchen garden to create a financial asset	True <i>A girl can sell vegetables that she grows and have some income and savings</i>
Income from land produce will not meet any part of our health and education needs	False <i>A girl could use some of her income for school or tuition fees</i>
For rural family, livelihood from land is not the most important means of earning	False

At the end of the quiz game inform which group scored more than the other and thank them for their responses and active participation.





STEPS – 3

Understanding common land-based livelihoods through memory game - 15 min

Now we know that land is an important source of livelihood. Therefore, it is important to note that skillful use of land facilitates sustainable livelihood of any individual or family. I think some of you have been involved in some kind of livelihoods activities.

Who among you are already engaged in land-based livelihoods, please stand up?

If there are some girls who stand up, ask them what land-based livelihoods they are involved in and thank them for sharing.

So, you must be having some ideas around land-based livelihoods activity and steps related to have livelihood activity. Now we are going to play a game to understand clearly what the common land-based livelihood activities are.

Let us have the same two groups once again, Group A and Group B. This time please select a leader from each group.

Once the leader from each group is selected, request the leaders to stand together in one corner. Take out 6 pictures depicting 6 types of land-based livelihoods and give one picture each to one girl of Group A and ask them to hold their pictures high and stand in a circle. Ask the leader of Group A to come and stand in the middle of the circle and then say

Now I want the leader of Group A to spend 2 minutes looking at each of the 6 pictures these girls are holding and remember the position of each girl with their respective picture. After 2 minutes, you will be blindfolded and will be turned around in this position 3 times. After that you need to touch as many girls as possible in the circle and state what picture she is holding. Mention what livelihood is that. If you are correct you will get 5 points. No marks for incorrect answer. Once the leader of Group A finishes, the same exercise will be done with the leader of Group B. The leader with most points will be the winner

Please ask one girl from each group to repeat your instruction so that they know what to do. After that start the game. At the end of the quiz game inform which group scored more than the other and thank them for their responses and active participation.

Are you all, ready! Now I am going to give 10 pictures to 10 girls

Following are the common land-based livelihood pictures:

Picture 1	Kitchen garden, floriculture
Picture 2	Nursery
Picture 3	Manure preparation
Picture 4	Backyard poultry – chicks and ducks
Picture 5	Livestock development – cow, goat, pig etc.
Picture 6	Mushroom cultivation





Picture 7	Beehive cultivation
Picture 8	Floriculture
Picture 9	Pisciculture
Picture 10	Orchards

Once this game is over, count the score and declare who is the winner. Then say:

Just now, we all have learnt about common land-based livelihood activities and we will also learn steps involved in taking up any livelihood activity. Now, who can answer the following question?

➤ **What steps one has to follow to take up any land-based livelihood activity?**

Facilitator will wait for responses from few participants and thank them while telling that one has to follow

- To find out how much land is present with its characteristics
- Based on the land size and land type, identify appropriate livelihood
- Undergoing training on identified livelihood in coming days which you will come to know from AWW
- Talk to parents to start an activity of interest

STEPS – 4

Commitment and cheers - 5 min

Today all of us have learnt what land-based livelihood is, what some of the common land-based livelihoods are and what steps we need in taking up for any livelihood activity. Please remember that we will get opportunities to learn more about these common livelihoods once we decide on our choice. Now, all of us please stand up and make a circle. I will ask you a question.

➤ **Who are willing to take up a livelihood activity please raise your hand?**

See how many raises their hands. Encourage who does not. Once you are sure the girls raise their hands say

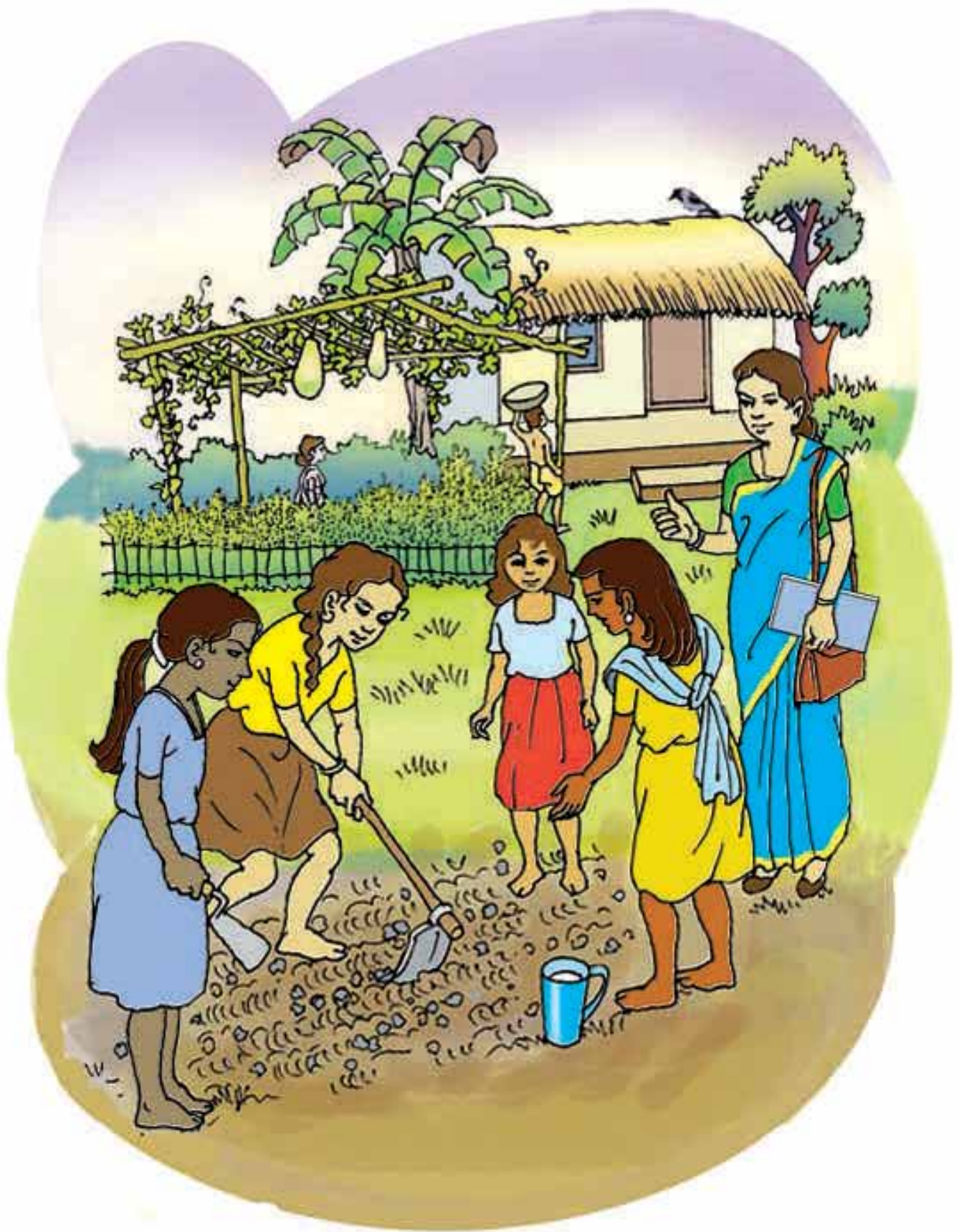
If you commit to take up a livelihood, please give me your name and the livelihood you want to take up.

Ask one volunteer to take down the names of the girls that raised their hands and write the livelihood they are interested to plan in future

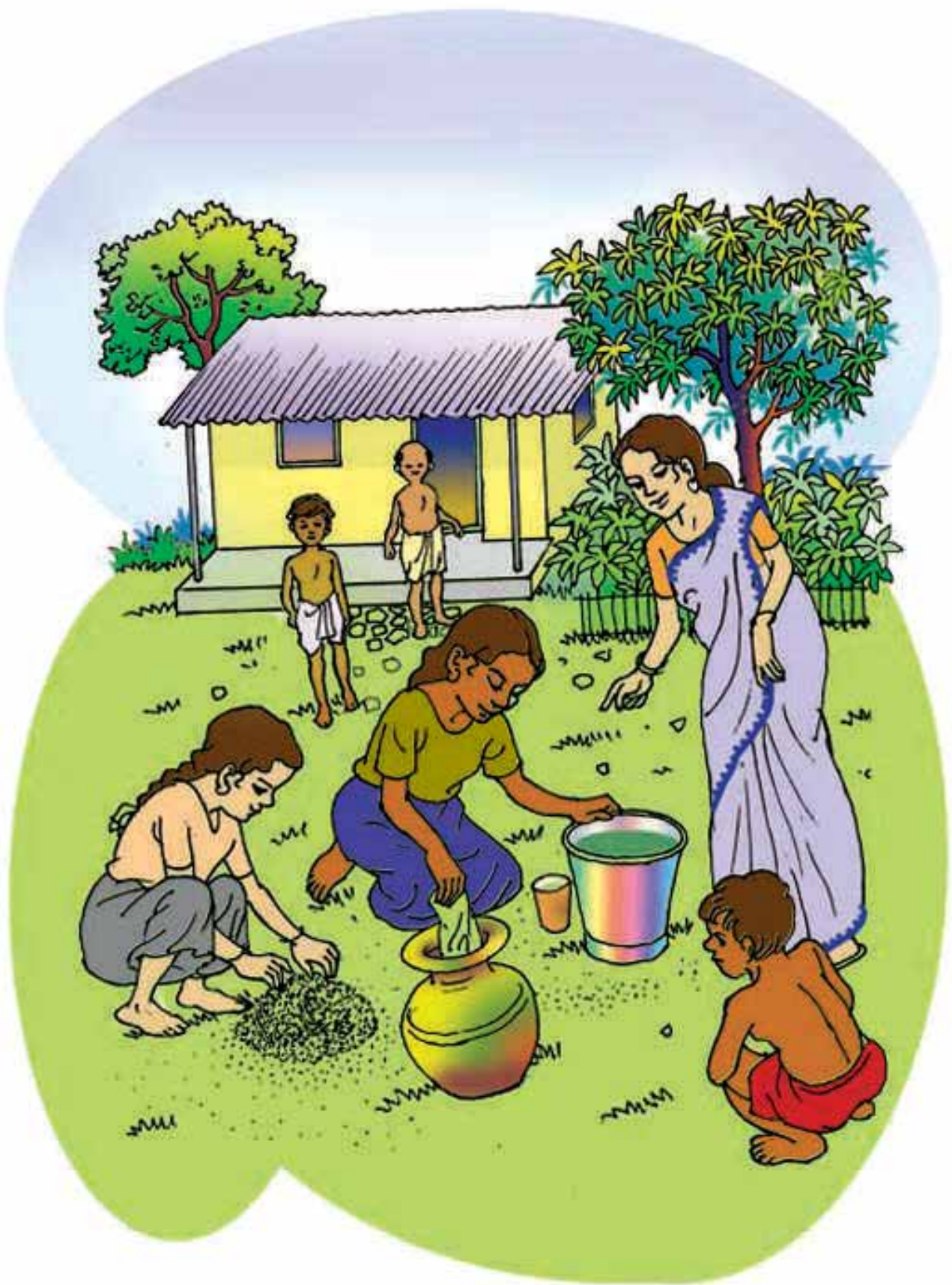
Now let us do the cheer like we always do at the end our session. Stay in circle and raise your right hand and repeat after me. "We can use our land for livelihoods". Then crouch down, jump up and say, "Chalo!"

When girls are done with the cheer, applaud their efforts and thank them for their lively participation.

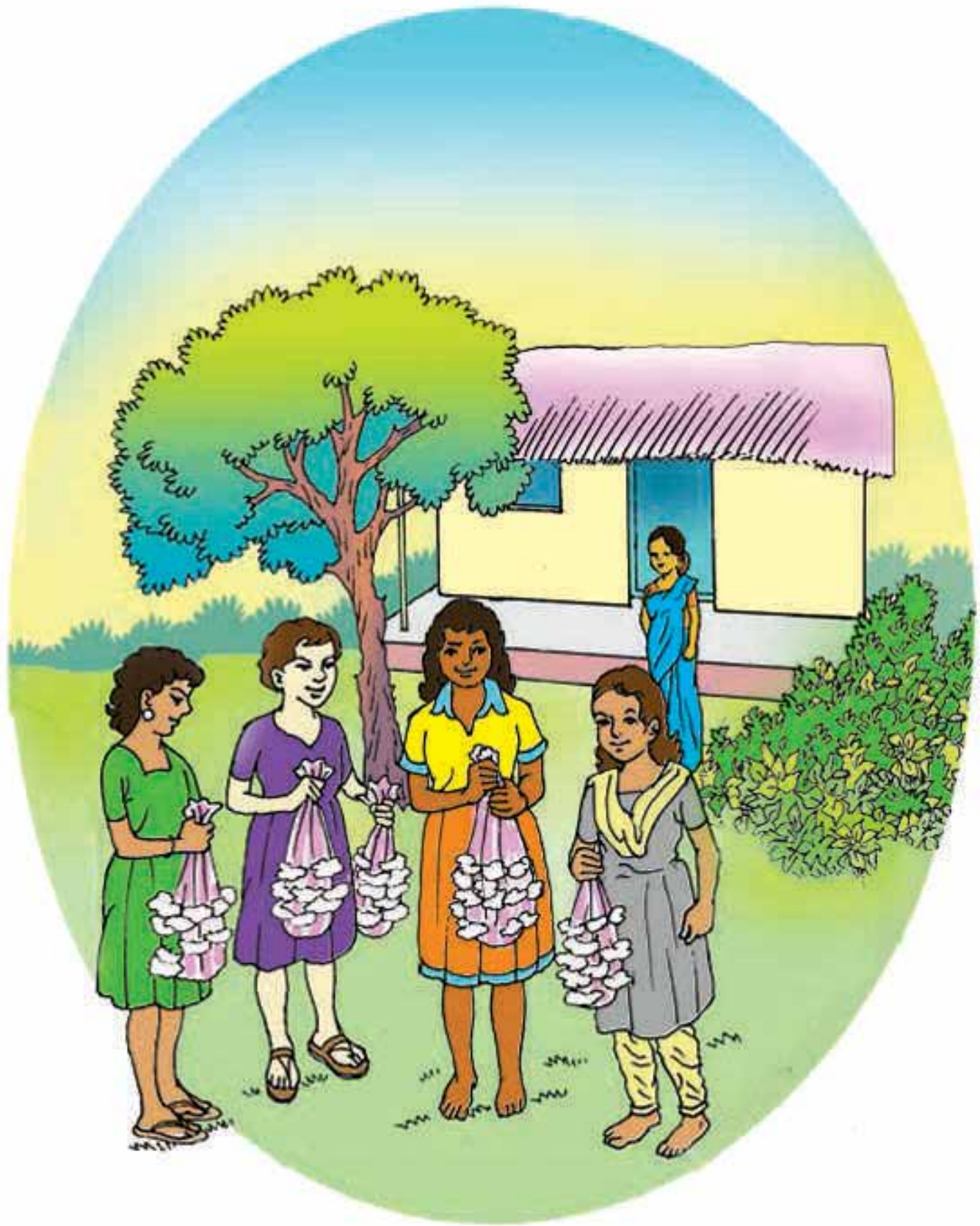














MODULE-2

SEXUAL & REPRODUCTIVE HEALTH



KNOWING OUR BODIES

STEPS – 1

Draw outline and pose questions to identify parts of the body – 5 minutes

Today we are going to talk about the differences between girls and boys. We are also going to play a game to review and remember the new information. But, before we begin, let us think about the parts of the body that you use every day.

Draw the outline of a life-size body on the ground where everyone can see. Then ask:

- ❶ Which parts of the body do you use to play hopscotch?
- ❷ Which parts of the body do you use to clean the house?
- ❸ Which parts of the body do you use to eat food?

After each question, ask for volunteers to answer by pointing out the body parts in the outline. Thank the girls for their answers and ask:

- ❹ Which parts of the body differ in girls and boys?

[Possible answers: chest, groin area, throat]

Ask for volunteers to point out the different body parts in the outline. Then say:

You have identified parts of the body that make girls and boys different from each other. Now let us examine these differences in more detail.

STEPS - 2

Use pictures to explain reproductive systems and pregnancy – 15 minutes

The bodies of girls and boys—and women and men—have different parts. A male's body has a penis and testes. A female's body has a vagina and ovaries. A female's body also has breasts, which produce milk after she gives birth.

Show Pictures 1 and 2 and point to the appropriate parts, while explaining the information provided in the following box.

Objectives

By the end of this Learning Game, girls will have:

1. Discussed the female and male reproductive systems.

Preparation

- A stick to draw with and an space on the ground to draw a life-size outline of a body
- Pictures 1–3
- Blindfold
- Identify a short familiar song that the girls can easily sing.

Methods

- Step 1: Body mapping
- Step 2: Discussion
- Step 3: Song and quiz game
- Step 4: Cheer

Time : 35 minutes





Female and Male Reproductive Systems

- The female parts in girls and women are inside the body while some male parts in boys and men can be seen outside the body.
- **Ovaries** are the sacs inside a female's body that store **eggs**—half of what creates a baby.
 - After a girl reaches **puberty**, her ovaries release an egg once a month. Even when a girl reaches puberty, her body still needs time to develop. A girl's body is usually fully developed by the time she is 18 years old.
 - The egg travels from the ovaries through tubes in the girl's body.
 - If the egg does not unite with a male's sperm, there is loss of blood (**menses**) that comes out of the **vagina** so that a new cycle can begin the next month. The bleeding usually lasts between 3 and 7 days each month.
- **Testes** are the sacs on a male's body that carry sperm. **Sperm** is what unites with a female's egg to make a baby. Sperm travels from the testes through tubes inside the male's body and then comes out of the **penis**.

➡ What are your questions about the differences between females and males?

Respond to questions. Then say:

We discussed the differences between males and females. There is 1 action that males and females do together that can lead to pregnancy. This action is called sex.

Show Picture 3 while sharing the information in the following box.

How Pregnancy Happens

- **Sex** means that a male's penis enters a female's vagina. When this happens, sperm is released from the male's penis and enters the female's body. The sperm travels inside the vagina of the female to try to unite with an egg.
 - If the sperm does not unite with an egg, the female's body loses blood (menses) during the month and the cycle begins again the following month.
 - If the sperm unites with an egg, pregnancy happens. The united egg and sperm develop in the female's body for 9 months. During this time, a baby grows. The female does not experience menses during these months. After 9 months, the baby is born.
- Note:** Pregnancy before age 18 can cause girls' bodies to become weak—and can even cause death.

It might seem that there are many actions (such as the ones in movies or pictures) that lead to pregnancy. But remember that sex—when a male's penis enters a female's vagina—is the only way that pregnancy can happen.

Invite the girls to ask questions and respond accordingly.





STEPS - 3

Conduct game to review differences between females and males– 10 minutes

Now that you recognize how girls' bodies work differently from boys' bodies, let us play a game to review what we discussed.

Here is how the game works. First, everyone stands in a large circle. Then a volunteer is blindfolded and stands in the middle of the circle. While the girls in the circle sing a short song, the blindfolded volunteer slowly spins with 1 arm outstretched towards the circle. When the song stops, whoever the volunteer is pointing to must answer a question. If the girl does not know the answer or gives an incorrect response, someone else in the group can answer. Once the correct answer is given, the girl who responded correctly replaces the girl in the middle. The game continues until all the questions are answered correctly.

➤ What song do you want to sing for the game?

Note: If the girls are unable to identify or agree upon a song that is short, have them sing the short, familiar song that you have identified.

Play the game, using the questions in the box below.

Review Questions

- What are the sacs that store eggs inside a female's body called? [Ovaries]
- What are the sacs that store sperm in a male's body called? [Testes]
- Which part of the male body does sperm come out of? [Penis]
- What is the action called when a male's penis enters a female's vagina? [Sex]
- How many actions can lead to pregnancy? [Only 1 action: sex]
- What is the period of the month called when a female loses blood? [Menses]
- Which part of the female body does the monthly bleeding come out of? [Vagina]
- What can happen when a male's sperm unites with a female's egg inside of the female's body? [Pregnancy]
- For how many months is a woman pregnant? [9 months]

STEPS - 4

Ask for commitment to share information on reproductive systems and pregnancy – 5 minutes

As we discussed today, there are many things inside of girls' bodies that make girls different. When a male puts his penis inside a female's vagina, pregnancy can happen. Because it takes time for girls' bodies to develop fully, girls should wait until they are at least 18 years old before becoming pregnant. Let us stand in a circle and think about the following question:





➤ **With whom can you share the information we discussed today?**

Ask for volunteers to step into the circle and name 1 person with whom they are going to share the information. Thank the girls for their participation and say:

All girls who are going to share with someone the differences between girls and boys take 1 step forward and say **“me.”**

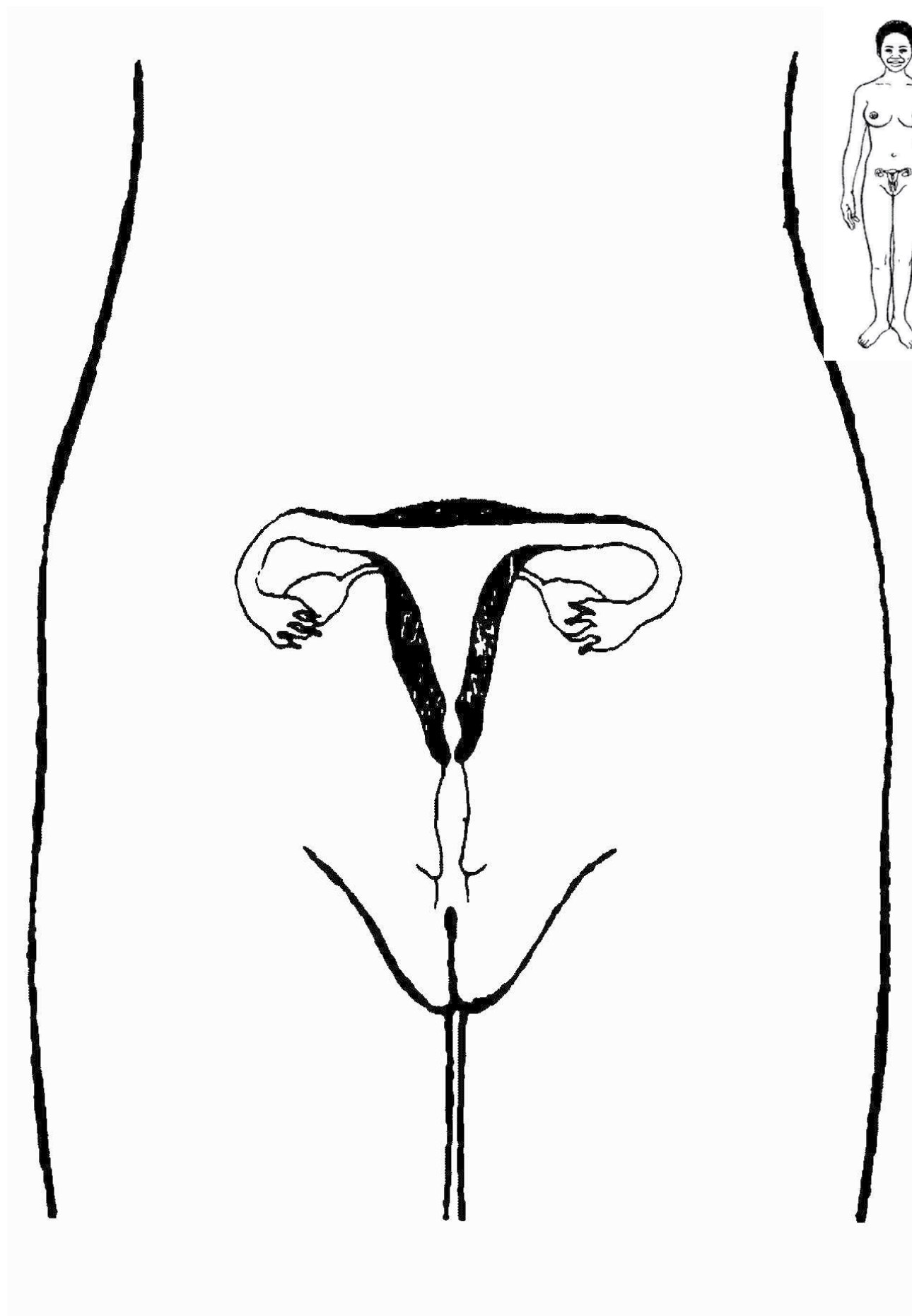
After girls step forward, ask them to step back into the circle. Then say:

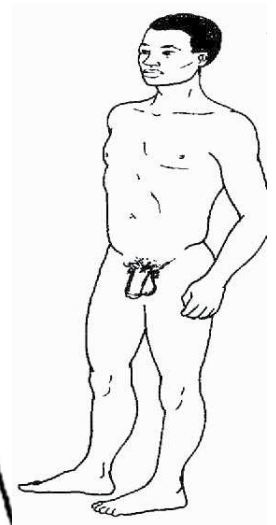
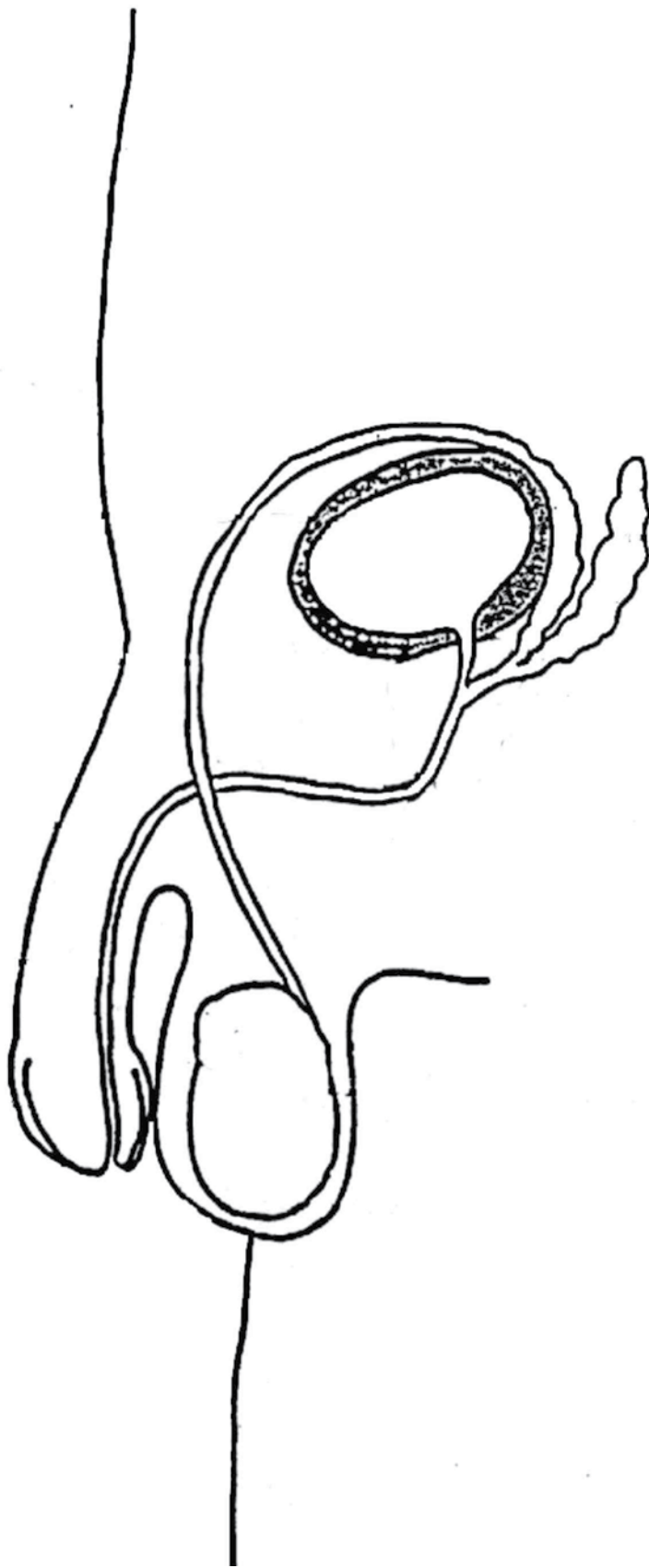
All together, pump your arm in the air 4 times while saying,

“Girls stay strong together!”
Then crouch down, jump up and say, “Chalo!”

When girls are done with the cheer, applaud their efforts and thank them for their lively participation.

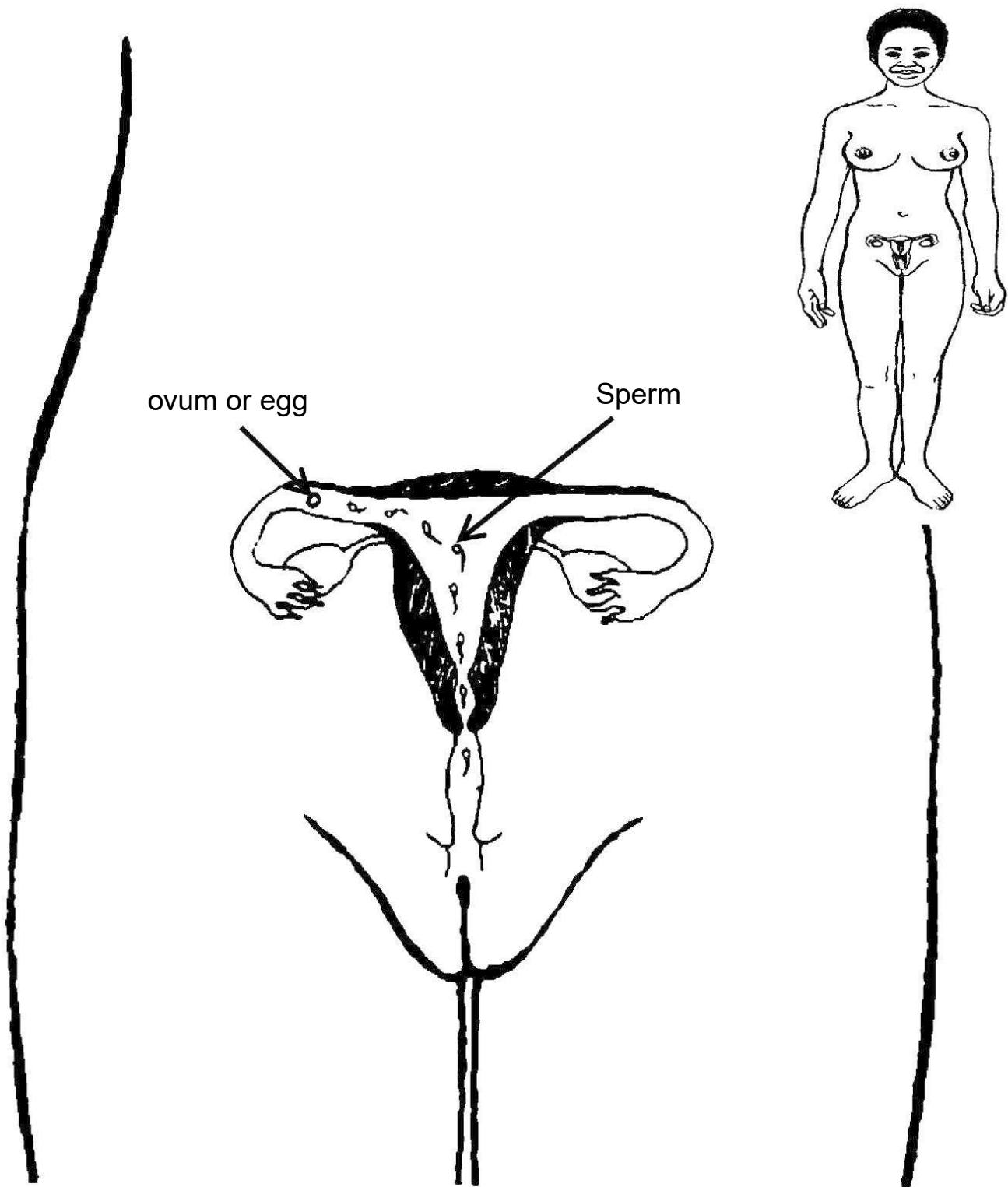








Picture 2: How girls' bodies work





HOW THE FEMALE BODY WORKS

STEPS – 1

Share stories about girls' and women's experiences – 10 minutes

Today, we will learn how the female body works. First, I will tell you 2 stories: one about a girl around your age and one about a woman. As I tell their stories, pay attention to the changes they are experiencing.

Anjali's Story

Anjali is 14 years old. A few days before menstruation, she notices changes in her body. She has sore breasts and swelling in her body. Sometimes her mood changes and she feels sad or angry more easily. When menstruation starts, she experiences painful cramps in her lower abdomen.

- **What changes does Anjali experience?** *[Sore breasts, swelling, sad or angry feelings, cramps]*
- **What other changes have you experienced or observed during menstruation?**

Malika's Story

Malika is pregnant with her first child. The baby will be born in a few months. Since she has become pregnant, Malika no longer menstruates. Her abdomen is getting larger as the baby inside her womb is growing. Her breasts are also getting bigger. Sometimes she notices that she has less energy and feels more tired.

- **What changes does Malika experience?** *[No more menstruation, larger breasts and abdomen, low energy, fatigue]*
- **What other changes have you experienced or observed during pregnancy?**

STEPS – 2

Use pictures to describe the female body – 10 minutes

Show Pictures 3 and 4 as you describe the following:

The female body has breasts and reproductive parts that can support a baby. Some of these parts are sensitive to the touch and can also be a source of pleasure during sex.

Objectives

By the end of this Learning Game, girls will have:

1. Identified ways to stay healthy during menstruation, pregnancy and while breastfeeding

Preparation

- Step 2: Picture 3 (Female Reproductive System) and Picture 4 (How Pregnancy Happens)

Methods

- Step 1: Story-telling
- Step 2: Pictures
- Step 3: Game
- Step 4: Cheer

Time : 35 minutes





- **Breasts** can produce milk to nourish a baby.
- The **uterus** is an organ approximately the size of an orange. The uterus is located in your lower abdomen. As soon as girls start menstruation, each month the uterus prepares for a baby by creating a thick, soft layer of tissue and releasing one egg from the ovaries.
 - If sperm enters the vagina (from the male's penis) and fertilizes the egg, the fertilized egg plants itself in the soft lining of the uterus and begins to grow. The uterus is where the baby will develop and receive nourishment from the woman's body. After 9 months, the baby comes out of the vagina. Note: it is important to know that once a girl starts menstruating, she can become pregnant if she has unprotected sex.
 - If the egg is not fertilized by sperm, the uterus expels (or pushes) the lining out of the vagina. A new lining will be created the next month and the process will be repeated.

Ask:

🕒 **How can girls and women stay healthy during these physical changes?**

Menstruation, pregnancy and breastfeeding are special times that require not only extra nutrients from food, but also good hygiene and health care to stay strong and healthy.

- 🕒 **Why are these 3 elements especially important during menstruation, pregnancy and breastfeeding?** *[These are times when the female body needs extra nutrients to create physical changes; the body is more vulnerable to infection and disease; regular healthcare can detect and treat problems early.]*
- 🕒 **What can happen if girls and women do not have good food, hygiene and health care during these times?** *[They can become weak or ill and endanger their overall health.]*

Essential Elements during Menstruation, Pregnancy and Breastfeeding

- **Food:** Girls and women must eat nutritious foods such as eggs, nuts, beans, lentils, and dark green vegetables to stay strong. These foods contain essential nutrients that are used up during menstruation, pregnancy and breastfeeding.
 - **Hygiene:** Girls and women can avoid infection and smell by washing their genitals with water and soap. During menstruation, it is important to change your sanitary napkin or cloth as often as necessary—before it is completely soaked with blood—to feel comfortable and clean.
 - **Health care:** Menstruation, pregnancy and breastfeeding cause physical and emotional changes. Girls and women can share their health questions and concerns with the local ASHA (Accredited Social Health Activist) or ANM (Auxiliary Nurse Midwife). It is important to seek health care and advice to stay strong and healthy.
- 🕒 **Why is it dangerous for girls to become pregnant before 18?** *[It takes time for the female body to fully develop. When pregnancy happens too early, it can be risky for both the mother and baby. Complications can occur during pregnancy and/or childbirth, resulting in underweight babies or even the death of mother and baby. That is also why in India, it is not legal to marry before 18.]*

Invite a few responses and clarify as needed.





STEPS – 3

Play true/false game – 10 minutes

Now we will play a game to review the information we discussed. I will read you some statements. For each one, tell me if it is true or false and explain which of the 3 elements support(s) your answer.

Have girls sit in a circle. Ask for a volunteer to stand up and leave her space in the circle unfilled. The volunteer should walk outside of the circle, around the group, and gently tap the head of each girl she passes and say “Duck”. When she taps a girl’s head and says “Goose”, she must quickly run back to her sitting space before the other girl catches her.

- *If the other girl catches her, the first girl must answer the review question before returning to her sitting space. Then the second girl walks around the group and the process is repeated.*
- *If the other girl does not catch her before she’s seated again, the second girl must answer the review question. After answering, she now walks around the group and the process is repeated.*

#	Statement	Answer
1	When a girl menstruates, she must not bathe regularly.	FALSE Cleanliness is very important during menstruation to prevent infection. Girls and women should replace sanitary pads or cloth regularly and use water and soap to wash off blood. Female health volunteers (ASHA or accredited social health activists) that can provide guidance and information to adolescent girls regarding menstruation and proper hygiene.
2	A breastfeeding woman needs extra food and regular healthcare appointments to keep herself and the baby healthy.	TRUE The woman’s body converts the food that she eats into breast milk. Because the baby is taking in nutrients through the milk, it is important for the woman to eat plenty of healthy foods to replenish the milk and keep her body strong. It is also important for the mother and baby to have regular health visits to make sure they are both healthy and treated for any infections or disease during this critical time. ASHA are available to visit mothers and escort them to the health clinic.
3	Pregnant women do not need to visit the ANM before the baby is born.	FALSE It is crucial for pregnant women to schedule at least three antenatal healthcare visits during their pregnancy to make sure that they and their babies are healthy. ASHA visit pregnant women and help them with registration, birth planning and scheduling healthcare visits.
4	Due to blood loss during menstruation, it is important for girls and women to eat foods that are rich in iron, such as spinach, lentils and eggs.	TRUE Blood helps the body function. Each month, girls and women lose blood during menstruation. To replenish their blood and stay healthy and strong, girls and women must eat foods with iron. Iron-rich food can prevent anaemia. ASHA can show which foods to eat and provide advice on how to get food supplements if needed.





Many girls and women in this country and the rest of the world become ill, weak or die because they are unable to replenish and strengthen their bodies during critical times. Moreover, girls who become pregnant before 18 are at especially high risk for poor health because their bodies are not fully developed and ready for the physical requirements of pregnancy. Girls and women experience changes in their bodies that require extra food, hygiene and health care to stay healthy and strong.

STEPS – 4

Ask for commitment to share the 3 elements of health – 5 minutes

Ask:

- ② **Who is willing to share the 3 elements of health with other girls and women?**

Thank the girls. Then say:

All together, do the gestures for the 5 rights while saying, “Freedom, equality, safety, health, education! We have rights!” Then crouch down, jump up and say, “Chalo!”

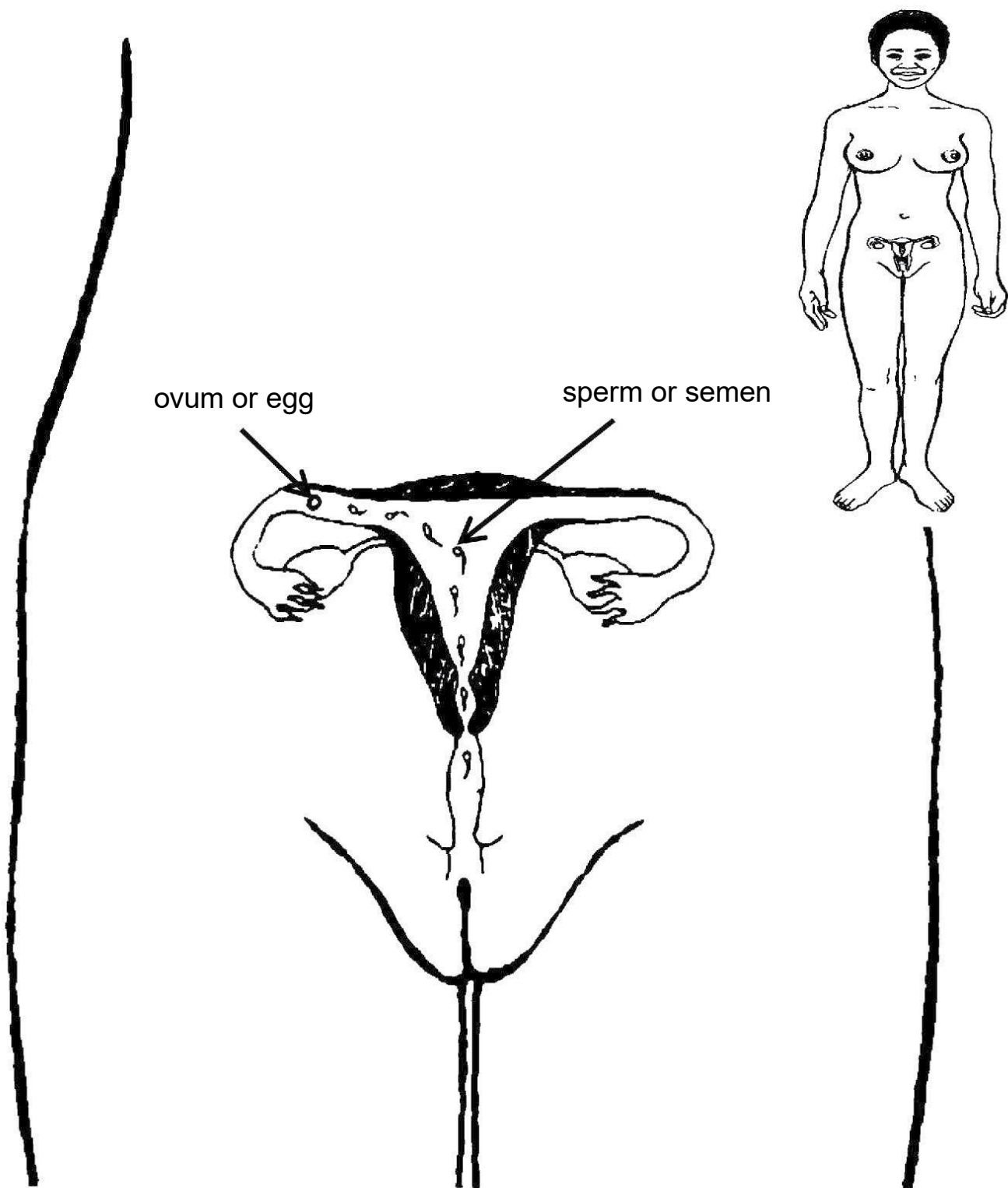
When girls are done with the cheer, applaud their efforts and thank them for their lively participation.







Picture 2: How girls' bodies work





MENSTRUAL HYGIENE

STEPS – 1

Use question game to assess the knowledge on menstruation – 10 minutes

Welcome once again girls! In the last two games, we became familiar on our own bodies and especially how a female body has different functions. Let us move forward to discuss a very important function that affects all the girls during adolescence. Now please form 4 groups and choose your leader.

Once the girls have formed 4 groups and 4 leaders, then say:

I have 4 pieces of folded papers. Each leader should come and pick up one paper. Then go back to your group, and read out the question written on the paper. Discuss the answer amongst yourselves, and then write your group's answers on the back of the paper. I will give each group one pen / pencil. You will have 3 minutes to discuss and write. Please remember that we do have some knowledge from our last two games.

Please give each group a pen or pencil to write. Questions to be written one on each paper are:

- *What do you understand by menstruation or monthly bleeding? Is it normal?*
- *Why does monthly bleeding happen in adolescent girls and women?*
- *Do all of us have same type of bleeding? If no, then what types do we experience?*
- *Do we face any restrictions in our normal life during monthly bleeding? If yes, then what are these?*

Once each group has finished writing on the paper, collect the papers and share with the large group. Thank them for their active participation.

Thank you for sharing your experience and knowledge on monthly bleeding. Please come back to the larger group. Without naming the groups, I am going to read out some of the answers and then the key messages on normal monthly bleeding.

Objectives

By the end of this Learning Game, girls will have:

1. Discussed how to maintain hygiene during menstruation
2. Reviewed the products to be used during bleeding/menstruation with hygienic disposal

Preparation

- Picture 1: Sanitary napkin in open position
- Picture 2: Cotton cloth pad
- Picture 3: Disposal method of sanitary napkin
- Picture 4: Reuse method of cotton cloth pad
- Keep 4 pieces of pen or pencil

Methods

- Step 1: Question game – 10 min
- Step 2: Discussion around Anjali's story- 10 min
- Step 3: Review of health products and proper disposal – 10 min
- Step 4: True/False game to review learnings – 7 min
- Step 5: Commitment - 3 min.

Time : 40 minutes





Key Messages on Normal Menstruation

- Menstruation is a normal function of a matured female body. It can start from any age between 10 and 16 years and end at any age between 45 and 55 years.
- It occurs once a month normally and there is a gap of 22 and 35 days in between 2 bleedings. The average number of days is 28. The bleeding may last between 3 to 7 days on an average.
- Menstruation implies that a girl is growing normally and has the capacity to bear a child
- However, the uterus is not mature enough to bear a normal baby till the girl reaches the age of 18 year. So, having a baby before 18 years will have health risks.
- Menstruation is not an illness but if a girl does not clean her body properly, she can get a bad infection and become very ill.
- There could be pain in the lower abdomen just before or during the monthly bleeding. There could be very heavy or very scanty bleeding. All these may happen normally in the first few months or year.
- If these problems last or do not get less, then consult the nearest health workers or visit a doctor or an visit **Anwesha clinic. Do not keep these problems to yourself**

🗣️ Do you have any question on the key messages I gave just now?

Find out if there is any question to be clarified, thank them and move on.

STEPS – 2

Group discussion on Anjali's story addressing menstrual hygiene – 10 minutes

Ask the girls to form the 4 groups again with new leaders. Once formed, say:

Remember the story of Anjali, who was 14 years old and had started her first bleeding? Let me share her story further to find out more about her hygiene practice.

Anjali's story – Part 2

Anjali was not allowed to attend school nor go out to play during her bleeding period. She would get depressed staying all alone at home. One day, Anjali's close friend Sutapa visited her home to enquire why, Anjali was not attending school before her exams. When she heard the reason, she was shocked and told Anjali's mother that if she watched TV, she would find the government has been stating that menstruation is a natural part of female reproductive cycle that allows normal process of growing up. It is absolutely safe to go out and play during this period.

Sutapa also explained that to lead a normal life, we need to use clean cloths/sanitary pad during periods, change underwear daily and wash sanitary cloths every day and dry them under the sun in order to prevent any infections. Anjali's mother shared her own experiences of adolescence, when this was considered impure and dirty and her mother never allowed her to go out. Sutapa added that girls are taught in their class about menstrual hygiene practices. During this period if a girl does not take care of her personal hygiene she can easily get infected from the germs that may enter through the bleeding area.





Anjali was very happy to get such useful information from her friend. She also told Sutapa that she gets a discharge from her vagina on the days when there is no bleeding. Sometimes the discharge is watery sometimes it is thick and sticky. Sutapa explained that this discharge is quite normal for any girl or woman who has monthly bleeding. However, if the colour of the discharge changes to dark yellow or greenish yellow, if there is itching and a foul smell or if the discharge looks curdy, then one should suspect infection and should go for treatment.

So, this was Anjali's story. Now I will ask you three questions. Please discuss among your group members for 2-3 minutes and depute one member to answer the questions.

- **Why was Anjali not allowed to attend school?**
- **What did Anjali's friend Sutapa share about menstrual hygiene practice?**
- **What did we learn about white discharge other than bleeding during normal days?**

Thank the girls for answering the above questions and ask them to come back to the large group.

Now I am going to ask you another question in the large group. Let me see who among you feel free to share with all of us.

- **What is your experience in hygiene practice during menstruation?**

Request the girls to raise their hands if they are interested to share, and ask them to speak one by one. If no one responds, come back later in the session with the same question or ask at least 3 volunteers to write down and submit their answers to you without writing their names.

Now, we all have come to know the benefits of good hygiene practice during menstruation that prevents various infections and helps to lead a healthy life. If you want to know more about menstrual hygiene, then you can freely talk to local health workers like ANM, ASHA, AWW or a doctor or **You can also visit Anwesha clinic along with your close guardian** in the hospital where they address any health and hygiene issues of adolescent girls. **Never ever keep your problems to yourselves as this may lead to bigger consequences.**

STEPS – 3

Review of sanitary product, hygiene maintenance and hygienic disposal of used sanitary item/product through picture game – 10 minutes

Ask 2 girls to volunteer. One girl will stand on your left side holding picture 1 (cotton cloth pad) while the other girl will stand on your right side holding picture 2 (sanitary napkin or pad).

I will request the rest of the girls to stand up and stay at one end of the corner. When I say 1,2,3, and go! You need to stand besides one of the pictures based on what you use. If you use sanitary pads, then stand near picture 2. If you use cotton cloth pads, then stand near picture 1. If you use some other products, then stay where you are. If you do not use anything then come and stand near me.

Say, 1,2,3 and Go! Once the girls have changed their positions, ask the following question to the girls standing near picture 1, then to girls near picture 2 and then to girls who have not moved.





- ④ **Why do you use this product?**
- ④ **What is the advantage of using this product?**
- ④ **What are the disadvantages of using this product?**
- ④ **How do you dispose of your product once you finish using it?**

Once you get the answers from all three groups, ask the girls who are near you. If no girl is standing near you, this means all of them are using some products and so the following question need not be asked.

- ④ **Why you do not use any product? What do you do to avoid getting soiled?**

Finally, the facilitator will summarize the leanings for the participants to remember and adopt menstrual hygiene practice.

Cotton cloth pad (Advantages)
Easily available, no cost or low cost, washable and reusable, wearable without underpants
Cotton cloth pad (Disadvantages)
Gets soaked fast, difficult to change, repeated use causes abrasions in the thigh, improper washing, drying and storage causes infections
Sanitary Napkin (Advantages)
Safe and hygienic, high soaking capacity, comfortable, convenient to change, convenient to carry, easily available (except in some remote areas), light weight
Sanitary Napkin (Disadvantages)
Costly (<i>branded one</i>), not bio-degradable making disposal difficult, prolonged use of a single napkin causes infection and diseases, not reusable. Latrine, toilet and drain can get choked if napkins are disposed there, can cause environmental pollution.
Hygienic way to reuse the cotton cloth pad
Soak the soiled materials (<i>blood stained cloths</i>) in soapy water for 20 minutes. Ensure there is enough soap in water with a lot of bubbles when you stir the water with your hand. Wash the soiled materials as you would normally with soap and water, allow the cleaned materials to air-dry in the sun and throw the water in the toilet. Wash, your hands thoroughly with water and soap.
Hygienic disposal of Sanitary Napkin
Remember, girls should not throw soiled cloths or napkins in latrines, toilets, open drains or water bodies such as streams, rivers and ponds as it may spread the diseases and create environmental pollution.
If you are re-using a cloth, put it into a plastic bag until you can wash it with hot water and soap and then dry it in the sunshine or iron it dry if possible. If you are using a pad, or want to dispose of your cloth, wrap it in paper to make a clean package and put it in the bin so it can be disposed of with other rubbish or burnt later.

So, remember sanitation, hygiene and healthy practice is the result of healthy behavior and promotes better health of any individual.

Invite a few responses and clarify as needed.





STEPS – 4

Play true/false game to review menstrual hygiene practice - 7 minutes

Let us play a game to review the information we discussed. I will read out some statements. For each one, tell me if the statement is true or false and explain why to support your answer.

Have girls sit in a circle. Ask for a volunteer to stand up and leave her place in the circle unfilled. The volunteer should walk outside the circle, around the group, and gently tap the head of each girl she passes and say “Duck”. When she taps a girl’s head and says “Goose”, she must quickly run back to her sitting space before the other girl catches her.

- *If the other girl catches her, the first girl must answer the review question before returning to her sitting place. Then the second girl walks around the group and the process is repeated.*
- *If the other girl does not catch her before she’s seated again, the second girl must answer the review question. After answering, she now walks around the group and the process is repeated*

No.	Statement	Answer
1	A woman must change her sanitary pad once a day to maintain her hygiene during menstruation period.	FALSE A woman must change her sanitary pad at least thrice a day or when fully soaked and should also change her underwear daily during menstrual period.
2	Any female who is menstruating should not bathe during bleeding period as it can invite infection to female body.	FALSE Any female during menstruation cycle, must bathe regularly using soap to clean her private parts (vulva) and hands properly to maintain personal hygiene.
3	Use of sanitary pad or cloth is necessary to maintain menstrual hygiene during menstrual cycle.	TRUE It is healthy to use sanitary pad/cloths to maintain one’s menstrual hygiene in order to prevent any infections and lead a healthy and normal life like other women.
4	Like Sanitary pad, sanitary cloth cannot be used again	FALSE Sanitary cloth can be reused but remember, sanitary napkin/pad can’t be used again. So, sanitary cloth needs to be washed with soap and clean water on a regular basis and it must be kept under sun to dry up for reuse.
5	Used sanitary pad/cloth can be disposed of in any nearby ponds, rivers, wells, open drain and waterbodies.	FALSE Used sanitary pad should not be disposed of in any local pond, open drain, water bodies and wells as it can spread infections. Therefore, it is important to dispose of used sanitary pads either in solid waste disposal facility or it can be buried in dug pit in order to protect any environmental hazards.

Thank the girls for participating and then say:

Now I think all of you have a clear understanding about menstrual hygiene practice. Thank you for your active participation.





STEPS – 5

Commitment to share learnings on menstrual hygiene – 3 minutes

Before we end this useful session, we should make a commitment. Please stand in a circle with space in between. I will ask you a question. If you agree then come forward with your right hand stretched and say 'I'. Make sure that you touch others hand while extending.

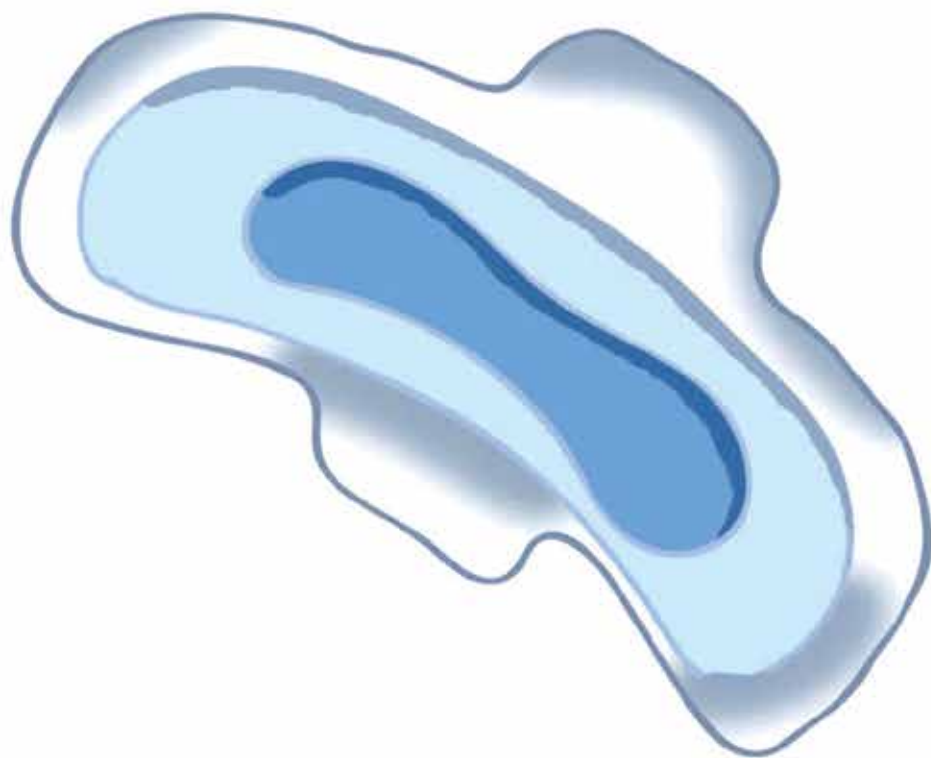
Ask:

- **Who is willing to share the menstrual hygiene methods with your friends, neighbours and relatives in your community?**

Once the girls come forward with stretched hand thank them and ask them to return to the original circle. Then say:

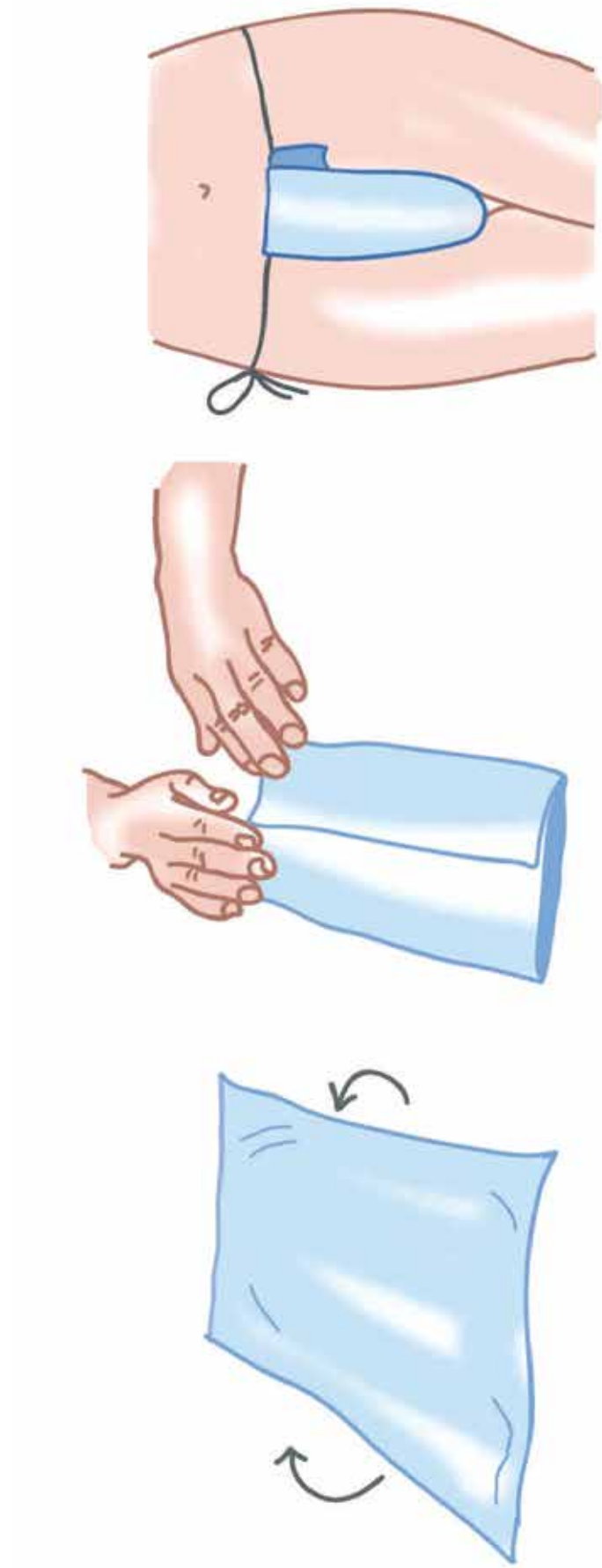
All girls please raise your right hand and repeat after me three times, *“Ensure menstrual hygiene for better health!”* Then crouch down, jump up and say, *“Chalo!”*





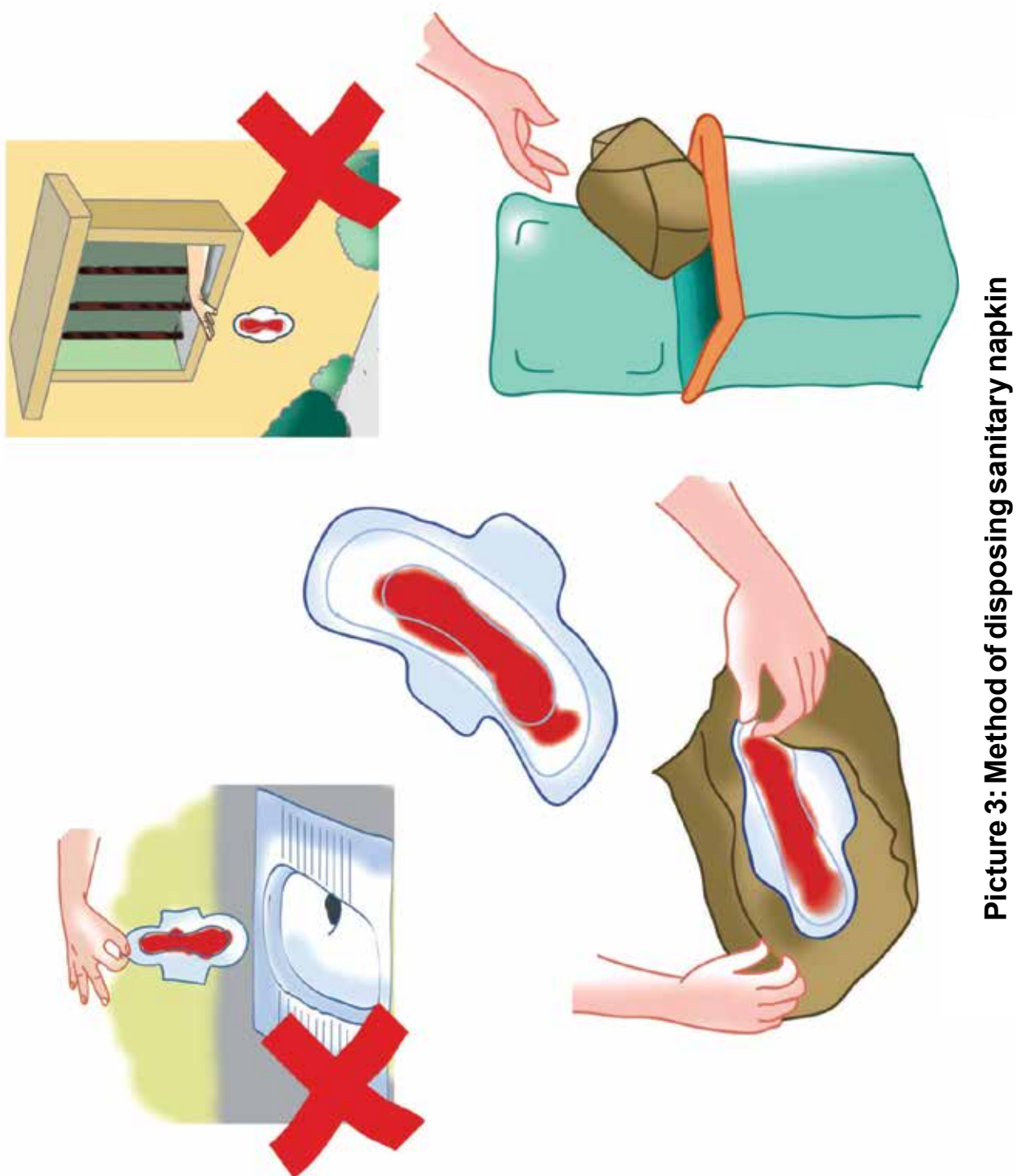
Picture 1: Sanitary napkin in open condition



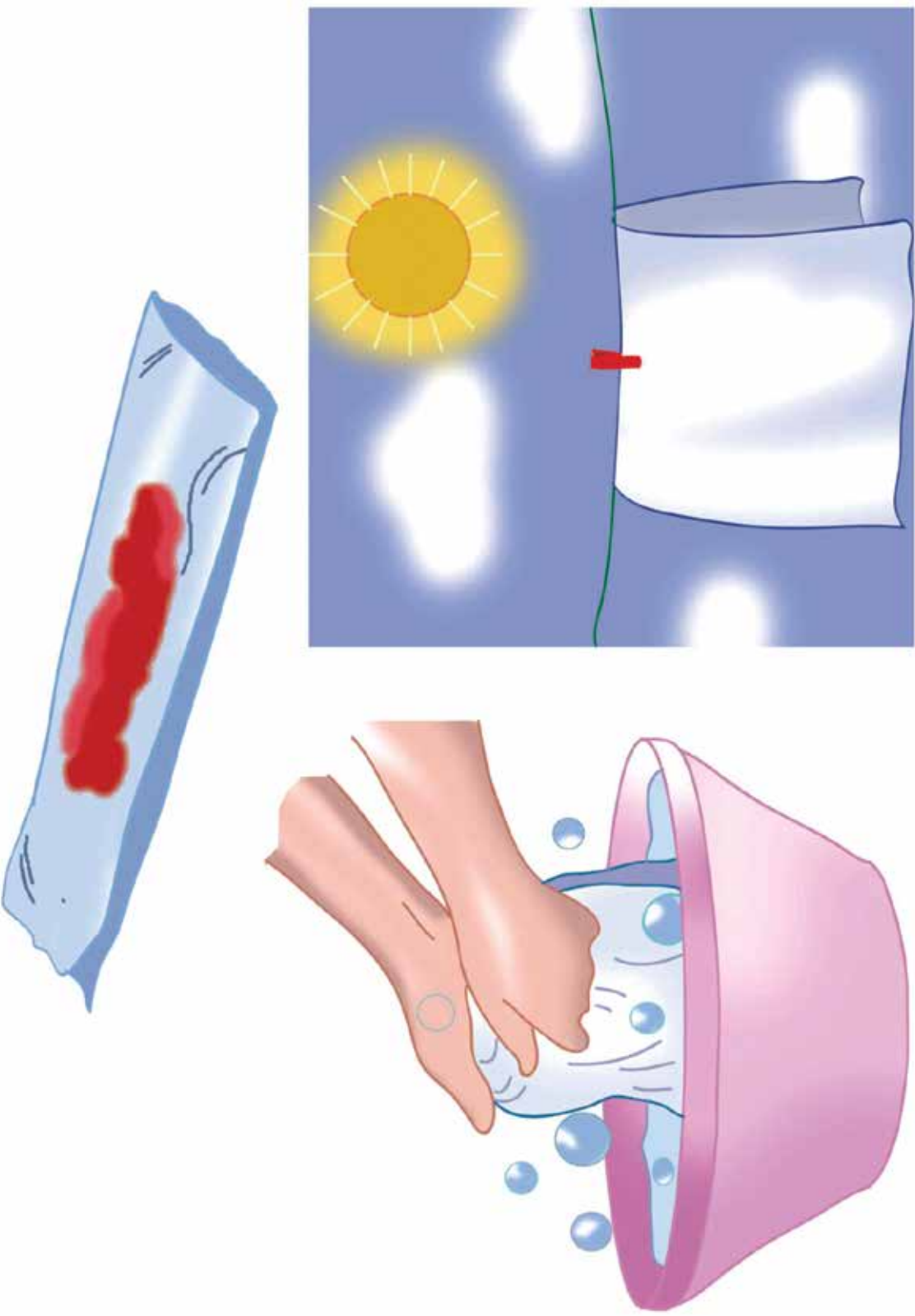


Picture 2: cloth napkin





Picture 3: Method of disposing sanitary napkin



Picture 4: method of reusing cloth napkin





HOW TO PROTECT AGAINST HIV/AIDS

STEPS – 1

Use pictures to present how HIV is spread – 10 minutes

Today we are going to talk about how to protect against HIV/AIDS. HIV/AIDS is a disease that is affecting adults and children all over the world, including those in India. People who have HIV/AIDS become very weak and cannot fight off illnesses, even common ones, such as colds. Eventually because their bodies become so weak, people with HIV/AIDS die.

➤ What do you hear about HIV/AIDS?

After a number of responses, thank the girls for sharing. Then say:

Now, we are going to talk more about how HIV is spread from person to person. Let us look at this picture of a family (show Picture 4): a pregnant mother, a father, a teenage daughter, a teenage son and a baby.

➤ Who in this picture can get HIV?

After a few responses, say:

Thank you for your responses. In fact, everyone in this picture can get HIV. You cannot tell whether someone has HIV just by looking at him or her. The only way to find out whether someone has HIV is for a health worker to do a special blood test.

Scientists and doctors tell us that HIV is spread between people in only 3 ways (say the information in the box below):

How HIV/AIDS Is Spread

1. From parent to child if the mother has HIV: HIV can spread from a mother who has HIV to her baby when she is pregnant, giving birth or breastfeeding (*point to the pregnant mother's stomach in Picture 4*).
2. From blood to blood: HIV can spread if the blood of a person who has HIV touches another person's blood through a cut or sore, through a blood transfusion in the hospital or by sharing things that cut the skin like a razor, needle or knife (*point to each person in Picture 4*).
3. From person to person during sex: If a person has sex with someone who has HIV, he or she can also get HIV (*point to the mother, father, teenage son and teenage daughter in Picture 4*).

Objectives

By the end of this Learning Game, girls will have:

1. Discussed ways that HIV/AIDS is and is not spread.
2. Identified ways to protect against HIV/AIDS.

Preparation

- Pictures 4–9
- Condom (if it can be shown)

Methods

- Step 1: Discussion
- Step 2: Game
- Step 3: Game
- Step 4: Discussion
- Step 5: Cheer

Time : 35 minutes





🕒 What are your questions about how a person can get HIV/AIDS?

Respond to questions and clarify any misinformation.

STEPS – 2

Pose statements to examine how HIV is and is not spread – 5 minutes

Now let us play a game to review how HIV/AIDS is spread and to see some of the ways it is not spread. Please stand.

I am going to share some ways that people say HIV/AIDS is spread. As you listen, remember the 3 ways that HIV/AIDS is spread: parent to child, blood to blood or during sex. If you think the statement is true, put your hands up. If you think the statement is false, put your hands behind your back.

After you say each statement in the left column of the box below and the girls indicate whether they think it is true or false, ask the girls to briefly explain their responses. Then, correct, clarify or complement their answers using the information in the right column.

Statement About How HIV Is or Is Not Spread	
Statement	Answer
HIV is spread by mosquito bites.	This statement is <u>false</u> . HIV cannot be spread by mosquitoes. HIV can only be spread in 3 ways: • from a mother with HIV to a baby, • from blood to blood if someone has a cut or sore and touches his or her blood to the blood of a person with HIV, from a blood transfusion or from sharing something that cuts, or • by sex when 1 person has HIV.
HIV is spread by using the same latrine.	This statement is <u>false</u> . HIV cannot be spread by using the same latrine. There is no way for HIV to get into the blood.
HIV is spread by kissing and embracing.	This statement is <u>false</u> . HIV cannot be spread by kissing and embracing. There is no way for HIV to get into the blood.
HIV is spread by sharing food or eating utensils.	This statement is <u>false</u> . HIV cannot be spread by sharing food or eating utensils. There is no way for HIV to get into the blood.

After all statements and their correct answers are discussed, ask:

🕒 What are your questions about how HIV is or is not spread?

Respond to questions and then congratulate the girls for participating.





STEPS – 3

Use pictures and questions to identify ways to protect against HIV/AIDS – 10 minutes

Right now there is no cure for HIV, but there are medicines to help people who have HIV stay healthy. And importantly, there are things that can help protect you from getting HIV. Let us talk about different ways that people can protect themselves from HIV.

What ways do you hear people can protect against HIV?

Thank the girls for their responses. Put Pictures 5–9 in different places around the area. Then say:

I just put pictures of family members in different places. I am going to describe some ways to protect against HIV. When I name each way, run and stand by a picture of 1 of the family members who could protect him or herself from getting HIV in the way I said.

After stating each question in the left column of the box below and giving girls time to run to a picture, ask for volunteers to tell why they chose that picture. Point out any other family members that could also be protected in that way and share the explanation (both listed in the box’s right column).

Ways to Protect Against HIV/AIDS	
Question	Possible Answers and Explanation
Who can be protected from HIV if their mother takes special medicines?	[Baby] A baby can be protected this way. To protect a baby from getting HIV, the mother can first find out if she has HIV. If the mother knows she has HIV, there are medicines she can take to keep the baby from getting HIV also.
Who can be protected against HIV by using clean needles, razors and knives and making sure blood transfusions are safe?	[Baby, teenage girl, teenage boy, adult woman, adult man] Everyone can be protected this way. To protect from getting HIV through the blood, you can ask the health worker to use clean needles for shots and for taking blood. You can also wash razors and knives with soap and water after someone else uses them. You can ask to make sure that blood transfusions are safe.
Who can protect themselves against HIV by not having sex?	[Teenage girl, teenage boy, adult woman, adult man] The teenage girl, teenage boy, adult woman and adult man can protect themselves this way. To protect from getting HIV through sex, you can decide not to have sex.
Who can protect themselves against HIV by staying faithful (having sex with only 1 person)?	[Teenage girl, teenage boy, adult woman, adult man] The teenage girl, teenage boy, adult woman and adult man can protect themselves this way. You can protect from HIV by staying faithful. This means only having sex with 1 person and being sure that your partner is only having sex with you.





➤ Who can protect themselves against HIV by using a condom, a special covering that a man wears on his penis during sex?	<i>[Teenage girl, teenage boy, adult woman, adult man]</i> The teenage girl, teenage boy, adult woman and adult man can protect themselves this way. If you are not sure that your partner is faithful, you can use something called a condom to protect yourself. A condom is a special covering that is put on a man's penis during sex to catch fluids from his body and to prevent HIV from passing between him and his partner during sex. Both men and women can be protected against HIV by using a condom or may ask their partners to use a condom. <i>If condoms can be shown, hold up a condom so everyone can see.</i>
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Invite the girls to sit down in a circle, and then ask:

➤ **What are your questions about how people can protect themselves from getting HIV/AIDS?**

Respond to questions, clarify any misinformation and thank the girls for participating.

STEPS – 4

Facilitate game to review information about HIV/AIDS – 5 minutes

Ask the girls to stand in a circle small enough that when girls stretch out their hands toward the centre, they are going to be able to put their hands on top of others' hands. Then say:

We are going to go around to each person in the circle and you are going to put your right hand in the circle and name 1 thing that you learned about HIV/AIDS. Everyone should try to name something different.

When all the girls have their hands in the centre, thank them for participating.

STEPS – 5

Ask for commitment to share information on HIV/AIDS – 5 minutes

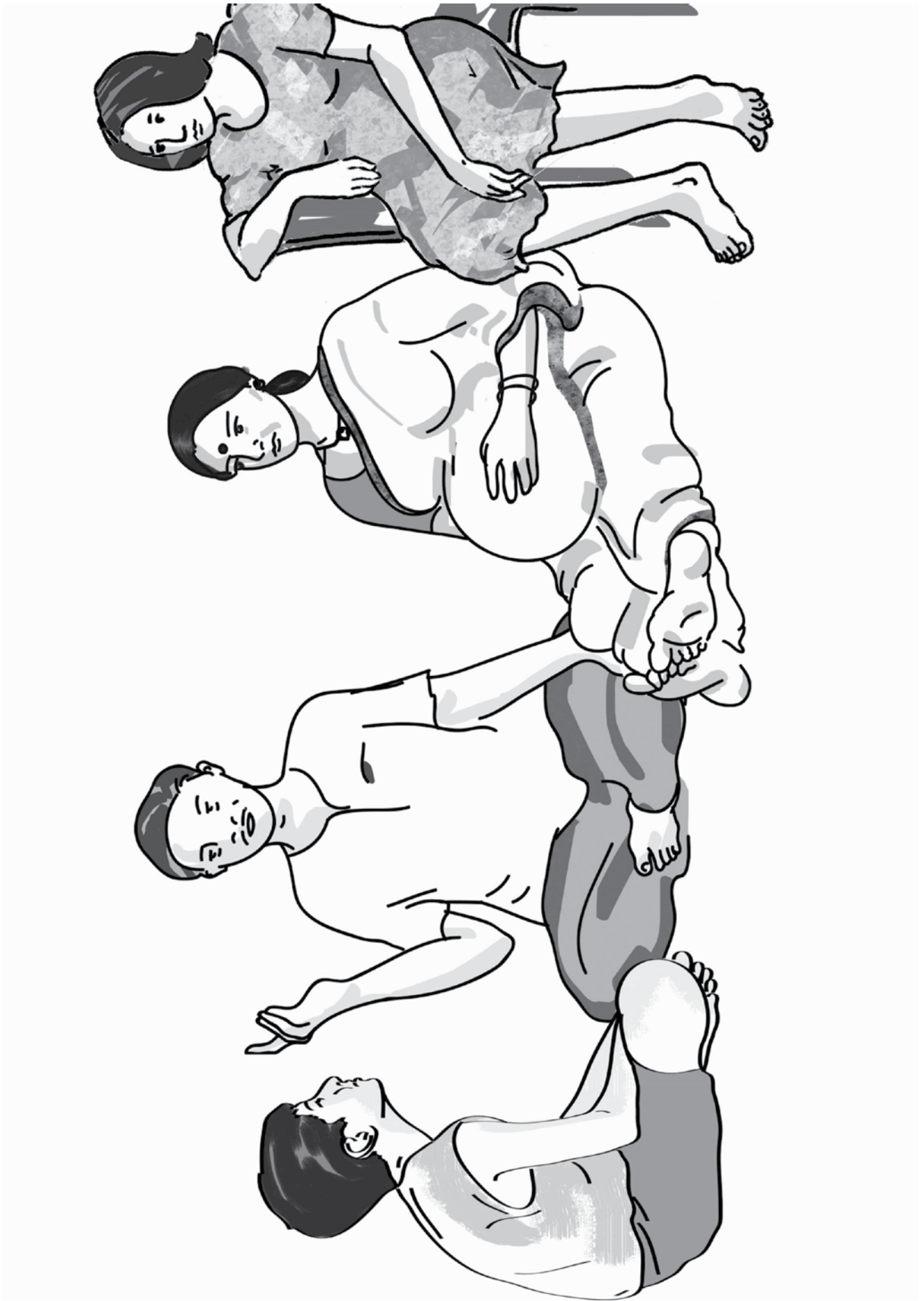
➤ **Who would like to commit to telling 1 other person about HIV/AIDS?**

Thank the girls. Then say:

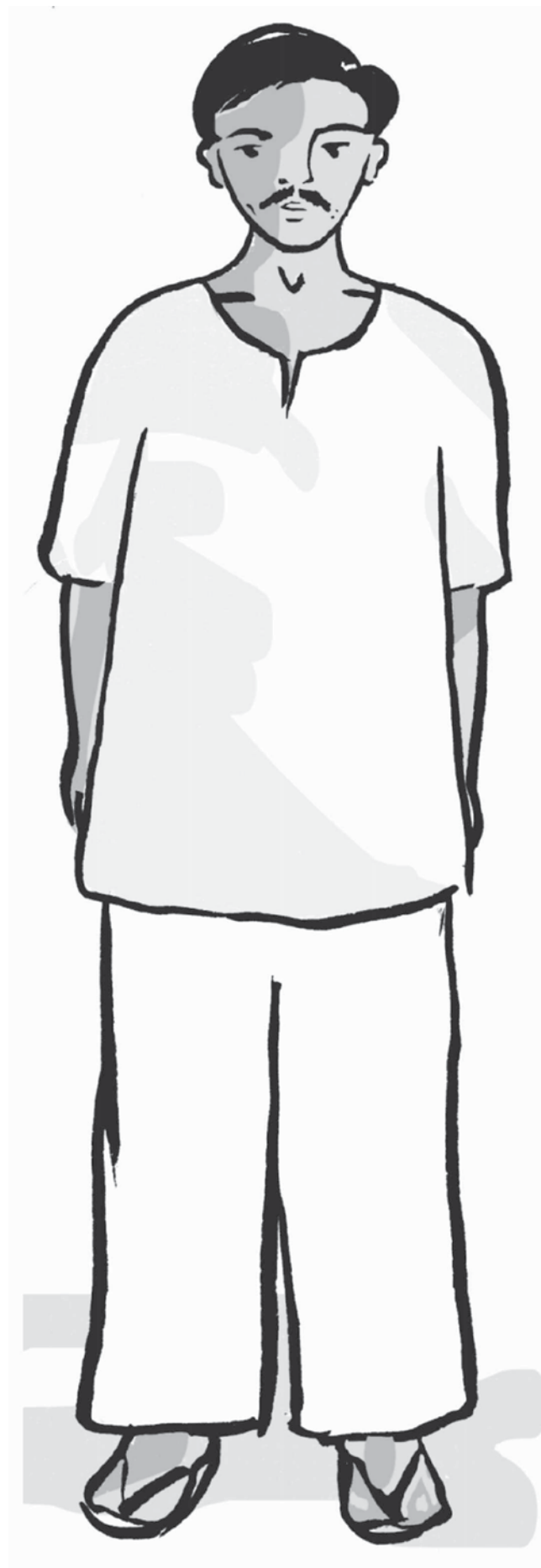
Altogether, pump your arm in the air 4 times while saying, "Girls stay strong together!" Then crouch down, jump up and say, "Chalo!"

When girls are done with the cheer, applaud their efforts and thank them for their lively participation.

















HOW CONTRACEPTIVE METHODS WORK

STEPS – 1

Facilitate group discussion to introduce the topic of planning – 5 minutes

Today we will think about the future – what will happen after the present.

Have girls sit in a circle and explain:

Each person in the circle will say something they would like to do or see or experience or become in the future. However, we cannot repeat what someone else has said. Pay attention to what is being said, so you do not repeat it. Let me begin by saying:

In the future, I would like to visit new places.

Have everyone take turns repeating the phrase: “In the future, I would like to...” and inserting something that has not been said already. Once everyone has spoken, say:

Thank you for sharing your dreams for the future. You have named interesting and exciting goals for the future. Ask for a volunteer willing to discuss her goal/dream to answer the following questions – with input from other girls:

- What steps can you take to accomplish these dreams?
- Who can help you or provide support?

What you have described is called planning. Planning means thinking about what you would like in the future and identifying the steps and support needed to work towards your goals.

STEPS – 2

Use pictures to discuss general contraceptive methods – 15 minutes

Family is also an important part of planning your future. Let us think about our mothers and grandmothers.

Invite a few volunteers to respond to the following questions:

Objectives

By the end of this Learning Game, girls will have:

1. Learnt how to make decisions about contraceptive methods.

Preparation

- Step 2: Before facilitating this session, confirm the name of the local ASHA and the date of the next Village Health and Nutrition Day
- Step 3: Picture 4 (How Pregnancy Happens) and pictures 5-11 (Contraceptive Methods)

Methods

- Step 1: Game
- Step 2: Pictures
- Step 3: Practice advice-giving
- Step 4: Cheer

Time : 40 minutes





- **When did your mother have her first child?**
- **When did your grandmother have her first child?**
- **What age seems to be the right time? Why?**

Pregnancy and childbirth are critical experiences for women. Each year, about 67,000 women in India die because of complications during pregnancy. Complications can happen when pregnancies are not planned or when the female body is not fully developed, if girls become pregnant before the age of 18

Ask:

- **How do women in your village plan their pregnancies?**
- **What other ways have you heard of?**

Show Picture 4 as you explain the following:

Pregnancy happens when sperm released from the male's penis enters the vagina of the female and fertilizes an egg. Contraceptive methods work to prevent the sperm and egg from uniting (and/or the implanting in the uterus), so women can decide when to have children.

Girls and women are protected by law to decide if and when to have children and how many. The right to make decisions about sexual and reproductive health also means that they have the right to use services that prevent sexually transmitted infections and pregnancy, and choose the method that works best for their situation.

Ask:

- **Why is it important for girls and women to have the right to make decisions about their sexual and reproductive health?**

Have Pictures 5-11 ready. Ask for 7 volunteers to stand in front of the group and each hold up a picture while you provide descriptions. Have the volunteers stand apart from each other so there is at least a few walking steps between them. Follow these steps for each method/picture:

- Name the contraceptive method and then ask girls to stand by the picture if they recognize the method.
- Describe the contraceptive method associated with the picture.
- After sharing the description, ask girls what they learned that was different from what they previously understood.
- Repeat the process until all 7 contraceptive methods have been described.

Before starting, remind the girls:

Pay attention to each method carefully. You will have a chance to describe these later.

After sharing information about each method, ask:





Contraceptive Method	Description
• Abstinence	Abstinence means not having sex at any time. It is the only sure way to prevent pregnancy and also protect against sexually transmitted infections (STIs), including HIV.
• Natural family planning/ rhythm method	Natural family planning is when you do not have sex or use a barrier method on the days you are most fertile (most likely to become pregnant). To have success with this method, you must learn about your menstrual cycle or the “rhythm” of your body (the time during the month when your ovaries release an egg – when you are most fertile – and then when you begin to menstruate). Then you can learn to predict which days you are fertile or “unsafe.”
• Barrier method	Barrier methods (such as male and female condoms) consist of putting up a block, or barrier, to keep sperm from reaching the egg. It is important to note that when used correctly, the male condom can also protect against sexually transmitted infections (STIs), including HIV.
• Hormonal method	Hormonal methods (such as birth control pills and injections) prevent pregnancy by releasing hormones (chemicals produced by the body) that interfere with ovulation, fertilization, and/or implantation of the fertilized egg in the uterus.
• Implantable device	Implantable devices are inserted into the body and left in place for a few years. They work by preventing the sperm from reaching the egg or preventing the fertilized egg from being implanted in the uterus.
• Permanent birth control method	Permanent birth control is a type of method for people who are sure they do not want a child or more children. For men, the procedure is called a vasectomy. The two tubes in the man’s body that carry sperm into the semen are cut apart and then tied off. For women, the procedure is called tubal ligation. The fallopian tubes in the woman’s body are cut, to prevent an egg from traveling to the uterus and also block sperm from being able to enter the fallopian tube.
• Emergency contraception	Emergency contraception is a method used if a woman’s primary method of birth control fails. For the best chances for it to work, this pill must be taken as soon as possible (within 72 hours) after unprotected sex. <u>Important note:</u> emergency contraception should not be used as a regular method of birth control.

- Which of these methods can prevent pregnancy and also protect against sexually transmitted infections (STIs), including HIV? [Abstinence and male condoms]
- Where in your community can you find more information about contraceptive methods?

Invite a few responses. Clarify as needed and then say:

Each method has its advantages, disadvantages and possible side effects. Adolescent girls and women can speak with their local ASHA (Accredited Social Health Activists) and ANM (Auxiliary Nurse Midwife) to learn more about contraceptive methods and discuss which method might be most useful for their situation. Each month, the ANM and ASHA organize a Village Health and Nutrition Day to provide counseling, education and health services.

- **Who is the local ASHA in your community?** [Note to facilitator: confirm based on information obtained before facilitating this session.]
- **When will the next Village Health and Nutrition Day take place?** [Note to facilitator: confirm based on information obtained before facilitating this session.]





- ④ **Who can you ask to accompany you, so you feel comfortable and remember all your questions?**

STEPS – 3

Have groups determine who might benefit from contraceptive methods – 15 minutes

Divide girls into 7 groups. Place the pictures face down and have a representative from each group select a picture (without seeing the image). Then say:

With your group, discuss the method on your picture and determine who may benefit from using it. Imagine the person and ask yourselves:

- ④ **How old is she?**
- ④ **What is her marital status (married or unmarried)?**
- ④ **Why might she decide to use this method at this point in her life?**

Also determine with your group if the method prevents pregnancy and also protects against sexually transmitted infections.

Clarify as needed and then give girls 5 minutes to work in their groups. Circulate as the groups work to make sure girls understand their task. After 5 minutes, invite each group to present a brief description of the girl or woman who might decide to use the method and address:

- Possible age range
- Marital status
- Reason for deciding to use the particular method
- Whether or not the method also protects against sexually transmitted infections

Thank the groups for their work and then ask:

- ④ **Why is deciding which method to use a personal decision?** *[Each girl or woman has a different situation and must decide which method works best for her at that point in her life.]*

STEPS – 4

Ask for commitment to discuss contraceptive methods – 5 minutes

Some people in the community may know little or have incomplete information about contraceptive methods.

- ④ **Who might benefit from information about contraceptive methods?**
- ④ **Who is willing to share information with them about contraceptive methods?**

Thank the girls. Then say:

All together, do the gestures for the 5 rights while saying, “Freedom, equality, safety, health, education! We have rights!” Then crouch down, jump up and say, “Chalo!”

When girls are done with the cheer, applaud their efforts and thank them for their lively participation.





SEXUAL AND REPRODUCTIVE HEALTH (SRH) RIGHTS OF ADOLESCENT GIRLS

STEPS – 1

Introduce the topic – 10 minutes

Greetings! I am sure most of you know that all our rights are given in the Indian Constitution. Today we will discuss how some of our basic rights lead to a happy and healthy life.

➤ What are the basic human rights which ensure a secured life?

[Right to live, Right to equality, Right to freedom, Right against exploitation, Right to freedom of religion, Right to health & education]

Encourage the girls to state as many rights as they know. Conclude by saying the answers as given in the brackets. Then ask the next question

➤ Could you please identify some rights which will help you to lead a healthy and happy life?

Encourage the girls to find out what rights are needed to lead a healthy life. Thank them and then read out the rights from the box below

Let me share some of the common Rights to lead a healthy reproductive and sexual life

- We have a **right to information and education** that can guide us to take decisions on our sexual and reproductive health.
- We have a **right to privacy** related to our sexual & reproductive health care services including information and counseling.
- We have a **right to choose** whether to marry or not, when to marry and whom to marry.
- We have a **right to decide** whether or when to have children and how many.
- We have a **right to enjoy & control our sexual and reproductive lives**. This should be free from any sexual harassment, forced pregnancy, sterilization and abortion.

➤ What questions do you have on any of these rights I have mentioned?

Answer some of their questions if you know the correct answers, thank all participants for their sharing and active involvement. If you do not know the answers of the questions being asked on rights, please promise them to come back with the answers next time you meet them.

Objectives

By the end of this learning session, participants will have:

1. Explained basic rights that lead to a happy and healthy life.
2. Identified situations where and how SRH rights of adolescents are being violated.
3. Stated the steps to address violations of SRH rights.

Preparation

- 7 pieces of papers. In each paper one situation related to violation of sexual and reproductive rights will be written and kept ready. The situations are given in the annexure at the end of this session.

Time : 34 minutes





STEPS – 2

Story telling game to identify the SRH rights – 10 min.

We all have found out that among the basic human rights, which rights in particular are responsible to lead a healthy sexual and reproductive life. Now, I will share a story of a family and you will form two groups to identify which rights are being violated in the story.

Divide all the girls into 2 groups and ask them to sit in 2 small groups. Once the 2 groups are formed, say,

Now that all of you are divided into two groups, I name the group on my left as Group A and group on my right as Group B. In the first story, Group A will identify areas the rights that are being violated while Group-B will give example of such violation once the right is mentioned by Group A. Now listen,

Pratima's Story

Pratima, a 16 year old adolescent girl along with her parents and one sibling named Manas lived in one of the remote villages in West Bengal. Both Manas, a 14 year old boy and Pratima regularly went to school. While Pratima helped her mother and did a lot of household chores, her brother did not have to be involved in any household activity. One day, Subodh, Pratima's father, found a match for his daughter and without getting Pratima's consent, he arranged her marriage. Pratima protested as she wanted to continue her education but her parents remained resistant to her wish as a low dowry was negotiated with groom's family.

Within one year of her marriage, Pratima gave birth to a daughter against her wish, followed by the birth of another baby girl within a gap of barely one year. Though Pratima was mentally and physically not ready for another pregnancy, her in-laws and husband forced her to conceive their second child with a hope of getting a boy. As a result, both the mother and her children were found to be weak and underweight. This situation became more aggravated when her husband and in-laws ill-treated her as she failed to give birth a boy child. Such situation leads her physical and mental agony.

Give 3 min to Group A to identify which SRH rights are violated and 3 minutes to Group-B to come up with the example of such violation from the story. Once both the groups are ready with their answers, say,

Please stand up. Each group should form a line and face each other. The girl from Group A who wants to say the first right should raise her hand. Then she says one right. A girl from Group B who would like to give example of that right violation should then raise her hand and give the example. Then the next girl from Group A will raise her hand and state the second right. Another girl from Group B who wants to give example of that right's violation then raises her hand and states the example. It will go on till Group A thinks that they have covered all the rights. One condition of this game is that no girl from either Group A or Group B should speak more than once. Come on let's start

Find out from the table below if the girls have addressed all the rights and whether they could relate the





Example from the story	Violations of SRH Rights
Subodh arranged a match for his daughter without getting Pratima's consent.	We have a right to choose whether to marry or not, when to marry and whom to marry (Consensual marriage)
Within one year of her marriage, Pratima was forced to get pregnant by her husband	Decide whether or not, and when, to have children
Despite her physical weakness and mental trauma, Pratima was forced to conceive a second child completely against her wish	Decide whether to have children or not and when to have children
Against her wish and consent, she was impregnated twice	Right to decide to be sexually active or not and right to have consensual sexual relation
Despite such trauma (both physical and mental), she did not seek any counseling, information support regarding reproductive sexual health	Right to information and education regarding sexual reproductive health issues

violation of those rights with Pratima's story. Read out the summary below after the game.

I hope it is clear to you on some of the important sexual and reproductive rights. Thank you for sharing your valuable points with active participation in this exercise.

STEPS – 3

Addressing violation of SRH rights through a game -12 min.

All of you have come to know violations of various sexual and reproductive health rights of adolescents and now we will see what possible steps can be taken in addressing the violations of these rights.

➤ Can anyone share what steps we can take if our rights are violated?

Facilitator will wait for some responses and then say,

If our sexual and reproductive health rights are violated, we first need to discuss with someone who is very close to us. We need to explain why this is a violation and how such violation affects us mentally and physically. We need to learn more on how we can address our grievance and where to go for this. Let me explain.

Use the contents of the box below to explain





Addressing at the family and individual level is the first step: These consist of parents, husband if the girl is married, close relatives, peers, trusted friend, teachers, Anganwadi worker, health worker, neighbours etc who a girl can approach and feels comfortable to talk with about violation of rights.

With the help of family or individuals, seeking support from institutions can be considered as the next step: These consist of school, Anwesha clinic, ICDS centre, Kishori Samooh, NGO, local club, health centre, self-help groups, community organisations, etc.

Approach to the higher authority can be the final step: These consist of Child Line, Panchayat, local police station, child protection officer, child welfare officer, counselors, human rights commission, etc. This approach can also be taken directly if a girl fails to get support at the individual or at the community institutional levels satisfactorily.

Note for the Facilitator: It is often difficult for adolescent girls to approach at the individual, community and higher authority level regarding violation of SRH rights. Violation of Right to Consensual Marriage, violation of right to information and education regarding SRH can be addressed and even resolved at these three levels. But for rest of the cases, girls did not have that courage to raise their voice against other SRH rights as well as community and even Higher authority are not ready enough to handle the cases. Therefore, while dealing with SRH rights, facilitator should have that level of sensitivity towards individual and community. So, much emphasis needs to be put on delivery mechanism, the language of the module and receptivity of the audience.

For the next game, please ensure that you have 7 pieces of papers where 7 different situations related to sexual and reproductive rights violations have been mentioned. **7 situations are given in the annexure at the end of this session.**

Let us play a game to see if we have understood what approach we shall should take to address the violation of our sexual and reproductive rights. Please make 2 groups, A and B. Each group will stand in a line facing the other group.

Once the two groups are formed and stand in line facing each other, put 7 pieces of papers in the centre and continue to say

There are pieces of papers kept in the centre. When I say Start! The girl closest to me from both groups will say 1, the second girl from both groups will then say 2, the third girl will then say 3 and then so on. They will continue to count till I say stop! The girl from group A, who counted last when I asked them to stop, will pick up a piece of paper from the heap and read out loud an example of sexual and reproductive rights violation. The girl from group B, who counted last will then try to answer what steps she will take. If she fails, someone else from Group B will then try. Once this is over, again I will say Start! And the girls will again start counting loudly. This time when I say Stop! The girl from Group B who counted last will pick up another piece of paper and read aloud, the girl who counted last in Group A will have to answer. This will go on till we finish the papers

Ensure that the girls have understood your instruction. If needed please repeat or ask someone from the girls to repeat what you have said. After the game, thank all the participants for their active participation





STEPS – 4

Commitment - 2 minutes

Today we discussed what our basic rights of sexual and reproductive health are and how we can address them to lead a happy and healthy life. Now please stand up and make a circle. I will ask you a question. If you agree to commit to the question then please extend your right hand inside the circle so that you can touch each other's hands and say 'I'.

- **How many of you will promise to share the sexual and reproductive rights with your family members and neighbours before we meet again?**

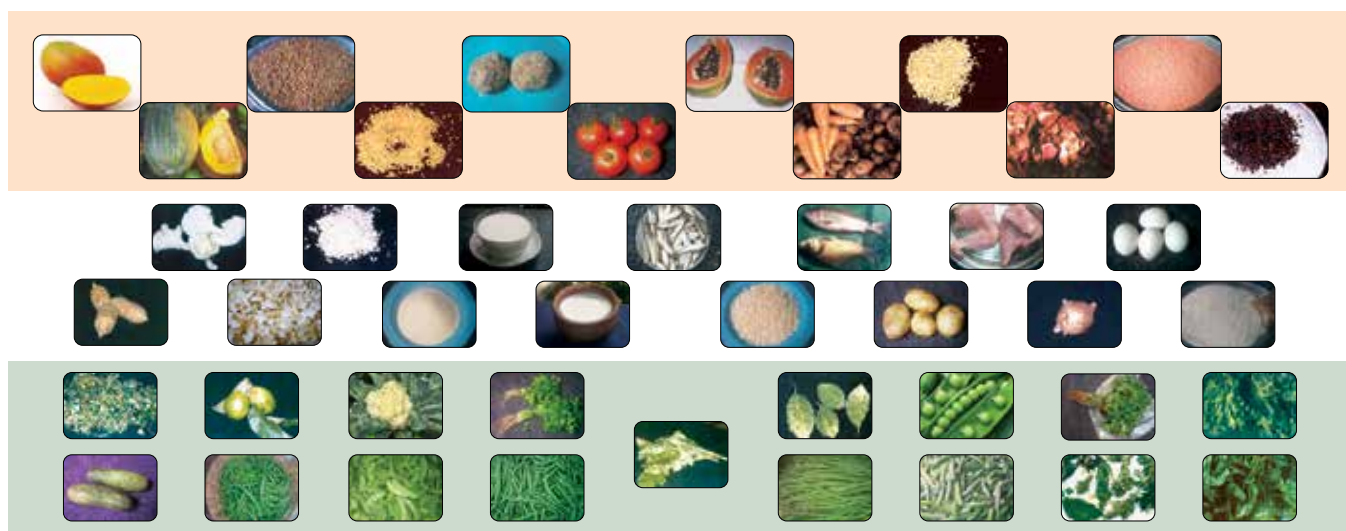
After the girls touch their hands to show their commitment, ask them to stand back in the circle and say

Let us now stay in the circle, raise your right hand and repeat after me three times, "We have rights to be happy and healthy throughout our lives". Now crouch low and jump and say "chalo". Thank you all for your great participation.



MODULE-3

NUTRITION & HEALTH



FOOD AND THE FLAG

STEPS - 1

Organize groups to brainstorm on foods for each colour in the flag – 10 minutes

Today, we are going to talk about how to have a strong mind and body. I am thinking about something and I want you to guess what it is. I am going to give you some hints. It is orange, white and green. Sometimes it is still and sometimes it flies.

❏ **What is it?**
[Flag of India]

Optional: Display Indian flag if available.

You have a lot of reasons to be proud of our flag. It not only represents our country to the rest of the world, it also tells you what foods you must eat every day to stay healthy. Each day you must eat some green food, some white food and some orange food.

An example of a green food is saag. An example of a white food is rice. An example of an orange food is mango.

Divide the girls into 3 groups, and then say:

Objectives

By the end of this Learning Game, girls will have:

1. Practiced how to use the colours of the flag to make healthy meals.
2. Committed to eating foods from all 3 colours of the flag.

Preparation

- Indian flag (optional)

Methods

- Step 1: Brainstorming
- Step 2: Game
- Step 3: Cheer

Time : 30 minutes





Group 1, think of as many green foods as you can. Group 2, think of as many white foods as you can. Group 3, think of as many orange foods as you can. You have 3 minutes.

After 3 minutes, ask a representative from each group to name the foods they thought of. If they have missed out any examples that are listed in the box below, mention them.

Examples of Foods for Each Colour in the Flag

- **Green:** saag, palak, methi, lauki, chichinda, nenua, jhinga, karel, lou, cabbage, okra, green lemon
- **White:** rice, bread, eggs, curd, milk, potato, banana, coconut, fish
- **Orange:** papaya, mango, durian, carrots, tomatoes, chillies, pulses, kumbhda, chicku, eggs (yolk)

Praise the efforts of the entire group and then summarize:

It is important to eat food of all these colours because some of the foods help you to have a strong body, some help you to have a clear and sharp mind and some give you energy to do all the things you want and need to do during the day.

STEPS – 2

Conduct game to practice making healthy meals – 15 minutes

Now, you are going to play a game. In this game, I am going to give each of you the name of a different food. Then you will group yourselves together to form a healthy meal. After you make a healthy meal, run across the finish line (*point to a place that is going to be the finish line*).

For example, I am curd, a white food. (*Point to a girl*) She is okra, a green food. (*Point to another girl*) She is pumpkin, an orange food. When I say “**go**,” I have to run and find a green food and an orange food to group with me to make a healthy meal.

Say, “go” and run to the okra girl and ask, “What food are you?” The girl replies, “Okra.” Reply back, “I am curd.” Link arms and together you run—keeping your arms linked—to the pumpkin girl and ask, “What food are you?” The girl replies, “Pumpkin.” Reply, “We are curd and okra looking for an orange food, so you can stay with us.” Now all 3 of you link arms and run across the finish line together.

🔍 What questions do you have about the game?

Respond to questions. Then say:

I am going to whisper to each of you the name of your food. Remember it and do not share it with anyone else until I say, “**go**.”

Try to assign foods in equal numbers of each colour (for example, give 5 girls a green food, 5 girls a white food and 5 girls an orange food). If the number of girls gives you unequal numbers of each colour, then ask the 1 or 2 extra girls to stand by the finish line with you and help you judge whether the groups are formed correctly with all 3 colours represented.





After all the girls hear the name of their food, say, “go”.

Stand by the finish line and watch girls run around finding other foods to make a healthy meal. Do not let girls cross the finish line until you check that they formed a group of 3 that represents all 3 food colours. If girls form a group that does not represent all 3 colours, tell them to break up and find other foods to make a healthy meal.



After all groups cross the finish line, congratulate them.

STEPS – 3

Ask for commitment to eat from all 3 colours of the flag – 5 minutes

Ask the girls to form a circle and say:

All girls who are going to try to eat from all 3 colours of the flag take 1 step forward and say **“me”**.

After girls step forward, ask them to step back into the circle. Then say:

All together, pump your arm in the air 4 times while saying,

“Girls stay strong together!”
Then crouch down, jump up and say, “Chalo!”

When girls are done with the cheer, applaud their efforts and thank them for their lively participation.





HOW TO PREVENT AND TREAT DIARRHOEA

STEPS – 1

Read stories about ways someone can get diarrhoea – 10 minutes

Today we are going to talk about how to prevent and treat diarrhoea. Most of us had diarrhoea before.

🗣️ How does it feel when you have diarrhoea?

Thank the girls for their responses. Then say:

Diarrhoea is when you have many watery stools in a day. Diarrhoea can be very dangerous. As you know, it can make you very sick. One way you can get diarrhoea is when you eat or drink unclean food or water. Most of the time, food and water become unclean when they touch faeces. Another way you can get diarrhoea is by touching things that touched faeces. Let us play a game to show different ways people can get diarrhoea from unclean food, water and things that touch the mouth.

Imagine that this is a well. *(Draw a circle in the dirt to represent a well.)*

Imagine that this is a latrine. *(Point to a place behind a tree, or any object that people can hide behind, to represent a latrine.)*

Imagine that this is where people cook and eat. *(Put the small bowl down in another place to represent the place where people cook and eat.)*

I am going to ask for volunteers to act out stories. They are going to go to the areas that I mention in the story: the well, the latrine and the place where people cook and eat. The rest of you are going to watch and say **Diarrhoea** when someone in the story gets diarrhoea.

Objectives

By the end of this Learning Game, girls will have:

1. Discussed ways to prevent and treat diarrhoea.
2. Participated in a demonstration on how to make the ORS drink.

Preparation

- A stick to draw circle in the dirt
- Small bowl
- Packet of oral rehydration salts (ORS)—make sure it is not past the expiration date
- Container of the appropriate size, as indicated on the ORS packet
- Water that was boiled (enough to fill container)
- Spoon
- Clean cup

Methods

- Step 1: Story
- Step 2: Discussion
- Step 3: Demonstration
- Step 4: Cheer

Time : 35 minutes

*Ask for volunteers for Story 1 in the box below. Tell each volunteer her role. Ask the volunteers to act out each story line after you read it. Make sure the girls who are watching say “**Diarrhoea**” when someone*





in the story gets diarrhoea. After each story is finished, ask all the girls that story's question. Make sure they identify the correct answer. Repeat this process with all the stories in the box below. Remember to get new volunteers for each story.

Diarrhoea Stories		
Question	Story Lines	Question
Story 1 2 volunteers: ■ Role 1: girl ■ Role 2: baby	1. A girl takes water from the well. 2. She goes home and puts the water in a bottle without boiling it. 3. She feeds the bottle to her baby brother. 4. Her baby brother gets diarrhoea.	➤ Why did the girl's baby brother get diarrhoea? <i>[he drank well water that was not boiled]</i>
Story 2 2 volunteers: ■ Role 1: fly ■ Role 2: girl	1. A fly lands on the latrine. 2. The fly goes to where people cook and eat and lands on a bowl of rice that is not covered. 3. A girl eats the rice. 4. The girl gets diarrhoea.	➤ Why did the girl get diarrhoea? <i>[she ate rice that a fly that touched faeces landed on]</i>
Story 3 1 volunteer: ■ Role: girl	1. A girl goes to the latrine. 2. She goes home and eats rice without washing her hands first. 3. She gets diarrhoea.	➤ Why did the girl get diarrhoea? <i>[she did not wash her hands after going to the latrine and before eating rice]</i>
Story 4 3 volunteers: ■ Role 1: girl ■ Role 2: mother ■ Role 3: sister	1. A girl goes to the well to collect water in a container with a large opening and no cover. 2. The girl sets down the container of water and goes to the latrine. 3. She picks up the container of water and dips her fingers in the water as she is carrying it home. 4. Her mother and sister drink the water without boiling it first. 5. The mother and sister get diarrhoea.	➤ Why did the mother and sister get diarrhoea? <i>[they drank water that was touched by dirty hands (hands that touched faeces) and was not boiled]</i>

STEPS – 2

Conduct a discussion on ways to prevent diarrhoea – 10 minutes

Now I am going to put you into 4 groups with the girls who acted out each story.

Ask each group of story volunteers to move to a different area. Assign the rest of the girls to 1 of the 4 groups. Then say:

Let us remember that people get diarrhoea from unclean food, water and things that touch the mouth. In your group, think about your assigned story and answer the following question:

➤ What could have been done to prevent diarrhoea?

You have 5 minutes to discuss how to answer the question.





After 5 minutes, ask the groups to share their answers. Summarize all of the ways to prevent diarrhoea. Ensure that all of the ways in the box below are mentioned.

Ways to Prevent Diarrhoea

- Breastfeed babies
- Cover food and water and keep things that touch food and water clean in order to protect from flies and dirty fingers
- Wash hands **after** having contact with faeces and **before** preparing or eating food
- Boil water or use pump water

➤ What questions do you have about how to prevent diarrhoea?

Respond to questions and clarify any misinformation

STEPS – 3

Have volunteers demonstrate making and tasting ORS – 10 minutes

When someone has diarrhoea, their body loses a lot of important fluids and nutrients. As a result, he or she should drink plenty of liquids to replace the body's lost fluids and nutrients.

Babies and small children are more likely than adults to die from diarrhoea because they are not as strong as adults. When a baby or small child has diarrhoea, give **extra** liquids as soon as the diarrhoea starts. Breastmilk is the best liquid and food for a young child with diarrhoea

The liquids that you can give to anyone who has diarrhoea include the following:

- Rice water
- Soup
- Weak tea with a little sugar
- Coconut water
- Plain, boiled water

Do not give very sweet fruit juice or salty soups since they make the diarrhoea worse. Keep giving liquids after every watery stool, until the diarrhoea stops.

You can also give a drink with oral rehydration salts (ORS) to anyone who has diarrhoea. It is going to help the person get well. You can get an ORS packet from the health centre or anganwadi worker. You should follow the instructions written on the ORS packet. Now, let us practice making the ORS drink. I need a volunteer to help me.

Ask for a volunteer to demonstrate the steps to make the ORS drink. Give the volunteer the ORS packet. As you say the steps to make the ORS drink, have the volunteer demonstrate them:





The steps to make the ORS drink are as follows:

1. Check expiration date on the ORS packet. If it is expired, throw the packet away. (*The volunteer finds and reads the expiration date out loud and decides whether the packet can be used or should be thrown away.*)
2. Put the contents of the ORS packet in a clean container that is _____ (size indicated on ORS packet), about the size of _____ (examples of clean containers that are the appropriate size). (*The volunteer puts the contents of the packet into the container.*)
3. Add enough water that was boiled to fill the container. Adding too little water to the ORS drink could make the diarrhoea worse. Do not add the ORS packet to milk, soup, fruit juice or soft drinks and do not add sugar. (*The volunteer adds the correct amount of water to the container with the ORS contents.*)
4. Stir well and pour into a clean cup. (*The volunteer uses the spoon to stir the drink well and then pours some of the ORS drink into a clean cup.*)

Now, let us taste the ORS drink.

*Ask the volunteer to put a little of the ORS drink on the spoon and let the other girls try it. Make sure to instruct the volunteer **to pour the ORS drink into the girls' mouths without touching their mouths.***

After girls try the ORS drink, thank the volunteer and say:

The ORS drink should be given after every watery stool, until the diarrhoea stops. The ORS drink is **not** a cure. The ORS drink is important because it replaces the important fluids that are lost during diarrhoea.

🕒 **What are your questions about making the ORS drink or giving it to someone with diarrhoea?**
Respond to questions.

STEPS – 4

Ask for commitment to show others how to make ORS drink – 5 minutes

Ask the girls to form a circle and say:

All girls who are going to try to show family and friends how to make the ORS drink, take 1 step forward and say “**me.**”

After girls step forward, ask them to step back into the circle. Then say:

All together, pump your arm in the air 4 times while saying,

“Girls stay strong together!”
Then crouch down, jump up and say, “Chalo!”

When girls are done with the cheer, applaud their efforts and thank them for their lively participation.





PRACTICING HAND-WASHING

STEPS – 1

Read story and pose questions on when to wash hands – 10 minutes

Today we are going to talk about hand-washing.

► When do you usually wash your hands during the day?

Thank the girls for sharing their responses. Praise the girls on their clean hands. Then say:

Washing your hands is very important because dirty hands can make you sick. Clean hands protect you from sickness.

Listen to a story about 2 sisters, Anjali and Priya. As you listen, every time you hear someone in the story washed her hands with soap and water, raise your hands in the air, wiggle your fingers and say “**Clean hands!**”

Anjali and Priya’s Story

Anjali and Priya are sisters who are very busy girls. Today, when Anjali and Priya wake up, they find their brother is sick with diarrhoea and vomiting. Anjali cares for their brother and helps him to bed. Then she goes and washes her hands with soap and water. [**“Clean hands!”**]

While Anjali is caring for their brother, Priya goes to work in the paddy fields. After finishing her work in the paddy fields, Priya cleans her hands with mud.

Meanwhile, Anjali cleans the house. Next, it is time for Anjali to grind the cooking spices and chop some vegetables. Anjali washes her hands with soap and water and starts to chop the vegetables. [**“Clean hands!”**]

Priya returns from the paddy fields and uses the latrine.

It is soon time to eat. Before serving the food, Anjali washes her hands with soap and water. [**“Clean hands!”**]

Objectives

By the end of this Learning Game, girls will have:

1. Understood why hand-washing is important and when to wash hands.
2. Practiced the steps of hand-washing.

Preparation

- 1 large container of water and 1 small empty container for pouring water
- 2 bars of soap
- 1 empty container to catch dirty water
- 3 clean cloths
- Pick a short familiar song that the girls can easily sing.

Methods

- Step 1: Story-telling
- Step 2: Hand-washing
- Step 3: Game
- Step 4: Cheer

Time : 30 minutes





Anjali and Priya eat rice and vegetables together

The next day, Anjali wakes up feeling healthy and strong. Priya wakes up with very bad diarrhoea and does not know why.

❶ **Why didn't Anjali get diarrhoea?**

[Because she washed her hands with soap and water]

❷ **When did Anjali wash her hands with soap and water?**

[After caring for her sick brother, after cleaning the house and before preparing, serving and eating food]

❸ **Why did Priya get diarrhoea?**

[Because she did not wash her hands with soap and water]

❹ **When should Priya have washed her hands with soap and water?**

[After working in the paddy fields, after using the latrine and before eating]

Thank the girls for their responses. Then summarize by saying:

The story of Anjali and Priya shows that washing your hands with soap and water is very important. Washing your hands with mud or sand can make you sick because there may be faeces in the mud or sand. If you do not have soap, you can use ash to wash your hands. If you do not wash your hands with soap or ash, you or your family members may get diarrhoea. Washing your hands with soap or ash keeps you and your family healthy and protects you from getting sick.

❺ **What are your questions about washing your hands?**

Respond to questions and clarify any misinformation.

STEPS – 2

Introduce rhyme to remember the steps in hand-washing – 10 minutes

Now you are going to practice washing your hands in the way that is going to get them clean and help keep you healthy.

Hold up the container of water and the soap and ask:

❶ **Who can share some of the steps in washing your hands?**

Thank the girls for their responses. Then say:

To help remember the steps in hand-washing, recall the nursery rhyme (*say the appropriate nursery rhyme below*):

Hindi nursery rhyme:

Sawan ka mahina, Pawan kare shor, Jiyara ra jhume, Jaise man mein nache mor. (In the month of January, the wind is blowing very fast. My heart is intoxicated with happiness, like a peacock dancing.)





Bengali nursery rhyme:

Jhiri jhiri brishti porey, Nacchey eelish maach, Kaal boisakhir jhor utheyechey, Bhangchey koto gaach. (It is raining, and hilsa fishes are dancing. A storm has risen breaking so many trees.)

Using the appropriate nursery rhyme, demonstrate the steps in hand-washing listed below. As you say each phrase of the rhyme, demonstrate the motion that goes with it. Ask the girls to mime the motions along with you as you demonstrate.

Hindi nursery rhyme:

1. In the month of January (*pour water on hands*)
2. The wind is blowing very fast (*soap up hands, moving the hands in the wind and scrubbing the hands thoroughly—including the backs of hands, between the fingers and under the fingernails by rubbing the fingertips of 1 hand into the palm of the other*)
3. My heart is intoxicated with happiness (*pour clean water on hands to rinse*)
4. Like a peacock dancing (*dry hands thoroughly with clean cloth, using the cloth to “dance” with the fingers or “dance” hands in the air like a peacock to air dry*)

Bengali nursery rhyme:

1. It is raining (*pour water on hands*)
2. And hilsa fishes are dancing (*soap up hands, “dancing” the soap like a fish in the hands and scrubbing the hands thoroughly—including the backs of hands, between the fingers and under the fingernails by rubbing the fingertips of 1 hand into the palm of the other*)
3. A storm has risen (*pour clean water on hands to rinse*)
4. breaking so many trees (*dry hands thoroughly with clean cloth, using the cloth as the storm and the fingers as the trees covered by it or wave fingers in the air like trees in the wind to air dry*)

Note: You can use any local nursery rhyme or just demonstrate the steps listed in the box below and say them in order without using a rhyme.

Steps in Hand-Washing

1. Wet hands with clean water.
2. Use soap or ash and scrub hands thoroughly, including the backs of hands, between the fingers and under the fingernails by rubbing the fingertips of 1 hand into the palm of the other.
3. Rinse hands with clean water.
4. Dry hands with a clean cloth or air dry.

Please form a circle.

After the girls form a circle, put soap, water and clean clothes in the centre and say:

Volunteers are going to come to the centre of the circle 1 or 2 at a time to practice and demonstrate hand-washing for the group. Everyone in the circle is going to say the rhyme (or the steps, if no rhyme was used) with the volunteers. The volunteers should make sure that the longest part is when the wind is blowing very fast (Hindi nursery rhyme) or when the hilsa fishes are dancing (Bengali nursery rhyme) and you are





scrubbing your hands all over.

After a number of girls practice washing their hands in front of the group, thank and congratulate them.

STEPS – 3

Conduct a game to review when to wash hands – 5 minutes

Ask the girls to sit in a circle. Wet a bar of soap and make sure it is very slippery. Say:

We are going to sing _____ (name of short familiar song you picked) together. While we sing, pass the soap very quickly around the circle. If anyone drops the soap during the song or when the song ends, whoever is holding the soap must name 1 time that it is important to wash your hands with soap and water. Try to name all the different times when you should wash your hands with soap and water.

Play the game until girls have named the times it is important to wash hands:

- *After caring for somebody who is sick*
- *After doing agricultural work*
- *After cleaning the house*
- *After using the latrine*
- *Before preparing, serving and eating food*

STEPS – 4

Ask for commitment to wash hands – 5 minutes

After the game, ask the girls to rinse and dry their hands. Then ask them to come back to the circle and stand. Say:

All girls who are going to wash their hands all the times we listed, raise your clean hands in the air and say, **“Clean hands!”**

After girls raise their hands, say:

All together, pump your arm in the air 4 times while saying,

“Girls stay strong together!”
Then crouch down, jump up and say, “Chalo!”

When girls are done with the cheer, applaud their efforts and thank them for their lively participation.





HOW TO PREVENT ANAEMIA

STEPS – 1

Play a game to identify anaemia – 8 minutes

Today, we will talk about anaemia and how to prevent it.

Have girls stand in a circle and then say:

I will ask you some questions. If the answer is yes then please sit down.

- **If you feel tired very soon after doing some physical work, please sit**
- **If you feel your heart is beating fast soon after doing some physical work, please sit**
- **If you get breathing problem after running a short distance, please sit**
- **If you find difficulty in concentrating on your studies or in any other important work, please sit**

Check if the girls have understood your question. See how many are standing and then say

I see most or all of you are sitting after this game. This means that you do have some health problem since these issues are not normal. All these health problems happen if you do not have enough blood in your body. This condition is called anaemia. Please note that your blood carried oxygen from your lungs to all parts of your body and this oxygen is needed so that your muscles, your organs and your brain can work normally. If you have less blood in your body all these will be affected and you will have such problems. In the long run you may have a serious illness and your children may also suffer.

➤ **Why do you think many of you suffer from anaemia?**

Try to get some responses from the girls before you say

If you do not have enough food that is rich in iron, you will suffer from anaemia. Iron is an important nutrient that helps in making your blood. In addition, any blood loss like menstruation, malaria, worm infestation can lead to anaemia

Objectives

By the end of this Learning Game, girls will have:

1. Practised assessing anaemia
2. Listed the steps to prevent anaemia

Preparation

Step 2: Anaemia Mirror (supply from SABLA training kit)

Methods

- Step 1: Game
- Step 2: Exercise
- Step 3: Quiz
- Step 4: Cheer

Time : 35 minutes





STEPS – 2

Use of Anaemia Mirror to self-assess anaemia – 12 minutes

Ask the girls to stand up in a circle and then say:

I have a simple but very interesting tool through which you yourself can check whether you have anaemia. Due to low amount of blood, some parts of your body become pale, such as your palm, inside the lower part of your eyes and tongue. The tool that I have consists of a mirror, with several pictures of the tongue around it. The tongues in each picture have a different level of paleness. One picture shows a normal tongue, another is slightly pale, a third is moderately pale and another is very pale. If you look at your tongue in the mirror you match its paleness with the levels shown in the pictures, The level of paleness will tell you whether you have mild, moderate or severe anaemia, Now I am going to ask all of you to come up in pairs, use this tool and see whether you have anaemia and if yes, then how much.

Ask each girl to hold hands with the person standing next her, and then come to you in pairs. While one girl in the pair checks her status of anaemia by protruding her tongue in front of the mirror and comparing with the pictures, her partner should confirm the result. Following this, they will reverse roles. Once all girls have their used the mirror, ask the following questions.

- ❶ **How many of you have anaemia?**
- ❷ **What will happen if you continue to have anaemia?**

Get as many responses from them as possible and thank them for their active participation. Ask them to sit in their original position.

STEPS – 3

Introduce WIFS to prevent anaemia – 10 minutes

Let us try to answer the following question

- ❶ **What are the causes of anaemia?**

[lack of iron rich food, worm infestation, malaria, menstruation]

See if you can get all the answers given in the box from the girls. If they miss out any, please add.

- ❷ **How will you prevent anaemia?**

Get some responses from them, thank them and then say

Our government has started a new program called WIFS through which all adolescent girls will get a capsule once a week for one year and one tablet every 6 months. The capsule will provide iron and folic acid to increase blood in your body while the tablet will help in reduce worms in your body that suck your blood. If you go to school, you will get the capsule and the tablet from your school. If you do not go to school then you will get from your anganwadi centre. Please remember that if your brother is going to school, then he will also get these medicines. However, if he is not attending school he will not get them from the anganwadi centre. In addition, we need to have plenty of vegetables and if possible, fruits, meat and egg that have iron to keep our blood normal.





Let us now play a game with a stick to remember how we can prevent anaemia.

Ask the girls to stand in a circle. Give a stick to one of them and then say

While I clap, please pass over the stick the person on your right and so on. When I stop clapping, whoever has the stick has to answer my question. If the answer is wrong, others need to correct it. Are you all ready?

- **What is the name of the Govt. program for us to prevent anaemia?** *[WIFS]*
- **What do you get from this program?** *[A capsule and a tablet]*
- **Why a capsule is given?** *[to increase our blood]*
- **Why a tablet is given?** *[to reduce worms in our body that suck our blood]*
- **When and where do you get the capsules?** *[once a week from school or if not attending school then from the anganwadi centre]*
- **How long do you get the capsule?** *[for 1 year or 52 weeks]*
- **How many times a year you get the tablet?** *[twice a year]*
- **Will your brother get these medicines?** *[yes]*
- **When he will not get these medicines?** *[if he is not attending school]*
- **What else you need to do at home to prevent anaemia?** *[have plenty of vegetables and if possible, fruits, meat and egg]*

Ensure that most girls get a chance to answer. So try to ensure that the stick does not stop at a girl who has already answered or tried to answer one question

Thank you so much for giving all the answers correctly and I hope you will remember how to keep yourself away from getting anaemia

STEPS – 4

Ask for commitment to participate in WIFS program – 5 minutes

Ask:

- **Who is willing to participate in the Govt's WIFS program?**

Let us all make a commitment: **'we will build anaemia free Bengal'**

Thank the girls. Then say:

All together, do the gestures for the 5 rights while saying,

**“Freedom, equality, safety, health, education!
We have rights!” Then crouch down, jump up and say, “Chalo!”**

When girls are done with the cheer, applaud their efforts and thank them for their lively participation.



ANNEXURE

SITUATIONS TO BE
USED IN THE GAME



ANNEXURE - SITUATIONS TO BE USED IN THE GAME IN STEP 3

One situation to be written in one piece of paper and then to be folded

Situation 1:

I was suffering from abdominal pain during menstruation for few months. I came to know from Sakhi about Anwesha clinic. I went there but she did not even listen to my problem and started talking with one of her friends who was sitting there in counseling room. I felt upset.

(Right Violation: Right to Seek, Receive and Impart Information)

Situation 2:

I want to complete my high school education, but my parents have already looked for a boy to get me married soon and are encouraging me to stop studying. I am 15 years old.

(Right Violation: Right to Consensual Marriage)

Situation 3:

After the birth of a baby girl, Pratima's husband forced her to conceive again despite Pratima's physical and mental trauma in aspiration of a baby boy.

(Right Violation: Decide whether or not and when to have children/Right to pursue a safe, satisfying sexual life/Right to have respect for bodily integrity)

Situation 4:

Reshmi, a 16 year old adolescent girl, went to a local private doctor for a general check-up, but she felt uncomfortable while he examined her. Even without her consent, he touched some of her private body parts.

(Right Violation: Right to have respect for bodily Integrity)

Situation 5:

One of the girls in my village had physical relation with a boy from the next village. The girl soon became pregnant. When both the families came to know, they blame the girl for not behaving morally.

(Right Violation: Right to have respect for Bodily Integrity, Right to have consensual sexual relation)





Situation 6:

Riya, a 16 year adolescent girl told her father that she wanted to marry a guy from her neighborhood after both of them got settled. But her father outrightly rejected the proposed and forced her to confine in her house.

(Right Violation: Right to choose own partner/Right to have consensual marriage)

Situation 7:

I am engaged in a computer training class and I am happy that this will give me a good opportunity to stand on my feet in future. However, often I get late to reach home. My mother does not want me to stay outside long after my school and so she is deciding to stop my computer training classes

(Right Violation: Right to Seek, Receive and Impart Information/Right to receive sexuality education)







