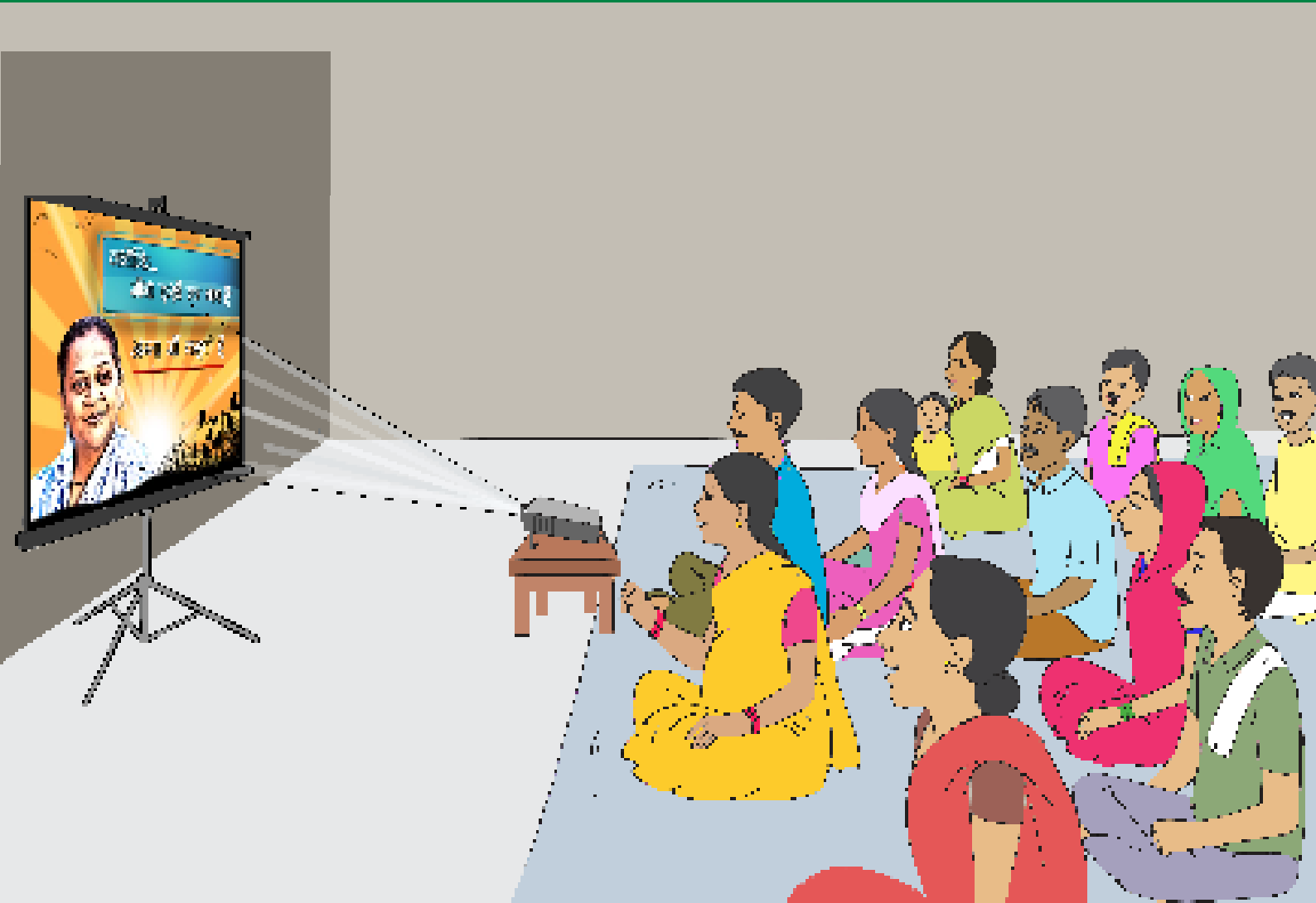


## User Guide for Village Level Entrepreneurs for

# Facilitating Group Discussion





**User Guide for  
Village Level Entrepreneurs for  
Facilitating Group Discussion**





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# Background and expected results

## Background

This user guide provides important information to the village level entrepreneurs (VLEs) to be able to secure and improve the lives of children, adolescents and mothers through discussions with parents and other caregivers. This user guide looks into six health related topics that are covered in the videos of “Ammaji Kehti Hain” and “Omnibus” which have been taken from the series “Kyunki jeena isi ka naam hai” and “AdhaFull”. Apart from these, films and dialogue cards developed specifically under the POSHAN Abhiyaan and Anaemia Mukht Bharat campaign have also been included. These films promote social and behaviour change. These have been developed for watching, learning and discussion in small groups. Facilitators like you can use these films to inform and create an environment of discussion among the women and caregivers. This is a first step in trying to bring about a change in the behaviour of viewers.

## Results expected

The videos on various topics are designed to promote the participation of community and discussion by the VLEs. The video series will augment your communication efforts in a small group setting. They aim to promote changes in knowledge, attitudes, practices and beliefs that relate to living a healthy life. It is expected that the videos will help the community to:

- Understand the benefits of recommended behaviours
- Understand some of the barriers in their social environments
- Become aware of and be encouraged to adopt some healthy behaviours
- Reach community workers (like AWWs, ANMs, ASHAs, Panchayat, school teachers, etc.) in their communities to gain access to services

### Some important points about these films:

1. There are a total of 15 films.
2. These films throw light on six topics around a healthy life.
3. Each topic has a specific number of films which will be shown during the first and second sessions on the particular topic.
4. Films around a particular topic for the session will be shown and discussion will be carried out with the group present.



# 5C Tarang: Note for the District Resource Persons (DRPs)

## Note on training of Village Level Entrepreneurs (VLEs)

Dear District Resource Person (DRP),

Now that you have undergone training as a DRP, you will be further training and facilitating the VLEs and providing them handholding support during their sessions with the community.

This facilitator's note is a simple guide for you to:

- Prepare for training of VLEs.
- Train and strengthen the skills of VLEs to plan and prepare for the sessions with community members and carry out relevant discussions effectively.
- Train and strengthen the skills of VLEs to fill relevant formats in digital form.
- Know about the list of materials required for effective facilitation of the training sessions.
- Make a list of the phone numbers of VLEs where the project will be implemented as per details below. This is to reach and engage with the VLEs using WhatsApp.

Name	Mobile Number with WhatsApp	Age	Sex	Village/CSC address (block and district)	State

It is important for you to go through the content of training and be well prepared before you train the VLEs. As part of your preparation, ensure a mock drill (practice your training) at your end before conducting the training.

## Objectives of the VLE trainings

In order to train the VLEs effectively, it is important to know the objective of the trainings. This will help you stay on course. The objectives are:

- To enable VLEs to conduct the AV (audio-visual) session with the community members efficiently.
- To enable VLEs understand and be able to fill relevant formats digitally and upload information related to the participants.
- To increase awareness about overall nutrition, prevention of anaemia, routine immunisation, ending child marriage, keeping children in school, and use of toilet by means of AV sessions and showing relevant shortlisted videos as well as carrying out discussions.
- To increase awareness about the above mentioned themes and key behaviours with the help of Accredited Social Health Activist (ASHA)/Anganwadi Worker (AWW).



## Preparatory tasks for training VLEs

While preparing for training the VLEs, you will need to:

- Be well versed with the technical content of each of the six topics. The user guide has been shared with you. It is recommended that in order to get updated technical information, you refer only to Government and/or reliable websites such as World Health Organization (WHO), Government of India (GoI), relevant State Government websites, United Nations Children's Fund (UNICEF), *Anaemia Mukh Bharat* and *POSHAN Abhiyaan*, etc.
- Be well versed with the process and steps of each of the sessions to be carried out by VLEs.
- Carry with you the entire job aids/materials (including videos, pen-drive, projector, laptop, extension cord, etc., required to conduct the particular session.
- Prepare a list of target audience categories to be mobilised for the respective sessions.
- Prepare a chart of key messages to be summarised after the sessions.

### You will need to facilitate, NOT TEACH

Remember that you will be facilitating the training for VLEs and not teaching them. Further, both the VLEs and you are facilitators and not teachers or health workers. Therefore, it is important to remember what makes a good facilitator:

- Be polite and courteous to all.
- Encourage all participants to actively participate.
- Listen to their queries attentively.
- Respect the views of all participants.
- Talk in simple and short sentences.
- Repeat key messages and important points.
- Take feedback from the participants to know their understanding.
- Maintain eye contact and positive non-verbal body language.

### Remember that VLEs as well as community members are adult participants

- Encourage and motivate the participants, even if they give a wrong answer
- Link the content with their work/job roles
- Appreciate them for their participation and correct answers
- Repeat and recapitulate the key messages
- Speak in simple and short sentences

## Session process

The VLEs will conduct community sessions over a period of six months with different community groups of the villages. They will mobilise target groups such as pregnant and lactating women, adolescents, men, boys, school going children, frontline functionaries, youth groups, Self Help Group (SHG) members, to name a few. After a session has been conducted on a particular theme, another session on the same theme shall be conducted within a span of 30-45 days that will result in recapitulation of messages. The sessions will be conducted on the following topics taking up one topic during the period of six months:

- Ending child marriage
- Keeping children in school
- Use of toilet
- Overall nutrition
- Anaemia prevention
- Routine immunisation

You will train VLEs on the content and process of carrying out the AV sessions, few days before each session with the community is scheduled as per the roll out plan (attached) in the user guide. On the day of the session, you will be present to handhold the VLEs for smooth facilitation of the session.

The VLEs will be able to plan for and organise the meetings with the help of these checklists.

### **As part of handholding and mentoring the session conducted by the VLEs, you would need to:**

- Reach the training venue well in advance before the scheduled time.
- Ensure all training materials, i.e. pen drive, projector, laptop, extension cord are ready. Ensure that the laptop is fully charged.
- Test and ensure that all the equipment are working well before the participants arrive.
- Ensure that drinking water is arranged for all.
- Check seating arrangement and make sure it is comfortable for the audience.
- Help the VLEs refresh and recapitulate steps of the session once again.
- Motivate and encourage them to conduct the sessions with the required flow, even if they are nervous or make small mistakes.
- Do not interrupt and point out any mistake while the session is in progress. Wait for the session to be over and ensure the participants have left before giving any feedback.
- Appreciate the VLEs for facilitating the session before mentioning areas that need to be strengthened.

- Identify the coordinator/support person who will help count the number of hands raised for each statement asked before and at the end of the session. The support person will be required to note down the numbers for each statement before and after the film. The VLEs will then upload these numbers
- Ensure that the registration sheet is ready and names and mobile numbers of participants are legibly noted in the sheet by the coordinator/VLEs for each session

During the sessions, please make a list of the participants as per the details below for reaching the participants through WhatsApp messages.

Name	Mobile Number	Age	Sex	Type of phone used (smart phone/non-smart phone)	Address (village, block, district, state)

# Important note for the VLEs

- Ensure participation of at least 25-30 community members in each session.
- Ensure that you keep 1.5 hours for each session, out of which 20 to 60 minutes should be reserved for showing the films related to the topic of the session and at least 30 minutes should be kept for discussion on the film and topic.
- Organise six sessions. One session on each of the topics should be organised.
- After 30 to 45 days, organise the second session on each of the topics.
- It is important to prepare for all tasks relating to the session which include tasks to be carried out before the session, during the session and after the session. To know more about preparing for the sessions, carefully read the following pages of the guide and apply the information to ensure smooth conduct of the sessions.



# Information about the films

## How to use these videos for group discussions

Each film has a specific objective and we have to ensure that it is successful. This would mean that by the end of the session, the audience will:

- Gain more information around the topic of the session.
- Understand the benefits from the information being provided.
- Adopt better behaviours in relation to the topic or express their need to change behaviour for the better.

Each video has key messages, which the audience is to “take away” from the viewing. The messages are built into each video. By understanding the different parts of a typical video, you will be able to help the community members achieve the objective and learn the take away messages.

## Main characters

### Ammaji Kehti Hain

The videos have Ammaji as the main character in the series. She introduces the scenes and issues, has discussions with other characters, highlights points to watch for and serves as a good example for the community. She also has a newly married daughter-in-law, Radha. They have a good relationship. They often work together to help solve people’s problems and issues.



Ammaji



Radha



Savita



Shabnam



Kamla



Phoolwati



Hiralal

The frontline workers from *Ammaji Kehti Hain* are featured in the videos. They are Savita the ANM behenji, Shabnam the anganwadi behenji, Kamla the ASHA behenji, Hiralal the school teacher and Phoolwati the Sarpanch.

### AdhaFull

Kitty, Adrak and Tara are the main characters of the AdhaFull videos. Together they confront problematic situations in their hometown of Badlipur and help their friends and others come out of these situations. They set a positive example for the entire community. Tara has an elder brother whose name is Prince. He too helps out the trio and together they come up with solutions for all problems.

There are other characters as well, who play an important role in the storyline. They are Kitty's parents Bajrang and Kamlesh, Narayan Singh's father and Prince and Tara's grandfather - Ishwar Singh, the Sarpanch of Badlipur, and Ms Roshni, the teacher.



### POSHAN Abhiyaan and Anaemia Mukht Bharat

TV Public Service Announcements (PSAs) of the POSHAN Abhiyaan and Anaemia Mukht Bharat campaign are also provided in which the correct ways to adopt healthy behaviours are mentioned.

## Duration and structure

- Each Ammaji Kehti Hain video is about 20 minutes long and each AdhaFull video is around 50 minutes in duration.
- Each video focuses on topics for a healthy life. These include ending child marriage, out of school children, toilet use, routine immunisation, overall nutrition, and anaemia prevention.
- The topic or issue is introduced right at the beginning of the drama/video.
- Then scenes from Ammaji Kehti Hain and AdhaFull serials are shown. They are part of the story and provide a backdrop for discussion. They help illustrate a particular problem which a character experiences.
- The characters from Kyunki are also in the video and they interact with Ammaji to explain their situation. Sometimes, they give examples on how they were able to solve the problem. In AdhaFull, three friends get together to help their friends and others and come up with solutions to different problems.
- Each video has two types of discussion questions. These will help the community members participate and learn from the videos. The questions asked could be one of the following:
  1. A knowledge question (for example, why is nutrition important for healthy life?).
  2. An understanding question of why we do something (for example, why do we get our daughters married at a very young age - before they are 18?).

Ammaji usually turns to the audience and asks this question directly. At this point, you have to:

- Pause the video and ask the audience to answer.
- Turn the pages to the topic in this guidebook and review the take away messages.
- You can start the discussion by asking what happened in the story up to that point.
- You can raise points on who said what in the video and ask why they said it.
- Adequate information has been provided in the video to answer knowledge questions.
- Questions on cultural norms and beliefs do not have a right or wrong answer (only in cases where the health of the child or mother is in danger). These questions are to provoke discussion and encourage community members to talk among themselves, with their families and with you. As a result, they should be able to take some action which is helpful in their lives.

Read the section on “How to Conduct a Group Discussion” which provides some helpful guidelines and tips. At the end of each video is a message from a famous celebrity who will summarise the important messages raised in the video.



**The list below mentions each topic covered and the number of corresponding videos within each of the topics. This user guide provides details of each video.**

Sl. No.	Topic related to a healthy life	Number of films/videos
1	Ending child marriage	2
2	Out of school children	4
3	Toilet use	2
4	Routine immunisation	3
5	Overall nutrition	1
6	Anaemia prevention	1

The objective of this package is to provide you with information so that you can organise successful group discussions.

- How to prepare for group discussions, how to use the films and how to wrap up discussions?
- Design of each film: the main characters of each film, questions for discussion, using the *Ammaji Kehti Hain*, *AdhaFull*, *POSHAN Abhiyaan* and *Anaemia Mukta Bharat* materials.
- Each film also has some additional points apart from information on the topic, which can be used for group discussion.

This user guide has been developed to provide you with suggestions on the topics below:

- Organising for the room and equipment.
- Organising group discussions.
- Usage of the films.
- Ending the sessions.
- Objective and key message of each film around the topics of healthy living.



Please read this user guide fully to:

- Prepare for each session.
- Use it as a guide during conducting the sessions.
- Summarise and clarify any information or issues raised by the participants after the session.
- Use this guide when watching the films on your own.



# Preparation before the session

Good preparation prior to conducting the discussion session is the most important part in achieving a successful discussion. This means taking the time to get ready ahead of the meeting by:




- Reviewing all materials including this guidebook.
- Watching the video guide and the specific video to be shown.
- Having the equipment and room ready for the participants.

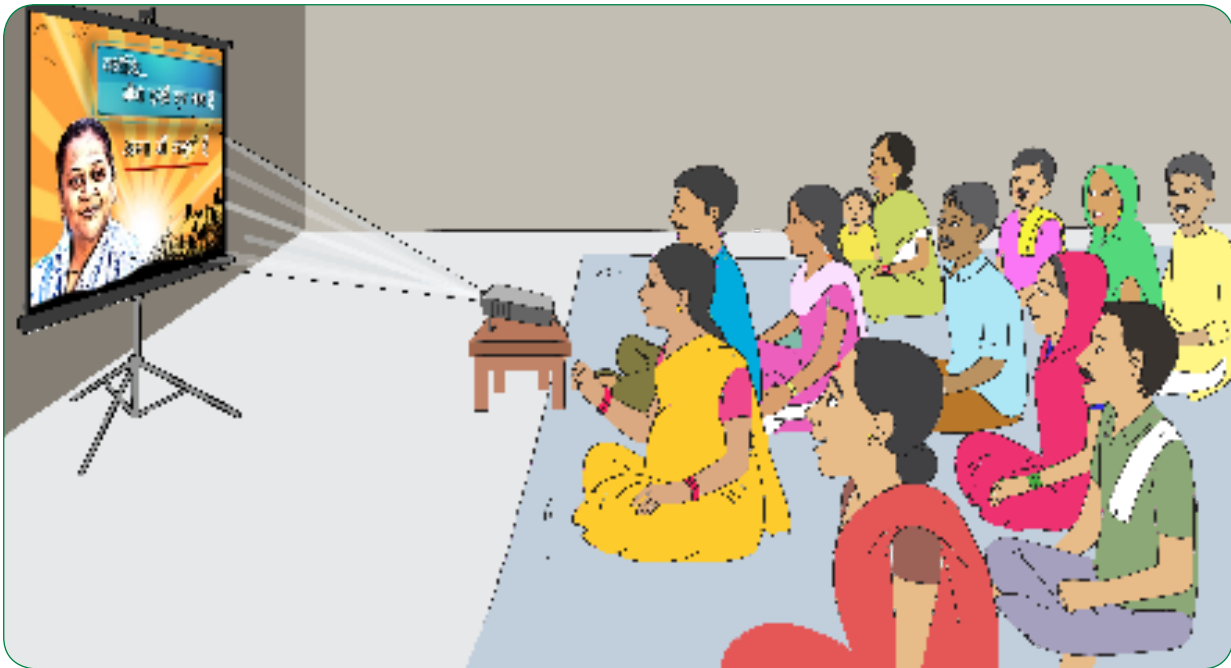
## How to set up the room

Having the room ready beforehand will give you more time to spend with the participants and discuss issues which matter the most. A list is provided to help you get started and organised.

- First, you need to ensure you have the equipment available and in working order
- Second, the room needs to be set up properly. The participants should be able to watch the video easily and have a discussion among themselves and with you
- Finally, review the preparation checklist to make sure you have not forgotten anything
- If possible, try to ensure that the facility for drinking water and toilet are close to the room

## Essential items and equipment

<p><i>Kyunki Ammaji Kehti Hain, AdhaFull</i> (omnibus) and other Group Discussion videos to be watched</p>	
<p>Projector and laptop</p>	
<p>Pen drive provided with <i>Ammaji Kehti Hain, AdhaFull</i> (omnibus) and other films</p>	
<p>Carpets, mats for sitting</p>	



## Room arrangement

- Make sure the room is clean and there is space for sitting on the floor.
- Place the table close to the electrical source. Place the laptop and projector on the table and plug into the electrical source. Make sure the film is clearly seen by the participants when they sit on the floor.
- Play and test the film beforehand to see if it works.
- Spread the mats on the floor for the participants.
- Play a short portion of the video and move around the room ensuring everyone is able to see and hear clearly.
- Before the participants arrive, make sure the video is reset to play from the beginning.



## What to do if the TV or the DVD does not work during the session?

1. Make sure you have seen the video before the session (as suggested earlier in the preparation) so you know the story and the discussion points.
2. Narrate the story to the group.
3. Pose the questions that come in the video and encourage discussion.

## Preparation Checklist

1. I have read this guide.
2. I am familiar with the topic related to healthy life being discussed today.
3. I have watched the video(s) being shown today.
4. I know the objectives and important messages to be communicated.
5. The room has been prepared for the discussion.
6. I have assembled the equipment.
7. All equipment have been tested and working and the video is set to PLAY.



## How to conduct a group discussion

At least two days before the day of the session, meet and invite community members like adolescents, their parents, pregnant women and their families, ASHA, AWW, teachers and other respected members of the community and inform them about the discussion process and venue of the discussion.



**Before conducting a group discussion, it is important to understand how it works. A group discussion is important in five ways:**

- It is a participatory process where the facilitator and members participate together to take decisions which affect them.
- It is a learning process where there is a change in knowledge, skills, attitude, understanding, and behaviour.
- It is a problem-solving process where problems are stated, analysed with facts and solutions proposed.
- It is to stimulate some sort of action from the group because they have actively participated.
- It is a facilitation process which centres on being persuasive, listening, having confidence and focusing on those who are not speaking.



### **A group discussion is successful when:**

- It is facilitated well.
- Its members behave according to set rules.
- It results in the group either thinking about the issue or intending to act on the same.

The best form of learning takes place when people have participated actively in the process. To achieve the best results from a group discussion, you must know yours as well as the participants' role. You are not only the organiser of the meeting but you are the communicator and educator. There are things you need to remember and do as the facilitator:

- Start by asking simple questions. For example, how did you like the storyline? And do you agree with what was said or done in the Ammaji or AdhaFull video?
- Listen to what the participants have to say
- Probe further by asking questions on what was just said during the discussion or in the film
- Summarise the important points raised in the discussion

### **The members must also be made aware of what their role is and what they should do**

- Speak up when they have something to say that will help the group
- Do not interrupt when others are speaking
- Listen carefully to what everyone has to say. This is very important when different ideas and views from your own are being discussed
- Be honest and open
- Make brief comments to give others a chance to speak as well

### **Timing**

- Ensure that people know the meeting date and its duration.
- The video will run for about 20 to 50 minutes and you will have about 30 minutes afterwards to have a discussion with the participants.
- Keep the time in mind and do not prolong the discussion.

### **Tips on conducting a discussion**

- Set up some ground rules for the group. Only one person will talk at a time. Everyone who wants to say something will get a turn. Do not let one or a few participants dominate the discussion.
- Make sure you make eye contact with them so that they feel you are giving them your full attention.
- Let everyone participate in the discussion by encouraging them to speak their mind or ask questions. Don't laugh at them or scold them.
- As issues and problems begin to arise, let the women suggest solutions.
- Try and understand the problem from the participant's point of view.

- Some problems can be complex and difficult. Make sure your message comes out clearly and is something that is doable for the women.
- Probe key concepts and terms. Do not assume that the participants will know just because you know it.
- People often learn better through examples or by doing it themselves. Where possible, show by example how to do something. For example, you can show how to properly wash hands and get rid of germs; you can also give analogies that people can relate to.
- Try and assess what has been learned. Have they changed their mind on how they think about certain issues? Are they encouraged to try the behaviour?
- At the end of the session, summarise the action points and key issues from the discussion.





# During the session

- Welcome the participants.
- Tell them what topic will be discussed in today's session (Today we will discuss \_\_\_\_\_ "Name of topic").
- Tell them we will be watching a video on that topic.
- The video will be stopped at two places with questions and discussion points for participants.
- Before showing the films/videos, ask the participants a few statements to know their current level of understanding and information. Also ask a few questions based on the key messages in each film/video. A few statements are provided in the introduction of each film/video (provided in the pages ahead). You can ask the participants at the beginning and at the end of the session whether they agree/disagree with the statements. Record their responses.
- Use the question asked by Ammaji (or other characters) to start a discussion with the group.
- When the video is completed, continue the discussion by asking questions (see section on 'Key Questions to Ask After the Video' provided below).
- End the session by reviewing the take away messages from the video.
- Thank everyone for coming and give reminder for next meeting.
- Follow up with individual participants who may need more information or need to talk to you privately.
- Take notes for yourself on how the session went (see Ending the session chapter).

## Key questions to ask after the video:

1. What was the video about?
2. What was the main message from this video?
3. Was there anything new you learned today?
4. Is this something you can talk about at home with your family? Why or why not? OR
5. Is this something you can do at home for yourself and your family? Why or why not?



# Ending the session

## **At the end of the discussion session:**

- Review the messages covered in the video.
- Ask the participants what they learned from watching the video and the discussion.
- See if the participants can repeat the take away messages in the video. If they do, great!
- If not, then see where the discussion went and maybe other issues were raised which the group felt were more important to discuss.
- Make sure that you summarise these messages so that the participants understand what the key learning points from today's episode were.

## **Evaluate each discussion session by making some notes for yourself. Questions and points to include are:**

1. How many community members attended the session?
2. How long did the discussion last?
3. Ask the women if they liked the video and found it useful.
4. Was the film useful in conducting the discussion?
5. What were the additional points raised by the participants?
6. Did the participants agree to adopt the behaviour(s) highlighted in the video and discuss among the group?
7. Is there need to give more information to some participants? What kind of information is required?
8. How can the next session be improved?





**Using the videos related to each  
of the topics**



# Ending Child Marriage

- **Video 1: Child Marriage**
- **Video 2: Shaadi ka Shadyantra (AdhaFull) to be used during the second session**



# Ending Child Marriage

## Video 1: Child Marriage

“Badi si mashal bane chote chirag se,  
jab ho har gaon mukt baal vivah se”



### Objective

1. To identify the social norms in relation to child marriage and find solutions to ending the bad practice of child marriage.



### About the film

This film talks about stopping child marriage and educating children.



### Welcome the participants

1  
STEP

The VLE should introduce himself/herself and thank the participants for coming and sparing their valuable time.



### Read out statements before showing the video

2  
STEP

Before showing the video, read out the following statements to the participants, so that you are able to understand their current knowledge levels. Ask the participants to raise their hands if they agree with a statement and keep their hands down if they disagree.

- The age of marriage for girls is 18 years and for boys is 21 years is legally correct.
- Educated girls do not have a better understanding of their responsibilities as compared to uneducated girls.
- Getting pregnant immediately after marriage makes it easier to raise children.
- It is better to get girls married at a young age.



## Show the film/video

3  
STEP



## Start a discussion during/after the video ends

4  
STEP

### Important note:

- Stop the film when the film reaches the part where discussion points are mentioned and discuss the given question(s) with the participants.
- These discussions can be of 2 to 10 minutes depending on the need, so that all doubts of the participants are clarified.



### Some other points for group discussion

During the discussion, some other points can also come up. For instance:

#### **We are rid of our responsibilities quickly by marrying girls early**

##### Answers:

- Before 18 years, girls are both physically and mentally not mature, therefore child marriage is harmful for them.
- Due to marriage, they have to leave school, leaving their education incomplete and therefore their future becomes bleak.
- In childhood itself, the burden of responsibility of the household falls on the girl.
- They have no decision making power.
- Their health and life are in danger because their body is not ready for motherhood yet.
- They have to stay away from friends and family at a very young age.
- They become easy victims of violence, torture and exploitation.
- The girl loses her freedom of participation in society.

## What is the legal marriage age of girls and boys?

**Answer:** Legally the age of marriage is fixed at after 18 years for girls and after 21 years for boys. If the parents marry their children before the age fixed by law, then they are considered criminals and they can be punished for this crime. The law opposes child marriage and there is a provision for the protection of children and to punish the perpetrators of crimes against children.

## Who can be punished?

**Answer:**

- Parents/Fathers of both parties.
- Priest/Cleric/Granthi.
- Relatives of both sides, friends.
- Neighbours of both parties.
- Leader/Head of society who promote such weddings.
- Marriage bureau/marriage centre/person who solemnise such a relationship.
- Child traffickers.
- Boy/Groom if more than 18 years of age.
- Those who manage the food and wedding functions.
- Anyone who is involved in child marriage in any way.

## What kind of punishment is there?

**Answer:** Any man above 18 years of age who is getting married or is involved in any form of child marriage can face rigorous imprisonment up to two years or a fine of up to Rs 1 lakh or both. According to the law, there is no provision to arrest female criminals for child marriage but they face a monetary fine.

## We should collectively take care of our children.

**Answer:** Let us all take up the responsibility ensuring that we provide a safe environment to our children and ensure their security. We will provide a safe environment and take complete care of them. You can talk to the village sarpanch, ANM, AWW, ASHA, school teacher and community leaders and can form a child protection committee which takes care of children and advises parents.

## Why should we send our girls to school when after a few years they have to go to their homes after getting married?

**Answer:** Education makes girls alert/aware of their rights. An educated girl can understand her responsibilities better than an uneducated girl and can contribute more in the progress of the family. Later in life she can better nurture her children. Girls' education is also the right of every girl under the Right to Education.



## Repeat the key messages

5  
STEP

After the discussion, read out each key message based on the film loud and clearly.

### Key Messages

- By marrying our girls at an early age, we snatch away their right to read, write and play, making their future bleak. By marrying them off at a young age, we impose family responsibilities on them. As citizens of society, let us take an oath that we will not let our daughters be child brides, that we will not take them out of school, and will not snatch away their dreams.



## Read out statements after showing the video

6  
STEP

After showing the video, read out the following statements to the participants, so that you are able to understand their current knowledge levels. Ask the participants to raise their hands if they agree with a statement and keep their hands down if they disagree.

- The age for marriage for girls is 18 years and for boys at 21 years is legally correct
- Educated girls do not have a better understanding of their responsibilities as compared to uneducated girls
- Getting pregnant immediately after marriage makes it easier to raise children
- It is better to get girls married at a young age



## End the session

7  
STEP

Thank the participants for coming, giving their time, participating and supporting the session.



# Video 2: Shaadi ka Shadyantra (AdhaFull)

## For use during the second session

### Questions for girls

#### How did you like this story? What do you think the name AdhaFull means?

Facilitator: Talk in the group, find out what they think about the story, whether they liked the story or not. What are the things they liked in the story, what they did not like. Ask the group the name of the show and ask them what they understood by it.

If they are unable to answer, ask them to think about a half-filled glass. From their own perspective, they will see the glass as half full or half empty. The half-filled or half-empty glass can be compared to adolescents who are at a half way mark to adulthood. After the group has seen few stories, you can ask them the name again.

#### Who are the main characters in the story and how are they connected to one another? Which city is this story based in?

**Facilitator:** Look at the image. Kitty, Adrak and Tara are friends. Bajrang and Kamlesh are Kitty's parents. Bajrang runs a transport business. Bajrang regrets that he has only a daughter and no son. Ishwar Singh is Narayan Singh's father and grandfather to Prince and Tara. He is the Sarpanch of Badlipur. His family stays in a mansion. Narayan Singh is an alcoholic, and doesn't work much. Roshni is the new teacher.

#### What is the topic of the story?

**Facilitator:** For this question, you may receive answers like – marriage at a young age, taking girls out of school before they complete their education in order to get them married, about parents who are in a hurry to get their daughter married and fall prey to cheats like AMD.

## Imagine that your friend's parents want to get her married. What arguments would parents have? How will you respond to the arguments?

### Facilitator:

The arguments of the parents might be:

- The boy is nice.
- They are not asking for dowry.
- You are not good/interested in studies.
- What will you do with all this education, anyway ultimately you will have to cook and manage the household.
- You can study after marriage.

Discuss each argument one after the other. Identify who all can be clubbed into pairs and then create two teams in the group. One team will act as the parents and the other team will behave as the girl who does not want to get married. Both teams should put forth their arguments and debate. Keep in mind that you encourage the girls to register their opposition.

**What should be done** – Speak to your family and friends about what is right for young girls, marriage or education? Identify 1-2 people who can help you if your family is planning to get you married and is refusing to listen.

## Questions for boys

### How did you like this story? What do you think the name AdhaFull means?

**Facilitator:** Talk in the group, find out what they think about the story, whether they liked the story or not. What are the things they liked in the story, what they did not like? Ask the group the name of the show and ask them what they understood by it.

If they are unable to answer, ask them to think about a half-filled glass. From their own perspective, they will see the glass as half full or half empty. The half-filled or half-empty glass can be compared to adolescents who are at a half way mark to adulthood. After the group has seen few stories, you can ask them the name again.

### If you had a friend who is not ready for marriage but his/her parents want to get him/her married, what would be the arguments of parents? How will you respond to the arguments?

**Facilitator:** Help the group find answers. Do they think it won't happen to them? Then ask, why does this happen with girls? Would a girl talk to her parents or others in the family about this? Would she leave home and go to live with a relative until the situation settles?

### **The arguments from parents can be:**

- The boy/girl is good.
- They are not asking for dowry.
- You are not good/interested in studies.
- What will you do with all this education, anyway ultimately you will have to cook and manage the household.
- You can study after marriage.

Discuss each argument one after the other. Identify who all can be clubbed into pairs and then create two teams in the group. One team will act as the parents and the other team will behave as the girl who does not want to get married. Both teams should put forth their arguments and debate. Keep in mind that you encourage the girls to register their opposition.

### **What do you think about the male characters in the story?**

**Facilitator:** Encourage the group for discussion. Talk about Bajrang first. Explain that he is Kitty's father and about the work he does. What does he want for Kitty? What does he regret? Encourage the group to talk about Bajrang, Narayan, Ishwar and especially about Prince and Adrak. See what they have understood. How is Prince different from Adrak - one is rich and the other is an orphan. One is stylish, one remains calm, one is serious, and one keeps telling jokes all the time.

**What should be done** – If you know someone who is being pressurised by his/her family to get married at a young age, what will you do?

## **Questions for parents**

### **How did you like this story? What do you think the name AdhaFull means?**

**Facilitator:** Talk in the group, find out what they think about the story, whether they liked the story or not. What are the things they liked in the story, what they did not like? Ask the group the name of the show and ask them what they understood by it.

If they are unable to answer, ask them to think about a half-filled glass. From their own perspective, they will see the glass as half full or half empty. The half-filled or half-empty glass can be compared to adolescents who are at a half way mark to adulthood. After the group has seen few stories, you can ask them the name again.

### **In this story, what did you notice about the parents and children?**

**Facilitator:** Ask for the names of the characters, their relationships with each other, differences in their opinions. What is Kitty's relationship with her parents? How is Narayan Singh's relationship with his father, Ishwar Singh? Ask the group whether parents understand their children.

## What was the story about? Does it normally happen? What did that person do?

**Facilitator:** For this question, you may receive answers like – marriage at a young age, taking girls out of school before they complete their education in order to get them married, about parents who are in a hurry to get their daughter married and fall prey to cheats like AMD.

**What should be done** – Think about this story and the issues raised in it about girls who are married before their legal age or before completing 12th standard in school. Talk to your children and find out what they really want.



# Out of School Children

- **Video 1: Baal Taskari Ke Khatre (Dangers of Child Trafficking)**
- **Video 2: Baal Mazdoori (Child Labour)**
- **Video 3: Rozana School Jana (Going to School Every Day)**
- **Video 4: Jangal mein Mangal (AdhaFull) – to be used during the second session**



# Out of School Children

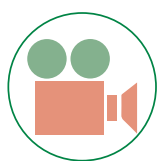
## Video 1: Baal Taskari ke Khatre (Dangers of Child Trafficking)

“na ana kisi ki baat mein, bacchon ko rakhna apne saath mein, saath ho sare jo apne, tabhi honge bacchoon ke pure sapne”



### Objectives

1. Parents/Guardians identifying the dangers of child trafficking and dangers of sending children away from them to work.
2. Understand the importance of sending children to school, and not sending them to work instead.
3. It is necessary to send children to school every day.



### About the films

These videos talk about the importance of not sending children away from their parents, as that increases the danger of child trafficking. Along with this, the videos give importance to stopping child labour and ensuring the education of children.



### Welcome the participants

1  
STEP

The VLE should introduce himself/herself and thank the participants for coming and sparing their valuable time.



### Read out these statements before showing the video

2  
STEP

Before showing the video, read out the following statements to the participants, so that you are able to understand their current knowledge levels. Ask the participants to raise their hands if they agree with a statement and keep their hands down if they disagree.

- Girls become self-reliant when they receive higher education.
- Children should be sent far away from home to work.
- The right place for children is in the home with family, parents and in school.

- The chances of falling into child labour increase when girls leave their studies incomplete/too soon.
- No matter what situation arises, it is wrong for children to work.
- Working impacts the education of children and it is left incomplete.
- Along with education, sports and rest are the rights of every child.
- If girls receive higher education, they become conceited.
- Children do not gain much from going to school every day.
- Going to school aids in the mental development of children.
- It is right to send children to school sometimes, this way they are able to help in household work.



## Show the video

3  
STEP



## Start a discussion during/after the video ends

4  
STEP

### Important note:

- Stop the film when the film reaches the part where discussion points are mentioned and discuss the given question(s) with the participants.
- These discussions can be of 2 to 10 minutes depending on need, so that all doubts of the participants are clarified.



### Some other points for group discussion

During the discussion, some other points can also come up. For instance:

#### **We send our children away so that they have a happy future**

**Answer:** Under no circumstances should children be sent away from the family. In the hope for a better future for their children, many times parents send them to stay with a



distant relative, sometimes with known people, sometimes even with unknown people which can be dangerous for the children. As a parent, you should check everything carefully. At times families and parents are given many kinds of inducements and they don't realise that there is a strong possibility of trafficking of children.

Giving children the right and complete education is the guarantee of their happy future and not to distance them from the family. It is also worth noting that when children are sent away by parents, they feel insecure and a sense of contempt is born in them, which adversely affects them in the future.

### **How can the Child Protection Committee and the School Management Committee help in this?**

**Answer:** Both the Child Protection Committee (CPC) and the School Management Committee (SMC) are committees which keep a watch over children. The Sarpanch of the village, auxiliary nurse midwife (ANM) and leaders of community (like Ammaji in the video), AWW, ASHA, school teacher, along with parents and children themselves form part of the CPC. Apart from their regular tasks, the committee members also ensure that the children's rights are protected. If the CPC feels that a child is moving towards a dangerous situation of trafficking, or about to be trafficked then the committee can take steps. The committee can also register a complaint with the police. CPC can also get help from social protection scheme for a family which is in trouble, so that they can help their children and do not have to send them away for work or any other reason.

### **When someone lures us to take our children away from us for work, what should we do then?**

**Answer:** Whatever may be the reason, you should not send your children away from you. Inform about this incident to the CPC and to the SMC or to the relevant government institution nearby. The right place for children is with their parents and in school.



## **Repeat the key messages**

**5  
STEP**

After the discussion, read out each key message based on the film loud and clearly.

### **Key Messages**

- The right place for children is in the home with their family and parents. This is why children should not be sent away from home, even if the reason is work or any other situation.
- Children should grow up in a loving and caring environment with their parents and should go to school every day.

## Video 2: Baal Mazdoori (Child Labour)

“Bachpan samay padhai ka,  
na ki kaam-kaaj kamai ka”



Show the video

6  
STEP



Start a discussion during/after the video ends

7  
STEP

### Important note:

- Stop the film when the film reaches the part where discussion points are mentioned and discuss the given question(s) with the participants.
- These discussions can be of 2 to 10 minutes depending on the need, so that all doubts of the participants are clarified.



### Some other points for group discussion

During the discussion, some other points can also come up. For instance:

#### Farming can be dangerous for children.

**Answer:** It is also true that children working in the fields have to do heavy physical labour - ploughing, using bulls, and sprinkling fertilisers, etc., which is work that only adults should do. Due to chemicals fertilisers, children may suffer from breathlessness; they may get headaches, and experience weakness. Insecticide is poisonous and if it goes into the body by accident, the child's life may be put in danger. For example: the child uses insecticide in the field and if he/she does not wash hands properly after this and puts the same hand in his/her mouth, the poison can go into the body.

Many times the children do not even get clean water which they can drink and use to wash hands and mouth. Injuries and snake bites (one of the most common accidents) often occur with children working in the fields.

### **Our children do both, they go to school and also work in the fields.**

**Answer:** Children should not work under any circumstances. They should only go to school every day. A few days' leave from school, even if it is only for working in the field, means that they are not in school. There should not be any impact on their education due to work.

### **If children do not work, will they not waste time sitting idle?**

**Answer:** Along with education, sports and rest are the rights of children for their health/physical development.

### **We are poor, we need workers.**

**Answer:** Tomorrow, with the help of the light of education, these children can overcome the darkness of poverty. With education will come opportunities to improve the family situation.

### **How do CPC and SMC help in keeping children in school and away from dangerous activities?**

**Answer:** Both the CPC and the SMC are committees which keep a watch over children. The Sarpanch of the village, ANM and leaders of community (like Ammaji in the video), AWW, ASHA, school teacher, along with parents and children themselves form part of the CPC. Apart from their regular tasks, the committee members also ensure that the children stay away from dangerous situations and go to school every day. These member talk with parents to explain the importance of sending children to school every day. If the CPC feels that a child is moving towards a dangerous situation, then the committee can speak to the parents and can protect the child from the risk of that situation. And if it doesn't go well, the committee can inform the panchayat and other government institutions so that the child can start going to school and leave the work as soon as possible.



## **Repeat the key messages**

**8**  
**STEP**

After the discussion, read out each key message based on the film loud and clearly.

## Key Messages

- All children should go to school and should not work under any condition/circumstance.
- Parents, CPC and SMC should see how the child is progressing in school and at the same time should also ensure that no child leaves school to start working.

## Video 3: Rozana School Jana (Going to School Every Day)

“Har roz school jana zaroori, tabhi hogi padhai puri”



Show the video

9  
STEP



Start a discussion during/after the video ends

10  
STEP

### Important note:

- Stop the film when the film reaches the part where discussion points are mentioned and discuss the given question(s) with the participants.
- These discussions can be of 2 to 10 minutes depending on the need, so that all doubts of the participants are clarified.



### Some other points for group discussion

During the discussion, some other points can also come up. For instance:

1. Why do children need to go to school every day?
2. Why is going to school better for children?
3. How does education affect children?



## Repeat the key messages

11  
STEP

After the discussion, read out each key message based on the film loud and clearly.

### Key Messages

- It is necessary to send children to school every day, so that their growth and development is continuous and complete.
- When children go to school regularly, it develops their mind.
- With education, children have a better future and they can become self-sufficient.



## Read out statements after showing the video

12  
STEP

After showing the video, read out the following statements to the participants, so that you are able to understand their current knowledge levels. Ask the participants to raise their hands if they agree with a statement and keep their hands down if they disagree.

- Girls become self-reliant when they receive higher education.
- Children should be sent far away from home to work.
- The right place for children is in the home with family, parents and in school.
- The chances of falling into child labour increase when girls leave their studies incomplete/too soon.
- No matter what situation arises, it is wrong for children to work.
- Working impacts the education of children and it is left incomplete.
- Along with education, sports and rest are the rights of every child.
- If girls receive higher education, they become conceited.
- Children do not gain much from going to school every day.
- Going to school aids in the mental development of children.
- It is right to send children to school sometimes, this way they are able to help in household work.



## End the session

13  
STEP

Thank the participants for coming, giving their time, participating and supporting the session.

# Video 4: Jangal mein Mangal (AdhaFull) for use during the second session

## Questions for girls

### What was the story about?

**Facilitator:** On the way to school, boys harass girls. There is another route which goes through the forest. But people are afraid that there is a ghost in the forest. Everyone is nervous. Matsab decides that one boy will go along with the girls and protect them. In reality, there is no ghost in the forest. There are some people who use this deserted area to make and sell drugs. They are the ones who scare people away from there by making strange noises. Kitty decides that she will prove that there is no ghost and that thugs have taken over that area. When she is rescued, this secret is revealed. That is when the girls decide to go in groups and whistle when they are in trouble in order to make enough noise and gather a crowd against boys who harass them.

### In this story we see that the rules of behaviour are different for boys and girls. Can anyone tell what these are?

**Facilitator:** Girls should not use mobile phones. They are forbidden to move around. If anything happens to them, then there is talk of the family honour being destroyed. They are told to cover their heads. They should be protected. Boys have bikes and they have freedom to go places and roam around. They harass girls. They drink alcohol, buy and sell drugs. They scare people. They do not need protection, others have to be protected from them.

### What was the solution provided in the story to avoid the boys who were harassing the girls? Can you tell me some ways in which you avoid such people in public places?

**Facilitator:** The girls go in groups and if anyone bothers them, they whistle loudly in order to gather people around them.

**What should be done** - If someone harasses you in a public place, what two things will you do to protect yourself? Please think and answer.

## Questions for boys

### What problem/issue is depicted in this story?

**Facilitator:** If the group states that boys drink alcohol in the forest, etc., then point out that drinking alcohol and taking drugs is a problem. What problem did the girls face in this story? The answer should be that some boys harassed them on their way to school, which can be a very harrowing experience for girls.

## In this story we see that the rules of behaviour are different for boys and girls. Can anyone tell what these are?

**Facilitator:** Girls should not use mobile phones. They are forbidden to move around. If anything happens to them, then there is talk of the family honour being destroyed. They are told to cover their heads. They should be protected. Boys have bikes and they have freedom to go places and roam around. They harass girls. They drink alcohol, buy and sell drugs. They scare people. They do not need protection, others have to be protected from them.

## What do you think, why does this happen? What can you do about it?

**Facilitator:** If the answer received for this question is that our family or society has always been this way, then put pressure on the group to tell what they would do to help their sister.

**What should be done** - If you see that girls are being harassed, think of two things that you could do to help them.

## Questions for parents

This story was about boys who harass girls on their way to school. Is this a problem that your daughters or young girls in your area face as well?

**Each character in the story reacts differently to this problem, who do you think was right?**

**What do you think should be done to stop the oppression of women and girls?**

**What should be done** - Think about how you will prepare your daughter or girls in your family to respond to harassment in public places.





# Personal Hygiene



- **Video 1: Using toilets and not disposing children's faeces in the open**
- **Video 2: Proper hand washing is the simplest way to prevent illnesses**





# Personal Hygiene

## Video 1: “Using toilets and not disposing children's faeces in the open”



### Objective

1. All faeces, including those of babies and young children, should be disposed of safely.



### About the Video

This video talks about the importance of hygiene and sanitation.



### Welcome the participants

1  
STEP

The VLE should introduce himself/herself and thank the participants for coming and sparing their valuable time.



### Read out these statements before showing the video

2  
STEP

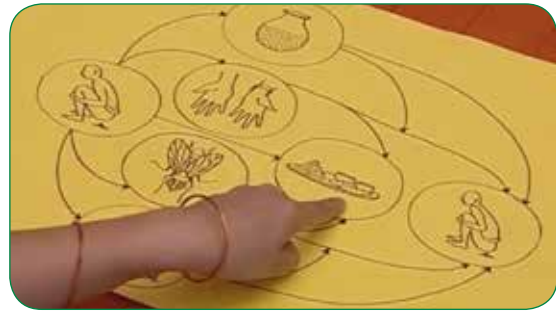
Before showing the video, read out the following statements to the participants so that you are able to understand their current knowledge levels. Ask the participants to raise their hands if they agree with a statement and keep their hands down if they disagree.

- Open defecation gives us a chance to breathe fresh air in the morning.
- Open defecation leads to the spread of germs and this in turn spreads diseases.
- Open defecation is an opportunity for a walk (which is good for health).
- The dignity of women is maintained by using toilets built in homes.
- Ensuring cleanliness curbs the spread of diseases.
- Using the toilet for defecation makes the house dirty.



## Show the film/video

3  
STEP



## Start a discussion during/after the video ends

4  
STEP

### Important note:

- When the film reaches the part where discussion points are mentioned, then stop the film and discuss the given question(s) with the participants.
- These discussions can be of 2 to 10 minutes depending on the need, so that all doubts of the participants are clarified.



### Some other points for group discussion

During the discussion, some other points can also come up. For instance:

#### **What are the benefits of having a toilet at home?**

**Answer:** It is the best way to dispose of faeces and avoid illnesses, including for children. You have privacy and it is available 24 hours a day.

#### **A baby's faeces is harmless and does not spread diseases.**

**Answer:** This is not true. All faeces, including those of newborns, babies and young children, carry germs and are dangerous. These germs can get transferred onto utensils, hands, or in the water you drink, causing illness in your whole family.

#### **Having a toilet at home is very beneficial for women.**

**Answer:** They have privacy, it is available at all times, they don't need someone to go to the field with, there are no snakes or scorpions, and it is healthier because women don't need to hold back and go when there is an appropriate time – as going in the field.

### **F-diagram/Faecal-oral route that causes Polio and Diarrhoea.**

When we defecate in the open, flies sit on the faeces and then transmit the germs and bacteria to us by sitting on food items in our houses. Also, when we defecate in the open, our feet become dirty and we end up carrying the germs back home with ourselves. And through our hands, utensils and food, these enter our systems and cause severe complications. That is why, we must always use a toilet.



## **Repeat the key messages**

**5**  
**STEP**

After the discussion, read out each key message based on the film loud and clearly.

### **Key Messages**

- Having a toilet at home and making sure that everyone uses it, including children, is the best way to dispose of faeces and avoid illnesses.
- If you do not have a toilet or a latrine in your house, then ensure that you and your family defecate well away from houses, walking paths, water sources and places where children play.
- After defecation by a child, cover the faeces with mud immediately.



## **Read out statements after showing the video**

**6**  
**STEP**

After showing the video, read out the following statements to the participants, so that you are able to understand their current knowledge levels. Ask the participants to raise their hands if they agree with a statement and if they disagree they should keep their hands down.

- Open defecation gives us a chance to breathe fresh air in the morning.
- Open defecation leads to the spread of germs and this in turn spreads diseases.
- Open defecation is an opportunity for a walk (which is good for health).
- The dignity of women is maintained by using toilets built in homes.
- Ensuring cleanliness curbs the spread of diseases.
- Using the toilet for defecation makes the house dirty.



## **End the session**

**7**  
**STEP**

Thank the participants for coming, giving their time, participating and supporting the session.

## Video 2: “Proper hand washing is the simplest way to prevent illnesses”



### Objective

1. Understand the importance of hand washing after defecating or coming in contact with faeces, and before preparing, serving or eating food, or feeding children.



### About the Video

This video talks about the importance of hygiene and sanitation.



### Welcome the participants

1  
STEP

The VLE should introduce himself/herself and thank the participants for coming and sparing their valuable time.



### Read out statements before showing the video

2  
STEP

(Before showing the video, read out the following statements to the participants, so that you are able to understand their current knowledge levels. Ask the participants to raise their hands if they agree with a statement and if they disagree they should keep their hands down)

- It is enough if we wash our hands using water alone.
- It is not our duty to keep our surroundings clean.



### Show the film/video

3  
STEP





## Start a discussion during/after the video ends

4  
STEP

### Important note:

- When the film reaches the part where discussion points are mentioned, then stop the film and discuss the given question(s) with the participants.
- These discussions can be of 2 to 10 minutes depending on the need, so that all doubts of the participants are clarified.



### Some other points for group discussion

During the discussion, some other points can also come up. For instance:

**There is a shortage of water, elaborately washing hands wastes water!  
We need to conserve the water for other chores of the house.**

**Answer:** Proper hand washing is the simplest and least expensive means of preventing infections and the spread of germs. It is easy for a germ on your hand to end up in your mouth.

**Children play in the mud so they need to wash their hands, not adults!**

**Answer:** All dirty hands carry germs which enter our bodies through our mouths. Remember to wash hands with soap and water after you defecate, clean your baby/child who has just defecated, handling animals and raw foods, also before touching or preparing food, before feeding your child or eating yourself and after blowing your nose or coughing.

**Why isn't rinsing hands with water enough?**

**Answer:** Rinsing hands with water is not enough - both hands should be rubbed together with soap and water, working up some lather on both sides of your hands, your wrists, and between your fingers. Always wash around your nails as that is one place where germs like to hide. Then rinse with water and dry well with a clean towel. If soap is not available, an alternate of ash and water can be used for cleaning your hands.



## Repeat the key messages

5  
STEP

After the discussion, read out each key message based on the film loud and clearly.

### Key Messages

- Proper hand washing is the simplest and least expensive means of preventing infections and the spread of germs. It is easy for a germ on your hand to end up in your mouth.
- You should wash your hands with soap and water to remove germs after you defecate, clean your baby/child who has just defecated, handling animals and raw foods, also before touching or preparing food, before feeding your child or eating yourself and after blowing your nose or coughing.
- If soap is not available, an alternate of fresh ash and water together can be used for cleaning your hands.
- Teach your children the correct way of washing hands, especially after defecating and before eating, to help protect her/him from illness.



## Read out these statements after showing the video

6  
STEP

After showing the video, read out the following statements to the participants so that you are able to understand their current knowledge levels. Ask the participants to raise their hands if they agree with a statement and keep their hands down if they disagree.

- It is enough if we wash our hands using water alone.
- It is not our duty to keep our surroundings clean.



## End the session

7  
STEP

Thank the participants for coming, giving their time, participating and supporting the session.



# Routine Immunisation

- **Video 1: Pehle Varsh mein Sabhi Teeke (All injections during the first year)**
- **Video 2: Tikakaran (Complete immunisation)**



# Routine Immunisation

## Video 1: Pehle Varsh mein Sabhi Teeke (All injections during the first year)

“Apne bacchon ko jeevanbhar bimariyon se suraksha dene ke liye janm se hi unhe samay-samay par teeke lagvayen”



### Objectives

1. Understand the importance of the vaccination of the child during the first year of life.
2. To know that immunisation protects children against certain diseases.
3. To know the importance of ensuring that children receive complete immunisation.



### About the film

This video informs and talks about the importance of all the necessary vaccinations that are given to a child in its first year of birth.



### Welcome the participants

1  
STEP

The VLE should introduce himself/herself and thank the participants for coming and sparing their valuable time.



### Read out these statements before showing the video

2  
STEP

Before showing the video, read out the following statements to the participants, so that you are able to understand their current knowledge levels. Ask the participants to raise their hands if they agree with a statement and keep their hands down if they disagree.

- Children get immunised after falling sick.
- The immunisation is given at set intervals of time.
- Children can be immunised at any stage.
- Children can be protected from diseases if they are immunised.

- Children are protected from certain dangerous diseases if they are immunised.
- It is NOT important that children are fully immunised.
- There are side effects of immunisation and hence children should not be vaccinated.
- If the child gets fever after vaccination, it means that immunisation should not be done.
- Only a few important vaccinations should be given to the child.



## Show the film/video

3  
STEP



## Start a discussion during/after the video ends

4  
STEP

### Important note:

- Stop the film when the film reaches the part where discussion points are mentioned and discuss the given question(s) with the participants.
- These discussions can be of 2 to 10 minutes depending on the need, so that all doubts of the participants are clarified.



### Some other points for group discussion

During the discussion, some other points can also come up. For instance:

#### **Family members discourage us from subjecting the newborn to injection pricks.**

**Answer:** To have lifelong protection against certain dangerous diseases, early protection is critical. The newborn should begin receiving immunisation soon after birth.

## What should you do if you have missed a primary vaccination?

**Answer:** If a child has not completed the full series of immunisation in the first year of life, it is extremely important to do so as soon as possible.

## Why give more shots after the primary vaccination is complete? What is a booster dose?

**Answer:** “Booster shots” are additional vaccine doses given after the primary vaccination is complete. They help sustain the effectiveness of the vaccine so the child is protected longer. Booster doses are administered as per schedule.



## Repeat the key messages

**5**  
STEP

After the discussion, read out each key message based on the film loud and clearly.

### Key Messages

- To have lifelong protection against certain diseases, the newborn should begin receiving immunisation soon after birth.
- Consult your health worker such as an ANM or AWW for information on the immunisation schedule.
- Every child should receive primary vaccination within the first one year of her/his life.
- If a child has not completed the full series of immunisation in the first year of life, it is extremely important to do so as soon as possible.
- Drop outs: After primary vaccination, a child needs to receive booster doses as per schedule. Consult your health worker or AWW.



## Read out statements after showing the video

**6**  
STEP

(After showing the video, read out the following statements to the participants, so that you are able to understand their current knowledge levels. Ask the participants to raise their hands if they agree with a statement and if they disagree they should keep their hands down)

- Children get immunised after falling sick.
- The immunisation is given at set intervals of time.

- Children can be immunised at any stage.
- Children can be protected from diseases if they are immunised.
- Children are protected from certain dangerous diseases if they are immunised.
- It is NOT important that children are fully immunised.
- There are side effects of immunisation and hence children should not be vaccinated.
- If the child gets fever after vaccination, it means that immunisation should not be done.
- Only a few important vaccinations should be given to the child.



## End the session

**7**  
**STEP**

Thank the participants for coming, giving their time, participating and supporting the session.

## Video 2: Tikakaran (complete immunisation)

**“Your child's immunisation cycle can be completed at the nearest government health facility and it is a cost free service”**



### Objective

1. Know where and by whom the child should be immunized.



### About the films

This video talks about immunization for the new born and their importance.



### Welcome the participants

**1**  
STEP

The VLE should introduce himself/herself and thank the participants for coming and sparing their valuable time.



### Read out statements before showing the video

**2**  
STEP

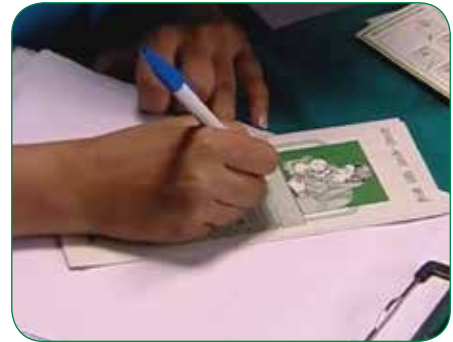
(Before showing the video, read out the following statements to the participants, so that you are able to understand their current knowledge levels. Ask the participants to raise their hands if they agree with a statement and keep their hands down if they disagree.)

- Children get immunised after falling sick.
- The immunisation is given at set intervals of time.
- Children can be immunised at any stage.
- Children can be protected from diseases if they are immunised.
- Children are protected from certain dangerous diseases if they are immunised.
- It is NOT important to ensure that children are fully immunised.
- There are side effects to immunisation and hence children should not be vaccinated.
- If the child gets fever after vaccination, it means that immunisation should not be done.
- Only a few important vaccinations should be given to the child.



## Show the film/video

3  
STEP



## Start a discussion during/after the video ends

4  
STEP

### Important note

- When the film reaches the part where discussion points are mentioned, then stop the film and discuss the given question(s) with the participants.
- These discussions can be of 2 to 10 minutes depending on the need, so that all doubts of the participants are clarified.



### Some other points for group discussion

During the discussion, some other points can also come up. For instance:

#### **Will giving immunisation to a sick child make him/her more sicker?**

**Answer:** A child who is suffering from minor ailments such as a fever, cough, cold, diarrhoea or some other illness on the day of immunisation can still be immunised.

#### **Where is immunisation available?**

**Answer:** Immunisation is available free of cost at the nearest anganwadi centre (AWC) and all government health facilities, irrespective of where you are.

#### **Why is it important to deliver a baby in a hospital?**

**Answer:** Mothers should opt for delivering their babies in a hospital because the infant is administered the first immunisation dose at birth. This increases her/his chances of survival.



## Discuss the importance of immunisation card.

**Answer:** It is important to keep the immunisation card safe and bring it every time the child is vaccinated so that the health worker can update the records of the vaccines received by the child. You can show the immunisation card in any hospital/AWC/SHC to get the next dose for your child as per the immunisation card even while you are travelling.



## Repeat the key messages

5  
STEP

After the discussion, read out each key message based on the film loud and clearly.

### Key Messages

- Your child can be immunised at the nearest AWC and all government health facilities by the doctor, nurse or the ANM.
- Immunisation is a cost free service available at the government health facilities for you and your child.
- A child who is suffering from minor ailments such as a fever, cough, cold, diarrhoea or some other illness on the day of immunisation can still be immunised.
- In institutional delivery, the child should receive the birth dose of BCG, OPV and Hepatitis B before being discharged, as far as possible.
- In case the vaccine is not available at your nearest AWC, make the effort of going to another Centre. Your child deserves it.



## Read out these statements after showing the video

6  
STEP

After showing the video, read out the following statements to the participants, so that you are able to understand their current knowledge levels. Ask the participants to raise their hands if they agree with a statement and keep their hands down if they disagree.

- Children get immunised after falling sick.
- The immunisation is given at set intervals of time.
- Children can be immunised at any stage.
- Children can be protected from diseases if they are immunised.

- Children are protected from certain dangerous diseases if they are immunised.
- It is NOT important to ensure that children are fully immunised.
- There are side effects to immunisation and hence children should not be vaccinated.
- If the child gets fever after vaccination, it means that immunisation should not be done.
- Only a few important vaccinations should be given to the child.




## End the session

**7**  
STEP

Thank the participants for coming, giving their time, participating and supporting the session.

# Overall Nutrition



- **Video 1: “Basic care during pregnancy safeguards lives of both the mother and child”**
  - **Video 2: “Proper and adequate nutrition is essential for a growing child”**
  - **Other Videos: Overall nutrition for mother and child**
- 



# Overall Nutrition

## Video 1: “Basic care during pregnancy safeguards lives of both the mother and child”



### Objective

1. Understand why a pregnant woman needs special care including nutritious meals and rest.



### About the Video

Understand care to be taken during pregnancy.



### Welcome the participants

1  
STEP

The VLE should introduce himself/herself and thank the participants for coming and sparing their valuable time.



### Read out these statements before showing the video

2  
STEP

Before showing the video, read out the following statements to the participants, so that you are able to understand their current knowledge levels. Ask the participants to raise their hands if they agree with a statement and keep their hands down if they disagree.

- Pregnant women need to eat normal food.
- It is not good for the baby if the woman takes more rest during pregnancy.
- A pregnant woman can eat any type of food.
- Taking more rest during pregnancy leads to difficulty during childbirth.



## Show the film/video

3  
STEP



## Start a discussion during/after the video ends

4  
STEP

### Important note:

- When the film reaches the part where discussion points are mentioned, then stop the film and discuss the given question(s) with the participants.
- These discussions can be of 2 to 10 minutes depending on the need, so that all doubts of the participants are clarified.



### Some other points for group discussion

During the discussion, some other points can also come up. For instance:

#### **What type of foods should a pregnant woman eat? Can we find it easily in our homes?**

**Answer:** Eating nutritious local foods such as milk, fruits, pulses, eggs, jaggery (gur), green leafy vegetables, kaala channa, and meat (if you are not vegetarian) during pregnancy will make you feel strong- physically and mentally. You should only use iodised salt in your cooking.

#### **How much more food should a pregnant woman eat?**

##### **Answer:**

- All pregnant women need particularly nutritious meals and more rest than usual throughout the pregnancy so that her baby grow adequately and is born healthy.

- A pregnant woman needs to eat more food so her baby can grow. She should eat one more serving at each meal. And there is no food prohibited for her. She should eat all types of food.

**There is so much work and responsibility with household chores. There is no time to rest.**

**Answer:** Taking rest during pregnancy is very important and allows the baby to grow and be born healthy. Pregnant women need a minimum of 2 hours of rest in the afternoon and 8 hours of sleep at night.



## Repeat the key messages

**5  
STEP**

After the discussion, read out each key message based on the film loud and clearly.

### Key Messages

- Eating nutritious foods such as milk, fruits, pulses, eggs, jaggery (gur), green leafy vegetables, kaala channa, and meat during pregnancy will make you feel strong-physically and mentally.
- Taking rest during pregnancy allows the baby to grow and be born healthy.
- Pregnant women need assistance with their household chores and must restrict any manual labour they may previously have been engaged in.



## Read out statements after showing the video

**6  
STEP**

(After showing the video, read out the following statements to the participants, so that you are able to understand their current knowledge levels. Ask the participants to raise their hands if they agree with a statement and if they disagree they should keep their hands down)

- Pregnant women need to eat normal food.
- It is not good for the baby if the woman takes more rest during pregnancy.
- A pregnant woman can eat any type of food.
- Taking more rest during pregnancy leads to difficulty during childbirth.



## End the session

**7  
STEP**

Thank the participants for coming, giving their time, participating and supporting the session.

## Video 2: “Proper and adequate nutrition is essential for a growing child”



### Objective

1. Understand the importance of proper nutrition and its impact on the physical and mental development of a child.



### About the Video

This video talks about care taking and nutrition needs of the child.



### Welcome the participants

**1**  
STEP

The VLE should introduce himself/herself and thank the participants for coming and sparing their valuable time.



### Read out statements before showing the video

**2**  
STEP

Before showing the video, read out the following statements to the participants, so that you are able to understand their current knowledge levels. Ask the participants to raise their hands if they agree with a statement and if they disagree they should keep their hands down

- If children do not eat, they should be beaten and fed.
- The child should only be given lentil water.
- Children will become fat if they eat more food.
- It is better to give food without oil or spices to a 1 year old child.





## Show the film/video

3  
STEP



## Start a discussion during/after the video ends

4  
STEP

### Important note:

- When the film reaches the part where discussion points are mentioned, then stop the film and discuss the given question(s) with the participants.
- These discussions can be of 2 to 10 minutes depending on the need, so that all doubts of the participants are clarified.



### Some other points for group discussion

During the discussion, some other points can also come up. For instance:

#### How should children be fed?

**Answer:** Children should be fed with love, care and patience. Ensure clean utensils are used. Feed mashed and semi-solid foods, beginning at 6 months of age. Introduce “finger foods” (snacks that can be eaten by children alone) beginning at around 8 months of age.

#### At what age and how often should a child be fed?

**Answer:** Increase feeding frequency as the child ages:

- Feed 6–8 month old infants complementary foods 2–3 times per day.
- Feed 9–24 month old infants complementary foods 4–5 times per day.
- Gradually increase food consistency and variety as the child ages, adapting the diet to the infant's requirements and abilities.

### **If the child is no longer breastfeeding, should he/she still get milk?**

**Answer:** If the child is no longer breastfeeding, give additional 1-2 bowls of milk per day.

### **When can family foods be given to the child?**

**Answer:** Make the transition to the family diet at about 12 months of age.



## **Repeat the key messages**

**5  
STEP**

After the discussion, read out each key message based on the film loud and clearly.

### **Key Messages**

- Good nutritious diet in the first two years of your child's life is crucial for the child's optimal physical and mental development.
- It is important that you feed your child frequently to meet all her/his growth needs. A 6-8 month old infant needs to eat 2 to 3 times per day, and 4 to 5 times per day after that in addition to breastmilk.
- Feed your child a wide variety of foods including family foods from a separate bowl or plate. Give the child foods such as rice, chapatti, vegetables (mashed or cooked), yellow fruits, pulses, milk products, chopped meat, eggs and fish along with breastmilk.



## **Read out statements after showing the video**

**6  
STEP**

(After showing the video, read out the following statements to the participants, so that you are able to understand their current knowledge levels. Ask the participants to raise their hands if they agree with a statement and if they disagree they should keep their hands down)

- If children do not eat, they should be beaten and fed.
- The child should only be given lentil water.
- Children will become fat if they eat more food.
- It is better to give food without oil or spices to a 1 year old child.

## Other Videos: Overall nutrition for mother and child



Show the film/video

7  
STEP





## Start a discussion during/after the video ends

8  
STEP

### Important note:

- Stop the film when the film reaches the part where discussion points are mentioned and discuss the given question(s) with the participants.
- These discussions can be of 2 to 10 minutes depending on the need, so that all doubts of the participants are clarified.



### Some other points for group discussion

During the discussion, some other points can also come up. For instance:

#### **What should a woman eat during pregnancy?**

**Answer:** If a pregnant woman feels like vomiting due to overeating, what type of should she eat?



## Repeat the key messages

9  
STEP

After the discussion, read out each key message based on the film loud and clearly.

### Key Messages

- It is important to have yellow, orange coloured fruits and vegetables, green vegetables, milk, curd, etc. in a pregnant woman's diet.
- A woman should be fed different types and variety of food during pregnancy.
- During pregnancy, sometimes you may not feel like eating. In such cases, there is no need to eat a full meal, but eat smaller quantities many times in a day.
- Feeding the mother's first milk (colostrum) within the first hour makes the child's body strong from the inside.
- The mother's first milk (colostrum) is necessary for the child's body to fight against diseases.
- Only give breast milk to the baby within one hour of birth.
- The mother's first milk (colostrum) immediately after birth is the baby's first vaccine.
- The child should not be fed anything other than breast milk; no water, liquid concoctions (Janm ghutti) or honey.
- From birth to six months, only give breast milk to the baby.
- Mother's milk also fulfills the lack of water in the child's body.
- Feed the baby every 2-3 hours during the day and night or when the child demands.
- The more milk the baby drinks, the more milk will be produced in the mother's body.
- Give the baby milk from one breast first. When that breast becomes lighter, only then give milk to the baby from the other breast.
- A 6-month-old child should be fed supplementary nutritious food along with milk.
- After six months, it is necessary to feed the baby with thick pulse, rice, green vegetables, khichdi, yellow and orange coloured fruits and vegetables, yoghurt, ghee and oil, etc.
- Children should be patiently and lovingly fed.
- Initially feed 3-4 teaspoons to the child and gradually increase the amount.
- When the child falls ill and is not able to eat food, give him mother's milk in maximum quantity.
- When the child is better, feed the child one additional bowl of food.



## End the session

**10**  
**STEP**

Thank the participants for coming, giving their time, participating and supporting the session.

# Protection from Anaemia



- **Video 1: “Include iron rich foods in your child's diet”**
- **Video 2: Godbharai (Baby Shower)**







# Protection from Anaemia

## Video 1: "Include iron rich foods in your child's diet"



### Objectives

1. Know that iron and de-worming tablets help to prevent anaemia and improve a child's mental and physical development.



### About the film

This video talks about iron levels in food for children.



### Welcome the participants

1  
STEP

The VLE should introduce himself/herself and thank the participants for coming and sparing their valuable time.



### Read out these statements before showing the video

2  
STEP

Before showing the video, read out the following statements to the participants, so that you are able to understand their current knowledge levels. Ask the participants to raise their hands if they agree with a statement and keep their hands down if they disagree.

- Eating sour foods is not good for health.
- Iron is required only by women.
- To protect children from anaemia, iron supplements and medicines to kill stomach worms are enough.
- Cleanliness has no effect on health.
- Giving iron syrup to children can cause harm.



## Show the film/video

3  
STEP



## Start a discussion during/after the video ends

4  
STEP

### Important note:

- When the film reaches the part where discussion points are mentioned, then stop the film and discuss the given question(s) with the participants.
- These discussions can be of 2 to 10 minutes depending on the need, so that all doubts of the participants are clarified.



### Some other points for group discussion

During the discussion, some other points can also come up. For instance:

#### What foods can help the body absorb iron?

**Answer:** Consuming citrus foods such as lemons, oranges and amla alongside iron rich foods (like kala channa) helps the body absorb iron.

#### Worm infestation can lead to anaemia.

**Answer:** Children need iron supplements and de-worming tablets to prevent anaemia.

#### Since the child is getting iron supplements, then giving iron-rich foods shouldn't be necessary.

**Answer:** Iron supplementation and iron rich foods should both be given to the child. The best sources of iron are green leafy vegetables, kala channa, dal, gur, fruits like apples, iron fortified foods and meats and fish.

## How can one get infected by worms?

**Answer:** Lack of hygienic practices like proper hand washing, not wearing shoes/slippers, not keeping children away from the latrines, etc. can lead to worm infestations.



### Repeat the key messages

5  
STEP

After the discussion, read out each key message based on the film loud and clearly.

#### Key Messages

- Starting from the age of six months, a child should receive iron supplement (iron-folic acid syrup/tablet) for 100 days in a year to help prevent anaemia. Contact your health service provider at the nearest primary health centre (PHC), sub-centre, AWC or government health facility for details about iron supplementation and de-worming.
- Include iron rich foods in your child's diet - the best sources of iron are animal foods, such as liver, lean meats and fish or green leafy vegetables and iron-fortified foods. Do not give the child tea along with meals.
- When your child is one year old and up to 5 years, s/he should receive de-worming medicine every six months. Also, following good hygiene practices prevents worms. Do not allow your children to play near the latrine. Wash their (and your) hands with soap and water, especially after defecating and before cooking, feeding and eating. Ensure that children wear shoes/slippers to prevent worm infestations.



### Read out statements after showing the video

6  
STEP

(After showing the video, read out the following statements to the participants, so that you are able to understand their current knowledge levels. Ask the participants to raise their hands if they agree with a statement and if they disagree they should keep their hands down)

- Eating sour foods is not good for health.
- Iron is required only by women.
- To protect children from anemia, iron supplements and medicines to kill stomach worms are enough.
- Cleanliness has no effect on health.
- Giving iron syrup to children can cause harm.



### End the session

7  
STEP

Thank the participants for coming, giving their time, participating and supporting the session.

## Video 2: Godbharai (Baby Shower)



### Objectives

1. IF every woman has good amount of iron in her blood it creates the foundation for a healthy family.



### About the film

This video talks about iron levels in food for children.



### Welcome the participants

1  
STEP

The VLE should introduce himself/herself and thank the participants for coming and sparing their valuable time.



### Read out statements before showing the video

2  
STEP

(Before showing the video, read out the following statements to the participants, so that you are able to understand their current knowledge levels. Ask the participants to raise their hands if they agree with a statement and if they disagree they should keep their hands down)

- During pregnancy, a woman should eat when she gets time
- It is very important for a pregnant woman to eat iron-rich food
- It is not right to give citrus foods like lime to a pregnant woman.



### Show the film/video

3  
STEP





## Start a discussion during/after the video ends

4  
STEP

### Important note:

- When the film reaches the part where discussion points are mentioned, then stop the film and discuss the given question(s) with the participants.
- These discussions can be of 2 to 10 minutes depending on the need, so that all doubts of the participants are clarified.



### Some other points for group discussion

During the discussion, some other points can also come up. For instance:

**When should a pregnant woman eat food during pregnancy?**

**What foods should be eaten which provide the right amount of iron to a pregnant woman?**

**What are the benefits of eating iron rich food?**



## Repeat the key messages

5  
STEP

After the discussion, read out each key message based on the film loud and clearly.

### Key Messages

- To give birth to healthy children, it is necessary that there is iron present in the mother's blood.
- A pregnant woman should have green vegetables, sprouted grains, millet, lemon, etc. in her food.
- During pregnancy, the pregnant woman should be given food on time.



## Read out these statements after showing the video

**6**  
STEP

After showing the video, read out the following statements to the participants, so that you are able to understand their current knowledge levels. Ask the participants to raise their hands if they agree with a statement and keep their hands down if they disagree.

- During pregnancy, a woman should eat when she gets time.
- It is very important for a pregnant woman to eat iron-rich food.
- It is not right to give citrus foods like lime to a pregnant woman.



## End the session

**7**  
STEP

Thank the participants for coming, giving their time, participating and supporting the session.

# 5 C Tarang: Training Process

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The objective of the 5C Tarang programme is to increase community awareness with specific stakeholders on thematic areas based on six social evils in selected aspirational districts through the Common Services Centers (CSCs) network.

This document outlines the training process for CSC VLEs and their registration process on the portal.

## Training Process: VLEs

1. The VLEs will gather the candidates according to the selected subject area
2. Candidates will gather at that place at the given time and get registered on the portal
3. Before the gathering, pre-test questions will be asked by VLEs
4. The VLEs will conduct awareness gathering with the help of projector/TV screen for minimum two to three hours
5. After the gathering, the participants will be asked post-test questions to understand the topic and start the discussion
6. Each of the VLE participants will identify 3-5 “social change champions”
7. Each CSC will engage 10-12 tribal adolescents in specific districts in identified states on their issues
8. VLEs will have to convene a second meeting at an interval of 30-45 days of each main session
9. VLEs will have to upload the photo of the gathering and the attendance sheet on the portal.

## Things to remember

1. Trained (educated) VLEs will identify and mobilise the community as per the selection criteria given below:
  - One person from each household will be elected in consultation with the panchayat representatives
  - Preference will be given to women, parents and youth/adolescents.
2. The VLE will arrange the venue, AV equipment, etc. and will hold sessions for 2-3 hours on the given date. Each batch will comprise of 25-30 participants per group depending on the subject
3. Panchayat representatives, or experts associated with the subject will be invited during the meeting
4. At the end of the VLE Sabha, online monitoring application portal participants will have to register and upload the photo of the gathering
5. Conduct pre-test and post-test based on a questionnaire for each session. And enter it on the portal
6. Each CSC must include at least 100 tribal people (mother, father, youth, etc.) in a 5C strategy to participate actively to register on the U-Report. Once the person becomes a U-Reporter, they will receive regular business/scholarship, issues and national election articles on WhatsApp

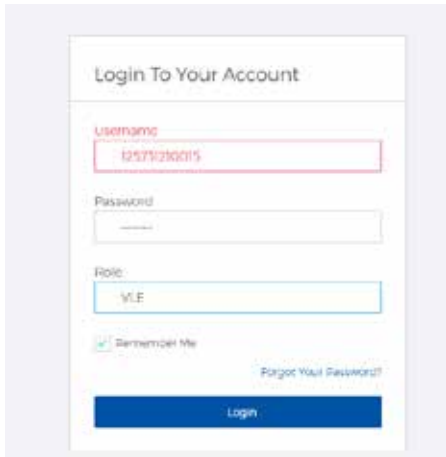
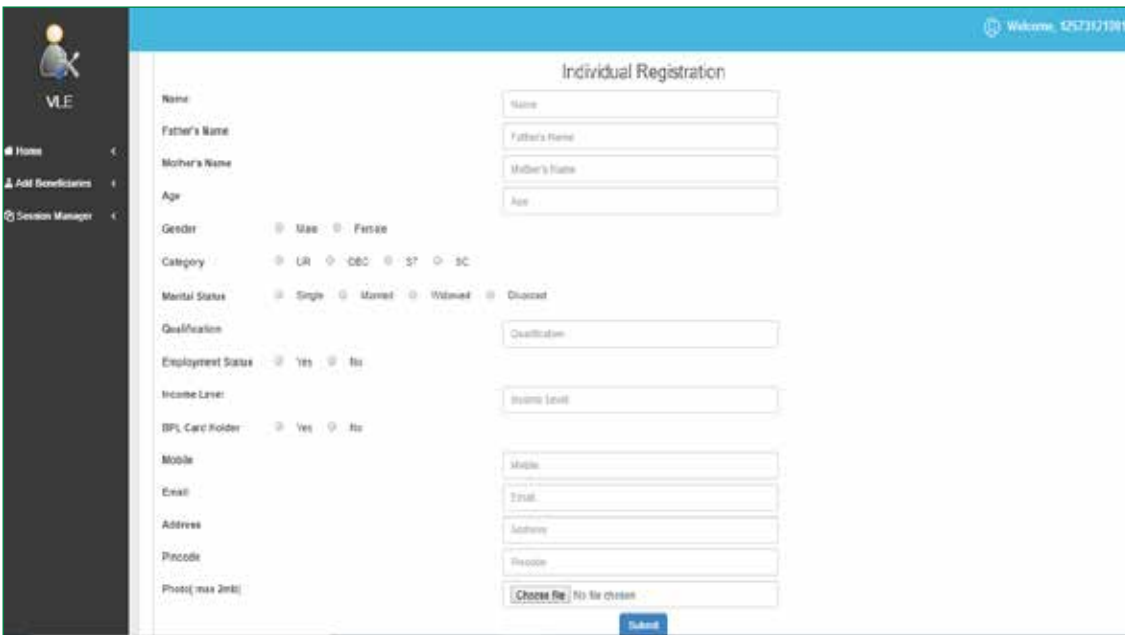
7. Each CSC will choose 3-5 “social change support champions” from the CSC
8. Each CSC will involve 10–12 tribal adolescents on issues of specific districts in identified states
9. After training, VLEs will promote social mobility, interpersonal communication (IPC) and mid-media activities (e.g. hot market events) in their catchment areas

## Process of Onboarding: 5 C Portal

**Step 1:** Admin will onboard selected Trainers (VLEs) using the admin portal. User credentials will be provided to the VLEs on their e-mail ID.

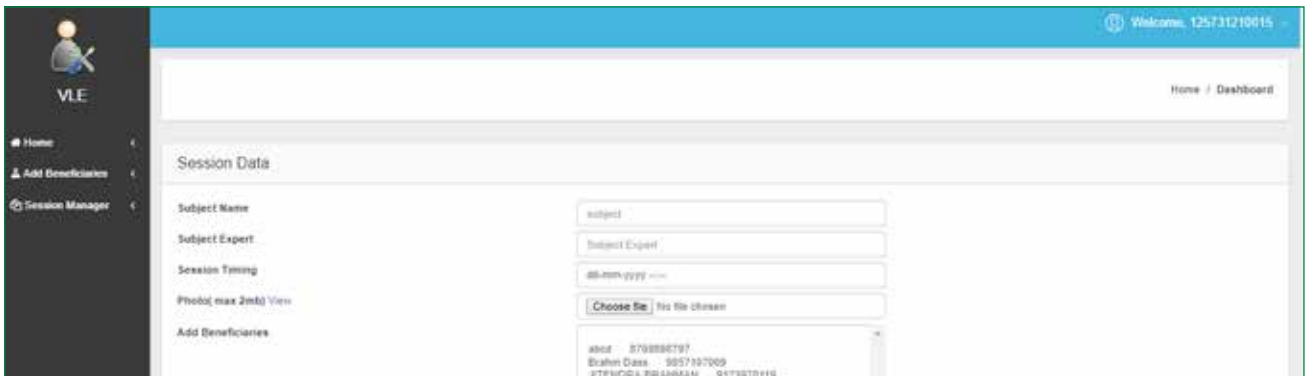
**Step 2:** Trainers will login in portal and add citizens for the programme. They can make a pool of max 200 candidates for the awareness programme.

Portal will be available at : <http://5ctarang.in/>



**Step 3:** Trainer will create sessions on the portal by providing date and time of session, subject matter expert and theme area (out of 6 programme thematic areas).



The screenshot shows the 'Session Data' form in the VLE portal. The form includes the following fields:

- Subject Name:** A text input field containing the word 'subject'.
- Subject Expert:** A text input field containing the text 'Subject Expert'.
- Session Timing:** A date and time picker set to '08-mm-yyyy'.
- Photo (max 2mb) View:** A file upload field with a 'Choose file' button and the text 'No file chosen'.
- Add Beneficiaries:** A list of candidate names, including 'abdul SYOBIRSYAH', 'Dahlan Gass 9857337009', and 'KREHICA BILAHMAN 9573370119'.

The interface also features a top navigation bar with 'Welcome, 125731210015' and a 'Home / Dashboard' link. A left sidebar contains navigation options: 'Home', 'Add Beneficiaries', and 'Session Manager'.

**Step 4:** Trainer will add the batch of minimum 20 unique candidates and maximum 30 candidates in each theme area. These batches will be selected from the pool of 200 candidates.

**Step 5:** On the given date and time, programme/session will be organised and trainer will upload good quality photographs and attendance sheet against each session.

**Step 6:** Programme outcome measurement through post-test assessment may be conducted at the end to gauge their awareness level post session.





