

Sākshi

EQUALITY IS INCLUSIVENESS

ANNUAL REPORT - 2016-17

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CHILDREN IN DIFFICULT CIRCUMSTANCES



A BRIEF REPORT

**TAARE JAB UTARE ZAMEEN PAR
A SOCIAL ARTS INTERVENTION FOR BEHAVIOUR CHANGE
WITH 500 STREET CONNECTED CHILDREN IN DELHI STATE
CHILDREN IN DIFFICULT CIRCUMSTANCES**

BRIEF REPORT

OVERVIEW

Taare Jab Utare Zameen Par, the Social Arts Initiative for Behaviour Change was an intensive intervention that focused on value based leadership and emotional competencies in 500 street connected children from Delhi State, developing them as a cadre of Champions for Change. The workshops were delivered through 64 skilled and eminent facilitators supported by 44 Managers and Assistants, and culminated in 2 huge performances as part of Raahgiri in Connaught Place.



Through skillful use of adventure, theatre, films, storytelling, mask theatre, puppetry, dance, stomping, role-plays, games & exercises, street art, taekwondo, oral narratives and diary writing, the workshops, explored the structural hierarchies and taboos, myths, assumptions, stereotypes, exclusion, dehumanization, indignities emerging from ignorance and deeply embedded socio cultural beliefs so that it became possible for the workshop participants to enter into a co-exploration, and reach a point where they began to ask questions, questions that with sustained interventions will lead to a re-definition of 'equality' and 'rights' for themselves, will enable them to break out of vicious circles of fear and choicelessness, to actively seek the power to transform their lives. A representative visual case study of two children are included as a film to illustrate this progression.

CONTEXT

It is estimated that 400,000 children live and work on the streets of Delhi. In most cases, their families are too poor to provide for them, they have run away from abusive home environments or they are orphans.

- 20% are girls
- 70% are on the street despite having a home in Delhi
- 50.5% are illiterate.
- 87% earn a living- 20% as rag pickers, 15.8% as street vendors, 15% by begging
- Over 50% have suffered verbal, physical or sexual abuse
- Fewer than 20% have ID cards or birth certificates and so they miss out on government schemes.

*Surviving the Streets, August 2010,
Survey by Save the Children, Article
Courtesy Outlook India*



THE NEED

In keeping with Let No Child Be Left Behind, it becomes important to gain affirmative visibility for this invisible segment, understand their context, and create an opportunity for them to begin to believe in themselves and the systemic structures in order to engage them in a meaningful process of inclusion.

THE PROJECT

...all must act, all must be protagonists in the necessary transformations of society.
(Augusto Boal)

The creative, substantive, meditative, adventure based activities, culminating in a performance created an experiential base within the 500 participating children, to connect with their higher self, recognize the leader within themselves, and understand team work. It has also stimulated a desire to become a part of the system through the routes offered by creative activities and adventure sports.



The social arts intervention for behavior change has also initiated a cadre of Champions of Change amongst the street connected children, so as to create constructive peer influencers on the streets. These future peer educators, were identified during the workshop to receive a sustained intervention through which they will

- Receive information
- Relate it to their social context
- Recognise the harm caused by unaware choices based on myths, assumptions, and stereotypes
- Reflect upon the solution
- Respond by how they can sustain their movement and bring about Attitudinal & Behavioural Change in those around them.
- Apply the learning's within their lives.

OBJECTIVES

1. Engagement with 500 Street Connected Children to influence them back into the system
2. Initiate a Cadre of Street Connected Children as Champions of Change
3. Capability enhancement to support the on ground programme 'DELHI A BEGGING FREE ZONE AT TRAFFIC SIGNALS'

LEARNING OUTCOMES

1. Capacity Building for Personal Security
2. Social orientation for self and society
3. Awareness of rights and Child Supportive laws
4. Leadership: Competencies for Decision Making and Risk Analysis
5. Emotional Competencies: Negotiation, Dialogue, Conflict Resolution, Accurate Self-Assessment



- 6. Personal Hygiene
- 7. Power of No
- 8. Realizing their creative potential and understanding related livelihood possibilities

PROCESS

Creative and experiential activities built on the concept of equality and inclusiveness, as detailed in the table below emphasized on empowering the participants with a visionary response to their daily life.

ACTIVITY DETAILS	
CREATIVE	MASK THEATRE, DANCE ,STOMP, PUPPETRY
SUBSTANTIVE	ADVENTURE, TAEKWONDO, INCLUSIVENESS
OTHERS	BREATHING, WALKING, OBSERVING, PROMISING, STREET ART: WALL OF EXPRESSION

As part of the design of the workshop, in each activity, the participants were called upon to respond to challenging situations encouraged through both cognitive and experiential learning. The creative and participatory process allowed for group interaction, leadership moment and self-evaluation and equipped the participating children with tools to transform information into insight and be better informed as decision-makers, especially in the context of their lived reality as street connected children.

The environment created during the workshop facilitated the participants to see, hear and think for themselves as meaningful and productive members of society, against the backdrop of creative, adventure based, meditative and substantive inputs.

STRUCTURE

The five day workshop were broadly treated as under.

DAY 1: 21st:

1. Introduction to the workshop, activities, facilitators, expectations
2. Auditions and segregation into the 4 creative activity groups
3. Registration
4. Shoe sizing for costumes
5. Trailer by the facilitators of the activities to follow in the coming days
6. Mask Making initiated with the Theatre Mask Group

DAY 2 TO DAY 4:

The 6 hour days were divided into two 3 hour sessions, with one hour for lunch and two 15 minute or as required bio breaks in between. Street art with all the 500 children participating.

CREATIVE SEGMENT

1. About 180 children participated in a dance workshop with renowned award winning choreographer, Sandip Soparkar and his team to create a performance piece reflecting their lived reality as is today on an joyful, fun filled original composition sung and recorded by child artistes
2. 80 children explored their inner fears, demons, obstacles and personified them through a mask making exercise with Rekha Bahl and her team, finally weaving it into a theatre piece reflecting their lived contexts with Jaya Iyer.

3. Another 80 children worked with puppeteers from Shadipur Depot and SRCC students to create 20 larger than life size puppets and wove it into a performance reflecting the limitless potential of possibilities
4. 160 children danced to their inner drummer and created a music piece with drums, water bottles, cricket bats, drum sticks, aluminium containers, and their own bodies and stepping to create a performance piece on Stomping, with Anil and Vikram with their team.

SUBSTANTIVE SEGMENT

Each child undertook the adventure experience focusing on decision making and risk analysis, learnt security grips through taekwondo, and participated in the theatre based substantive workshop, where they harnessed what they were feeling during the intense experiential activities and role played information on rights, hygiene, personal boundaries, laws, and protocols in times of crisis.



DAY 5

- Motivational Speak by Renowned Vasant Hankare
- A note of promise made to self by the children.
- Seamlessly merging the 4 performance pieces together to create a performance piece for about 15 to 20 minutes duration and to be performed as part of Raahgiri.

DAY 6:

- **Performance at Raahgiri by 500 children**

LOGISTICS AT A GLANCE	
SPACES REQUIRED	7
MANAGERS AND ASSISTANTS	44
MANAGEMENT TEAM	6
FACILITATOR TEAMS	64
ACTIVITIES IN ALL	7
CREATIVE ACTIVITIES	4
SUBSTANTIVE ACTIVITY	3

FACILITATORS AT A GLANCE

SERIAL NUMBER	ACTIVITY	LEADER	NO OF FACILITATORS
1	DANCE	SANDIP SOPARKAR	5
2	MASKING	REKHA BAHL	3
3	THEATRE	JAYA IYER	5

4	STOMPING	ANIL MISHRA+VIKRAM MOHAN	4
5	PUPPETRY	KAYAKALP	14
7	ADVENTURE	AVINASH DEOSKAR	14
8	MOTIVATIONAL SPEAKER	VASANT HANKARE	1
9	SUBSTANTIVE	N SHIVAPRIYA, MILIND GOWALE	2
10	TAEKWONDO	MONIKA SHIKARWAR	5
11	FILM	DUBREE DAS	4
12	SONG	LAHU MADHAB	
13	STILL PHOTOGRAPHY	ACHAL KUMAR	2
14	STREET ART	RAJESH BAHL	5
15	MANAGERS AND ASSISTANTS	ALKA BAHADUR	44

FACILITATORS AT A GLANCE



PARTNERS AT A GLANCE



**Dr. A.V. Baliga
Memorial Trust**



MATERIAL TAKEAWAYS

1. Costumes which includes a T shirt, Tracks and Shoes for each child
2. A workshop bag, with a notebook and stationary
3. Some play items, like cricket bats

SUBSTANTIAL TAKEAWAYS

1. The carefully chosen experiences through the 5 days led to reflection, critical analysis and synthesis, reflected in the promise to myself cards made by the participants.
2. The participants took initiative during the activities, made the decision to participate in the creative activity of their choice, and held themselves accountable for yielding excellence oriented results.
3. The adventure sports propelled the participants to engage with their fear, pose questions, investigate, solve problems, and assume responsibility.
4. Intellectual, emotional, social, soulful and physical engagement of the participants created an authentic learning experience for the participants.
5. The learning outcomes are personal and form the basis for future experience and learning.
6. Relationships were developed and nurtured: learner to self, learner to others and learner to the world at large.

OUTCOMES

- 1) Strengthening of information base, leadership and emotional competencies, and enable an experiential understanding of their own potential through the performance of a professional standard, performed by the 500 participants.
- 2) Built the individual's trust in themselves and the world around them by equipping them with tools that can be practiced in their everyday life in the following domains:
 - Communication
 - Decision-making,
 - Critical-analytical thinking,
 - Managing emotional fall outs, overcoming negativity and deescalating conflict situations
 - Assertiveness
 - Self-esteem
 - Proactive behavior
 - Resisting negative peer pressure
 - Relationship skills.
- 3) Addressed past experiences of exclusion in order to heal the present and imagine a future consistent with the values of a fair, just and rights based world
- 4) Experiential understanding of moving from unmet needs to met needs, from a culture of disenfranchisement to a culture of limitless possibilities through:
 1. Cultivation of positive leadership
 2. Introducing inclusive Structures
 3. Replacing defend and attack skills with an introduction to dialogue, conflict resolution and negotiation competencies

DOCUMENTATION

The 5 day process culminating in the performance on the 6th day was recorded and a short film created for disseminating PLAN INDIA's core messaging about their approach and programmes for street connected children.

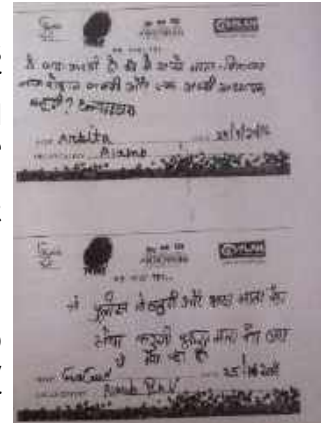
IMPACT

Working on the premise that it is in ignorance that flawed assumptions, myths and stereotypes surface, which violate the right to equality, the workshop process, through creative, substantive and centering processes such as meditation, facilitated participants to go within and examine the root of their existing attitudes. The experiential activities enabled them to witness how their vision and purpose can get stifled by a lack of aware understanding of their own self.

As future champions for change, the process equipped participants with tools that would enhance their worldview through the lens of rights and equality. The core mantra reaffirmed was to transcend fear and "know thyself" in the process. The participants were equipped with a realization about how expanding ones' own borders and boundaries can enable one to integrate different realities and ensure their dignity.

WAY FORWARD: TRANSFER OF LEARNING

As a follow up engagement the participants can be encouraged to create SMART actions that begin to shift their immediate reality into a world governed by aware choices. Promoting the practice of everyday equality the children can be encouraged to translate the tools that they have gathered into application and practice in their interaction with their surroundings, peers, families and friends. They can be guided on how to maintain records of their actions and outcomes through journal writing.



The children identified by each stream of activities delivered during the workshop can be considered for a special programme that will cultivate the innate skill and capacity that they have illustrated and help them become achievers in that field. List of the children is included in the annexure.



ANNEXURE 1
EXPERIENCE SHARING BY
THE FACILITATORS
“MEMORIES ARE
INTEGRATED LEARNING.”
Smita Bharti

A Powerful Experience. Taare Jab Utare Zameen Par. I had the blessed opportunity to design and implement a Social Arts Intervention for Behaviour Change with 500 street connected children in

Delhi, spear headed by the vision of Plan India, in alignment and as part of its sustained, on-ground programmes being implemented by 8 strong organizations.

In my discussion with the visionary of this programme, she shared that enabling is about moving beyond survival, and upwards in the Maslow’s pyramid to the level of self-actualization. It matched my life long journey of moving from hopelessness to hope, from choicelessness to choice, from powerlessness to power. I believe my body acquires memories every single day. Good and bad memories, which inform my decision making almost as a reflex action. And I strongly believe that powerful, physical, creative experiences give power to my wings. Make me soar. And practice makes my wings stronger. Like a dear friend once said, no one can take away the dance you have danced.

And so we danced. All 500 + of us. Danced on the streets of Delhi. The very streets that criminalize many of us who were dancing that morning, when we inhabit it in our daily

lives. Yes the street connected children, who acquire a facelessness, in their survival mode, were the stars that morning as they gyrated, performed, sang, and stomped on the streets of Delhi. Claiming it as their right. Their stage. Accessing their rights as citizens of India.

This performance in the morning on the streets was just the tip of the iceberg. What no one saw was the preparation behind it. Not a very long time, just five days. Yes only 5 days, with professional, committed, achievers as their guides, with a few hours every day, and these children were stars. Imagine what a sustained intervention will reveal.

5 days of 9 parallel workshops through the day, with a team of over 100 facilitators and their supports with almost another 100 volunteers from all the organizations coming together in their single minded commitment to these children. Organizations that have a lifetime of support and commitment to these children through their excellent programmes. SPYM, AV Baliga Trust, Alamb, BalVikas Dhara, CASP, ACT, Nav Srishti, and Chetna.

A workshop where each child was inspired by the dynamic Vasant Hankare into reimagining himself/herself as a citizen first, where each child challenged him/herself through adventure based activities led by climbers and achievers Avinash and Bimla Desokar, where all 500 of them equipped themselves for self-defense through taekwondo with black belt, Monika Sikarwar and Govind Sharma, and each learnt in a very focused way about what actions to take in a situation of crisis through theatre based delivery with renowned actor, director Milind Gawale and N Shivapriya, and together the 500 of them created their very own street art on 25 wooden walls erected for this purpose, under the aesthetic guidance of Rajesh Bahl.

Apart from this, a 180 danced to the choreography of the talented and committed Sandeep Soparkar, 80 performed mask theatre to the skillful direction of Jaya Iyer and were guided to make their own very expressive masks by Rekha Bahl, 80 children made 20 puppets, 10 feet high, learnt how to manipulate them, and then performed under the able guidance of Vinay, and his team of puppeteers from Kaya Kalp. 160 children stomped with the dynamic duo Anil Mishra, and Vikram Mohan and their team, and the entire 500 once again danced together to the choreography by Sandeep Soaparkar set to an original composition Bakar Bakar by Lahu Madhab. All these were woven together into a single performance, to the sound track created by Santosh Singh and his mad beats.

A performance which wove the story through the eyes of just two, a girl and a boy. Street connected children. Children I saw blossom into confident actors... become stars... under the able guidance of Milind Gawale.

These two told the story about themselves and about each street connected child present or absent with us during those 6 days. A story penned by N Shiva Priya, as she shadowed them and captured their words on to paper. A story that wove the 500 + into a single performance.

A performance performed on one Sunday morning at CP in Delhi, as part of Raahgiri.

As, Kabir, Manvi, Sahil, Kavish, Arti, Hitesh, Vishaal, and Aryan translated the process on paper into actual actions under the able guidance of Alka Bahadur, as Kapil and Balram held the fort for all processes, as Jassi Singh gave us all a voice, while he went about miking us, as Neeta Soni designed us with all the extensive communication material and

gave us an identity with the beautiful logo, as Anshul Kumar ensured we stood apart with the vibrant T shirts he created, and Kartik Dingle, Natashja Rathore and Achal Kumar trailed us through the 6 days, almost invisible behind their strange gizmos and cameras, capturing moments, making memories...we came together... inside and outside.

And danced. A magical morning. Taare Jab Utare Zameen Par.

ADVENTURE ACADEMY

Avinash Deoskar

To achieve the objectives of Taare Zamin Par - A social arts intervention, we created a framework to provide experiential learning for addressing various aspects aimed at this workshop. The bottom-line was “to provide exposure in experiential learning in an unforeseen situation and controlled environment where a participant is required to take up a challenge and strive hard to achieve it, either at individual level or as part of a team.” By doing so, the participant will be able to rediscover the hidden potential, will learn to set a goal and achieve it, step by step. The exposure to adventure and team activities will help in providing experience in shared vision, shared work and develop leadership and decision making.

A set of multiadventure activities including High Rope course such as Burma Bridge, Commando Bridge, Ladder climbing Net climbing, 24 ft Sports climbing wall, 165 ft Zip line, Team games on strategies team games were conducted for the 6 batches of participants.

Adventure activities were set up at a well marked confined zone, to ensure the safety of the participants and to provide free movements for conduct of the activities. The Training area was named as “Confidence Park” All participants were given a briefing stating the following points:

- Purpose: Purpose of the activities, how it helps in developing “I Can” aspect and boost self confidence and decision making.
- Process: All participants were asked to put on safety measures, harnesses and helmet while performing the activities.
- Interventions: For those kids, who were short of physical strength, or those who were hesitant in taking up challenges were motivated to take one step more at a time. Many participants could complete it in the second attempt as they started gathering confidence by seeing other completing the activities safely. The peer influence was noticed.
- Debrief: All participants shared the learning from the activities and were willing to take up again. Kids were encouraged to think on how these experiences will be implemented in their day to day work. The answers were , “ Ab to mein himmatwala hu”, “ Mai ab nahi darta”, ab to ham kuch bhi kaam kar sakte hai”, ham eek baar aur chadhane dijiye”.Many students did it second time and enjoyed the thrill of the activities, inspite of a very humid climate.

Taare Zamin Par project has effectively sensitised the stakeholders. It has generated tremendous self confidence, self belief and triggered many dreams. Need to set up a plan for follow up to harness the energy.

There was a remarkable change observed in the performance of groups. We observed that the confidence level, participation and timing for completing each activity improved progressively. From the second day, participants were more confident in taking up the challenges as they started gathering confidence by exposure to different activities planned at the program. Much of the success of the program should be attributed to the integrated approach, wherein the participants were able to transform the learning from one activity to the activity.

Name of the children with noticeable performance:

D4- NEHA, ADITYA, ARUN, VINI, TANU, RIZINA, TANUPRIYA, KHUSHI, KHUSHBU

D 3- ALAM, CHITRA, KARISHMA, MAMTA, SUSHILA, ARTI

M2-ASHU

M5- RAJU



STOMPING Vikram Mohan

The module of the workshop was to teach Stomping Dance & Music and make the children more confident to use their energy in the right place and create a happy and healthy environment

At first, we performed front of all the children to inspire them join us in workshop. As a result, 160 children registered with us without an audition. As a facilitator I believe all children have potential to learn. The 160 children were divided into two groups 80 for dance and 80 for music. Then each group was further subdivided into two groups: S & Z.

I feel this is a great and brilliant idea to engage children and give them opportunity to improving their artistic skills, personality development, making them confident and creating healthy friendly environment. Art and culture always creates a healthy environment in the society. This is the right age to experience art and culture activities and utilize their energy

My personal experience was I saw changes in 500 children at an artistic level, friendliness level and at an emotional level. When they was came the very 1st day in the workshop they had many thoughts and questions in their minds. When they started learning stomping from the second day, I observed many level in the workshop, some are very fast in learning, some were slow, some were distracted and some were not in the mode to do any work. On the 3rd day everyone started taking interest in the workshop. But on the 4th day I saw unbelievable changes in the children's energy level - all levels, artistic level, emotional level and friendliness level. Everyone was performing with the same energy, with even more passion for the whole day without feeling any tiredness. I want to congratulate Plan and Sakshi for doing this successful project.

Name:- Narendra Singh, Roshni, Suman, Rajiv, Dinesh, Kashish, Assdha, Charu, Dinesh, Kashish, Assdha, Bholu, Nakul, Mohammad, Shubham, Chetan, Komal, Aafreen.



STOMPING Anil Mishra

The module of the workshop consisted of teaching stomping with junk instruments to make these children more confident. Before this workshop they knew these objects as only junk but after the workshop thoughts changed. Now they know the sound-magic of junk and can perform and make music with lots of energy with Junk.

First day we performed in front of 500 children to inspire them to join stomping workshop and after this the children were inspired. Then I became personally involved with them and came to know each child's life history....after which I inspired them to do make music and make life so beautiful. I always told them play the music, don't be scared of making a mistake---TUM SAB MERE SHER AUR SHERNIYA HO....DARNA MAT.....JO DAR GAYA-SAMJHO MAR GAYA.....GALTI V KARO TO V DAR K NAHI-...GALTI HO V JAYE TO USME CREATIVITY HO.....

The process was implemented as per the plan. First I made them comfortable and gave them a place to stand in rows and learn stomping with junk thingslearn fast and perform beautifully within three days.

I was so happy and excited to work with 160 children and give them an opportunity to improving their artistic skills and in the process see their personality develop into confidence....This project was so challenging for all facilitators...500 children====5 days..... A show at the end of it!

Children who excelled in their class and who can be invested in by the NGO to make that their career choice---- SHEKHAR, DHARAMPAL, RAJU, SHALU, DEVRAJ, SITA, SONI, ALKA, SAVITA, SAVITRI, SUMAN.



Theatre
Jaya Iyer

In the five day workshop Tare Zameen Par Sadak Chap group engaged children with theatre in conjugation with the Mask painting activity. The Sadak Chap team comprised of six people trained in theatre and working with children. The theatre workshop involved about 80 boys and girls in the age group of 10-14 representing various NGOs viz SPYM, ALAMP, AV Baliga Trust, BVD, CASP, Navshrishti and Chetna. The participants were first divided into two groups of 40 each which further subdivided into smaller groups of 20 each. Two groups worked in the morning session and two in afternoon session. Each group had two to three theatre facilitators working with it.

Each session was of three hours where the participants divided their time between theatre and mask painting. The intention was to enable the participants to express and reflect their learning of the theater session on masks. And then use these masks as a prop in their performance. The objective of the workshop was to create a short of about 8-10 minutes with mask making. The workshop, in order to connect with participants and also keeping in mind the larger objective of the programme, facilitated the participants to explore their inner feelings and emotions. The process involved getting participants to know each other, be comfortable with themselves and their bodies and their team mates through theatre/team building games. Once being comfortable with themselves, some were able to articulate their feelings like happiness, sadness, anger, fear, joy, haltered, jealousy, friendship etc. Out of these the groups chose to engage with fear, happiness, love and joy respectively.

Each group prepared a short performance set to music on their respective emotions. Along with preparing for their performances the participants also engaged with mask painting. The four performances that emerged were non verbal where the participants expressed their feelings and emotions, through body movements and use of duppatas of different colours like orange, purple, green and red. The performances though separate flowed into one another. They began with showing once entrapped with difficulties and negativity, bound in shackles moving onto breaking free and raising the bar and surmounting difficulties and finally being free like a butterfly represented by participants flapping the mutli- coloured duppatas like wings of a butterfly.

The workshop saw some potential peer educators emerge especially the older children like Aslam, Anwar and Rukmani from SPYM and Shivani from CASP

Dance
Sandip Soparrkar

The module was to make children get more aware of themselves. Their strengths and weaknesses through the medium of dance. The process was easy.. It was to give me a mix of simple and some difficult moves so as to create awareness. Process was implemented by using popular music and dance so that kids relate to it and do what is needed without getting bored. The entire project planned by Plan India and executed by Sakshi was an amazing platform for the kids to learn and become more self-confident. My team and me too learnt so many things front be childrenBiggest lesson was to be happy and always smiling come what may... Biggest lesson for us.

Children identified by the team: Rohit, Shahrukh, Priyanka.



Puppetry

KAYA KALP

Kayakalp conducted a 5 day training workshop in Rod Puppetry. We worked with 80 Children and divided them into groups of 40 students each for two slots of workshop. Kayakalp artists taught the children how to make Rod puppets as well as how to maneuver the rod puppets.

First of all we conceptualized the theme of the show in coordination with NGO Sakshi and figured out the storyline on which the artists had to choreograph a play for the 80 children. After that we designated characters - rabbit, tiger, elephant, sun, moon, stars and children (boys and girls) and worked on each character with children in groups of 3.

For the first two days, the children were taught how to make puppets and handle them. The next two days focused on learning the actual play and conducting specific roles. The final day we rehearsed the entire play and then finally performed.

The process was implemented with the help of our core team of artists and a set of volunteers who made sure that the children learnt and imbibed what they were taught.

This was the first time that Kayakalp artists did rod puppetry. We usually do muppetry. For the first time our artists were challenged to deliver 20 big rod puppets to be made within a span of one week. Having been associated with Kayakalp for more than two years now, I really feel that the project helped our artists challenge themselves and their limits. I haven't seen them work with so much enthusiasm and conviction before, and they produced amazing results - partly because I feel that the connect with children was growing stronger and stronger day by day and even the children were enjoying the new puppetry. The staff was really cooperative and helped us with every move. It was an amazing experience for us all.

Personally I feel that we were really lucky to have got the opportunity to work with Sakshi and Plan India and be a part of this mass movement in a very unique manner. The motto of Kayakalp is to reach out and sensitize masses about pertinent issues and I feel in no better way could we have executed this, had it not been the show Taare Zameen Par for us! We'd like to thank the organizers for believing in us to do a new kind of puppetry for the first time in an event of such massive scale.

Names of Children Identified as Peer Educators: Mangal Pandey and Abdul Kalam

Street Art & Mask Making
Rekha Bahl
Rajesh Bahl

The students have been divided into two groups based on their performance. Group A has performed better and has more potential than group B.

GROUP A:

S no	Name of Student	NGO
1	Sabira	SPYM
2	Firzu	
3	Savitri	BVD
4	Rozi	BVD
5	Nagma	Chetna
6	Dinu Mondal	
7	Saiba	SPYM
8	Aamir	SPYM
9	Gungun	SPYM
10	Raju	Anchal
11	Priyanka	Alamb
12	Sariful	SPYM
13	Sahjahana	Chetna
14	Suman	BVD
15	Muktar	
16	Anjali	Baliga Trust
17	Karan	Baliga Trust
18	Shalu	BVD
19	Akash Kr.	BVD
20	Vaishali	Nav Shrishti
21	Ankit	Nav Shrishti
22	Deepika	Alamb
23	Ahmadi Khatun	BVD
24	Jakir	SPYM
25	Suman	
26	Ruksana	SPYM

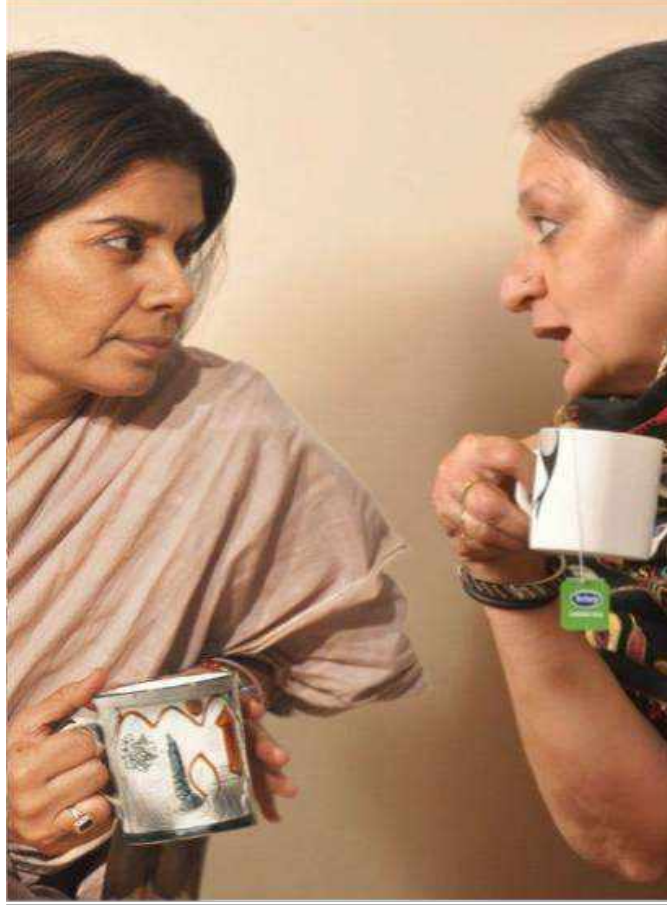
27	Aditi	Alamb
28	Deepika	Chetna
29	Khushi	Dr. A V Balika Trust
30	Aslam	SPYM
31	Nisha	Baliga Trust
32	Chetan	
33	Suraj Kumar	Chetna
34	Sama	BVD
35	Gungun	Alamb
36	Bhola	Chetna
37	Kajal	Navshrishti
38	Krishan Kumar	Navshrishti
39	Nitin	Navshrishti
40	Tufail	Chetna
41	Rahul	Anchal
42	Sahil	classIV
43	Khushi	BVD
44	Soni Singh	BVD
45	Manisha	Navshrishti
46	Sourav	Alamb
47	Karan Sharma	Nav Shrishti
48	Naitik Sinha	Alamb
49	Chanda	Chetna
50	Halima	Chetna
51	Sheetal	Alamb
52	Khushi	SPYM
53	Ragini	Dr A V Baliga Trust
54	Shabana Saiba	SPYM
55	Anjil	Anchal
56	Arjeena	Class VI

GROUP B

Sr no	Student Name	NGO
1	Shreya Singh	Chetna
2	Isha	Baliga Trust
3	Gufsha	Anchal
4	Tanupriya	Baliga Trust
5	Dinesh Sharma	Chetna
6	Jaida	
7	Suraj	Chetna
8	Laxi	Navshrishti
9	Isha	Baliga Trust
10	Raju	Navshrishti
11	Shivam Tiwari	
12	Sourav	Baliga Trust
13	Ajit	Nav Shrishti
14	Savita	BVD
15	Kasak	Navshrishti
16	Tabassum	Baliga Trust



BETI BACHAO BETI PADHAO: JUG JUG JIYO - A SOCIAL ARTS INTERVENTION



Reach: An Audience of 15000

*Aashaon ki zameen, khushiyon ka sagar!
Baadlon ko choomti ummiden prakhar!
Main chand par chal sakti hoon, Aasma Choo sakti hoon!
Jo chahe ban sakti hoo!
Kyonki
Main Hoon!*

**JUG JUG JIYO, ACT NOW!
A DRIVE for Value of the Girl Child
CONCEPT NOTE**

Overview

JUG JUG JIYO, ACT NOW! is a theatre based intervention to celebrate the Value of the Girl Child by preventing sex selective elimination and infanticide, to be implemented in select states for Plan India by Sakshi. The two pronged approach focusses on (1) dissemination of the messaging through the main stream edutainment play, **Jug Jug Jiyo** and (2) skill building & capacity building initiative for grass root theatre groups on the focused message.

A BRIEF NOTE ON THE PERFORMANCE JUG JUG JIYO

The Play, Jug Jug Jiyo, celebrating the girl child, supported by Plan India, was performed at the India Habitat Centre, on the 9th and 10th of March 2013 in partnership with Old World Hospitality.

The play has received an audience strength of 95% of seating capacity.

The play has also received a standing ovation on all shows.

Hon Minister, Women and Child Development, Government of India, opened the first evening, and congratulated both, Sakshi and Plan India for their work on prevention of gender violence, (female foeticide and infanticide.)

The play was appreciated by the audience, and a collective sentiment floated around, which was that this play needs to be seen in every town and village in India. (For which certain language based adaptations will be required.)

The Presentation Context

Under the Umbrella of
EVERYDAY EQUALITY: A CAMPAIGN BY SAKSHI TO PREVENT SEXUAL VIOLENCE
Sakshi in association with Plan India Presents
JUG JUG JIYO

The story

Jug Jug Jiyo is the story of the lives of two child hood friends, widows for all appearances, living and sharing a small house in a small town. Samyukta and Simran. Samyukta runs a morgue, and Simran runs her son's life. Samyukta's daughter Sia and Simran's son Siraj, childhood sweethearts, in a live in relationship unknown to their mothers, are visiting their mothers from Mumbai on the night the play opens. As the night unfolds, one small confrontation between Sia and Siraj starts unraveling the lives of the two women across the last four decades, and soon only the shards of broken relationships litter the stage. When it seems as if there is no resolutions to this devastation, loves, and hope raises their tiny heads tentatively, and invite trust back into the fold. **Jug Jug Jiyo, a story that unfolds over one night, and unravels dark secrets hidden for over three decades.** Jug Jug Jiyo a story that shapes the future for all unborn girls. Jug Jug Jiyo, a story about decisions taken by these two women in the past, and in the present.

Quotes: Some of the quotes from members of the audience are enclosed below:

*Thank you for giving me. A must see in every town village and city in India.
Jasbir Malik, Bitti Malik, Theatre Thespians*

*Even after sleeping over the play, I find it as powerful, complex, subtly nuanced.
Arshiya Sethi, Cultural Curator*

*Four of us came and really liked and enjoyed the play. We laughed and cried. Strong
messages and very good acting. Congratulations.
Kamla Bhasin, Activist*

*Congratulations on a good script and a good show.
Sonali Sharma, Helpage India*

*Fabulous play. Everything. From acting to script to messaging. Loved it. Thank you.
Mukul Rastogi. ITC Coporate.*

*The play was indeed very nice. Congratulations.
Subarno Rajesh. Police*

*Maam it was an amazing play, my friends also loved it. Very emotionally touching,
and at the same time has a message also. Learnt a lot from it.
Kunal, Student, Stephens College.*

*A complete package, from script, to performance, to messages, to characters. A
must see.
Kemal Tiwari, Chairman, Sangeet Natak Academy, Chandigarh*

*Just perfect!
Sabina Mehta Jaitley, Theatre Director.*

*Jug Jug Jiyo" is a must see play! I don't often recommend theatre but the messages
for women and society and girls is so powerful. Brilliant acting by Dolly Ahluwalia
Tiwari and Swaroopa Ghosh.and all with wonderful humour. Loved it! Also watch the
Plan film. What an impressive message film for girls and their potential- sung by
Euphoria
Naina Kapur, Advocate and Equality Consultant*

The Context

The trends as reported by the Census Report of India, 2011 indicates an alarmingly adverse situation with regard to the sex ratio in the country. Though it does indicate a marginal increase from the last census as it has gone up from 933 in 2001 to 940 in 2011 Census of India, but there is hardly much to cheer about.

With only a couple of states showing a reverse trend such as in the case of Kerala(1058) and Pondicherry(1,147) , the overall situation especially in states such as Haryana (861) and Daman & Diu (710) is a cause of concern. According to a study conducted by the Centre for Global Research Study, 2011 approximately 12 million girls were aborted in India during 1980-2011!

Despite the legislation, (Prohibition of Sex Selection Act 1994) to check the rising number of missing girl children and the misuse of medical know-how for pre-birth sex determination and sex selection (Pre-conception and Pre-natal Diagnostic Techniques,

PCPNDT) there has been no significant improvement in the situation. The ramifications of a skewed sex ratio is a well-documented concern especially the resultant increase in gender violence in varied forms such as rise in coercive polyandry, trafficking of women, inter-generational relationships manifested as child marriages and above all the further devaluing of the girl child.

The deep rooted social and cultural prejudices are primarily responsible for not preferring a girl child. Traditional patriarchal structures tend to look upon a girl child as a “burden”, owing to the fact that they are not accorded equal status in any sphere: economic, social and cultural vis -a-vis boys by the same structure. The society favours a son as he is seen to be the one to carry forward the family lineage, be a support in old age, and in the performance of last rites while the daughter is considered a ‘property’ which needs to be protected till transferred into another family by way of marriage, for which one has to bear the cost in the form of dowry. Viewed as an expensive proposition, the discrimination against the girl child continues with basic rights like health, nutrition, education being compromised at every stage, this too possible only and only if she manages to get her fundamental right to survive!

The Need

The complexity of the situation warrants for intensive and sustained efforts to bring about shifts in the socio- cultural structures and practices and change mindsets which traditionally tend to devalue the girl child. The change can be to empower themselves to experience, acknowledge and understand the value of the girl child.

The Project

...all must act, all must be protagonists in the necessary transformations of society.
(Augusto Boal)

Objectives

1. **Mainstreaming the dialogue and increasing the reach of the message through the Performance of Jug Jug Jiyo, (Main Cast, Proscenium Theatre)**
2. **Maximizing the learning impact of the teachable moments of *Jug Jug Jiyo* as a Theatre for Change experience using a flipped learning model of communication based on Video Modules, to enable further outreach of the messaging embedded within the play.**
3. **Maximizing the outreach of the performance and its affective message through the video recording of the performance.**
4. **Conduct Research based on the assessment of the response to the performance in the communities.**

The Audience:

Communities, Youth and Mainstream Stakeholders.

Outcomes

- A pre-defined tool, (developed with support from Plan India) for audience research both for the theatres as well as the communities. The tool for the community intervention will be in Hindi/Telugu.
- A report structured to capture the process, voices (clippings, verbatim, or any other), outreach etc., CD, learning tool materials.
- Dissemination materials that include brochures (for all key stakeholders), posters (positioned across the cities), hard cards (for the audience), invite cards (for all existing and prospective supporters).

A: The Mainstream Performance of Jug Jug Jiyo

The main performance of Jug Jug Jiyo creates a receptive environment in the audience for proactive action. A recognition of the urgency for time bound action to reverse the trend. Jug Jug Jiyo has been performed in Delhi, Gurgaon, Chandigarh, and Ahmedabad in partnership with Plan India.

No. of shows: 50

The Objective is to mainstream the dialogue around sex selective elimination, infanticide and value for girl child in order to enrol community, youth and key stakeholders to become message carriers for creating awareness on girl child rights.

The Reach: 2000 to 4000 audience that includes youth, community and mainstream audiences.

AV RECORDING OF THE PERFORMANCE FOR DISSEMINATION

- a) **Recording of the Performance for dissemination**
 - Theatre Based Video Modules : Multi Camera Shoot and Edit as a whole performance
 - The recorded performance will be screened in all the project communities, inviting discussions on the key elements.
- b) **Using Video as a Learning Tool**
 - Issue Based Video Modules : 2 Minute Videos created based on the issues raised in the Play
 - The play will divided into 5 parts to create learning modules based on key issues emerging through the play
 - Up to 2 minute Video Modules will be created which highlight the emerging issues based on research, legislation and practice on ground

ANNEXURE 1

Video as a Learning Tool

Objective: This video as a learning tool maximizes the learning impact of *Jug Jug Jiyo* as a Theatre for Change to enable further outreach of the messaging embedded within the play.

During the dissemination to a larger audience through the recorded performance, Video as a Learning Tool harnessed the teaching moments of Jug Jug Jiyo.

SOME TESTIMONIALS



“It was very very nice, touched everybody’s heart. Beautifully said and made the point. I really loved it. I think everyone must watch this play!” - ***Supriya Pathak, TV & Film Actor***



I’m watching the play for a second time and I’m as thrilled by it as I was the first time I watched it. I’m encouraging everyone from across the country to watch this play. Everyone should watch this play, there’s so much to learn. This is one play by Smita Bharti that people will remember for years to come and I’m so happy to be here” - ***Sandeep Soparkar, Dancer, Choreographer***



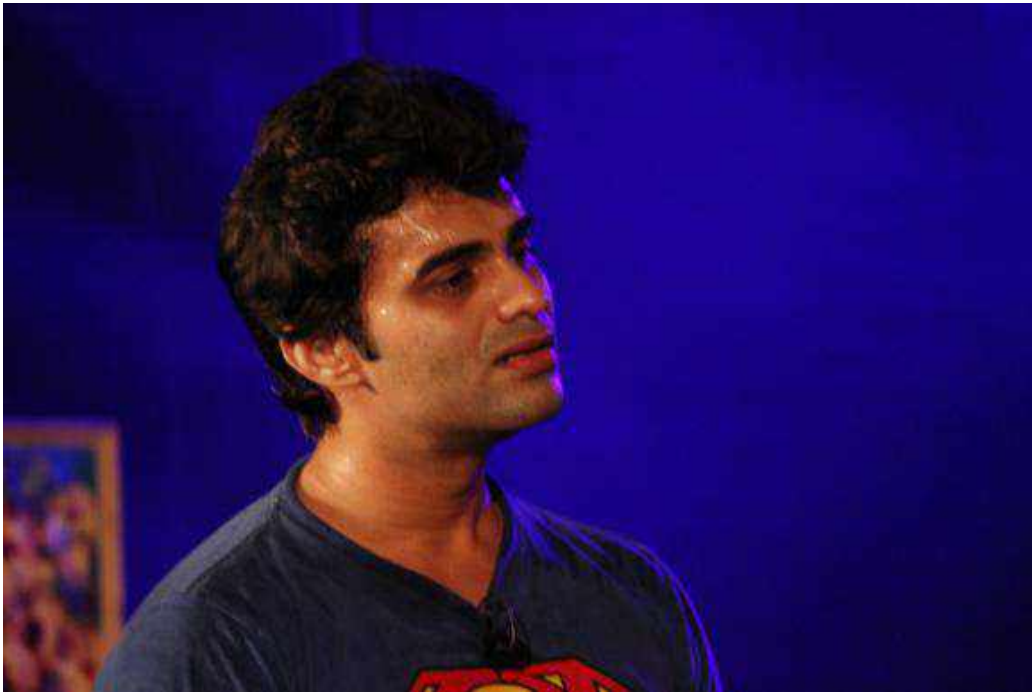
A sensitive transformational path breaking play. It inspires me to fight against female foeticide and infanticide.’ **Kavita Vinod Khanna**



“Superbly Professional! This play has to travel to every town and village in the country”.
Kiran Bedi, IPS

SOME PICTURES FROM THE PLAY







KASTURBA BALIKA VIDYALAY

THE AUDIENCE



**JUG JUG JIYO WAS AWARDED THE NATIONAL LADLI
AWARD IN MARCH, 2015**



REPORT
(April 2016 to March 2017)



Empowering Through Education

BENEFICIARIES: 685 girls from vulnerable backgrounds

SENSES AND SOUL A POSITIVE SEXUALITY PROGRAMME TO PREVENT GENDER VIOLENCE

THE PROJECT:

Most Sexuality Education being delivered at present is anchored in information sharing that protects rather than empowers and informs. It is also exclusive and circumscribed. Equally, the language of AIDS and HIV has tended to place sexuality within a negative and at times unhealthy understanding. Teenagers along with parents tend to use this approach to limit behaviour rather than expand it through informed and enabling information, language and understanding.

Through the **Senses and Soul Programme that focusses on Equality and Life Skill Awareness, and Health and Hygiene**, we seek to expand the fabric of natural and healthy conversation as well as sharing around sexuality countering myths, and stereotypes with information, challenging taboos with rights based language, diminishing shame and silence through natural and normal conversations. The holistic and organic programme design addresses the individual and the environment, enrolling educators, students, parents and others into the language of sexuality as a natural and empowering process.

In the words of Radhika K. Jung UNIFEM, New Delhi:

“Sexuality is not about academicising, romanticizing, theorizing or politicizing reality. Sexuality education is about living an everyday life through the complete experience of my spirit without recourse to stories, myths or conventions. It is about recognizing who or what is in control of my spirit and its choices at different moments of the day. And Senses and Soul epitomizes just this.”

BACKGROUND OF THE PROJECT:

- a. **ISSUE OF CONCERN:** In spite of all the best efforts children in India face abuse and this was recently highlighted in a study conducted by Ministry of Women and Child Development². The study revealed that two out of every three children are abused and that children in the age group of 5-12 years reported highest level of abuse. Furthermore, 65% of school going children reported the existence of corporal punishment in schools and Delhi was amongst the four states with the highest incidence of reported child abuse. The fact that 70% of the children had never reported the abuse incident to anyone is the most alarming revelation in this report, since it highlights the absence of mechanisms to address concerns of children.

Violence against children occurs everywhere in the world every day. India is home to almost 19% of the world's children. More than one third of the country's population, around 440 million, is below 18 years. According to one assumption 40% of these children are in need of care and protection, which indicates the extent of the problem.

While the data now acknowledges that child sexual abuse is rampant, still we choose to sweep it under the carpet rather than talk about it. The attitude of parents and adults is usually to cover up the issue and blame the child, rather than confront the offender. Children do not disclose their experiences due to feelings of guilt and shame, bonds of dependence upon the perpetrators and/or their inability to understand the sexual meaning of the abuse. This situation is further aggravated when the perception and attitudes of adults toward children discourages them

² Child Abuse in India-A Study by Ministry of Women and Child Development, 2007

from expressing their feelings or experiences. In that case children who are sexually abused are even less likely to share their trauma with their parents, teachers or relevant authorities.

In an environment where the voices of children are muffled in the web of tradition and culture and children are brought up in a way that they are, there is a need for empowering them with a rights based sustained education programme that empowers, informs and enables.

b. METHODOLOGY:

The project design adopts a multi pronged strategy to achieve its objectives. Working on the principle of building the capacity of the system, it involves stakeholders, coalition of different groups, skill development, creating support networks for making it more integrated and inclusive. The awareness amongst the stake holders is aimed to create a safe and conducive environment for youth.

Key strategies deployed are interactive games, role plays, oral narratives, diary writing, simulations, participatory discussion and films.



Programme String 1

➤ EQUALITY AND RESPONSIBLE SEXUALITY PROGRAMME

Purpose: Equip participants with knowledge and understanding about gender and equality and enable them to be responsible towards themselves and society at large

Objective:

1. To enable participants to comfortably view themselves and their bodies creatively and holistically
2. To recognize the myths and stereotypes around gender and sexuality that we internalize through social conditioning
3. To identify barriers that exist between a self-realization and culturally defined identity and facilitate a process to dissolve those barriers
4. To help them in identifying ways to enhance their self-expression

The experiential learning design based workshops include sessions on life skills, gender, equality, emotional and leadership competencies. The workshops focus on self-exploration, self-identity, removing of barriers around their bodies, ability and language to speak out their fears and anxieties, remove taboos and stigmas, understand and imbibe the simple power of NO and address shame. The skill building includes emotional and leadership competencies including specifically negotiation, mediation and conflict resolution skills. As well as anger and change management. These activities are conducted in an atmosphere of trust and respect. The process facilitates the dissemination of knowledge in a participatory manner to equip the participant with the capacity to make informed choices and decisions.

Methodology: Experiential exercises and games, role plays, oral narratives, diary writing, simulations and participatory discussion. Various modules of the workshops:

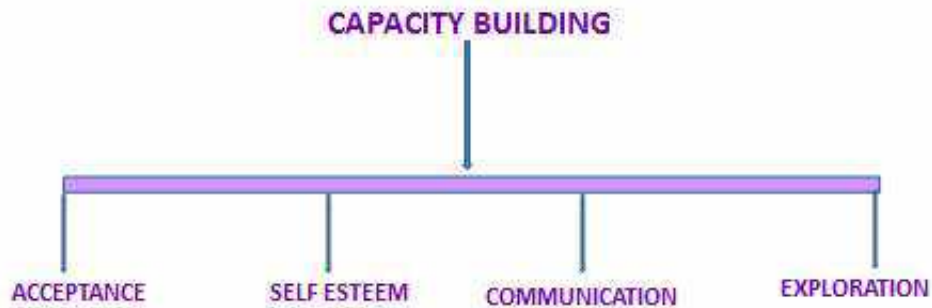
Number of Modules	MODULE DESCRIPTION
Module 1	Introduction and Orientation along with the Structure of the workshop and survey form
Module 2	Making rules for workshop
Module 3	Physical changes
Module 4	Expending your bodies
Module 5	Being Comfortable With Our Bodies
Module 6	Psychological changes in our bodies
Module 7	Psychological Impacts of these changes
Module 8	Nutritional Needs of Adolescents
Module 9	Managing Emotions Effectively
Module 10	Perspective Building : Why we don't talk about sexuality , What makes us ignore or negate the topic of sexuality
Module 11	Thoughts , feelings and Behaviours Associated with this denial and fear

Module 12	Bullying
Module 13	Touch
Module 14	Honest mirror
Module 15	Enhancing self esteem and confidence
Module 16	Women , Gender and sexuality Myths , Streo types and barriers inherent in our society
Module 17	Relationship with self - Guided Blind Man’s Bluff
Module 18	Nutritional Needs of Adolescents
Module 19	Needs, Concerns and Realities of Adolescents in India
Module 20	Adolescent Education in India
Module 21	Managing Emotions Effectively
Module 22	Gender and sex
Module 23	Violence against woman and laws
Module 24	Body image / Our sexuality
Module 25	Informed choices and informed information
Module 26	Responsible sexuality
Module 27	k knowing your rights , equality
Module 28	PPower Of NO
Module 29	EEffective ways of Communicating
Module 30	CConflict Resolution
Module 31	Leadership skills
Module 32	Looking out for Peer Leaders or Mentors to take forward the Senses and Soul programme
Module 33	Early Marriage and Adolescent Pregnancy
Module 34	HIV/ADIS
Module 35	Understanding Substance /Drug Use
Module 36	Closure, feedback and debrief

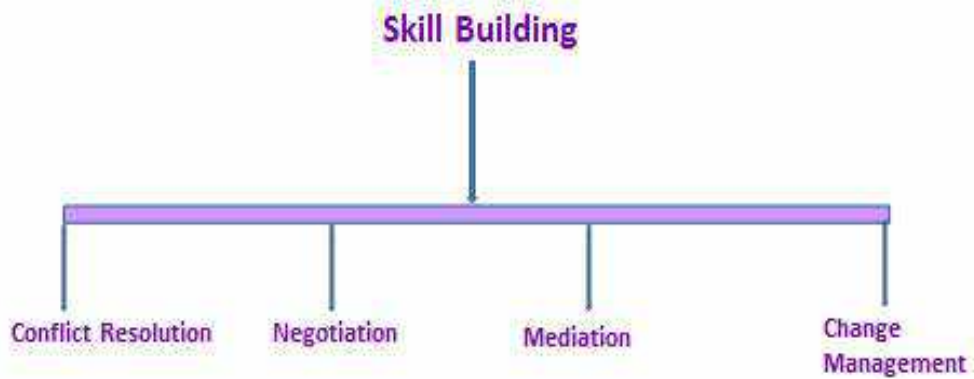
Total time period for activity: 40 weeks

Number of workshops: 80

Output A



Output B



Programme String 2

- HEALTH AND HYGIENE PROGRAMME FOR ADOLESCENT GIRLS

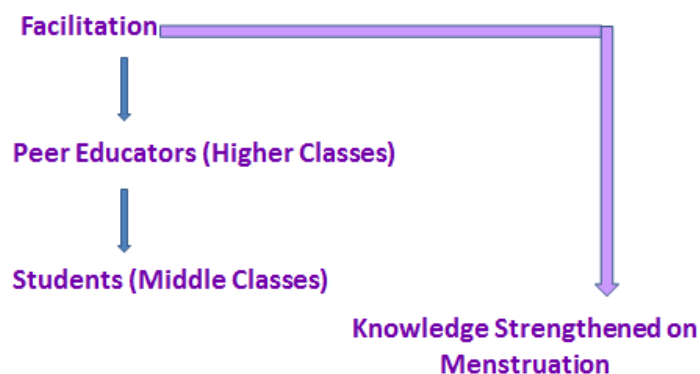
Purpose: To enable and equip the adolescent girls to improve/ upgrade their existing knowledge about health and hygiene and promote healthy practices among them

Objectives:

1. To assess the prevailing knowledge and source of information of adolescent girls about health and hygiene (including menstruation) and management
2. To elaborate and experience and factors that determine the prevailing practices of adolescent girls around health and hygiene
3. To identify issues and challenges faced by adolescent due to lack of hygiene practices and supportive environment
4. To identify specific measures to improve their hygienic and healthy practices
5. Acknowledging and appreciating the efforts put in by the girls towards hygiene in their environment by giving them awards and certificates for performing well.

The workshops on health and hygiene issues aim at ensuring that adolescent girls in the target group have adequate knowledge and information about their bodies, physical changes occurring with age and accompanying physical, emotional and psychological aspects, menstrual hygiene and the use of sanitary napkins, safe products to keep their body clean and awareness about environmentally safe disposal mechanism. The activity will be carried out at two levels. Older girls will be trained as peer educators to transfer the knowledge to the younger girls in a participatory and non judgmental manner. They will be encouraged, supported, guided and monitored through out the process. Knowledge of health and hygiene that will be provided to the younger age group, will be focused on menstruation, and emotional, hormonal, and environmental aspects associated with it. Participants will be enabled with a hands on application of the healthy practices and practical knowledge about the same.

Health & Hygiene Program Model



Number of Modules	MODULE DESCRIPTION
Module 1	Orientation to health and hygiene programme

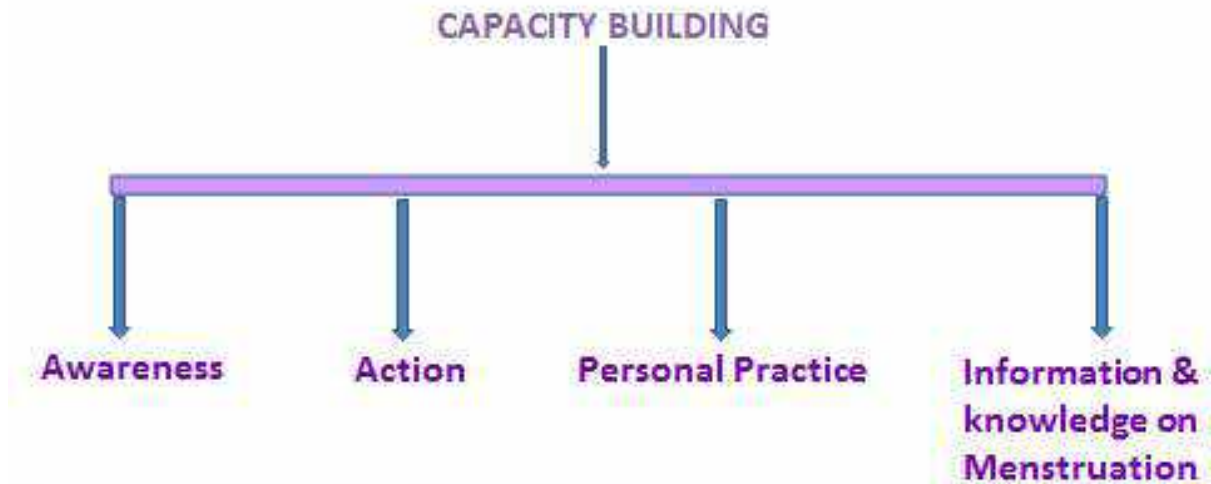
Module 2	Rules for the Workshops
Module 3	Talking about various kinds of hygiene required personal and community
Module 4	Activity training on slogan writing, followed with learning on H and H
Module 5	Planning and Monitoring of the Health & Hygiene Workshop
Module 6	Pollution Free Environment
Module 7	Importance of Planting Trees
Module 8	Personal Hygiene
Module 9	Poster Making
Module 10	Talking about various kinds of hygiene required personal and community
Module 11	Inspection with photos - identification of problem area in the community
Module 12	Activities to create awareness
Module 13	Performance of Activity
Module 14	Awareness raising by songs and theatre by children
Module 15	Workshop on health
Module 16	Workshop on health
Module 17	Workshop on health
Module 18	Mirror Exercise
Module 19	Importance of Washing Hands
Module 20	We And Our Health
Module 21	Leadership
Module 22	Poem / Song / Poster Making Competition on Health & Hygiene
Module 23	AIDS / UTI Infection
Module 24	Understanding Substance / Drug Use
Module 25	Closure, Feedback and Debrief

Methodology: role plays, participatory discussion, creative expressions, healthy mechanism and processes for inculcating healthy practices

Total time period for activity: 40 weeks

Number of workshops: 80

Output



Programme String 3

➤ CREATING A SAFE ENVIRONMENT FOR SCHOOL CHILDREN

Purpose: To create an integrated environment for the project by aligning the perceptions, understanding and approaches of all the stakeholders responsible for guiding the students through the year

Objective:

- a. To make their participation in the project more inclusive and meaningful by enabling them in reflection and exploration of the concepts around gender and equality.
- b. To create an awareness about POSCO Act 2012 among all stakeholders

Statistics released by the National Crime Records Bureau reveal that there has been a steady increase in sexual crimes against children. Many adolescents (mostly young females) experience one or the other kind of sexual abuse at home and outside with little knowledge how to deal with that. It is a violation of their rights and hamper their overall development. It has adverse health and psycho social consequences and manifests itself in the form of low self esteem, sexually transmitted diseases, depression, withdrawal symptoms, anxiety, substance abuse and many others not so apparent forms. Increased domestic and international awareness of India's high incidences of child and girl abuse prompted the government of India to launch new programme to safeguard the rights of girls and women. Under the Indian constitution young people have a right to know about the laws regarding their sexuality and health.

To deal with child sexual abuse cases, the Government has brought in a special law, namely, The Protection of Children from Sexual Offences (POCSO) Act, 2012. The Act has come into force with effect from 14th November, 2012 along with the Rules framed thereunder.

The POCSO Act, 2012 is a comprehensive law to provide for the protection of children from the offences of sexual assault, sexual harassment and pornography, while safeguarding the interests of the child at every stage of the judicial process by incorporating child friendly mechanisms for reporting, recording of evidence, investigation and speedy trial of offences through designated Special Courts.

Since health and security of the children are an integral part of any development and empowerment programme, the workshop aims to create a programme around POCSO Act 2012 with all stakeholders. The integrated workshop will disseminate the knowledge embedded in 'Senses and Soul' in a capsule. The workshop took them through a journey to self awareness with the help of experiential exercises. It also helped the participants in removing their own barriers and providing them a broader perspective of the issues around gender and equality. Workshop helped in seeding and exploration of hidden layers of their beliefs, values, stigmas, desires and identities and learn additional ways to deal with different issues of their lives.

Number of workshop with Stakeholders: 2
Participants: 25 at each center

Sakshi has conducted workshops on Life skills Enhancement for girls from underprivileged backgrounds at Kasturba Balika Vidyalaya. We have worked with the students for three years from 2013-14 to 2015-16. A significant improvement in the performance of the students has been seen. Positive behavior changes in the class, improved attendance, happy students and remarkable result of the students who appeared for Boards in classes X and XII has been seen. Sakshi has been successful in delivering the right information and experiential learning through the workshops which has led to confident and informed students. Not only are they informed and enabled to take care of themselves but also have performed extraordinarily well in the exams. The workshops conducted by Sakshi are aimed at bringing a holistic development in the students which helps and stays with them for life!

Monitoring Mechanisms

Individual files maintained for every students participating at each center. Feedback forms for each session. Diaries maintained by the participants. Workshop Modules and Reports maintained by the Facilitators.

Evaluation

Comparative evaluation done through a base line and end line questionnaire containing questions seeking information on their attitudes, existing knowledge, practices, behavior patterns and new learning. It would be supplemented with the help of self-narrated stories, feedbacks on the workshops and candid responses from participants, teachers and stakeholders.

APRIL, 2016

The month of April was spent in consolidating the reports of the workshops conducted with each class in the last year's sessions. Based on this, the annual reports were prepared and shared with Tech Mahindra Foundation.





MAY, 2016

Theatre workshop with professional theatre facilitators was conducted for the girls in the month of May, 2016. Seema from Sakshi participated actively along with the facilitators. The purpose of this workshop:

1. A constructive utilization of the summer vacations for the girls.
2. Give a chance to the girls to open up and speak in front of an audience
3. Boost the confidence level of the girls
4. Give the girls a chance to explore their own talents.
5. Personality Development of the girls.
6. Opening up career options for the girls



The Sakshi Team and Theatre Facilitators with the girls at KBV



Outcome of the Theatre Workshop:

At the end of the workshop, the girls presented a hilarious play with a message to the society. More than 50 girls participated. They gave an outstanding performance. This gave a chance to the girls to come forward and show their talents and left the audience in splits too. It was really nice to see the girls speak up so well in front of an audience of not just their teachers and friends from school but also the senior officials from Tech Mahindra Foundation, Aspire, Magic Bus and Sakshi.



Girls Performing On Stage



Outstanding performance by the girls at KBV Auditorium



JUNE, 2016

KBV was closed and no workshops were conducted in the month of June. This time was spent in planning our future course of action. The Modules for Senses and Soul (Health And Hygiene workshops) were prepared keeping in mind the modules already covered in the previous years and the needs identified by the Sakshi team. Our team makes a note of the gaps we see in the desired outcomes and actual outcomes of our workshops. Keeping these gaps in mind, our modules for the forthcoming sessions were prepared. These modules are being followed for the Health and Hygiene workshops.

JULY, 2016

Introduction with the girls and warming up sessions were conducted after the summer vacations in all the classes. The idea behind these warming up sessions:

1. A re-cap of all that was done in the previous sessions.
2. A feedback was taken from the girls regarding the previous sessions conducted with them.

3. Ground rules for the Health and Hygiene workshops were shared with the girls.
4. Class XI had a formal introduction with the Sakshi team and the various modules of Health and Hygiene that we cover.
5. The girls shared their experiences about the Health and Hygiene workshops that were conducted in the previous year.

Sakshi increased its reach in the lives of girls at KBV by introducing Behavioural Counselling and Career Counselling for the girls. A counsellor was taken on appointed to deal with the behavioural issues that the girls were facing. Career counselling was taken as a separate area where the Sakshi team will help the girls in building a career and a secured future. Planning and Development sessions were held within the team for creating modules for Behaviour and Career counselling.

BEHAVIOUR COUNSELLING:

As a part of the Senses and Soul, the facilitators from the Sakshi team were interacting with the girls trying to understand and provide counselling with the issues related to family, community and hostel that would bother the girls. In the month of July, a professional counsellor was appointed to conduct separate workshops with the girls on behavior counselling. Modules for the sessions were prepared that would be followed by the behavior counsellor for regular workshops with the girls. A separate module was also prepared for individual counselling of the girls facing behavioral issues.

CAREER COUNSELLING:

A plan of action was prepared for providing career counselling to the girls at KBV. To start off, these sessions are planned only for the girls of class XII who are ready to step out and face the world as adults. The roadblocks that come in way of the girls in pursuing a career of their choice need to be identified and analysed. Sessions were planned in a way that we understand their needs and aspirations, to help them grow into responsible citizens and lead a respectable life.

Purpose of Psycho social skills and behavioral interventions:

1. To equip the girls with helpful ways of dealing with various aspects of life
2. Empowering them with skills of communication which they will require outside the school environment
3. Helping them develop a positive concept of self by celebrating and recognizing their strengths
4. Creating a neutral and non judgmental space for them to share their personal and contextual problems
5. To create a group of girls who can be peer mentors for the younger children creating an enabling environment in the school

Purpose of health, hygiene and sexuality workshops:

1. Equip adolescent girls with knowledge and understanding health and hygiene in their personal and physical space.
2. Encouraging the girls to think and talk about their body
3. Encourage them to accept their bodies and be comfortable with their own self image
4. Creating a clean environment at school by the club leaders.
5. Safe water will be available in school
6. Creating awareness among the girls on personal hygiene
7. The girls will be aware of physical health

8. More participation will increase in Health and hygiene 8. More participation will increase in Health and hygiene

Purpose of Career Workshops:

1. To understand the aspirations of the girls at KBV.
2. To expose the girls to the various career opportunities available to them.
3. To analyze the difficulties they face to pursue a career of their choice.
4. Organise workshops with professionals from different industries to interact with the girls.
5. Equip the girls with the right information to pursue a career of their choice under the given circumstances.
6. Expose them to the options of pursuing further education along with a job to support their families and also achieve their goal of pursuing a career of their choice.
7. Expose them to various courses / careers available.
8. Help them build a career of their choice.

August, 2016

Health & Hygiene AND Behavioral Counselling:

Week1

1. Orientation of the counsellor to the school and the stake holders - Mr. Suri, ASPIRE team, Manmahoni mam, Renu mam

2. Introduction and rapport formation with the children from class 6-12. Informing them the counsellor is available for them through the day and they can come and speak to me about anything that is troubling them or even if something positive has happened

3. Outline and thinking through behavioral inputs for the sense and soul problem so that we can link both together

4. Feedback of the senses and soul programme from last year. This was filled by the students

5. Children shared what they had done last year

Outcome:

The children were able to recall what they had learnt last year, some of the things that they were able to use and took back as learning's from last year were

1. Relaxation exercise exam se pehle help Milti hai
2. Good touch and bad touch
3. The power of saying NO and knowing when to stay No
4. The importance of cleanliness whether the school, self or home
5. for the first time they looked at their bodies and thought about it

Week 2 -3:

Strength tree

1. On the basis of the years module of understanding and being comfortable with one's own body, we started the activity knowing our strengths and weaknesses so that could add on to the larger concept of self not just physical but also the emotional aspect.

2. Through this activity we explored the various roles we have in society, the society is constantly testing us and putting expectations on us. As children we will hear positive feedback as well as negative. These have an impact on our view of self as these charts the way we think about our self and our world around us

3. It is hard for us to chart our strengths as we and system forces us to only look at our limitations and limitations can be challenged and ways can be learnt to overcome them.

An outcome of this activity has been recorded for each class separately. The common outcomes were

Anger
Communication
Low self esteem
Confusion
Anxiety

These seem to be the themes running through.

Plan of action: Workshop on each of these issues can be taken up so as to equip the children with more helpful ways of managing and understanding their thoughts, behaviors associated with each of these feelings.

Formalization of individual counseling format.

1. Introduction to all class teachers
2. Form for individual referral made
3. The form has been given to the class teachers to refer 4-5 children per class
4. Need for a separate room for the counseling sessions has been put forth

Theater:

A play was showcased on 14th August conceptualized by the Sakshi team on how to be free from infections and keep our surroundings clean and hygienic



The girls performed a play on Health and Hygiene on the occasion of Independence Day



Team Sakshi helping the girls at KBV prepare a play on Health and Hygiene

Self confidence and esteem: In continuation of the strength tree, an activity of why am I important and valuable in terms of self and immediate context. The focus was to think about themselves and importance of the parents and siblings

Week 4

Cleanliness programme: The children have divided themselves into 5 groups; each group has taken over a section of the school to look into the cleanliness of the area. These groups will be given stars for their effort at the end of each week. A small celebration will take place at the end of the year to mark their efforts.

Introduction to thoughts, feeling and action. How these three are connected. Any situation that is difficult based on past experiences begins the cycle of automatic negative thoughts, feelings and behavior.

Referrals: have not started but children are coming voluntarily to speak.

- Children have been able to come to the Sakshi counselor to speak about personal as well as general issues that are going on in their mind
- 3 children have come individually
- Some children have come in groups to discuss issues with are common to all of them - 3 such meetings have happened over the month

Tool Development: Individual assessment form created by Sakshi team

Career Counselling:

Classes XII A and XII B (separately)

Points discussed:

1. What does "Career" mean?
2. Why Career?
3. What do the girls want to do to make their career?

Outcome (Responses from Girls)

1. Want to have a career because:
 - a. Want to be independent
 - b. Bright future.
 - c. Be successful in Life
 - d. Learn something in life
 - e. Have an aim in life.
2. Different careers that the girls want to pursue:
 - a. Journalism / Mass Comm.
 - b. Lawyer
 - c. Teacher
 - d. Nurse
 - e. Painter
 - f. Air Hostess
 - g. Designer
 - h. Architect
 - i. Web Designer
 - j. Interior Designer
 - k. Dancer
 - l. Singer
 - m. Chef
 - n. Writer
3. Girls were apprehensive about the following careers:
 - a. Call centre jobs
 - b. Modelling
4. Girls had some questions:
 - a. Can they become a lawyer even if they have not opted for English as a subject in XII.
 - b. How can they become an air hostess.
 - c. If one likes to cook, can they make it their profession.
 - d. Can singing, dancing and painting be pursued as a profession?

- e. How can one pursue Graphic designing as a career.
 - f. What courses for journalism?
5. Certain points were shared with them:
- a. Chose a profession based on what you enjoy doing.
 - b. Being women, you have to manage home and pursue a career. In Indian society women have to play a double role! They cannot neglect family.
 - c. Never be scared of failure. We all fail and then succeed.
 - d. Do not be scared of what the world will say! Be confident and work hard.

ARISE WORKSHOP: Sakshi hosted the ARISE workshop on the 31st of August, to get to know all the other partners working in the school



ARISE Workshop hosted by Sakshi





Moments from the ARISE Workshop

September, 2016

Consolidation of Thought, Feeling, Action module with the classes

Last month we started the concept of thought feeling and action, this month we consolidated the concept by asking the children to use this cycle in various situations. The Sakshi team gave the children some common situation which they have shared with us over the last few months. The children could either write or enact. For the younger ones we took pictures where they had to make up story and explain what is happening in the picture, through that we could come up with the thoughts, feelings and action and then discuss accordingly.

The situations were:

- A) Teacher scolded u in front of the class
- B) Parents shouted at you without asking the reason why you are late
- C) Your friend did not respond to your hello in the morning
- D) The teacher told u a day before that u have an exam the next day

The outcomes were that

- The children were able to understand that even in a same situation they all respond and feel differently
- The children were able to share feelings but they were restricted to just good, bad, sad, happy especially the younger classes
- The younger children enjoyed the activity with pictures and making up a story around it.

- The children were able to see that negative thoughts lead to need actions; they were able to come up with alternative positive or helpful behaviours. This is true for the older children.
- They were able to use their past experiences to build up a story and come out with thoughts feelings and behaviours

Teacher's Day Celebration:

The children wanted to do a play or recite a song for teacher's day, as there is no set way the teacher's day is celebrated in the school. Sakshi team spoke to the teacher concerned to let the children do a small play during the assembly time.

The students prepared 2 poems and a play. The students showed a lot of initiative, they wrote the play script on their own and came to us for suggestions and showed it to us for any improvements.

The students also made cards for the teachers

Special Assembly conducted by Sakshi team at KBV on the occasion of Teacher's Day on 04 September, 2016





Outcomes

- This effort was appreciated by the teachers.
- Children got a chance to be on stage
- Children who were afraid of being on stage , were able to challenge their fears
- This is important for building self esteem and confidence of the children
- This gives a chance for other children to believe that next time even they can be a part of larger group activities
- One of the most interesting outcomes was that the children were able to give a card to Anil who is the sweeper of the school, and give him respect and dignity of being a teacher of cleanliness. This is a great attitudinal shift as children are being able to see a person as person first irrespective of the job they are doing. This according to the Sakshi team this is a great achievement of breaking barriers, respect and dignity for all.

Behavioural interventions:

- This month the Sakshi team member Nidhi has seen 14 children who were referred to her by the teachers. Some children were absent. Individual counseling will resume post the exams on 10th October
- Class 6b, 8b, 7a, 9c class teachers have given the names. First meetings have happened with the children.
- The counselor has been able to form a relationship with the children not necessarily the ones that are referred.
- After the first meeting most of them have been able to get back to the counselor on their own.
- The counselor along with the Sakshi team is able to follow up by observing them when we are in class with, encouraging them to participate, ensuring that they come to school by meeting them everyday at least once.

- We have been able to form peer relationship support for those who need help in completing their back log.
- Teacher feedback is being taken by the counselor for some the children that are referred who need immediate interventions
- The younger ones in class 6 and 7 have also been able to use this space. They come back to the counselor and share what was discussed in the meeting.
- One of them also got her friend along so say that they both needed to discuss something. They both are from the hostel.
- Students who have not been referred also are aware of the fact that they can come and meet the counselor whenever they want during school hours
- Some of the girls post the behavioural counseling workshops come and speak
- The counselor updates the Sakshi team whenever necessary about the children referred so that we all are on the same page and can use each other's strengths to support the children.

Class 12 children are able to use this space as a group. One or two of them have for individual support on their own for personal issues nothing related to education. The counselor has had two very important discussions with them

A) Relationship and boundaries:

The girls of class 11 and 12 have many questions regarding relationships, Face book and boys commenting while they are outside. They find it difficult to share all this with their parents. They don't understand why parents don't allow them outside after a certain hour of the day. I

It was the duty of the Sakshi team to ensure that they get the right information. They need to understand the changed they are going through as adolescents and that their roles will be confusing during this time.

It was also explained to them through questions, what makes their parents anxious. They all responded by saying that they worry about the "Safety" and not that they do not trust them.

Like all individuals we can only vouch for ourselves we cannot be liable for other people's action. Therefore the parents can't control the external factors even if they trust us, so that's why they get worried.

- *Therefore it's most important to ensure one's own safety first; we should know when to say NO. Saying NO is our choice, Keeping a distance from a person is our choice, maintaining a physical boundary is our choice and no one can take it away from us.*
- *Whenever we don't feel comfortable with any person may it be a family member or a stranger we must raise our voice and speak to someone.*

B) Informed decision making: (Some children did not come for teachers day celebration as felt that the school was celebrating like other schools)

Informed decision making means that we make our decisions that are based on rational thinking and keeping in mind long term impacts of that decision. When we take decisions in Anger or when we are upset it is not helpful because we are being reactive, and may regret it later. Eventually we land up blaming other people for the decision we took epically if it was a group decision.

Making reactive decisions can very easily become patterns of behavior which will not be helpful in the long run. There will be many situations in life post class 12 , where u will feel anger or feel unheard by avoiding or not showing up will not be an option as you will have responsibilities .

Whenever we make a decision one must try and look at the pro and cons of that. You have to ask yourself will this decision help me in the long run. If you're angry post pone your decision making for some time. Think what is good for you and don't get swayed by what your friends are saying or what your group is saying at that time.

Health and Hygiene program:

The Sakshi team divided the children into 5 groups; each group has taken over a section of the school to look into the cleanliness of the area. These groups will be given stars for their effort at the end of every week. From the beginning of this month the children have been working hard to keep to their school clean. They are coming to the Sakshi team whenever they feel there is need for cleanliness. We along with children and Anil bhaiya are able to resolve issues. There are some challenges that we are facing.

Career Counselling:

As a part of the Career Counselling sessions for class XII at KBV, I am organising guest speakers from different professions to come and interact with the girls. Purpose of this exercise:

1. Expose the girls to the various options available.
2. Provide first-hand information about the avenues and possible hurdles in making a particular career. This will prepare them to face the realities that they will experience in future.
3. They get a clear idea of the available options of courses that they can opt for.
4. Interacting with successful people from different professions will enable the girls to have a role model and thus encourage them to work towards a goal.
5. I am trying to get successful women as far as possible so that the girls get an idea how the women can manage their career as well as their homes and yet be successful.

The first guest speaker: Mrs. Namita Sharma,
Director- Rising Sun Nursery and Music School
Gautam Nagar, South Delhi.

Mrs. Sharma spoke to the girls about:

1. What she looks for in a new teacher before recruiting at her Play School - qualifications as well as the capabilities.
2. What are the various courses available to become a Nursery teacher.
3. How can girls pursue their studies from open university and keep working during that period so that by the time they complete their graduation and B.Ed, they will also have an experience of teaching and managing kids at Nursery school.

4. She runs a Music school also and has offered that one the girls, Pinky, who is interested in classical music can write the test for Prayag University from her school which is a center for these tests.
5. Salary expectations of Nursery school teachers.
6. Possibilities of becoming Music and Dance or an Art teacher.
7. She answered various questions that the girls had. Most of the questions were regarding the courses for the teaching profession.

The girls were very happy and satisfied after the session. A few who are really interested in becoming a teacher felt this was a very useful session. They want us to call people from other professions also.

A session with the girls was taken along with Mr. Suri where he emphasised the importance of formal college education. However, there are girls from families who either cannot afford or due to some other reasons do not want to send their daughters to a college for a formal education. For such students, we are exploring options of graduation from a private university along with a job so that the girls can become financially independent even as they complete their formal education.

Just before the exams, one was session was on “How to prepare for Exams”. The main points highlighted were:

1. Time Management
2. Planning the syllabus completion in the given time.
3. Keep your cool
4. Solve previous years’ question papers
5. Tricks to learn

Forthcoming Event based activities

The Sakshi team, keeping in minds the principles of the school and importance of gandhian way of working. In October there are 2 dates that are very important to our philosophy. 2nd October, which is Mahatma Gandhi birthday and 9th October which is International Girl Child Day. To help children understand the importance of both we did small exercises with them as both these days would be between their exams and they would not be able to put up play during assembly time.

- ✓ Gandhi Jayanti posters: The children made Gandhi posters and wrote write ups about him. Some children put a great effort in their posters. T
- ✓ Importance of Girl Child Education: Since 9th October is International Girl Child Day, we had discussions with some classes about what they think of girl children being educated and their families think of it.

OCTOBER 2016:

Thought, Feeling , Action : The students were given hypothetical situations based on the various issues for which the girls have been approaching the Sakshi facilitators in the past. They were asked to record their thoughts, feelings and how would they react to these situations.

PURPOSE: To enable the students understand their cycle of thoughts, feelings and actions. Based on their responses, they had a class discussion with the facilitators.

OUTCOME:

- The students were able to understand the activity
- The students were able tick the helpful ways of managing their feelings

- The students understood that one could replace their negative thoughts with more positive thoughts
- The students were able list thoughts that cause negative behavior.

Health & Hygiene Leaders and groups that are formed were assessed based on the cleanliness observed and maintained by the groups in the areas allocated to them. Groups had discussions with the facilitators on the issues faced and resolved. Stars were awarded to the groups.

The leaders were asked to give the names of the students who have co-operated and worked hard to maintain the cleanliness in the allocated areas. Based on the list provided by the leaders, feedback taken from the teachers and assessment of Sakshi Facilitators, the students will be awarded certificates for Health & Hygiene.

Celebrations:

Gandhi Jayanti : Since gandhi Jayanti was in between the exams , the children made efforts to submit their drawings and writings to the Sakshi team before their exams. Sakshi team then put the paintings and writes into a collage and displayed it in corridor so that the children would be able to see their efforts. This collage was put up for one week. The teachers and students both took out time to look at this.

International Girl Child Day : This is celebrated on the 9th of October. However we celebrated it on the 13th in the assembly in school. The Sakshi team had written a play and the students prepared 2 poems on the importance of education . The play focussed on the women leaders in India in all fields and that education leads to women becoming leaders in whichever field they want

Outcome:

This effort was appreciated by the teachers.

Children are enthusiastic and look for opportunities to be appreciated

Children got a chance to be on stage

Children who were afraid of being on stage , were able to challenge their fears

This is important for building self esteem and confidence of the children

This gives a chance for other children to believe that next time even they can be a part of larger group activities

Career counselling sessions before the exams in the month of October were taken on how to deal with the exam pressure, planning the preparations for board exams, importance of working hard at this stage in their life and that this is the period that will help them make decisions about their future.

Outcome: The students felt confident and emotionally equipped to deal with the exam pressures.

Behavioural interventions: This month due to holidays and exam, the counsellor from the Sakshi was available for children post their exam. The children were able to come and speak if their exam dint go well and brush up on helpful skills. The counsellor met the students referred by the teachers after the exams. Individual sessions were doen with all the students referred by the teachers.

Outcome:

- The counsellor has been able to form a relationship with the students not necessarily the ones that are refereed .
- After the fist meeting most of them have been able to get back to the counsellor on their own . The students who needed immediate intervention the counsellor along with the Sakshi team has been following up by observing them when we are

in class, encouraging them to participate , ensuring that they come to school by meeting them everyday at least once.

- We have been able to form peer relationship support for those who need help in completing their back log.
- Teacher feedback is being taken by the counsellor for some the children that are referred who need immediate interventions

NOVEMBER 2016:

Knowing your body and getting comfortable: Our workshops concentrated on helping the girls knowing their body parts , being able to talk about their private parts, talking about periods and encourage them to question what women-hood means to them (this was done with the senior classes)

We covered this through :

Activity : girls were asked to look at themselves in mirror and appreciate their bodies and say one thing they liked about themselves

The younger classes were asked to draw and label the body parts to see how many of them knew the names of the private parts or not

Each child was also encouraged to write about the what they liked or did not

This activity was covered through class 6 to 12

Outcome :

- Class 6 and 7 children became aware of their body parts
- Classes 8 to 10 were able to overcome their initial shyness and we were able to overcome the taboo of talking about our body parts
- The importance of knowing our body parts and being able talk about them
- Classes 11 and 12 were able to talk about period related issues, early to pregnancy , what to be careful about when in a relationship , exploration
- Talk about safe and unsafe touch were again reiterated

Health and Hygiene:

- The Sakshi team and the leaders of the health and hygiene group did a cleanliness audit for the school and the classes.
- A list of children and classes has been made for those will get the certificate.
- An assembly on importance of health and hygiene was also conducted where the children prepared a play and a song.

Career: Discussions were held in the class around the available career options with a focus on realizing one's own talents and interests. The importance of choosing one's career based on one's interest. Sessions were also spent on the preparations for board exams. Had discussions around the importance of a graduation degree along with skill development and scoring good marks in the board exams to get admission for graduation.

Celebrations:

Children's day and Diwali celebration

- The students made posters and information on Jawahar lal Nehru, which were displayed in front of the NGO room.
- We celebrated children's day in 2 batches 7th and 9th November as the children in hostel were leaving on the 7th.
- Children of class 12 did a play on Eve teasing , class 12 along with Manmohini mam sang a song for everyone , younger classes also prepared a play, songs and poems
- Children decorated their class rooms and made rangolis.

Gifts to all the students : On the occasion of Diwali and Children's Day, a small gift (a pencil pouch and a gel pen) was given to all the students on 9th November.

Outcome:

- This effort was appreciated by the teachers.
- Children are enthusiastic and look for opportunities to be appreciated
- Children got a chance to be on stage
- Children who were afraid of being on stage , were able to challenge their fears
- This is important for building self esteem and confidence of the children
- This gives a chance for other children to believe that next time even they can be a part of larger group activities
- We loved the smile that the gift brought to each student's face 😊

DECEMBER 2016:

Feedback form for knowing your body

Through the feedback forms it was realized that children felt shy about talking about their bodies, most of them were able to name the private parts. Talking about the issue was more difficult than drawing or writing about it.

Over all the children felt that it was useful to get the information and felt that at least someone is giving the right knowledge and it is useful to know about our private parts so that we know who , when and which people around us can talk about it to us.

Understand your body and feelings associated with different body parts

In continuation of knowing your body parts we did another activity where we focused on understanding how different types of feeling have effect on our various body parts.

We covered four major feelings: Anxiety, Sadness, Anger and Fear

With classes 6-8 we did the activity through drawings and with the older classes it was covered through role plays with the class being divided into 4 groups, each group was given one feeling each.

Celebrating world disability day

Just as we celebrated all other major festivals and major events, this time we thought that we should also sensitize the children to disability and create awareness about it. The students along with the Sakshi team created a play and a canvas was painted to pledge that we believe in equality and that we need to respect everyone irrespective of differences.

Assembly celebrations

Through December the children also performed in the assembly on issues of health and hygiene, how anger can be managed and what one can do differently.

The younger class prepared poems and songs

Assemblies are a way to support the children and increase their confidence and also ensure that children who need the push to come in the forefront get the encouragement and are able to enhance their skills.

Feed back on Sakshi intervention with the children

The Sakshi team asked all the children to write a brief on the interventions done by Sakshi in the last 3 years and what they felt about the team and the work that is being done.

Since the team has a close and a therapeutic relationship with children we felt it was only fair to inform them so that they have the time to come up to us and talk about their feelings.

Collating individual reports

Brief on Individual observations of the children referred for behavioural counseling have been given the teachers as requested by Mr Suri. Some reports that are pending will be given in January once the school open

Eye camp organised by Sakshi

An eye camp was conducted at KBV on 17 December, 2016. The outcomes were as follows

- A total of 357 students were examined.
- All the sections of classes VI, VII, VIII and XII were covered.
- 2 students, Julie of VII A and Rizwana of VIII A have severe issues with the eye and have been referred to RPC.
- 12 students need a more detailed examination and suggested to go to RPC for an examination.
- 15 students need new glasses.
- Approximately 30 students either have specs or are asked to continue wearing them or have specs but do not wear them. They have been asked to wear specs regularly.

The Sakshi team would have followed up with these students and their parents for the necessary corrective actions. Since Sakshi will not be at KBV in the next academic session, we request you to pursue them and their parents for necessary actions. We will be happy to share the details. Prescriptions of each child are given to them.

Distribution of certificates

As part of the health and hygiene programme , two classes 6b and 10a were given certificates for proactive and leadership qualities. All the leaders and members of these classes worked very hard to ensure that their class as well the surroundings remain clean.

Other children who need to be given certificates will be distributed in February based on all around performance

Checklist and ways to manage our feelings

Since the team has been talking about different feelings with the children as part of the senses and soul program. We decided to let the children come up with effective ways of managing their feelings. The feelings most commonly felt by all of us were covered

- Anger
- Anxiety
- Sadness
- Fear
- We also covered ways to relax

January 2017

The school was closed from 1st January to 17th January. The workshops began from the 18th of January.

1. Celebrating Republic Day:

During the holidays a meeting was held between the Priyanka from the Tech Mahindra Foundation, Sakshi team and Magic Bus team. As part of this meeting it was discussed that on 25th January as the school usually celebrates Republic Day and the founder of this school visits as the chief guest, a programme where children's participation can be seen could be organised. The following programmes were agreed upon
2 plays by the students written by the Sakshi Team along with inputs from the students. One play was focused on the importance of health and hygiene and the other focused on rights of the girl child
Dances organised by the magic bus team and the usual programme that is done by the school.

Outcomes

- The students participated and gave ideas for the script
- The Sakshi team could draw from students real life experiences and come out with a play
- The students and teachers were motivated as after very long the school had an celebration

Some Pictures from Republic Day Celebrations:





2. Eye camp 28th January

In continuation with the eye camp held as classes 9, 10 & 11 could not be completed; Dr Malhotra scheduled another visit to complete the screening of the students left. Another 235 students were seen.

Outcomes

- All the students present in school on both the eye camp days have had a screening whether they need glasses or not
- The list of these students have been handed to the principal in charge
- There were a lot of children whose eye sight was weak and were not aware

Some Pictures from the Eye Camp:





3. Questions about our bodies

All the students from class 6 to 12 were asked to pen down the questions that come to their mind about body changes, adolescence, sex education, health and hygiene or questions they have heard but don't have answers to them.

This could be anonymous if they wanted or write their names if they wanted, this decision was left to the children

The questions that were common to class 6-7 were as follows

- Periods Kya hote hai?
- Humari height kyon nahi Badti
- Ladki ko hi har cheez mana hai
- Ladko ko periods kyon nahi hote
- Is marriage necessary
- Why are there changes in our body
- What age do we start our periods

The questions common to class 8th to 12 in addition to the ones above

- Why do women have to get married
- What is white discharge
- Why are my periods not regular
- Is it the girls fault that child is a male or female
- Questions about attraction between same sex
- Why are we not allowed to go out, go to temples, or eat anything sour during the periods
- What is child marriage
- Is dowry necessary
- Is it necessary to have a boy friend
- Why do we get attracted to boys
- Why do get more angry and aggressive as we grow older

Outcomes

- The students were able to express their questions through writing or verbally
- The initial shyness and embarrassment was seen to have reduced
- The students were able to accept that body changes in women and men are different
- They were able to process that women and men have different roles
- They were enlightened that every person has a choice and a lot of norms bound on us are societal
- Some myths about physical development were challenged
- Myths about periods were challenged
- Different aspects of adolescence was shared
- Safety and boundaries were discussed

Please see Annexure 1

February 2017

1. Eye camp : screening assessment : Screening for the students who required glasses from the last eye camp

In continuation to previous eye camp conducted, this one was for those students who post the initial screening were asked start the uses of glasses or those who needed a more thorough assessment.

An Organization called Apollo billion hearts beating were contacted by the Sakshi team. The Organization agreed upon doing an assessment as well providing the students who need glasses free of cost. This was held in the first week of February.
Outcome:

- 98 students were given new glasses free of cost
- The school will have a record of the students who need glasses and those who would require further care
- The list will be handed over to the school principal Ms Renu Gupta





2. Understanding your Rights class 8-11

As a part of this activity the Sakshi team planned a story and some questions based on it. The story is about a girl in class 10, who is the oldest among 3 siblings and is being forced to get married and the events that unfold after.

The students were asked to think through the story and answer what would they do
The story is attached in annexure

Outcomes

- Students realised the importance of decision making
- The reasons why early marriage and pregnancy can be harmful
- Education for family is important
- We must try to put our point across
- One can seek help from agencies

Please see Annexure 2

3. Recognising the good : feeling good

This activity was conducted with some of the classes as exams were coming close teachers were taking the periods allotted to us. This activity the main motive was to help the students realise that:

- Each individual has some positive elements in their personality but it is us as people who find it difficult to embrace the positives in other people.
- Learning for the students was that communication can resolve misunderstanding and a simple sorry can go a long way
- Lastly it's important to listen to what the other person is saying

4. Certificate distribution

Certificates were distributed to all children who have participated in assembly functions, plays, who have shown initiative for doing up boards and making paintings and those who have been active in the health and hygiene programmes.



5. Knowing your body : Discussion about the questions asked

Post the questions that were written by the students, with each class the questions were answered by the Sakshi team.

- The students were keen to get the answers for their questions. The students were participative and responsive.
- The achievement for the Sakshi team was that students were able to overcome the shyness and accept the questions related to their sexuality.
- Some of the myths were also clarified through this process of discussion
- Some societal barriers were also brought in the fore front through this process
- The discussion encouraged the students to debate about gender stereotypes and inequality that are prevalent in the society

6. Closure with the children before the exams

As this is the last month that the team has with children, time was spent for saying good bye to them.

- Going over some of the learning with them
- Encouraging and motivating to continue what they had started with regards to cleanliness in the school
- Reminding them to remain confident irrespective of the NGO leaving
- Reminding them remain empathetic and support their peers as they have done in the past year.

MARCH 2017

Teachers training held at KBV

Participants :-

1. Manmohini
2. Kamna
3. Jyoti
4. Maninder
5. Nirmal
6. Asha singhal
7. Tanuja sharma
8. Preeti huria
9. Vidya
10. Anita sharma
11. Rekha
12. Sushma
13. Preeti

Sakshi team :

1. Smita Bharti
2. Alka Bahadur
3. Seema Kumari
4. Meenakshi sharma
5. Nidhi Grover

The workshop started with a round of introductions and filling up of the registration forms for the teachers. The teachers were asked to write down their expectations from this workshop.

Activity 1

The teachers were then asked to draw a square on a A4 sheet. Then asked to draw a house inside the square, then a tree, then a stream , then clouds and finally their name.

Learning and Outcome :-

How we tend to make our selves invisible

We are used because of our society saving
We think of ourselves in the box with boundaries
Unable to claim our space
We are accustomed to adjust

Activity 2

The next activity was mirror mirror . The teachers were divided into groups of two. One would be the mirror and would imitate the other person . The rule was the eye contact can't break and we can't touch

The learning of this was that it's so difficult to maintain eye contact ; because as women we are constantly reminded that making euphemism contact is considered against the norms of society and most of us are not comfortable with body images. This comes in the way of relationships , communications and interactions.

Activity 3

Another activity to help free ourselves and understand the concept of reclaiming our space was body installations.

The teachers were divided into groups of 4 . The teachers had to pose and make an installation that would tell a story without words only expressions and actions .

Activity 4

After this we sat back in a circle . Then on a piece of paper we wrote any 3 judgments that we usually make about women and situations. Then we ticked marked the judgements that we felt people might make about us .

Learning was no one is perfect and we all make judgements . We just have to be aware of them to break away from the invisibilization we create in the society and in our own lives.

Activity 5

Teachers were given a chart paper, magazines , scissors, glue stick , colours

The activity was that through pictures, words, colours each teacher had to depict the challenges and barriers they have faced in their life and chart their journey till present day .

This took about 45 min. Each teacher presented their journey

Outcome was

We all have had some barriers in our lives
We have had the skills to overcome them
We are more than just individuals living in that small box we had made
We have multiple roles
We need to think about ourselves more and what we want

After this relaxation and power of No . The teacher were asked to close their eyes while Smita gave instructions for them to follow. The end was that we have the power to say NO and move on .

At the end of this the teachers tore their charts to depict freedom from past experiences and thoughts and a step to move forward knowing that we have survived the difficult journey.

Activity 6

The last activity of the day . All the teachers and the Sakshi team were made to sit in a circle. Each one of us were given a flash card . We had to write our names on the flash card . After doing so we had pass our cards to the person sitting one the right. Each person had to write one positive thing on the card. This continued till each person got their card

back. At the end of this we all write wrote one quality that we liked about ourselves. This was the only one we spoke out loudly in the group

Outcomes

It very difficult to think positive qualities about one self

We don't take out time to think of our selves

It's our choice whether we want to think of ourselves limited to the boundaries of the house we drew or claim our space in the other activities

It's important to know and constantly challenge your judgements

We as women have the Power to say NO

We must try and learn and move on and learn from our past experiences

The training came to the end with the teachers feeling relaxed and rejuvenated . They enjoyed the day and felt they needed to get out of the monotony.

Some pictures from the Teachers' Workshop:









QUESTIONS RELATED TO THE SENSES AND SOUL PROGRAMME BY THE STUDENTS

These questions are documented in writing and some of them were discussed verbally

1. What are periods?
2. Why do women have periods?
3. Why don't boys have periods?
4. Why does our stomach hurt during school periods?
5. During Periods why we are not allowed to go the temple, play outside or eat anything sour?
6. Are there any disadvantages of periods?
7. When do periods start?
8. What should the period cycle be?
9. Why is there a taboo to talk about these issues

ADOLESCENT CHANGES

1. Is there any relation between height and puberty
2. Why are we known to get attracted towards boys during this age
3. Why do we feel that our parents don't understand us
4. Why do we become moody and irritable
5. Why do we feel that no one understands us.
6. Why do we start feeling attracted to boys
7. During this time our body goes through many changes breast development, weight gain, pubic hair
8. We are not allowed to go out as much as men counterparts
9. Why do we put on weight
10. Why do some of us get pimples
11. Is having a boyfriend necessary
12. Peer pressure

SOCIETAL NORMS

1. Why do only girls get pregnant
2. Why do we women have to leave the house after marriage
3. Why are women not treated well? Is it only true for India
4. Why is girls education not given importance
5. Why is household work only a women's responsibility
6. Why are girls married early
7. Do only women get raped or even men face it
8. Why women considered weak
9. Why are women defamed
10. Is it the women's choice to decide how many children to have

11. Is it necessary to get married
12. Sexual preferences
13. Why do women face all the problems

PREGNANCY

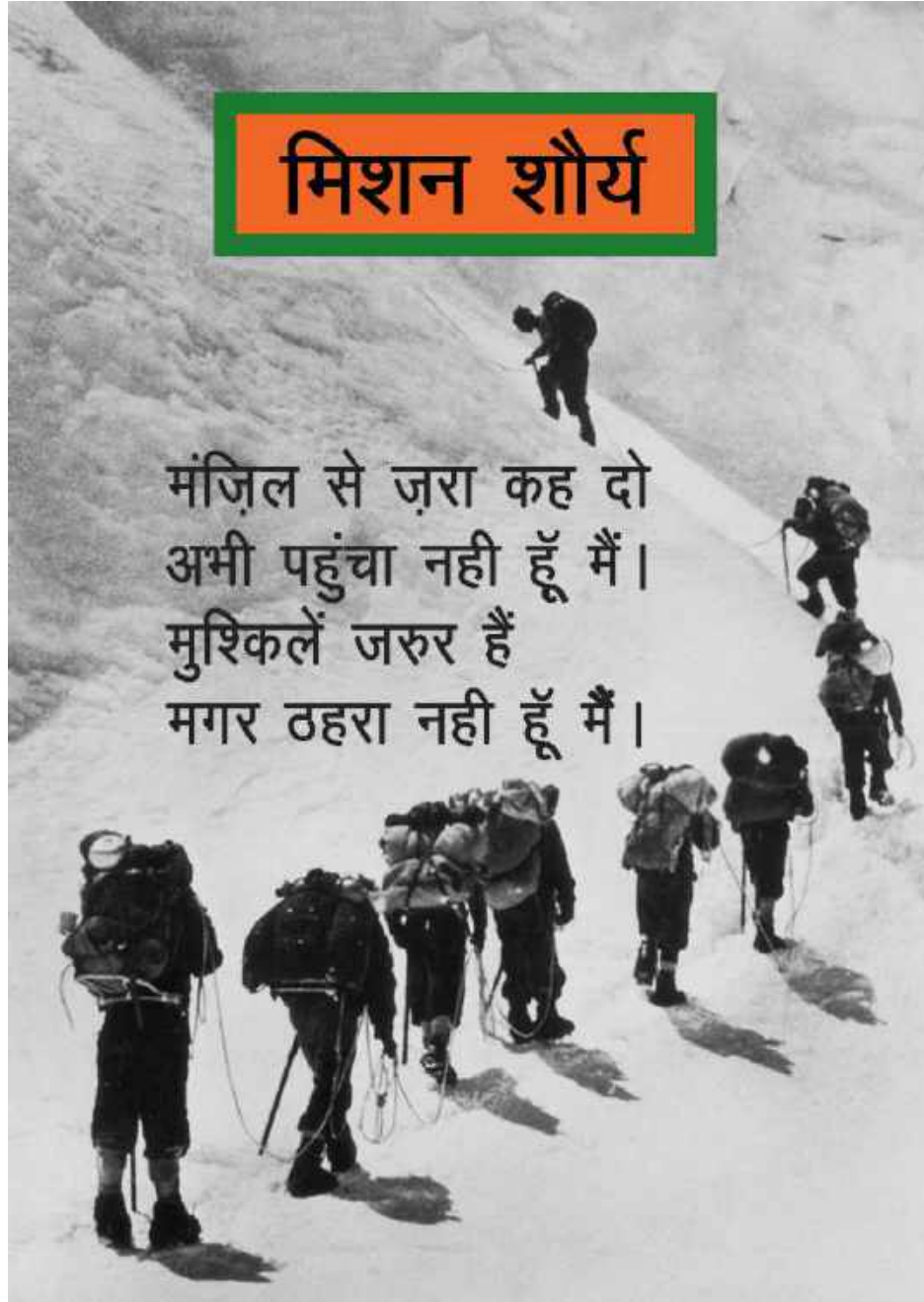
1. How does one get pregnant
2. What do you mean by physical relationship between a boy and girl
3. What are the contraception methods
4. Why do some pregnancies lead to disability
5. Why do some women not get pregnant
6. Is the sex of the child determined by the mother only
7. When one is having their periods can she become pregnant

OTHER QUESTIONS

1. Why do I feel anxious before my exams
2. By crying does it make one feel better
3. Before our periods when we feel irritable what can we do
4. When we are unable to concentrate on our studies what can we do
5. How does one control anger
6. What should we do if a boy is stalking us or passing comments
7. If we have had a fight with a friend what is the best way to patch up
8. Should we speak our mind when we think something wrong is happening
9. How should we tell our parents that we want to study more

REPORT MISSION SHAURYA
वक्तितव और प्रेरणा पूर्ण प्रसंगों का समागम

किसी भी जीवन काल का केवल एक ही लक्ष्य है
स्व में निहित स्वयम् के प्रति ईमानदारी



Approach for Facilitation

मन को वश में करो
फिर चाहे जो करो।
कर्ता तो और है
रहता हर ठौर है
वह सबके साथ है
दूर नहीं पास है
तुम उसका ध्यान धरो।
फिर चाहे जो करो।

सोच मत बीते को
हार मत जीते को
गगन कब झुकता है
समय कब रुकता है
समय से मत लड़ो।
फिर चाहे जो करो।

रात वाला सपना
सवेरे कब अपना
रोज़ यह होता है
व्यर्थ क्यों रोता है
डर के मत मरो।
फिर चाहे जो करो।

Modular Flow for the training and Underlying Principles

WELL BEING

*Aum Saha Navavatu,
Saha Nau Bhunaktu
Saha Viryam Karvavahe
Tejaswi Navadhi Tamastu
Ma Vidvishavahe
Aum Shanti Shanti Shantihi
Hari Hi Aum*

(Om, May the Lord protect us, May the Lord allow us to enjoy, May we work together. May our studies be thorough and faithful. May we never misunderstand each other. Om, Peace, Peace, Peace!)

When my external environment is governed by the principle of Action in Harmony,
I experience = WELL BEING

A few of the external drivers are as follows:

- | | |
|----------------------------|-----------------------------|
| 1. Work and Family Balance | 9. Hygiene |
| 2. Health | 10. Aesthetics |
| 3. Interests | 11. Interconnectedness |
| 4. Passions | 12. Giving and Taking |
| 5. Dreams | 13. Festivals |
| 6. Aspirations | 14. Socializing |
| 7. Expressions | 15. Functions and Occasions |
| 8. Environment | |

When all is well in my world, I find the space, time and motivation to journey inwards, exploring, questioning, and discovering ways to build bridges between my conscious and sub conscious self, **empowering** myself to realize my full potential.

EMPOWERMENT

*Work is an expression of who you are.
So who you are is what needs to be worked at*

Sad Guru

- I am empowered when my head, my heart and my hand is aligned.
- I am empowered when I can access my tacit strengths, make them explicit, take ownership, and bring the complete potential into a tacit practice.
- I am empowered when I have access to my full potential

This creates an awareness for the competencies I possess and those I need to either acquire or strengthen for **Ownership of Self and Task**.

OWNERSHIP OF SELF AND TASK

*Knowing others is intelligence- Knowing yourself is true wisdom-
Mastering others is strength- Mastering yourself is true power.*

- Tao Te Ching

Living life with a awareness of my values, an alertness towards my attitudes, I also need a set of skills and functional competencies that define my behaviour and actions.

- | | | |
|-------------------|-----------------------|--------------------------------------|
| • Goal setting | • Mediation | • The list is endless and dynamic... |
| • Time management | • Negotiation | |
| • Decision making | • Conflict Resolution | |
| • Risk taking | • Accountability | |
| • Communication | • Ownership | |
| | | |

And is this enough to create a deep seated long lasting sense of self-worth? Am I just the function of my competency? What is my purpose? These and more questions start surfacing at this point.

COMMUNITY SERVICE

*The Tao leader creates harmony
Reaching
From the Heart
To build community*

Tao 49

When I am bigger than the function of my competency
When I have a healthy work life balance
When I have an enabling daily practice
When I take pride in my action and my team
Then and only then I believe I can be of any service to my community.

Community Service has two dimensions.

- Living a quality life with **Compassion, Empathy and Responsibility** as a daily practice
- Living a life that is the sum of a **Million Acts of Service**

The Agenda
A Background Note

*Even if no one believes in you
You got to believe in yourself
Even if no one believes you can
You got to believe you can
You will believe in yourself
Only when you learn to love yourself*

*So if no one loves you
You got to love yourself
In fact only when
You learn to love yourself,
The world will begin to love you*

*All in all, how the world sees you
Will make only a small difference to you,
But how you see yourself will make
All the difference to you*

TT Ranga Raja

अगर कोई तुम पर विश्वास ना भी करे
तुम्हे खुद पर विश्वास होना चाहिए
अगर किसी को भी विश्वास ना हो कि तुम कर सकते हो
तुम्हे विश्वास होना चाहिए कि तुम कर सकते हो
और तुम खुद पर विश्वास तब ही कर पाओगे
जब तुम खुद का आदर करना
और खुद से स्नेह करना सीख जाओगे

इसलिए अगर कोई तुम से स्नेह ना करे
तो भी तुम खुद से स्नेह करो
और जब तुम खुद से स्नेह करोगे, खुद का आदर करोगे
तो दुनिया तुम्हारा आदर करेगी, तुमसे स्नेह करेगी

अंत में दुनिया कि नज़रों में तुम्हारा क्या स्थान है,
इससे शायद तुम्हे कोई फर्क नहीं पड़ेगा
पर तुम्हारी खुद कि नज़रों में तुम्हारा क्या स्वरूप है
उससे तुम्हारी जिन्दगी बदल जाएगी

If the need to grow is deep within you, if that is your aim, first of all you should be clear about what is there in your experience and what is not. Clearly mark what is there in your experience and what is not. What is there in your experience, you know. What is not there in your experience you need not say it does not exist, just say i don't know. If you have reached this stage, growth will happen by itself. What you don't know, if you accept that you donot know it, there will be growth.

Sadhguru

Objective of the Programme

Competencies in Action

Providing experiential based practice opportunities to animate and energize conceptual understanding of skills, values, and concepts that include

Leadership
Trust
Tolerance
Goal setting
Communication
Planning
Organizing
Decision making
Risk taking

Self Worth

Yes! I Can!

1. Realize my hidden potential
2. Assess my Limitation
3. Communicate my aspiration

Consciousness

Creating a route for a daily practice of awareness, alertness, empathy and respect

Arriving and Recognizing the Purpose to my Presence

I am bigger than the function of my competency

I have a Constitutional Right to Equality as a citizen of India, and I am a Nation Builder.

Learning Outcome of the Programme

1. Hands on experience of practicing the concepts that form the bedrock of the individual's values, mission, and success
2. An enhanced awareness of personal potential and purpose
3. An initiation and strengthening of a daily practice of interconnectedness
4. An experiential understanding and ownership of learning process: tacit to explicit to tacit

Operating Principle for the Programme

Power to Empower

Day 1:

*The Journey of a thousand miles
Begins with a single step*

Session I: Arriving, Tea, Personal Time: 4:00 TO 5:30

Reporting formalities including filling the forms
Keep your bags in the designated spot
Have Tea
Personal Time
Reassemble at the meeting point at 5:30

Session II: Orientation: 5:30 pm TO 7:30 pm

Activity 1: Formal Welcome

1.1 Orientation to Location

Introduction of workshop site: location, surroundings, dos and don'ts,

1.2 Orientation to Programme and Trainers

Purpose of the programme.

1.3 Addressing curiosity, concerns, information related questions

Any information related questions asked are responded to.

Time required: 15 mts

Material required: NA

Learning objective:

Know your Geography

Creating an awareness and familiarity with the surroundings

Awareness and Responsibility

Instruction:

All Participants stand casually in a loose circular formation.

The address by the lead facilitator is informal, friendly, calm, yet firm.

Debrief: NA

Link Line: *We are so used to the usual mode of communication that we do not even realize the particles of ice and distance lacing our conversation. Let us break through the ice and discover what lies beyond the barriers...*

Activity 2: Ice Breakers

2.1 Heart beat

Impulse travels: Are we alive and connected: Is the energy flowing?

Opportunity activity: Palm and finger: keep jumping:

Time required: 5 minutes

Material required: NA

Learning objective:

Connecting, Engaging

Instruction

- 1. Come together in a circle.*
- 2. Hold hands.*
- 3. Gently pass an impulse from your left had to the person on your right.*
- 4. Let the impulse travel around the circle and reach the sender.*
- 5. Let each experience the receiving and giving in the same moment.*

Debrief: *All it takes is one small connect to transform us from a group to a living dynamic community*

Link Line: *But where there is a community, there are relationships, where there are relationships, there are emotions, there are entanglements, there are gila shikwas, there is upsets, and recriminations, there is up and there is down, there is closeness and there is distance...*

2.2 Human Knot: Ego

Time required: 10 minutes

Material required: NA

Learning objective:

Instruction

Let us shake hands with the one furthest from us, hold tight, and bring the other hand forward and shake hands with the other hand with another person furthest from us. Hold on tight. Make a commitment that I will not let go. Repeat after me. I pledge to you my friend, I will not let go. I will not hurt you. I will look after you and support you. Good! Now keeling true to your pledge, unwind and come together without this cumbersome entanglements into clean lines, a complete circle. Remember the pledge! No letting go of the hand you are supporting, no hurting the person you are supporting. Now disentangle and become one single seamless circle!

Debrief: *Impossible becomes possible when we bend down and allow others to pass over us in complete humility.*

Link Line: *You have proved that you are ready to work together and accomplish the most difficult of tasks I can imagine. Let us check this out.*

These children are rather good following instructions, and they did exactly as instructed, but when asked to entangle themselves, unfortunately they weren't able to figure a way out in the stipulated time.

However, all across the three camps there was only one person who came up with the solution as expected. Which is to duck and let the others pass over him to entangle the knot. The other teams followed suite, but weren't able to execute it as effectively.

2.3 Walking on the Circle of Rope

Walk on a rope held by the group:

Support taken, what did you give in return: what did you do to deserve that support.

Time required: 15 minutes

Material required: 1 rope

Learning objective:

Reward and Recognition

Acknowledgement and Appreciation

Giving and Taking

Instruction:

This is a rope, you have to hold this rope in a circle, and one of you has to walk on the rope and complete the circle

After the first attempt

The rope has to be held at waist level, the walker can take support from the people who are holding the rope.

The walker can give instructions to those who are holding the rope to facilitate his/her journey.

The task is completed only when the walker has completed the circle without falling or touching the ground even once.

The rope holders can encourage the walker if they so choose.

Debrief:

It is easy to take support, but do we recognize the impact on our supporters?

What do we give them in return

Link Line

Seems as if the programme this time will be a piece of cake for all of you, you are true adventurers.

The slogan No Problem only Adventure can be initiated here

The children across all three camps participated with rapt attention, and walked all around the rope in one single attempt. It was rather easy for them to do with naturally taking supports from the other.

However, the debrief was slightly tweaked and the children were encouraged to think differently, to improvise, to harness their creativity and not blindly do only as instructed.

Activity 3: Familiarizing

3.1 A tour of the campsite

Time Required: 30 minutes

Visit to the relevant key points of the camp site: Details of each dos and don'ts

Activity 4: Emergency Orientation

4.1 Drill: Bell rings and participative demonstration

Time Required: 10 minutes

The bell is rung and all participants are made to do the drill twice

All the participants were thoroughly explained the emergency drills. And all team captains were given the responsibility to make sure their team is safe.

Across all five days of each camp their preparedness had been tested and most of them have responded exceptionally well.

Activity 5: Choose your Buddy

My best friend, I Give and Take from you in the same moment

Time required: 10 mts

Material required: NA

Learning objective:

Appreciation

Acknowledgement

Acceptance

Interdependence
Blind spots

Instruction:

You have to choose a person who will be your best buddy over the next two days. Choose carefully, as this is a post of immense responsibility. This person is going to support you, assess you, guide you, challenge you, and evaluate you.

What is he looking out for?

He is looking at the gaps between what you think you do and what you actually do.

What is he going to do about it?

He is going to make notes of that

He is going to share them with you at an opportune moment and/or when you invite him/her to do so.

This is not an easy choice. Because you too have to be his/or hers best buddy in return.

Within your team, look around and look from your ear mind, not your eyes, head or mind.

Look for the person who you are going to support and share with over the next five days, and who will support you and share with you.

In every camp there were people who had come as the sole representative of their respective school, what was interesting to see is how they found out who could be their buddy for the following five days.

Session III: 7:30 pm to 9:00 pm: Forms, Teams, Ground Rules, Dinner, Personal Time

Activity 6: Filling up of the Pre Assessment Form and Distribution of the Workbook

5.1. Distribution of the workbook

Time required: 10 minutes

5.2. Form Filling

Time Required: 10 minutes

The participants are encouraged to fill the pre-assessment form in the workbook

After the children were given their workbooks and thoroughly explained how the workbook is to be filled; there were some children who had to be separately guided through each and every question on every form. What helped them the most is translation of the question in Marathi. In case that did not work they had to be explained a situation; where they could find their answers.

N.B.: The more sports related the situation is the better is their understanding.

Activity 7: Group division

*Just getting a group of people at the same place at the same time does not create a team.
A team is formed by a common vision effectively communicated*
Tao

Time required: 5 mts

Material required: NA

Learning objective:

Formation of Teams

Emerging Leadership

Instruction

1. Now that we are ready to start, divide into three teams.
2. Make sure your best buddy is in your team.
3. You have five minutes to form three teams and select a leader.
4. There should be an equal number of participants in each team.
5. There should be the same sex ratio in each team.
6. Once you have done that please sit in your teams.
7. Give a name to your team
8. For the time being, I will be the time keeper and will ring this bell/ gong when the time is up.

Debrief

For later

1. Who created the teams?
2. What were the parameters of selection?
3. Who was the leader?
4. Who selected the leader?

5. *When did you get selected? Amongst the first few? The middle batch? The last few?*
6. *How did that make you feel?*

Team building was easy to implement; the slight hiccup faced was that these children wanted to stay close to the children from their school/ division. But they were made to understand the importance of befriending strangers and growing their circle in order to move forward in life; and also how these very friends are going to help them scale the highest peak on planet earth.

Activity 8: Ground rules

The more points of view included in a decision, the more possibilities that emerge and the more the potential for error is eliminated. Community involvement not only ensures greater quality control, it also builds greater commitment. The more actively engaged people are in making the decisions.

The more committed they'll be to the actions that follow and the less they'll complain about the results.

Tao Te Ching

Time required: 30 mts

Material required: chart paper, Marker Pens

Learning objective:

Projecting and planning the parameters for successful delivery of a project

Prioritizing

Consensus building

Ownership of the programme

Instruction

1. *In your three teams please chart out a set of five ground rules that you would like to be implemented during the next two days.*
2. *These rules can be about what you would do as an individual, or as a team or as a group.*
3. *These rules can also be about how you would like to be treated*
4. *These rules can be about the quality of your participation*
5. *Sky is the limit*
6. *Only one objective: The rules have to maximize the opportunity we have in the next two days.*
7. *And oh yes, we reserve the right to veto any rule we do not consider admissible within the mandate of the camp or the programme.*
8. *And also if needed add the eleventh rule.*

Once the three groups come back with their respective set of rules, they are asked to sit together and chart out five rules only from the fifteen rules.

They are given five minutes to do this.

Debrief

1. *Now these are your rules. Do you speak with one voice?*
2. *If yes, then how are you going to ensure the implantation of the rules?*
3. *And how are you going to measure the quality of implementation of these rules?*
4. *(If punctuality is one of the rules, gently ask if they have elected a timekeeper to ensure it?)*

The participants sat in their teams and came up with various interesting rules, which were read out aloud and elaborated by the captain or the person who suggested the very rule in the first place.

A process of voting was conducted with thumbs up or thumbs down and consequently the final list of ground rules were made.

The commonest rule was "cleanliness of the campus".

The ground rules were neatly numbered and written on a white board and kept in the main hall of the campus for everybody to see and remind themselves.

Personal Time, Dinner

Instruction

1. *Now that you have a time keeper, make sure you are back here by 9 pm sharp for the reality show.*

Session IV: 9:00 pm to 10:30 pm

Activity 9: Creative Expressions: ARE YOU A SUPERSTAR

*Don't stand aside.
Don't be an observer.
Participate!*

Instruction

1. Each one of you give yourself a number.
2. Remember this will be your number for all five days.
3. Line up as per your number and settle down for the best show of your life
4. As your number is called, you will come and face the camera and introduce yourself creatively. You can sing your introduction, dance your introduction, cry through your introduction. It's your choice. But it has to be interesting.
5. In your introduction, you will give your name, one thing about yourself that you think everyone should know, why have you come for this camp, and why do you want to climb Mount Everest.
6. Remember, you will have only one minute to give your introduction.
7. When I call your number, you will come and stand in front of the camera here, in the circle drawn in front of you and look at the camera.
8. When I say action, you will start. Remember to look at the camera only as you give your introduction.
9. When I say cut, you will stop and go to your seat and sit down.
10. When I say next, the next number will come and stand in the circle and give your introduction.

On the first night they were rather fatigued by their journey and quite a few children slept of; those of which who participated were very nervous to speak in front of the camera. Only a handful utilised their one minute; but were not very obedient of the brief received.

10:30 PM: Retire

Remember Response ability is the ability to choose our response to any circumstance or condition. When we are response- able, our commitment becomes more powerful than our moods or circumstances, and we keep the promises and resolutions we make. If we put mind over matters and rise early in the morning, we will earn our first victory of the day. The daily private victory. And gain a sense of self mastery. We can then move over to more public victories. As we deal with each new challenge, we unleash within ourselves a fresh capacity to soar to new heights..

Instruction

1. Morning Reporting: 5:00 am Sharp at the Meeting Point.

DAY 2

Session I: 5:00 am to 7:00 am: Exercise, Yoga, And Meditation

Activity 10: Walking Meditation and Reflection

Aloneness is a flower, a lotus blooming in your heart. Aloneness is positive, aloneness is health. Celebrate aloneness, celebrate your pure space, and a great song will arise in your heart. And it will be a song of awareness, it will be a song of a lone bird calling in the distance... not calling to somebody in particular, but just calling because the heart is full, and wants to call, because the cloud is full and wants to rain, because the flower is full and the petals open and the fragrance is released .. unaddressed. Let your aloneness become a dance, a daily practice, a meditation.

Time required: 1 hr

Material required: NA

Learning objective

1. Connecting to your self-nature
2. Contemplating your aloneness

Instruction

1. As we walk back to the camp, let us all walk on our own. Alone.
2. And reflect.. if we want to.. or just be silent...

Debrief

Silence is usually understood to be something negative, something empty, an absence of sound, of noises, noiselessness.

But silence is not empty, it is overflowing with a music you may have never heard before.

But our thoughts take over the canvas of silence and stifle the soundless music of our centre.

Give one word for your experience

Link Line

True to ebb and flow, yin and yang, let us walk back home as one big community. Let us prepare for creative expressions, dancing, singing, performing, laughing.

7:00 am to 9:00 am: Breakfast and Personal Time

Session II: 9:00 am to 12:30 pm: Hard Skills

12:30 pm to 2:30 pm: Personal Time, Lunch, Journal Writing

Activity 11: Reflection and Journal Writing

Your real self is not created by you. It need not be created by you coz you already are. It needs to be discovered. Once a being knows his or her true self s/he becomes an individual. s/he no longer belongs to the mob psychology. s/he cannot be exploited. s/he will live according to his or hers own real light. His/her life will have tremendous beauty, integrity. And that is the fear of society.

Instruction

1. You have a workbook with you. There is a reflection sheet for each day. This is your time to remember, reflect, organize your thoughts, give space for your creative expressions.
2. You can write what you did.
3. You can write how you felt.
4. You can write what you observed.
5. You can write what you said
6. You can write what you remember.
7. You can write bullet points, or a paragraph, or a poem, or a story
8. You can colour it or leave it plain.
9. It is your journal.
10. Make your memories! :)

Session III: 2:30 pm to 5:30 pm: The Rhythm of Respiration

We have voluntary muscles which we can command at will. I will tell my hands to pick up a glass, and they will. I tell my body to stand up, and it will. If I want to talk, I will order my vocal chords, my mouth and my tongue to talk, and they will. These are voluntary muscles, consciously controllable. But there are muscle reactions which are not controllable. When I am afraid of something - I can't stop my heart from beating fast. There is no point in telling it to be quiet. Doesn't work. I have absolutely no power over it. Till I stop being afraid that is.

But there are also muscles that are controllable, which are voluntary, but have fallen into neglect, so that one is not even aware of them, they have become mechanized. This category includes amongst others, the muscles for respiration

Because of their mechanization, we breathe badly. Inside our lungs, there are huge expanses of impure air which is not renewed. We use only a tiny part of our lung's capacity.

The exercises that we will do now are intended to help us become aware that we can also de-mechanize, we can control our breathing.

Activity 12: Lying on your back completely relaxed: 5 Minutes

1. Place your hands on your abdomen, expel all the air in your lungs, then breathe in slowly, filling the thorax as full as it will go. Breathe out. Repeat slowly several times.
2. Start again, placing hands at the base of the thoracic cage, inflate the chest, making a particular effort to fill the lower part of the lungs. DO the exercise several times.
3. Same thing again, hands on the shoulders or up in the air, trying to fill the upper part of the lungs.
4. Connect the three types of breathing in one cycle. Repeat several times.

Activity 13: Breathe in Slowly: 5 Minutes

1. Sit up, crosslegged.
2. Place your left hand palm up in your lap.

3. With the thumb of your right hand press your right nostril
4. Slowly breathe in through the left nostril
5. With your ring finger of the right hand, press the left nostril and breathe out through the right nostril
6. Then the other way round.
7. Repeat this cycle for 21 times

Activity 14: Explosion: 5 minutes

1. Having breathes in as much air as possible, expel it violently, all in one go, through the mouth.
2. The air produces a sound similar to a cry of aggression.
3. Breathe in to your full capacity and this time expel it most energetically through your nose.
4. Repeat this as a cycle for 21 times.

Activity 15: Standing up Straight: 5 minutes

1. Place your hands on your abdomen, expel all the air in your lungs, then breathe in slowly, filling the thorax as full as it will go. Breathe out. Repeat slowly several times.
2. Start again, placing hands at the base of the thoracic cage, inflate the chest, making a particular effort to fill the lower part of the lungs. DO the exercise several times.
3. Same thing again, hands on the shoulders or up in the air, trying to fill the upper part of the lungs.
4. Connect the three types of breathing in one cycle. Repeat several times.

Activity 16: Breathe in while lifting the arms: 5 minutes

1. Lift the arms as high as possible, standing on tiptoe as you breathe in slowly
2. Expel all the air slowly as you return to your normal stance
3. Continue to expel as you crouch your body to occupy the minimum possible space

Activity 17: Pressure Cooker: 5 minutes

1. Breathe in with all your capacity till you can breathe in no more.
2. Hold your nose, pinching together your nostrils and close your mouth, making the maximum effort to expel the air.
3. When you can hold the air no longer, open mouth and nostrils and expel with a force

Activity 18: Breathe in as Quickly as possible: 5 minutes

1. Breathe in a much air as possible, and expel it as quickly as possible, to the speed f in out in out in out

Activity 19: Breathe in as Slowly as possible: 5 minutes

1. Breathe in slowly, then breathe out vocalizing a sound, trying to make the sound audible for as long as possible.
2. Repeat for 21 times

Activity 20: Breathe in as Deeply as possible: 5 minutes

1. Breathe in through your mouth through gritted teeth.
2. Breathe out through your nose with a force
3. Repeat for 21 times

Activity 21: Breathe out, standing in a circle: 5 minutes

1. Breathe in together when I say In
2. Breather out together while saying Ah when I say Out, and as you breathe out, deflate your body crumbling to the ground like an air toy without air.
3. We will do this 11 times.

Activity 22: Mera Naam: 15 minutes

1. Divide into three teams
2. All in one team cluster together.
3. One person stands in front of them at a distance of fifteen steps
4. The single person takes a step towards the group as he says his name.
5. The group together say the exact sentence back at the volume used by the facing person
6. The single person increases the volume with each step, making the tenth step/utterance his/her loudest.

From every team in every camp; the person with the least interaction with the other teammates were chosen by their respective leaders to participate first and gradually the children started opening up and improvising; i.e., along with shouting their name they did various actions which the other team members imitated.

Session IV: 5:30 pm to 7:30 pm: Bio Break/ Games/Reflection/Journal Writing

Activity 23: अ आ इ ई उ ऊ ए ऐ ओ औ ाँ ाः : 30 minutes (at 6:30 pm)

1. The participants stand with their buddy.
2. One is a chaser, one is a runner.
3. At the start of the game, the runner will run, while the speaker will chase to catch the runner
4. As the speaker is chasing, he/she will be shouting अ आ इ ई उ ऊ ए ऐ ओ औ ाँ ाः
5. The runner will be repeating the alphabets as per the speaker.
6. The further they are, louder will be the shout.
7. When they are close to each other, the volume will decrease.
8. Once the chaser catches hold of the runner, roles reverse, with the runner becoming the chaser, and the chaser becomes the runner.
9. The cycle continues at individual paces till the facilitator says stop.

Following the previous exercise the children were more than excited to be a part of this. The instructions were to be repeated; sometimes even 5 times, but in the end, most of them performed really well.

N.B.: After one point there were clear instructions to not make them run as much on uneven ground as they might risk spraining their ankle.

Activity 24: अकर बकर : 30 minutes (till 7:30 pm)

1. Divide into your three teams: A, B,C
2. One participant from Team B, and Team C will come to Team A
3. Team A will give the name of one location, and five imaginary directions to the two participants. Example: Banesar
4. To reach Banesar you have to
 - a. go left,
 - b. out of the gate,
 - c. under the bridge,
 - d. swim through the river,
 - e. climb across a hill
5. The participants go back to their respective teams. They have five minutes to act the directions, and the name of the place for their team.
6. They can use voice, but it can only be gibberish talk
7. The winning team gets to give the place and directions for the next cycle.
8. Best of three cycles is the winning team.

Due to time constraint/ poor weather conditions this activity couldn't be conducted.

7:30 pm to 9:00 pm: Dinner/Personal Time

Session V: 9:00 pm to 10:30 pm: Creative Expression: Voice

Activity 25: I have a Voice: 9:00 to 10:30 minutes

In the same way as the eye aims naturally at the object it wants to see, the VOICE should also aim naturally at the person it wishes to address.

Instruction

1. Line up as per your number and settle down for the best show of your life
2. I repeat, as your number is called, you will come and face the camera and introduce yourself creatively. You can sing your introduction, dance your introduction, cry through your introduction. It's your choice. But it has to be interesting.
3. Use all that we did with our breathing and voice.
4. When you stand in front of the camera, imagine it as someone back home, your mother, friend, teacher, neighbour, anyone.
5. When you talk, talk like you are talking to that person.
6. In your one minute, you will give your name, one interesting activity that you did today, how you felt, and why do you think today that you can climb Mount Everest.
7. Remember, you will have only one minute.
8. When I call your number, you will come and stand in front of the camera here, in the circle drawn in front of you and look at the camera.
9. When I say action, you will start. Remember to look at the camera only as you talk.
10. When I say cut, you will stop and go to your seat and sit down.
11. When I say next, the next number will come and stand in the circle and give your introduction.
12. At the end of the session, we will have an audience vote for the best speaker on the following indicators.
 - 12.1. Most interesting content
 - 12.2. Most entertaining delivery
 - 12.3. Clarity of voice, and modulation

The effect of the day's activity could clearly be seen here, also the growing friendship with their peers and instructors helped them to open up in presence of the camera. They were louder and more confident than before.

10:30 PM: Retire

Sleep helps the Brain : Your mind is a not room that can be endlessly filled with furniture. To apprehend a new information, you should erase part of the unnecessary data. Sleep helps us with this task - it cleans up, defragments and allows us to move forward.

Instruction

1. Morning Reporting: 5:00 am Sharp at the Meeting Point.

DAY 3

Session I: 5:00 am to 7:00 am: Exercise, Yoga, Meditation

Activity 26: Focus Meditation

Mindfulness is an ongoing meditation. It is a continuous opportunity to discovery. Detaching from ego, and becoming aware of the minor details, importance of the small details. Turning away from emotional turmoil, and practicing mindfulness, subtly expands awareness.

Instructions

1. Sit cross legged in a comfortable position
2. Place both your hands on your knees, palm facing upwards
3. Breathe in deeply, and exhale slowly.
4. Find a point or an object at some distance to your self
5. As you breathe in and out rhythmically, look at the point or the object continuously, without blinking for as long as possible
6. Your eyes may water, but do not let that bother you.
7. Blink only when you absolutely have to but don't forget to breathe.
8. As you focus, and breathe, observe your thoughts as they flit through your head.
9. Do not build on any thought. Let them come. Let them go.
10. Observe their coming and going peacefully as you continue to breathe rhythmically and focus on your point or object.

Debrief

1. The relevance of focus with the story of Arjun and the bird's eye
2. How did they feel? One word

7:00 am to 9:00 am: Breakfast and Personal Time

Session II: 9:00 am to 12:30 pm: Hard Skills

12:30 pm to 2:30 pm: Personal Time, Lunch, Journal Writing

Activity 27: Reflection and Journal Writing

Your real self is not created by you. It need not be created by you coz you already are. It needs to be discovered. Once a being knows his or her true self s/he becomes an individual. s/he no longer belongs to the mob psychology. s/he cannot be exploited. s/he will live according to his or hers own real light. His/her life will have tremendous beauty, integrity. And that is the fear of society.

Instruction

1. You have a workbook with you. There is a reflection sheet for each day. This is your time to remember, reflect, organize your thoughts, give space for your creative expressions.
2. You can write what you did.
3. You can write how you felt.
4. You can write what you observed.
5. You can write what you said
6. You can write what you remember.
7. You can write bullet points, or a paragraph, or a poem, or a story
8. You can colour it or leave it plain.
9. It is your journal.
10. Make your memories! :)

Session III: 2:30 pm to 5:30 pm: I am leader only because I am a team.

*A team is not a group of people who work together.
A team is a group of people who trust each other.*

Activity 28: Sculpture: 1 Hour

*Sculpture is the art of the intelligence.
Pablo Picasso*

Instructions

1. Divide as per your teams
2. Stand in a circle
3. Give yourself a number within your team
4. Number one in each team stands in the centre of the circle and takes a beautiful physical posture that he/she can sustain for five minutes.
5. When he/she is ready with the posture, they say freeze.
6. Then number two moves in, observes the posture from all angles, and takes a position with a beautiful body posture to supplement the first posture. The body can be at any level, standing, sitting, lying down, bending, kneeling.
7. One body part of number two must touch a body part of number one. They should be connected
8. When number two says freeze, number three moves in and does the same.
9. One body part of number three can touch any body part of either number one or two.
10. This continues till all the members of the team are in a freeze sculpture.
11. When the last number says freeze, then number one must slowly disengage her/himself from the group without disturbing the structure, and walking around the existing sculpture made by the bodies, takes another position, connecting with her/his body part to the rest of the sculpture and the cycle starts again.

Due to large number of participants this activity was done multiple times with different groups across all three camps.

Some children were rather rigid and resorted to imitation with slight improvisation, but with every progressing round they showed slow but steady improvement. By the end of the activity the children had thoroughly enjoyed themselves.

Activity 29: Lateral Thinking: 1 Hour

Lateral thinking is a way of thinking which seeks solution to intractable problems through unorthodox methods or elements which would be normally ignored by logical thinking

Instructions

1. Stand in your three teams
2. Each team will be given a card with the task written on it.
3. The team cannot talk to the other teams. No verbal communication at all.
4. There will be a stipulated time period.
5. The task has to be completed in that time period.
6. The time will begin when I say start.
7. The time will end when I say stop.
8. The task is about that box. (point to the box in question)
9. The position of the box at the end of the time will decide the completion of the task

Instructions on the three cards

Card 1: Make sure the box stays where it is

Card 2: Make sure the box is under a tree

Card 3: Make sure the box is on top of a big boulder

Debrief

- Who won?
- Why?
- Where is the box?
- What is the condition of the box?
- What is success?
- What is the impact of success on those around us?
- Was it necessary to get competitive and non cooperative?
- Was there a solution which would have enabled all three tasks to get completed without destroying the box?

Demonstrate the Lateral Thinking Solution.

Explain Lateral Thinking, and its relevance in life.

Owing to severe time constraint, poor weather and unavailability of all the teams for a minimum amount of time caused us to skip the aforementioned activity. But on the first day; while walking the tight rope they had been encouraged to think differently. Although this activity couldn't be conducted, the concept of lateral thinking had been imbibed in them.

Activity 30: Sticky Paper: One Hour

Instructions for the Facilitator

The three teams stand at a starting point, and have an end point at a distance.

The route indicated for each team is such that it is bound to intersect another team's route.

Instructions Sticky Paper

1. One person will stand as the leader. He/she will be blind folded.
2. Others have to come into contact around the centre leader.
3. The line of contact can be with the leader directly or with those around the leader.
4. At each point of contact a piece of paper will be positioned.
5. Once everyone is in contact, then the centre person has to start moving across the room.

6. The team has to move with the centre across the room. No piece of paper must fall to the ground.
7. If the paper falls to the ground, then the team has to go back to the start line and start the formation all over again.
8. The travel across the space has to happen in complete silence.
9. Not more than two hands can be used as contact points within the group.
10. Other contact points have to be other body parts, heads, feet, shoulders, waists, backs, etc.

Debrief

1. Sit down in the circle as is and let us share what happened.
2. Let us talk feeling and emotions first.
3. How do you feel about what you did?
4. Also tell us the humour and frustrating points during the exercise.
5. Now let us talk process.
 - a. Did you feel connected?
 - b. Did you feel you were in a group which offered support information, or allowed you to release your pressure
 - c. Was it difficult to move your ideas down the pipeline?
 - d. Did you get noticed and valued for your contribution to the process?
 - e. Could you give direct feedback to the person who was becoming a bottleneck without the fear of creating a breakdown?
6. Share a highlight and a challenge in each group.
7. What did the exercise symbolize for you?
8. How does it relate to climbing Everest?
9. What do you think is the takeaway emerging from your actions, response, initiatives, observations during the doing of these exercises?

Instructions before the group is broken up.

The participants are informed that they have 2 hours of personal time where they can

1. Freshen up
2. Spend time with themselves alone
3. Write their journals
4. Or participate in the game being organized at 6:30 pm
5. They cannot go into the tents to sleep
6. They cannot team up with their friends to chat or spend personal time
7. Dinner is at 7:30
8. Reassembly for their Reality Show at 9:00 pm Sharp.
9. Who is the time keeper in each team to make sure both these times are met.

Owing to severe time constraint, poor weather and unavailability of all the teams for a minimum amount of time caused us to skip the aforementioned activity.

Session IV: 5:30 pm to 7:30 pm: Games/Bio Break/Observation/Reflection

Activity 31: Chain Reaction: 6:30 pm: 30 minutes

Activity 32: Walk & Slow Motion: 7:30 pm: 30 minutes

Session V: 9:00 pm to 10:30 pm: Creative Expression: Voice

Activity 33: My Body is in my Control: 9:00 to 10:30 minutes

Master Body Language Eye contact is just one of the many forms of non-verbal actions at your disposal. When you speak, your eyes function as a control device. Simply by looking at people, you have an influence on their attentiveness and concentration. You have an opportunity to make your presentation direct, personal, and conversational.

Instruction

1. Line up as per your number and settle down for the best show of your life
2. I repeat, as your number is called, you will come and face the camera and introduce yourself creatively. You can sing your introduction, dance your

introduction, cry through your introduction. It's your choice. But it has to be interesting.

3. Use all that we did with your body work.
4. Hold it still. Use eye contact to communicate with your audience, ie the camera.
5. Do not pace up and down.
6. Do not use your hands too much all the time
7. When you stand in front of the camera, imagine it as someone back home, your mother, friend, teacher, neighbour, anyone.
8. When you talk, talk like you are talking to that person.
9. In your one minute, you will give your name, one challenge that you faced today, how you felt, and why do you think today that you can climb Mount Everest because of that challenge.
10. Remember, you will have only one minute.
11. When I call your number, you will come and stand in front of the camera here, in the circle drawn in front of you and look at the camera.
12. When I say action, you will start. Remember to look at the camera only as you talk.
13. When I say cut, you will stop and go to your seat and sit down.
14. When I say next, the next number will come and stand in the circle and give your introduction.
15. At the end of the session, we will have an audience vote for the best speaker on the following indicators.
 - 15.1. Most difficult Challenge
 - 15.2. Most lateral solution for the Challenge
 - 15.3. The best learning from the Challenge
 - 15.4. The best body work during the one minute talk

Although the increase in confidence of the majority of the students could be seen; they still faced some inhibition to look directly at the camera while speaking.

10:30 PM: Retire

Sleep will improve your memory: Forget the brain games: A sharper mind happens when you close your eyes. Research shows that sleep can boost your short-term memory. It also helps you retain information better the following day, according to Harvard Medical School's Division of Sleep Medicine.

Instruction

1. Morning Reporting: 5:00 am Sharp at the Meeting Point.

DAY 4

Session I: 5:00 am to 7:00 am: Exercise, Yoga, Meditation

Activity 34: MEMORY EMOTION IMAGINATION

Witnessing, the spirit of meditation as a quality of living

Meditation is not concentration.

Meditation is not introspection.

Meditation is an adventure, an adventure into the unknown,

The greatest adventure a human mind can take.

Meditation is just to be, not doing anything, no action, no thought, no emotion.

You just are, and it is a great delight.

From where does this delight come when you are not doing anything to generate it?

It comes from nowhere and it comes from everywhere.

It is uncaused, because existence is made up of stuff called joy.

Instructions

1. Sit cross legged completely relaxed
2. Eyes closed
3. Breathe evenly
4. As I call out the body part shake it gently
 - 1.1. Left hand
 - 1.2. Right hand
 - 1.3. Head
 - 1.4. Left knee
 - 1.5. Right knee

5. Recall what happened previous evening in a reverse chronology
6. Each detail must be accompanied with a bodily sensation= taste, smell, tactile sensation, shapes, colours, outlines, depth, sounds, tone, tunes, noise etc.
7. Recall how your body felt at that time.
8. Feel that in your body as you remember the situation.
9. To make the recall easier, repeat the associated body action, example if s/he was eating, make the action with your hands and mouth
10. Remember how you felt at that time.
11. Keep the eyes closed at all times
12. Remember to breathe evenly
13. Now think of this room
14. Who is sitting next to them, what are they wearing
15. What else is in the room, and where
16. Open your eyes and silently compare what you imagined to what is

7:00 am to 9:00 am: Personal Time, Hygiene, Bath, Breakfast.

Session II: 9:00 am to 12:30 pm: Hard Skills

12:30 pm to 2:30 pm: Personal Time, Lunch, Journal Writing

Activity 35: Reflection and Journal Writing

Your real self is not created by you. It need not be created by you coz you already are. It needs to be discovered. Once a being knows his or her true self s/he becomes an individual. s/he no longer belongs to the mob psychology. s/he cannot be exploited. s/he will live according to his or hers own real light. His/her life will have tremendous beauty, integrity. And that is the fear of society.

Instruction

1. You have a workbook with you. There is a reflection sheet for each day. This is your time to remember, reflect, organize your thoughts, give space for your creative expressions.
2. You can write what you did.
3. You can write how you felt.
4. You can write what you observed.
5. You can write what you said
6. You can write what you remember.
7. You can write bullet points, or a paragraph, or a poem, or a story
8. You can colour it or leave it plain.
9. It is your journal.
10. Make your memories! :)

Session III: 2:30 pm to 5:30 pm: Equality

Activity 36: MIRROR: 30 minutes

THE NON NEGOTIABLE VALUES OF COMMUNICATION THAT MATTERS

1. RESPECT
2. DIGNITY
3. CALMNESS
4. ATTENTION
5. EMPATHY

These values are required to be reflected when we are communicating in all the three elements of communication.

1. **Non-Verbal Communication** - What we communicate without words,
2. **Verbal Communication** - What we say and how we say it.
3. **Listening Skills** - How we interpret both the verbal and non-verbal messages sent by others.

Instruction for MIRROR

In this exercise we will explore how we communicate non verbally through our bodies.

1. Stand with your buddies.
2. Face each other.
3. 3 Non negotiable rules
 1. Not to break eye contact.

2. Not to talk
3. Not to touch each other.
4. One becomes a mirror and the second participant becomes the person in front of the mirror.
5. At the start of the exercise, all the participants begin the action together.
6. The person has to make physical movements, the mirror has to reflect the movement.
7. Towards the end of the exercise, invite the participants to move 3 inches closer to each other
8. The another 1 inch
9. Then another 3 inches and end the game

Debrief

Comfort/discomfort around eye contact

Comfort/discomfort around physical space, the comfortable distance versus invasive closeness during IPC

Communication and the benefits of Mirroring the person opposite. 'Mirroring' indicates interest and approval between people.

Non Verbal Communication takes place at many levels.

1. **Body Movements (Kinesics)**, for example, hand gestures or nodding or shaking the head
2. **Posture**, or how you stand or sit, whether your arms are crossed, and so on
3. **Eye Contact**, where the amount of eye contact often determines the level of trust and trustworthiness
4. **Closeness or Personal Space (Proxemics)**, which determines the level of intimacy
5. **Emotions reflected through Facial Expressions**, including smiling, frowning and even blinking
6. **Physiological Changes**, for example, sweating or blinking more when nervous
- 7.

This activity was also conducted group-wise, because all the teams were unavailable at once. While conducting the activity one peculiar observation across all the camps was that they found it rather difficult to maintain eye contact with their partner and would constantly look at the person conducting the exercise.

The difference between the size of the steps taken by the children was also quite varied.

Activity 37: Social Baggage: 1 hour

Aspects of verbal communication, including

Para-language, or Voice Signals

Para-language, Para-language relates to all aspects of the voice which are not strictly part of the verbal message, including the tone and pitch of the voice, the speed and volume at which a message is delivered, and pauses and hesitations between words.

These signals can serve to indicate feelings about what is being said.

Eye contact is an important aspect of non-verbal behaviour. In interpersonal communication, it serves three main purposes:

1. To give and receive feedback

Looking at someone lets them know that the receiver is concentrating on the content of their speech. Not maintaining eye contact can indicate disinterest.

Communication may not be a smooth process if a listener averts their eyes too frequently.

It has also been suggested that if someone maintains constant eye contact, then they are trying too hard, and may well be lying.

2. To let a partner know when it is their 'turn' to speak

This is related to point one. Eye contact is more likely to be continuous when someone is listening, rather than speaking.

When a person has finished what they have to say, they will look directly at the other person and this gives a signal that the arena is open. If someone does not want to be interrupted, eye contact may be avoided.

3. To communicate something about a relationship between people

When you dislike someone, you tend to avoid eye contact and your pupil size is often reduced. On the other hand, the maintenance of positive eye contact signals interest or attraction in a partner.

Instructions for Facilitators

1. For sighted partner to safely guide blind partner
2. One of the pair is given a blindfold and the partner is asked to put it on

3. Facilitator to explain what will happen on the blind trust walk.
4. Sighted people are responsible for their blind partner's safety.
5. Let them know they will switch after a while and the sighted folks will be blind then.
6. Facilitator to monitor group to ensure they are being responsible toward safety of blind partners; intervene and stop the activity if appears to be getting out of hand or any individuals are not taking it seriously.

Instruction

1. Demonstration
 - a. I need a volunteer. I am going to give a demonstration of the activity.
 - b. One of you will be blind folded. Like this. (Demonstrates)
 - c. The other 'buddy' will give support.
 - d. The nature of the support is not leading, protective, prescriptive, controlling (demonstrates)
 - e. The nature of the support is facilitative, guiding, empathetic, supportive (demonstrates)
 - f. The responsibility of the buddy with a vision is to warn the bf of the perils ahead. And then let the person take his/her own choice of action.
2. While the pair is walking the blind folded person will lead the way.
 - a. While walking, the blind folded person will talk and share. (I will soon tell you what the sharing is all about)
 - b. While the bfp is sharing, the seer will not respond either through sound or touch. No (demonstrates)
 - c. Only silent empathetic listening with your entire being.
3. Once the bfp has completed the sharing, the pair swaps roles and repeats the process.
4. Please do not comment or share or break the connect in the interim period. All sharing will commence once the activity is culminated.
5. The bfp will talk about: (facilitator to give any three of the following options)
 - a. The biggest challenge in his/her life: personal and professional
 - b. The biggest achievement: personal and professional
 - c. The value base he/she ascribes to
 - d. The biggest fear
 - e. The strongest source of happiness
 - f. Unfulfilled dreams/aspirations
 - g. Greatest pressure point: personal and professional/
6. *When you complete the exercise, and before you talk to anyone please:*
 - a. *Take two minutes and pen down in your workbook your feelings in one word or phrase for when you were blind folded and when you were supported.*
 - b. *Take one more minute and pen down your take away from this exercise.*

Debrief:

1. *Let us go round in a circle and share what happened.*

The quality of your life comes out of the quality of your dialogue. For any dialogue to take place there is a need for a safety zone. Without a safety zone, the conversation deteriorates to a level of silence violence or remains stuck at preambles. When there is a safety zone created through support and responsibility, then it creates a space to express my innermost needs.

Do I have a need for?

*Solitude
Company
Relaxation
Excitement
Taking risks
Reassurance
Looking good
Feeling fit
Being healthy*

*Being a leader
Giving affection
Receiving affection
Keeping my feelings to myself
Being honest
Being respected
Having expertise
Being part of a team*

*Being asked to take part
Being intelligent
Being taken for granted*

The activity was one of the most difficult to conduct; because of the sheer number of participants and the shortage of blindfolds.
During the activity the blind folded person found it difficult to trust the other and comfortably talk about their respective topics.
They were all more keen on finishing the course from one end to another instead of sharing some stories from their life.

Activity 38: Line of Equality

We the people of India give ourselves this Constitution.

I am a citizen of this country

Equality is my birth right

Then why don't I practice it everyday

Instructions

1. Divide the group into three teams.
2. Invite one participant as a volunteer from each team
3. Give each of the volunteer a character card.
 - a. A person in a wheel chair
 - b. A person facing sexual harassment
 - c. A child labourer
4. The volunteer takes their card back to the team, and together they discuss the obstacles they experience in their everyday life, to access their right to equality by virtue of being in that situation.
5. They note the obstacles down on the chart paper.
6. When the teams are ready, invite the participant with the card back.
7. Draw an imaginary line of equality on the ground
8. Let the volunteer stand with he/her face to the line of equality, forward looking. As a citizen of the country, s/he has a right to move forward, but with every obstacle named, the volunteer moves away from their right to equality.
9. As the team reads out the obstacle together, the volunteer takes a step back with each obstacle.
10. This is the harm that a person experiences.
11. The practice of everyday equality makes it our responsibility to eliminate the harm from our fellow citizen's life with our actions.
Example: not gossip, not exclude, not assume, not silence.
12. As a group, give five actions you can take to remove the harm from the lives of these people so that they can access their right to equality.

Debrief: Equality = Inclusion

Inequality = Exclusion

The biggest advantage during conducting this activity was that almost all children knew the preamble to the Constitution of India by heart. Therefore establishing the Line of Equality with them was an easy task.

Once the activity began; the children took keen interest to delve deeper into their character's life to find out more and more inequality they do/ may face.
During this activity one or two children were specifically vocal; but refused to speak/ expressed discomfort to talk about the same on camera later that night.

Session IV: 5:30 pm to 7:30 pm: Bio Break/ Games/Reflection/Journal Writing

Activity 39: Eye Witness: 6:30: 30 minutes

Memory and Concentration = Recall

Instructions

1. Split the group into the three teams.
2. Each team is given a set time to organize a detailed improvisation in which an accident occurs. This can be anything as long as there is sufficient detail to the incident.
3. At the end of the allotted time, each group shows their improvisation to the rest of the participants.
4. When all three improvisations are completed, Make the first group sit as judges, and get the other two teams to describe their incident in detail.
5. Repeat this with the other two groups.

Debrief

No one witnesses the same incident identically. There will always be discrepancies. Multiple points of view. Six Blind Man and the Elephant Story

Activity 40: Trust Fall: Willow in the Wind: 30 minutes

Those who do not trust others will never be trusted
Tao Te Ching

Learning Objectives

1. To respect others I have to respect myself.
2. To trust others, I have to trust myself.
3. Underlining once again that it is easy to give trust, but it requires practice to become trustworthy

Set Up

Let the 3 teams form 3 circles of spotters, with individuals standing shoulder to shoulder.

Brief

Group assumes the spotting position, focusing attention on person in center.

Monitor to ensure that spotters maintain stance and attention on faller.

Monitor group being responsible toward safety of person in middle.

Intervene and stop the activity if appears to be getting out of hand or any individuals are not taking it seriously.

Instructions

1. One faller stands in the center of circle, standing up straight, body stiff, arms folded across chest (eyes closed is optional), check to see that the faller is the very center of the circle.
2. Use same communication system as in spotting practice to be clear before person falls:
3. Faller "READY?"
4. Group "READY"
5. Faller "FALLING?"
6. Group "FALL ON"
7. Faller falls and allows group to pass him/her around the circle and/or back and forth across the circle.
8. Emphasize importance of passing faller gently. Faller is the willow tree being blown by the wind. Spotters are a soft breeze, not a hurricane or gale force wind.

7:30 pm to 9:00pm: Dinner/Personal Time

Session V: 9:00 pm to 10:30 pm: Creative Expression: Emotion

Activity 41: My Emotion Fires My Passion: 9:00 to 10:30 minutes

Demonstrate Passion In all your speeches it's important to choose a message that you are passionate about. This will give you more motivation to prepare effectively, and more confidence when you speak. As an added benefit, if you are passionate about a topic, your energy and enthusiasm will transfer to your audience, and they will be more prone to listen to what you have to say.

Instruction

1. Line up as per your number and settle down for the best show of your life
2. I repeat, as your number is called, you will come and face the camera and introduce yourself creatively. You can sing your introduction, dance your introduction, cry through your introduction. It's your choice. But it has to be interesting.
3. Use all that we did with your emotions.
4. Communicate through your whole body and expressions.
5. When you stand in front of the camera, imagine it as someone back home, your mother, friend, teacher, neighbour, anyone.
6. When you talk, talk like you are talking to that person.
7. In your one minute, you will give your name, one achievement that you had today, how you felt, and why do you think today that you can climb Mount Everest because of that achievement.
8. Remember, you will have only one minute.
9. When I call your number, you will come and stand in front of the camera here, in the circle drawn in front of you and look at the camera.
10. When I say action, you will start. Remember to look at the camera only as you talk.
11. When I say cut, you will stop and go to your seat and sit down.
12. When I say next, the next number will come and stand in the circle and give your introduction.
13. At the end of the session, we will have an audience vote for the best speaker on the following indicators.
 - 13.1. Most inspiring achievement
 - 13.2. The best learning from the Achievement
 - 13.3. The best emotional presentation during the one minute talk

Since they were all due to watch a movie that night their minds were pre-occupied with the excitement and they briefly explained their day in a minute. Some spoke about their fears and how these few days at the camp had helped to overcome so much.

10:30 PM: Retire

Sleep helps the Brain : Your mind is a not room that can be endlessly filled with furniture. To apprehend a new information, you should erase part of the unnecessary data. Sleep helps us with this task - it cleans up, defragments and allows us to move forward. Studies suggest that sleep also flushes out toxins that accumulate in your brain during the day, and that process could benefit functions like reasoning and memory over the long term. There's also major overlap between individuals with sleep disorders and conditions like depression and anxiety.

DAY 5

Session 1: 5:00 am to 7:00 am: Exercise, Yoga, Meditation

Activity 42: PROMISE TO MYSELF

*Growth is a spiral process, doubling back on itself, reassessing and regrouping.
While the occasional dazzling vista may grace us,
Often a fog may obscure the distance we have covered
Or the progress we have made towards our goal.*

Time required: 1 hr 30 mts

Material required: Singing Bowl

Learning objective:

Set Up

Brief

The meditation is light based.

Visualize a big ball of light radiating from your centre.

Identify any image that gives you joy, eg flower, then think of the most important quality of that image for you, eg fragrance, beauty etc

When you breathe in, let the image enter on your breath, when you breathe out let the quality breathe out.

Keep your mind busy, when you breathe in, say in your mind “I am the flower” when you breathe out say, “I am fragrant, or I am beautiful”

Keep your eyes closed throughout the meditation.

We will sit for half an hour.

Take the most comfortable position on the ground preferably.

If you can cross your left leg in, and right leg from out, it is preferable.

Your hands in your lap, right fingers over left fingers, tip of the thumbs touching each other.

At some point it is possible, your mind will stop the chanting, and drift, do not struggle, let it drift.

Just keep your eyes closed, and when you can, come back to the chanting.

The meditation is breath based. Short quick breaths alternating with natural long breaths

Letter

Slowly open your eyes, in front of you is a paper and an envelope. Write a letter to yourself, 10 years from now, on how you have lived your life. The successes, the challenges you have experienced. The values, the principles that created the grid for your actions. The promises you have kept, the practice you have maintained. Inspire yourself today from 10 years yonder.

My dear such has been the journey from ... date in 2018 to 2028...

SELF -RESPONSIBILITY: SKELETON AFFIRMATIONS

- I learnt from every experience I had in my life.
- I took responsibility to create my life.
- I exercised my power to change my life.
- I made the choice to grow.
- I created my past and I will create my future.
- I am the creator of my life.
- I used the full capacity of my mind to manifest my life as I wanted it.
- The infinite power of the [universe, God, universal intelligence] flows through me, helping me create my life.

Debrief

One word for what you are taking back for yourself from this morning

Link Line

These are centering actions. If the striving is to constantly stay in my centre in the wake of any and all challenges, we need to practice staying in the centre. Most things that seem natural, are a result of long and consistent practice. Practice makes perfect has some meaning after all!!!

7:00 am to 9:00 am: Personal Time: Breakfast: Bath: Hygiene

Session II: 9:00 am to 12:30 pm: Hard Skills

12:30 pm to 2:30 pm: Personal Time, Lunch, Journal Writing

Activity 43: Reflection and Journal Writing

Your real self is not created by you. It need not be created by you coz you already are. It needs to be discovered. Once a being knows his or her true self s/he becomes an individual. s/he no longer belongs to the mob psychology. s/he cannot be exploited. s/he will live according to his or hers own real light. His/her life will have tremendous beauty, integrity. And that is the fear of society.

Instruction

1. You have a workbook with you. There is a reflection sheet for each day. This is your time to remember, reflect, organize your thoughts, give space for your creative expressions.
2. You can write what you did.
3. You can write how you felt.
4. You can write what you observed.
5. You can write what you said
6. You can write what you remember.
7. You can write bullet points, or a paragraph, or a poem, or a story
8. You can colour it or leave it plain.
9. It is your journal.
10. Make your memories! :)

Session III: 2:30 pm to 5:30 pm: At the Centre of your Being you know who you are. Lao Tzu

Activity 44: Four Takeaways and Support I Need to Make One Change in My Life Happen : 30 minutes

Materials: Flash Cards
Pens/Crayons/colour/scissors/old magazines/glue sticks

Learning Objective

1. Partner Support for transfer of learning
2. Personify a balanced approach to work-life
3. Symbolize change in the old patterned behaviours
4. Celebrate New Goals
5. Begin to develop a long-term personal "noble goal"

Instruction

1. **My Takeaway Bag**
 - a. Think of four takeaways that you would like to take back with you from the workshop.
 - b. They can be experiences you have had, friends you have made, insights about yourself, new practices, or learnings.
 - c. Write them down on the flash card with you.
2. **Change is in the air.**
 - a. Sit by yourself for about 5 minutes and think of what you did well and what you think you could have done better.
 - b. Think of one thing you would like to change about yourself or do better
 - c. Write it down on the second flashcard.
3. **A Contract it is!**
 - a. Now find your buddy and approach the contract gateway. You have to fill the "contract" to implement the promised actions.
 - b. This contract is between you and your buddy.
 - c. Make sure it includes the actions you will take, the expected results (internal and external), and a date on which the contractees will phone or write one another to check in on progress. Most important it is also to include a plan for celebration.

- d. Encourage your partner to commit to checking off with you the actions performed on a daily basis.

Debrief

Cognitive Inquiry

1. "Which comes first, internal changes or external changes?"
2. "Who is responsible for each kind of change?"
3. "How do you decide if you meant to change or if you were pushed to change?"
4. "Does changing yourself change other people?"

Activity 45: Positive Strokes: 1 hour & 30 minutes

Nobody can take away the dance you have danced

Time required: 1 hr

Material required: positive strokes cards

Learning objective

1. Creating and harnessing the positive imprint of team, friends, support systems

Instruction

1. All sit in a circle.
2. All write their names on the positive stroke card
3. They pass the card with their name to the person on the left.
4. They write one positing thing about the person whose card they are holding.
5. This process continues till the card bearing your name come back to you.

After spending 5 days with each other the children were rather happy to write about their peers. The positivity and happiness after reading their respective cards was clearly visible.

Activity 46: Feed Back Forms: 1 hour

Material required: feed back forms, boards, pens, Singing Bowl: One Word

Learning objective

1. Feedback and evaluations identify the gaps and assess the strengths and learning zones.

Instruction

1. All the participants fill the form before they leave the premises.
Fill it with honesty, sincerity and integrity.

Instructions before the group is broken up.

The participants are informed that they have 2 hours of personal time where they can

1. Freshen up
 2. Spend time with themselves alone
 3. Write their journals
 4. Or participate in the game being organized at 6:30 pm
 5. They cannot go into the tents to sleep
 6. They cannot team up with their friends to chat or spend personal time
 7. Dinner is at 7:30
 8. Reassembly for their Reality Show at 9:00 pm Sharp.
 9. Who is the time keeper in each team to make sure both these times are met.
- The forms were not filled on Day 5, rather they were done one by one each day.

Session IV: 5:30 pm to 7:30 pm: Bio Break/ Games/Reflection/Journal Writing

Activity 47: POINTS OF BALANCE

Instructions

1. Let the group form into groups of five.
2. Let them create a sculpture, using a predetermined number of points of balance
3. A point of balance is that part of the body that needs to make contact with the ground in order to keep the rest of the body balanced. Knees, elbows, buttocks, foreheads, fingers, can all be points of balance. A standing person uses two points of balance: feet.
4. Real skill comes into play when the team is given less points of balance than the players in that team. This means that at least one person must not make contact with the ground in any way.

Activity 48: RANK N FILE

Instructions

1. Make the entire group run in the ground.
2. When you say stop, they should freeze in their tracks.
3. Then shout out the Rank: example make a line as per your height in an ascending order, shortest in front to the count of 10, the three teams have to make three lines as per the call out.
4. Count till ten. Then call freeze.
5. The team not in position as per the rank has a negative marking.
6. Ranks to call out can be: Height, weight, length of hair, with shoes in front of without shoes, with black pants in front of all other clothes, etc

7:30 pm to 9:00 pm: Dinner/Personal Time

Session V: 9:00 pm to 10:30 pm: Creative Expression: Freedom at Last

*Disappear in the dance
Forgot the dancer, the center of the ego; become the dance.
Dance so deeply that you forget completely that 'you' are dancing
and begin to feel that you are the dance.
The dancer must go, until only the dance remains.
So get involved totally, be merged in it.*

Activity 49: In the end... I am a Superstar!: 9:00 to 10:30 minutes

Visualise yourself giving a great speech, visualise your voice clear and assured, visualise your audience rapt. It will help calm your nerves and give you confidence.

Instruction

1. Line up as per your number and settle down for the best show of your life
2. I repeat, as your number is called, you will come and face the camera and introduce yourself creatively. You can sing your introduction, dance your introduction, cry through your introduction. It's your choice. But it has to be interesting.
3. Use all that we did with your voice, body, emotions to communicate today.
4. When you stand in front of the camera, imagine it as someone back home, your mother, friend, teacher, neighbour, anyone.
5. When you talk, talk like you are talking to that person.
6. In your one minute, you will give your name, what is the Mount Everest in your self that you have already climbed, how are you a success already, how you felt, and what are the elements that anyone can use to scale their own mount Everest. Including the person you are talking to.
7. Remember, you will have only one minute.

8. When I call your number, you will come and stand in front of the camera here, in the circle drawn in front of you and look at the camera.
9. When I say action, you will start. Remember to look at the camera only as you talk.
10. When I say cut, you will stop and go to your seat and sit down.
11. When I say next, the next number will come and stand in the circle and give your introduction.
12. At the end of the session, we will have an audience vote for the best speaker on the following indicators.
 - 12.1. Most motivating talk
 - 12.2. The tools to scale the personal Mount Everest
 - 12.3. The highest sense of achievement

10:30 PM: Retire

Sleep protects your immune system: Speaking of inflammation, sleep is a major regulator of immune system processes. Research shows not getting enough sleep over a long period of time creates a stress response that promotes chronic inflammation and weakens the immune system's defenses against disease. Translation: less sleep equals more sick days.

DAY 6

Session 1: 5:00 am to 7:00 am: Exercise, Yoga, Meditation

Activity 50: My Inner Everest

*No one can tell your story, so tell it yourself
No one can write your story, so write it yourself*

Time required: 1 hr 15 mts

Material required: Flash Cards

Learning objective

1. *Learning the Intelligence to respond*
2. *Taking the support of your buddy to remove the blocks created in the path of discovering your true potential*
3. *Recognizing that to be in touch with my own intelligence brings freedom and spontaneity*

Instruction

Sit down comfortably with your eyes half closed.

Imagine yourself walking through a sunlit forest. You walk farther and farther into this forest until you come to a clearing where you see a magical palace. You walk up to the palace and enter through the main gateway, where you see many doors, each of a different color and shape. Pause for a moment to visualize this.

I will walk you down many doors in this palace. As you enter each door, pause to explore the imaginary room, and remember what you experience to record in your journal, the images, sounds, or feelings you discover.

1. The first door you come to has *Commitment* written on it. Open this door and enter the room of Commitment. In your imagination begin exploring the room of Commitment. What do you see—what images, colors, shapes, or people? What do you hear--- what emotions and sensations?
2. Now see yourself leaving the room of *Commitment* and closing the door behind you. You are back to the place in the palace with all the doors of different colors and shapes. This time you come to the door marked *Discipline*. Open this door and enter the room of Discipline. In your imagination, begin to explore the room of Discipline. What do you see --- what images, colors, shapes, or people? What do you hear--- what sounds, words, or music? And what you feel--- emotions and sensations?

3. Now see yourself leaving the room of *Discipline* and closing the door behind you. You are back to the place in the palace with all the doors of different colors and shapes. This time you come to the door marked *Support Systems*. Open this door and enter the room of Support Systems. In your imagination, begin to explore the room of Support Systems. What do you see --- what images, colors, shapes, or people? What do you hear--- what sounds, words, or music? And what you feel--- emotions and sensations?
4. Now see yourself leaving the room of *Support Systems* and closing the door behind you. You are back to the place in the palace with all the doors of different colors and shapes. This time you come to the door marked *Inner Guidance*. Open this door and enter the room of Inner Guidance. In your imagination, begin to explore the room of Inner Guidance. What do you see --- what images, colors, shapes, or people? What do you hear--- what sounds, words, or music? And what you feel--- emotions and sensations?
5. Now see yourself leaving the room of *Inner Guidance* and closing the door behind you. You are back to the place in the palace with all the doors of different colors and shapes. This time you come to the door marked *Lightness*. Open this door and enter the room of Lightness. In your imagination, begin to explore the room of Lightness. What do you see --- what images, colors, shapes, or people? What do you hear--- what sounds, words, or music? And what you feel--- emotions and sensations?
6. Now see yourself leaving the room of *Lightness* and closing the door behind you. You are back to the place in the palace with all the doors of different colors and shapes. This time you come to the door marked *Love*. Open this door and enter the room of Love. In your imagination, begin to explore the room of Love. What do you see --- what images, colors, shapes, or people? What do you hear--- what sounds, words, or music? And what you feel--- emotions and sensations?
7. Leave the room of love and close the door behind you. You are back at the place in the palace where there are many doors of different colors and shapes. This time you approach the final door, the door marked *Finding Your Own Truth*. Open this door and enter the room of Your Own Truth. What do you see----images, colors, shapes, or people? What do you hear--- words, sounds, or music? What do you feel---emotions or sensations?

Close your eyes and explore this room, and then, with soft eyes, record in your journal images, words, or feelings you discover.

8. See yourself leaving the room of Finding Your Own Truth and closing the door behind you. It's now time to come to the main room.
9. Go back through the main gateway by which you entered to palace. Enter the forest and begin walking out. Finally, leave the forest and enter the main room, fully present here and now.

Now open your eyes and start recording what you experienced in your imagination.

When you record your personal experiences in your journal, keep your eyes soft as you move in and out of your imagination. As you are writing or drawing in your journal, it is helpful to keep your eyes half-closed. We call this *soft eye*; it allows you to move more easily back and forth between the imaginative and ordinary states of mind.

Debrief

You'll be amazed by the positive changes that begin to occur. Who said growing couldn't be fun?
Everybody is unique. To seek and search for your own uniqueness is a great thrill, a great adventure. Embark on this adventure with your buddy billeting you.

7:00 am to 9:00 am
DEPARTURE

CineArt Steer to Safety Program 3.0

2016-2017

CineArt Steer to Safety Program 3.0

CineArt Steer to Safety 3.0 is an outcome of a collective expertise of thought leaders with diverse domain strengths pooled towards a common agenda on how school children can become influencers to encourage ‘responsible road behavior’ for self, others and the society. Building upon the strengths of the earlier initiatives, this program was broader in scope with the design and delivery to reach out all stakeholders which included students, teachers, parents and school bus drivers. With renewed focus from awareness to education, the program used original tools, methods and experts to engage with students. An innovation initiative was the Champions for Change project which was launched. The CFC used project based learning methods for students to apply their road safety education to their real life and make a difference to the road safety scenario around their school.

Sakshi NGO was assigned with the following tasks:

- Overall Project Design & Advisory Services
- Module Creation for Knowledge Sessions
- Training and Capacity Building
- Champions for Change Project Design
- Communication Strategist

Program Design & Advisory Services:

Role Definition and Stakeholder Alignment

Sakshi NGO was involved from the beginning of designing the project as it was being conceived. We worked closely with the PVR Nest team and interacted with all stakeholders and curated the role and accountability of each and every partner in the program. This included IRTE, RoSES, RoadKraft, Raahgiri, Suprayaas and Enactus. We also culled out the content to which led to the structure and flow of the CineArt Steer to Safety 3.0 program. We provided feedback, briefed and guided through each creative media to ensure precise message design through the project.

Consultations:

Sakshi helped organize the initial consultant meet wherein we invited participation of thought leaders, domain experts and media practitioners with the purpose of shaping public opinion to arrive at a thematic messaging for enhancing Road Safety in Delhi NCR for school children. We anchored and co moderated the show with PVR Nest and helped the group arrive at a

consensus that if children are at such high risk, then it must be them who should be trained with the best tools, knowledge and practices to improve their road environment. For that, they need to be RESPONSIBLE ROAD USERS! Thus the theme of CineArt Steer to Safety 3.0. became **Responsible Road Behavior**.

Program Launch:

Sakshi contributed towards the launch by designing a content strategy and formulated pointers and scripted the content of the key speakers during the Launch. We also put together a road safety body installation which was used to kickstart the event.

Enthusiasm and excitement marked the launch of Cineart Steer to Safety Project 3.0. Launched by Shri Nitin Gadkari, Union Minister of Road Transport, Highways & Shipping, we received unconditional support from numerous thought leaders and stakeholders. Educators including school principals, teachers & students from 200 participating schools in Delhi & NCR became our allies towards our shared goal.

Module Creation

We created an age appropriate modules for knowledge sessions to improve student understanding regarding their road environment and what constitutes safe and unsafe behavior for pedestrians. Experiential learning experiences were designed to appreciate the role of speed and correlate the science behind road crashes. Understanding the risk factor in taking safe and responsible decisions which impact self and others is a key component of this curriculum.

The modules were transacted through road safety lesson plans which had dedicated opportunities for creative expression and development of leadership abilities which included negotiation and persuasion skills for being a responsible road user.

Primary, middle & senior school students participated in our Knowledge Sessions & Experiential Workshops. Creative Submissions were invited and students demonstrated their learning through their artistic expressions which includes fine arts, craft, models, photo projects and the like. We encouraged student participants to spread what they learnt to other students of the school through peer learning methods.

Where the school did not have a road safety club, our goal was to energise and motivate the students formulate one which would become the nodal point to carry on the program message and continue with road safety engagements even after our program objective per school was complete.

Training and Capacity Building

For the knowledge session, the dissemination strategy included Training the Trainer, Capacity building and handholding of Content Carriers from RoSES who would take the program to the schools. Experiential workshops were held in which creative young leaders were given content orientation on the what-how-why of working with school children on road safety to ensure effective implementation at schools. The Training included piloting of the module at a select school through demonstration and feedback the content

carriers. Periodic feedback and content alignment with the content carriers and assessment agency was reviewed for mid-course correction.

As a level up, motivated Students, Teachers & School Drivers were nominated to be trained through master classes. We participated in the pilot workshop held at IRTE and feedbacked the trainers and oriented the teachers and drivers.

In order to develop an assessment tool which could measure the impact of the program, we engaged in several meetings with Suprayas Centre for Excellence which was tasked with assessing the impact of learning on the target group i.e. Middle and Senior Secondary students from 200 schools. We helped them draw the parameters and helped them prepare an assessment tools to contribute to the analysis of the project impact on the beneficiaries.

The task included vetting the Age Appropriate Assessment Tool which were created so that data could be collected for the following

- Pre and Post Knowledge Session
- Creative Submission
- Pre and Post Road Safety Project Implementation

Champions for Change Project Design

Later during the course of the program, we contributed towards the success of many other consultancies through specific roles as energizers, motivators, anchors, subject experts and strategic communicators. These included:

- The Champions for Change Launch
- Delhi Traffic Police Power Session which included inspirational talks
- Numerous internal and external consultancies as per the need of the project.

We spearheaded the design of 'Champions for Change Project' which was launched as an extension activity offered to 40 select schools who have active Road Safety Clubs and have shown exceptional commitment towards the campaign objectives over the last 2 years. The idea captured the imagination of many road safety stakeholders and we were delighted to get the support of the Delhi Traffic Police as Knowledge and Technical Partner. 40 Champions for Change schools from Delhi-NCR presented their original road safety ideas to Dr Muktesh Chander, Special Commissioner (Traffic) Police. Educators including Principals, Teachers and Students from Public, Private, Govt and NGO schools attended this Delhi Traffic Police Power Session to brainstorm on how to proceed with their road safety projects at their schools.

As a part of the design for Champions for Change Project, we anchored the inspirational talk Session with road safety experts which generated excitement and inspired students to become Road Champions and actualise the change they want to see. This session involved shared their experiences of road safety initiatives in India and abroad. Films on international projects were screened to show how people world over are tackling road safety issues. After this orientation, students submitted their road safety project ideas which they would like to implement.

Communication Strategist

Strategic Communication Packages were designed for all education stakeholders largely school communication, advocacy collaterals, consultation meets, big shows, project communications, media and jury. This included the writing of communication briefing, media briefing, invites, flow of the day, content and speech highlights for delegates and other stakeholders for various stage of the project which served the purpose of enrolling and aligning all stakeholders throughout the project. Each and Every stage of the program was documented with periodic reports and summary submitted as per need. Through guidance and briefing we contributed towards various outreach activities which included Public Campaigns, Radio Shows, Television Coverage, Press Coverage, Special Events and Public Displays

SOME PICTURES











