



# नेहरु युवा केन्द्र संगठन NEHRU YUVA KENDRA SANGATHAN

स्वायत्तशासी संस्था  
युवा कार्यक्रम एवं खेल मंत्रालय  
भारत सरकार

an Autonomous Body under the  
Ministry of Youth Affairs & Sports  
Government of India



Ref. No/NYKS/AH&DP/Circular -06/2015/197

Date: 25/03/2015

To,

The District Youth Coordinator  
Nehru Yuva Kendra,  
Gaya, Purnia, Jhabua, Mandla, Amravati, Satara, Ganjam, Koraput, Udaipur & Jhalawar.

Dear Colleagues,

During Fortnightly tripartite meeting held on 11/03/2015 and 16/02/2015 following points have emerged which call immediate action at your end for efficient and successful implementation of AH&DP in your district:

**1. Second Round PE training:** Second round of PE Training should be completed by 15th April 2015. Funds for the same have been released. Blank Certificates of Peer Educators (PE) will be sent by NYKS 11qrs

## **2. Teen Club Activity:**

### **A. Activities to be conducted in Teen Club in Phase 1 and Phase 2:**

1. Meeting 1 to Meeting 6: As given in PE Training Resource Book- Phase 1 (Manual)
2. Health Survey: As per Guideline1-Health Survey
3. Meeting 6.5: Connector Session 6.5
4. Meeting 7: As Given in PE Training Resource Book- Phase 2 (Manual)
5. Health Action Project: As per Guideline2-Social Action Project
6. Meeting 8: As Given In PE Training Resource Book- Phase 2 (Manual)
7. Meeting 9 to Meeting 12: As Given In PE Training Resource Book- Phase 2 (Manual)
8. Health Mela: As per Guideline3: Health Mela

Note: The sequence of these activities cannot be changed. Now proceed with meeting 7 after completion of health survey and meeting 6.5. Proceed with meeting 8 only after completion of Social Action Project.

### **B. Processes to be conducted by DPO/DTF to maintain quality of PE trainings:**

1. Before PE Training: Revise Refresher Training Plan
2. During PE Training: A review meeting at the end of each day to discuss - What went well today? What went wrong? What needs to be done differently tomorrow? Session Plan for next day and facilitators
3. After PE Training: Feedback Meeting with staff to review three aspects:
  1. What was good and what needs to be improved- 1. Venue/Food, 2. Time management, 3. Quality of Peer Educators
  2. Facilitators Feedback: Give feedback to every trainer in Pr- Va- Ha format
  3. Main learning from the PE training

Also Please note:

- PE training plan sent in February (PFA- PE training Plan) needs to be followed in all upcoming PE trainings
- In teen clubs/clusters where PE trainings were completed in December 2014 and January 15, the sessions highlighted in yellow in PE training Plan (1. **Teen Club Status Sheet** and 2. **Session 6.5**) should happen in upcoming cluster meeting of the selected cluster.

Before initiating the Meeting 7, kindly ensure Health Survey and Meeting 6.5 has been conducted in all the teen clubs. Second Phase Teen Club Meeting should be completed by 30th June 2015

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3. **Deployment Process Of APVs** should be completed as soon as possible, if waitlisted candidates are not available, carryout the standard procedure as directed by NYKS Hqrs in the year 2013.

4. **Refresher Training** Conducting refresher training before organizing Peer Educators Training is mandatory. It should be organized two days before start of PE Training. Refresher Training design prepared by Pravah is attached herewith. In the following districts Pravah will host Refresher Training viz Ganjam, Purnia and Jhabua and in rest of the district NGO partners or project functionaries will conduct the sessions for APVs & BTFs. Pravah Teams Travel dates are as detailed below:-

S. No	District	Name of Facilitator	Date of Refresher Training	Date of Field visit by Pravah	Date of PE Training Observation by Pravah
1.	Purnia	Ms.Shraddha	1-2 April 2015	3 <sup>rd</sup> April 2015	4-5 <sup>th</sup> April 2015
2.	Jhabua	Ms.Naghma & Ms.Purnima	2-3 April 2015	4 <sup>th</sup> April 2015	5-6 <sup>th</sup> April 2015
3.	Ganjam	Ms.Meenakshi	6-7 April 2015	8 <sup>th</sup> April 2015	9-10 <sup>th</sup> April 2015

5. **Renewal of Peer Educators ID Card:** NYC may renew the old Peer Educator ID card and extend the validity of ID card upto 31st December 2015 for those PEs who are still involved in the project.

Please share this with your DPOs and APVs for successful implementation of the project.

Yours sincerely,



(M.P.Gupta)  
Joint Director (NPYAD)

Encl: Guideline Health Mela, Health Survey, Social Action Project, Teen Club Status Sheet, Meeting 6.5, Refresher Training Design, Reporting Formats.

CC:

Zonal Directors, NYKS, Bihar, Maharashtra, Madhya Pradesh, Odisha & Rajasthan - Kindly ensure compliance of the above matters. Zonal Directors, NYKS of the respective zones/states are requested to monitor & supervise the whole process and send reports on regular basis to NYKS Hqrs.

Ms. Geeta Narayan, Programme Officer, UNFPA, EP-16/17, Chandragupta Marg, Chanakyapuri, Delhi - 110021

## Plan for Refresher for PE Training- Phase 2

### By end if the refresher training participants will:

1. Be able to describe all activities and key messages of all Peer Educator Training sessions
2. Have resources ready to facilitate the training
3. Have clarity of roles with their co-facilitator to deliver a quality training

### People:

- DPO and DTF to facilitate the Training, In some cases Program Coordinator (NGO) or a Resource Person (In Maharashtra) may also facilitate.
- In case DPO/DTF is not female- A female Resource person/ Skilled BTF/APV be identified to facilitate review for meeting 10 with female staff
- Mandatory presence of APV and BTF of the district as participants

**Time:** The refresher training must happen 2 to 3 days before the first PE training in the district. This is a non-residential training.

### Before Training:

- All Participants to come prepared after reading the manual
- Ask all participants to come with their manual, notes and kit bags
- All participants to have hard copy of PE training Plan

S no.	Tentative Time	Session name
<b>Day 1</b>		
1.	9.15-9.30	Welcome : Ask expectation from Refresher Course Sharing Plan for the day
2.	10.00-11.30	Session 1: Building Teen Club as Empowering Space
3.	11.30- 1.00	Session 2: Review of Phase 1 + Teen Club Status Form (to be filled by PEs for their village)
4.	1.0- 2.00	LUNCH
5.	2.00-2.30	Session 3: Facilitation Skills
6.	2.30-4.00	Meeting 6.5
7.	4.00-5.30	Meeting 7: Gaon ke Swasthya ka Sapna: Gyaan se Badlaav tak
<b>Day 2</b>		
8.	9.30- 11.00	<i>Meeting 8: Gaon ke swasthya ka Sapna: Prayas ke Baad</i>
9.	11.00-1.00	<i>Meeting 9: Kishorawastha se Pehechaan</i>
10	1.00-2.00	LUNCH
11	2.00-3.30	Meeting 11: Sundarta aur Swasthya
12	3.30- 5.00	<i>Meeting 12: Tayyari Swasth Mele ki</i>

### How to Conduct the Session Review:

Sessions not in Manual: (Session1,2 and 3)

1. Step 1: Divide participants into 3 or 4 teams, ask them to read the design of Session 1 from PE training Plan and discuss it such that each person in team understands the activities and flow. (15 Minutes)
2. Step 2: Quiz: Ask any person in the team to explain the first activity, repeat the same for all activities in the session. Give points to each team for right answer. (30 Min)
3. Step 4: Revisit the session: Ask any participant to makes flow of the session on chart for quick review or do it yourself (10 Min)
4. Step 5: Clarification: Ask participants for any challenge/clarification or get a participant to do activities that are confusing/ difficult with the group. (15 Min)
5. Step 6: Preparation for session: APV/BTF pair to sit together and prepare notes, resources (charts) and divide roles for doing the session. (20 Min)

## Sessions in Manual: (Meeting 7 to 12)

1. Step 1: Introducing Session: Ask any participant to read the name and purpose of the session (5 Min)
2. Step 2: Manual Reading: Give half for everyone to read the session, underline important questions / instruction or make notes. (30 Min)
3. Step 3: Quiz/ Test: Ask participants to close their books. Make participants explain activities of the session and its key message one by one. Tip: You can also do this in 3 or 4 teams on Day 2 to make it interesting) (30 Min)
4. Step 4: Revisit the session: Ask any participant to makes flow of the session on chart for quick review or do it yourself or get a participant to do activities that are confusing/ difficult with the group (10 Min)
5. Step 5: Preparation for session: APV/BTF pair to sit together and check/edit their notes, resources (charts) and divide roles for doing the session. (15 Min)

## Guideline - Health Survey

**Purpose of survey:**To build understating of three health issues identified by teen club members in meeting 6 by talking to health practitioners, women, youth and elderly in their village and get suggestions to address the health issues.

- By end of meeting 6, each teen club will identify 3 top health issues in their village
- Each Teen Club to be divided in four sub groups and given four group of people to interview.
- Group 1 will go to ANM/health practitioner, group 2 will go to five -six women, group 3 will go to five -six youth, group 4 will go to five - six elderly and group 5 will go to in the village.
- Questions to be asked by Group 1 from health practitioners:
  - What are the symptoms of these three health issues/diseases selected by the group?
  - What are the causes of these issues?
  - What are the preventive measures that can be taken by individuals and community?
  - What are the possible cures other than medicines?
- Questions to be asked by Group 2, 3 and 4 to women, youth and elderly:
  - What they are doing to prevent/ cure these three disease?
  - What do they think the teen club should do to address these three health issues?
- One peer educator should join each group.
- Report findings of the health survey in meeting 7 (As per activities in Phase 2 Manual) in presence of APV/BTF/RP

## Guideline - Social Action Project

- A chart needs to be prepared by teen clubs in Meeting 7 with following :
  - SKY: The purpose of our project on top- *Where do we want to go?*
  - KITE: Our Action Project on the kite with date, time, place: *What will we do? Where will we do it? When will we do it?*
  - RAIN: Challenges/ possible problems in doing the project- *What can stop us?*
  - THREAD: Preparation to be done for the project- *What will we do now?*
  - PEOPLE: Responsibilities of team mates to be written next to people- *Who will do it?*
- The Peer Educators will submit the plan for Social Action Project in following format (Village Health Action Proposal) to BTFs and APVs.
- The proposals will be seen by DTFs, DPOs and Rs. 600 will be given to each teen Clubas per process suggested in NYKS circular.

APVs or BTFs to be present at the time of Health Action Project in the village.

## Guideline - Health Mela

### **I. Brief of health mela:**

It is a cluster level activity to be done with PEs, Teen Club members and parents. A space for celebration of good work, recognition of best health action projects, energizing the program by giving a platform for people to showcase their work and get inspired by looking at others work, building community support, spread awareness on substance abuse.

### **II. Objectives:**

- Energise the teen club members through a space where they get to see work being done by other Teen clubs
- Get a space to showcase their work done at village level
- Teen clubs get recognized for the best action projects done in their village
- To spread awareness on substance abuse amongst adolescents
- To showcase teen club program- its activities and benefits to parents of teen club members and get community support
- To showcase work of teen clubs to different organizations/ departments and draw their support for the program

### **III. Roles:**

1. **DYC:** Support DPO/ DTF in organizing the mela by ensuring finance, additional hands of NYCs if need be, recommend people/ organization working on substance abuse- building organizational partnership for the mela.
  2. **DPO and DTF:** to support in organization of all 15 health melas, identifying and arranging venue , bring people, organize a resource person/ group/stall to spread awareness on substance abuse. Ask NYCs to help if need be.
  3. **APV/ BTF:** Lead the event, ensure all the preparation with support of core group of volunteers from amongst the PEs of that cluster.
    - Fix date for health mela by checking when meeting 11 is done. Mela should be announced one month before the event is to happen.
    - Form a core team by asking 1 PE from each village to volunteer in cluster meeting.
    - Discussing the idea of mela in cluster meeting one month before the mela and getting ideas from everyone on what all should happen on the day.
    - Ensuring each team of the core team of health mela is able to do their work
    - Prepare for the rewards- identify 3 villages that have done the best action projects on health, arrange for prize.
  4. **Core team of PEs for health mela:** A team of 10-15 PEs made in last cluster meeting by asking 1 PE from each village to volunteer to be part of organizing team of health mela (and commit time). Roles of smaller groups in team can be:-
    - Decoration/ sitting/ cleaning of the place
    - The scheduling and anchoring of program: to make a list of all the action projects done by each team club for announcement
    - Refreshment and water organization and management
    - Participants management on the day- sitting, managing crowd
    - Attendance collation- from all PEs of 10 villages
  5. **Other PEs:** Suggest Manage their own groups in the event and prepare their presentations before the day.
- IV. **Participants:** All teen club members, the members should also ask their parents, people from their village to attend the function.
- V. **Time/ Venue:** 10 am to 5pm . Any place that is not too far from the 10 villages of cluster, it could be a ground with stage/ hall/ school.

VI. Schedule of Health mela:

Time	Activity	Description
10.00-11.00	Inauguration and welcome	Welcome everyone. Share about teen club program- organizations, area, vision and impact. Share about health mela and plan for the day.
11-11.30	Recognition of 5 TCs	Each teen club be given a title and rewarded for: best participation, regularity of meetings, quality of meetings, focus on learning, ownership for teen club- arranged for making teen club comfortable, hard- working teen club- if they are running without a physical space/ with lots of problems, superfast teen club: If they are the first to complete all meetings etc.  Ask PEs to come on stage and receive certificates on behalf of the group.
11.30-11.30	Presentation of 1,2,3,4,5,	10 minute each presentation Anchor to announce the action projects done by the teen club in their village and then invite them on stage to present.
11.30-12.30	Lecture/ program/ Play/ song/ movie on substance abuse	DPO/ DTF to decide, DYC to support Additionally stalls can be put up and information pamphlets can be distributed to spread awareness on harmful effects of relevant substance abuse.
12.30- 1.30	Recognition of 5 TCs	
1.30- 3.30	Presentation 6,7,8,9,10	10 minute each presentation Anchor to announce the action projects done by the teen club in their village and then invite them on stage to present.
3.30-4.00	Best health action project awards:	Anchor to invite both APV/ BTF to announce the awards. APV/BTF to decide WINNERS OF THE AWARDS along with DPO/DTF.
4.00-4.30	Core Team recognition and	Call core team on stage and say their names with applause. Core team to sing an action song on stage asking all others to sing and copy actions.
4.30-4.45	Thankyou note.	

**Adolescent Health & Development Project 2014 &15**  
**Social Action Project - Proposal**  
**Month - \_\_\_\_\_ 2015**

1- Name of the Village (Village, Block, District):- .....

2- Social Action Project Name:- .....

3- Action Plan&

I. When:- .....

II. Where:- .....

III. How:- .....

4- Purpose -

.....  
.....

5- Preparation (Planning)

I. ....

II. ....

III. ....

IV. ....

6- Present Status (Why there is a need to do)

I. ....

II. ....

III. ....

7- Responsibilities -

I. ....

II. ....

III. ....

IV. ....

V. ....

8- Challenges -

I. ....

II. ....

III. ....

IV. ....

V. ....

9- Ways to overcome challenges -

I. ....

II. ....

III. ....

IV. ....

10- Materials required and Expected expenditure -

- I. -----
- II. -----
- III. -----
- IV. -----
- V. -----

11- Name of Peer Educators

Signature

- |          |       |
|----------|-------|
| 1- ----- | ----- |
| 2- ----- | ----- |
| 3- ----- | ----- |
| 4- ----- | ----- |

## Connector Session Phase 1 and 2. Meeting 6.5 (2.15 Hr)

	Title	Duration	Activity	Resources needed
1)	In - Out	10 min	Game	
2)	Meri zarooratein	20 min	In small groups, participants identify and share 2-3 top needs they feel most.	3-4 Needs Form
3)	Hamarizarooratein	30 Min	Everyone to identify one need that is not getting fulfilled. Stand in one of the eight category of needs that everyone has and understand different types of needs.	Chalk/ Blank Paper
4)	Rahul Ki Kahani: Prayasapan	30 Min	Read out Rahul Ki Kahani. Explain Praysapana. Explain the four steps of PrayaSapan using the story and chart 0.	
5)	MeraSapna- MeraPrayas	20 Min	Get Participants to recall their dream for one year and effort made to fulfill it, new participants to think of a dream for next six months and share it.	
6)	AccheSwasthyaKaSapna	25 Min	Participants to visualize their dream for a healthy village and draw it on a chart and share it.	Charts , pens, colors
7)	Introduction to Phase 2: AcchesyasthyaKaSapna	5 Min	Having completed step 1- "where are we?" through health survey and step 2- "where do we want to go?" - by visualizing our dream for healthy village. We are in position to work towards next steps in phase 2 of Prayasapana.	

### 1. How to run the session:

#### 1) In - Out (10 minutes)

Ask everyone to stand in a circle and give the following instructions: " There is only one rule of the game. Follow my instructions without any delay

When I say 'in', you all have to jump inside the circle and when I say 'out' you have to jump backwards.

If you jump in the opposite direction (i.e jump in when I say out or vice versa) or if you do not move at all- you will have to move out of the game."

After giving these instructions, ask the following questions.

Has everyone understood? If someone says "No" then repeat the instructions. Demonstrate it yourself if needed. Begin by saying in, out, in, out, out, out etc. to confuse participants. Increase the pace of instructions as game progresses.

Play the game until 2-3 participants are left. Announce them as winners and ask everyone to clap for them.

#### 2. Meri zarooratein/ Our needs : (20 min)

Say- "Since it is critical to know what we want, let us do an exercise that will help us in identifying our needs"

Divide participants into three or four groups and give each group a copy of the 'Form 1: My Needs'. Tell one person in each group to read out all the needs on the form and keep form at the center for everyone to read.

Ask participants if they understand all of them. Clarify if any doubt exists.

Ask each person to identify their top two or three needs. Give them five minutes to think.

Now, ask each participant to share two or three needs that they feel the most in their group.

#### 3. HumariZarooratein: (30 minutes)

##### Step 1: (10 Min)

After everyone has shared their needs, tell them to stand up in one big circle. Tell them to think about one top need that they experience the most and that is not getting fulfilled completely.

Give example "Food may be most important need to you but if the need is getting fulfilled do not think of it instead think of another need that may not be getting fulfilled."

Give them few minutes to reflect and identify one need.

Now tell them to find a person in the group who share the same need as them and stand with them.

In the mean time, put papers with eight categories of needs written on them on floor or write them with chalk on floor at distance from each other.

Step 2: (10 min)

Say, "I will read out some categories of needs, also placed on floor- if you feel your top need falls in that category stand around that need."

Stand next to where you have written the need and call out the categories as given below and wait for participants to move towards their category.

1. Basic needs: food, water, house, sleep
2. Recreation/ entertainment
3. Respect/ Recognition/ having opportunity and say at home and community
4. Learning/ Education/ knowledge
5. Relationships: love/ friendships/ support
6. Livelihood: job/ money etc
7. Health related needs
8. Protection/ Safety at home and outside

Ask those who are unable to identify their group to say their need and ask the group to guess which group their need belongs to.

If they are unable to guess, look at the table below and tell them their category of need.

	Needs categories	Needs			
1.	<b>Basic needs</b>	Sleep	Physical intimacy/ Sexual contact	House	Food and water
2.	<b>Recreation</b>	Mobile	Radio/ T.V	A place to play games/ meet friends	Time for entertainment and recreational activities
3.	<b>Respect/ Recognition</b>	Opportunity to showcase my talent/ abilities	Respect from people	A say in important matters of my life	Opportunity to participate and work on issues of social development in the village
4.	<b>Learning/ Education</b>	Learning new skills/things	Knowledge of what is happening around me/ news etc	Opportunity to join good school/ colleges	Understand myself
5.	<b>Relationships</b>	Someone with whom I can share my feelings and emotions openly	Love from parents/ family	Support and guidance about life/ decisions	Friends to play/ chat with
6.	<b>Livelihood</b>	A decent job to earn money	Opportunity/ institutes to build skills for job	Money	Knowledge of jobs/ employment schemes etc
7.	<b>Health</b>	Nutritious food	Health services/ doctors/ medicines	Information about health/ body	
8.	<b>Protection/ Safety</b>	Peaceful environment at home	Security from judicial/ police system	Safety/ Protection in the village	

Step 3: (5 min)

Read out slowly all the needs in each category one by one for all to listen.

Consolidate by saying “As you can see, we all have these eight broad types of needs.”

Ask: Why do we need to know our needs?

Wait for participants to respond. Encourage them to think and speak.

Close by saying “Fulfillment of all our needs is important for us to be healthy and happy. When any of these needs is unmet, we feel unhappy. Therefore it is critical to be aware of all our needs and work towards achieving them.” Teen Club is a space where we can understand about our needs and how we can work towards achieving them.

Let us hear a story to understand this better.

#### 4. Rahul kaPrayas (30 minutes)

##### 1. Narrate this story (15 minutes)

(In the Teen Clubs where Meeting 7 has been done and many people had not attended Meeting 3, you can use the story of Gobind Story)

Rahul couldn't understand why he and Anjali Didi didn't play together like they used to earlier. They had always had so much fun. She was the best at khokho and could climb higher than anyone else on the mango tree - higher even than any of the boys. But since last year, she had stopped playing with his friends and him. And every so often, she would lock herself in her room for a few days and not even go to their masi's house or fetch water from the pump.

When he asked his mother why, she always said “Anjali has grown up now, she can't always go out and play.” Rahul felt like he had lost his companion and could not understand why she had changed? He just couldn't ask didi directly and just felt angry and helpless.

One day, his friend Sameer's sister Ritu didn't come to play as well. When he asked Sameer, he said she had her “monthly sickness”, but Rahul did not know what that meant. Sameer just called him a child and told him to ask his own sister. Rahul was offended about being called a child! And he had a major scuffle with Sameer.

Then one day, Anjali fainted while working at home and the family had to take her to the doctor. The doctor prescribed some medicines and told them to include more fruits and vegetables in Anjali's diet but Anjali was given the same food that she ate every day. Rahul was more confused than ever and also angry that his parents were not doing what the doctor said. He tried to talk to them but they did not listen and instead scolded him for troubling them further.

Rahul decided that he could not sit idle any longer. **He figured that the first step was to assess “Where am I?”** He thought hard and realized that he had only been thinking about himself, about not being able to play with his sister. But what was causing this?

Didi had grown taller and also more moody. She also fell ill a lot, and often felt dizzy and tired. But every time he asked his parents what was wrong, they said girls are like this and that he should not trouble them, or his sister. His parents thought he was too young and did not listen to him, and he felt awkward about asking Didi directly. They had never really talked about these things and it felt strange to do so now. After his fight with Sameer, he could not even ask him to help.

Once he realized all this, Rahul thought to himself that he needed to do something. **The next step was to reflect on “where do I want to go from here?”** He wanted his sister to be well, be friends with her again, be able to talk about everything and play together all the time. He also wanted to find a way to convince his parents to listen to him. But he also realized that it is not as simple as it sounds. There were lots of **things that were stopping him** and he would have to make lots of effort to overcome all of them.

Regarding his sister, he realized he had no information about the reason for her weakness and mood swings and what needed to be done to make her healthy and happy. He also realized that he did not know who he could talk to regarding this and get guidance. He was also shy and therefore hesitant about approaching people for help. He had not even been able to speak to his own sister and confess that he was worried about her.

He also knew his parent's role in this matter was very critical but he did not know how to influence them to take this matter seriously. He needed to take charge - but was he ready to take responsibility? So far, he would angry get and fight when situations or people were not the way he wanted them to be - like he had done with Sameer. He realized he could no longer do this, and instead would have to **make the effort** if he wanted things to change.

He made up his mind to take responsibility and overcome all these challenges and then began his journey to bring back his sister's health.

The first step was to find people who could help him understand what was happening to Anjali. He knew his friend Sameer could be one such person. But alas! Sameer was still upset with him. He decided to apologize to Sameer. After all Sameer had not said anything wrong. Fortunately, Sameer forgave Rahul and told him how hurt he was over Rahul's response. They became friends again!

When Rahul told Sameer that he wanted to find out more about the reasons for the change in Anjali, Sameer offered to help and took him to meet RadhaDidi – a nurse in the primary health centre. Rahul told RadhaDidi all that he had been observing. RadhaDidi was moved by Rahul's concern and patiently explained the changes that happen at this age in a girl's body, the mood swings that are a result of this, the importance of eating a nutritious diet etc. She told Rahul how most girls and boys go through this phase without even knowing what is happening to them. Sameer, Rahul and Radha spent hours talking. It was the first time Rahul actually understood what was really happening to Anjali didi.

Rahul realized he now had some information which he could share with his parents. He had often yelled at his mother for not letting Anjali go out before but it never changed his mother's behavior. Suddenly, a thought came to his mind. "Why had Sameer not offered to help him earlier but had listened to his problem today?" The difference was that this time when he spoke to Sameer, he had made the effort to understand how Sameer was feeling. Maybe he should do the same with his parents? All this while, he had not even tried to understand why his parents behaved with Anjali didi the way they did. Why was his mother not in favor of Anjali playing outside? Why was she not following the doctor's advice?

That day Rahul went home with an open mind and calm attitude. For the first time in many years Rahul listened to them patiently as they told him how worried they were about Anjali. They shared how important it is for a girl to learn to take care of the home because after all that would be her responsibility once she gets married. Rahul understood that although his parents had some beliefs (which he did not fully agree with) about the way girls should behave, they still loved Anjali Didi. He tried telling them that perhaps one of the reasons for her feeling weak was that she was not getting enough exercise but they did not pay much heed and things continued like before.

"At least I know the reason for their behavior now" he felt and tried thinking of what he could do differently. Over the next one month he did everything that he could and that he had never done before for his sister- he gathered courage to speak with Anjali and tell her how he felt about her and how much he missed her presence in his life.

Rahul's parents continued to be the same but he had learned not to get angry when things did not happen as he wanted. He learned to approach people for help. He knew his parents looked up to RadhaDidi and so he invited her home for tea one evening. Radhadidi spoke with Rahul's parents at length about Anjali. She got a booklet that had information about a condition called "Anemia" which caused weakness and ill health. She also spoke with Anjali and told the family how critical it is for Anjali to eat properly, play with others at this age in order to stay healthy and happy. She gave her own example - of how her parents used to encourage her because of which she could study and become a nurse.

A month had passed since he began making these efforts. His parents had started treating Anjali differently - giving her better food and asking her to go out but Anjali continued to stay aloof. But one morning, as Rahul was throwing stones at a distant pole waiting for his morning tea, he heard his sister say "Lets see who hits it first?" He turned and saw Anjali didi smiling at him! His efforts had made his dream come true. He and his sister were friends again.

But something else had changed...the same boys who used to play with both of them since their childhood had of late started looking at Anjali differently..

### *Step 2: Explaining Prayasapana (5 min)*

Ask "How was the story?"

What was Rahul's dream?

Who fulfilled Rahul's dream?

What did he do to fulfill his dream?

Say "Every individual has some dreams, we need to take responsibility of fulfilling our dreams" Like Rahul we all have some 'Sapne', only our own effort or *Prayasana* fulfill our Dream or *Sapna*!

"This center will help you in getting closer to fulfilling your "Dreams" or "Sapna" but this will require your own effort or "Prayas-*Apna*", therefore this club is called "*PrayaSApna*"

Ask them "Did you understand the meaning of PrayaSApna?"

Ask one participant to explain what he/she has understood.

*Step 3: Steps of Prayasapna: (10 min)*

Let us see what steps Rahul followed to fulfill his dream.

Ask what did he do first? What did he do after that? Try to help participants come up with four steps of Prayasapana.

Show them Chart 0: Prayasapna- Four Steps.

Ask four people to read out one section of the chart each.

Say "We all have to follow these four steps to achieve our dreams. Fulfillment of every dream starts with identification of what we want to do, recognition of what stops us from achieving it and making effort to overcome those."

### 5. MeraSapna - MeraPrayas(20 Min)

Some of you had identified a dream that you would like to fulfill in one year at the beginning of teen club meetings. Let us share what our dream was and what effort have we made/ are we making to fulfill it.

For others who were not present on the day- this is the time for you to identify one dream that you want to fulfill in the next 6 months.

Ask everyone to share one by one.

### 6. GaonkeAccheSwasthyaKaSapna (25 min)

Apart from individual dream for ourself, we also have dream for our society/ community.

We have been talking about dream for a healthy village and working towards it for some time. Now let us think what is it that we want to achieve in our village to make it healthy..?

Ask the participants: How do you see your healthy village? Let them respond.

If needed you can give examples like:

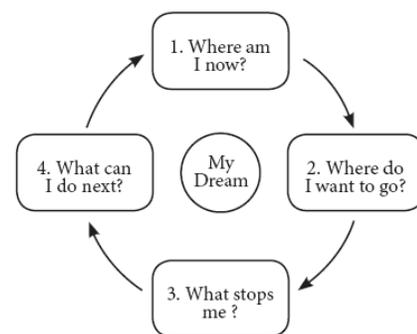
- Village should be green
- Regularly sprayed with insect repellents to prevent growth of mosquitoes
- Should have access to clean drinking water
- Garbage should be disposed properly

Ask participants to close their eyes and visualize what an ideal village would look like.. healthy them into  
Give them chart, pens and crayons and ask them to draw their dream of a village that they want to work towards. (If the group is too big, you can divide two groups)

Give them 20 minutes to draw or write on the chart.

Ask one person in the group/ groups to present the chart/s.

Now ask "What step of Prayasapna" did we fulfill?



**Four Steps of PrayaSApna**

look like.. healthy them into

### 7. Introduction to Phase 2: AcchesyasthyaKaSapna (5 min)

Tell them "Through Health survey we have found out "where are we?" - The condition of our village and then we have found out "where do we want to go" - What is our dream for a healthy village.

In the next three months, which is the second phase of Prayaspana, we will work on the next two steps to fulfill this dream, i.e. identify what stops us from fulfilling these dreams and make efforts to fulfill this dream.

## Teen Club Status

### Objectives of filling the Teen Club Status Sheets:

1. To help the APVs and BTFs to identify Teen Clubs which require more focus and attention and support them accordingly during their Field Visit, during cluster meetings etc.
2. To help DPOs and DTFs to create strategies to support the APVs and BTFs in strengthening Teen Clubs which require special attention

### Process of filling the sheets:

1. Teen Club Status sheet shall be filled in the PE training by the PEs.
  - a) In the PE training on Day 1, after the PEs have shared how was Phase 1 for them-Fun, challenging, Learning or Impact in the session No. 6 'How has Phase 1 been like for me?' ask all the PEs from the same Teen Club to sit together.
  - b) Distribute a sheet of paper to each group of the PEs. On this sheet of paper,ask the PEs to write the following information:
    - Name of the TC
    - Village Name
    - Name of the PEs
  - c) Write the following four questions on board for PEs to respond:

**Q1. Generally, How many TC members come for the TC meetings?**

**Q2. Out of the members who generally come for the Teen Club Meetings how many of them do you think are able to learn the key messages of the meetings?**

(For example: Understand the key messages of activities and meeting - beyond playing games/ participating in activities)

**Q3. How many teen club members have attended at least 4 out of 6 meetings?**

**Q4 a). How many members work on the plans they make in the meetings outside the teen club meetings?**

For ex.- Making efforts to achieve their dreams of 1 year, working on the identified characteristics to earn more respect from people around them, making teen club space more comfortable, getting a gift for their secret friend etc.

**Q4 b) How many members participate in the group Social Action Projects? Ex. Health Survey**

- d) Ask the PEs to discuss each of the four questions among themselves and write their answers for each of the four questions. Please read out each question, ask PEs if they have understood the question and tell them to discuss with each other and respond. They do not have to copy the question, just write their answer to each of the question **after discussing among themselves**. Share with the PEs that this will help in supporting them in their teen club's functioning.

Move to the next question only after all PEs have finished answering the previous question.

- e) Collect the sheets of paper from the PEs

Response from the PEs should come in the following format:

Name of the TC: Azad	
Village Name: Khilwariya	
Name of the PEs: 1. Sunil 2. Rajeev 3. Meenakshi 4. Priya	
Question NOs.	PEs Response (Number of TC members)
1	20
2	11
3	14
4 a)	15
4 b)	20

Name of the TC: Maheshwari Village Name: Nalwaya Name of the PEs: 1. Ravi 2. Pushkar 3. Meenakshi 4. Priya	
Question NOs.	PEs Response (Number of TC members)
1	15
2	6
3	8
4 a)	3
4 b)	12

Name of the TC: Subhash Village Name: Manjri Name of the PEs: 1.Rakesh 2.Mahima 3.Mohini 4. Golu	
Question Nos.	PEs Response
1	18
2	9
3	13
4 a)	14
4 b)	15

2. Collect the sheet from the PEs, add two columns in the sheet and calculate the % of the TC members and Type for each question. **Follow the example given below.** This Sheet shall be filed and retained by the APVs and BTFs for reference during Field Visit to the TCs.

Name of the TC: Azad Village Name: Khilwariya Name of the PEs: 1. Sunil 2. Rajeev 3. Meenakshi 4. Priya			
Question Nos.	PEs Responses (No. of TC members)	% of the members <b>(Response of the PEs for Question No.2,3,4/No. of members coming regularly(as responded by PE in Q1.)X100)</b>	Type of the TC  <b>Type 1:80% and above Type 2: 40%-80% Type 3: Less than 40%</b>
1	20		
2	11	$11/20 \times 100 = 55\%$	2
3	14	$14/20 \times 100 = 70\%$	2
4 a)	15	$15/20 \times 100 = 75\%$	2
4 b)	20	$20/20 \times 100 = 100\%$	3
Name of the TC: Maheshwari			

Village Name: Nalwaya Name of the PEs: 1. Ravi 2. Pushkar 3. Meenakshi 4. Priya			
Question Nos.	PEs Response (No. of TC members)	% of the members (Response of the PEs for Question No.2,3,4/No. of members coming regularly(as responded by PE in Q1.)X100)	Type of the TC Type 1: 80%and above Type 2: 40%-80% Type 3: Less than 40%
1	15		
2	6	6/15X100=30%	3
3	8	8/15X100=40%	2
4 a)	3	3/15X100=20%	3
4 b)	12	12/15X100=80%	1

3. APVs and BTFs to bring the data to the District Monthly meeting in the format explained below:

Block Name: Banka										
S.No.	TC Name	Question 1	Question 2		Question 3		Question 4 a)		Question 4 b)	
			% of Members Type of the TC	Type 1:80% and above Type 2: 40% and above Type 3:Less than 40%	% of Members	Type of the TC Type 1:80% and above Type 2: 40% and above Type 3:Less than 40%	% of the Members	Type of the TC Type 1:80% and above Type 2:40% and above Type 3:Less than 40%	% of the Members	Type of the TC Type 1:80% and above Type 2:40% and above Type 3:Less than 40%
1	Azad	20	55%	2	70%	2	75%	2	100%	1
2	Maheshwari	15	30%	3	40%	2	20%	3	80%	1
3	Subhash	18	50%	2	72.2%	2	77.7%	2	83.3%	1
4	Baldev	16	40%	2	60%	2	30%	3	70%	2
5	Bharat Vijay	22	50%	2	81.8%	2	45.5%	2	60%	2
6	Viraat	18	40%	2	40%	2	60%	2	50%	2
7	Chander	17	40%	2	60%	2	30%	3	70%	2
8	Dhaval	20	50%	2	81.8%	2	45.5%	2	60%	2
9	Gomti	25	55%	2	70%	2	75%	2	100%	1
10	Jagatnath	15	55%	2	70%	2	75%	2	100%	1
11	Prabhat	11	55%	2	70%	2	75%	2	100%	1
12	Kailash	20	40%	2	60%	2	30%	3	70%	2
13	Kiishore Club	20	55%	2	70%	2	75%	2	100%	1
14	Mahavir	18	30%	3	40%	2	20%	3	80%	1
15	Gopal	17	50%	2	72.2%	2	77.7%	2	83.3%	1
16	Abhimanyu	15	40%	2	60%	2	30%	3	70%	2
17	Akshay Aastha	19	50%	2	81.8%	2	45.5%	2	60%	2

18	Bhagat sungh	22	40%	2	40%	2	60%	2	50%	2		
19	Vikram	25	55%	2	70%	2	75%	2	100%	1		
20	Bhairav	20	30%	3	40%	2	20%	3	80%	1		
21	Paras	15	50%	2	72.2%	2	77.7%	2	83.3%	1		
22	Ankur	14	40%	2	60%	2	30%	3	70%	2		
23	Bhuban	18	55%	2	70%	2	75%	2	100%	1		
24	Chandni	20	55%	2	70%	2	75%	2	100%	1		
25	Bhusan	8	30%	3	40%	2	20%	3	80%	1		
26	Gulmohar	18	50%	2	72.2%	2	77.7%	2	83.3%	1		
27	Bhargav	9	30%	3	20%	3	10%	3	55.5%	2		
28	Kumud	11	50%	2	81.8%	2	45.5%	2	60%	2		
29	Chanakya	15	40%	2	60%	2	30%	3	70%	2		
30	Mukti	16	30%	3	50%	2	45.7%	2	50%	2		
Total No. of TC in Type 1						0		0				16
Total No. of TC in Type 2						24		29		19		14
Total No. of TC in Type 3						6		1		11		0

#### Instructions for the DPOs and DTFs:

4 a) DPOs and DTFs to review the data from the APVs and BTfFs in the District Monthly meeting and discuss strategies to support the TCs with a special focus on the Type 2 and Type 3

b) At the District Monthly meeting the following format should be filled by the DPOs and DTFs:

District Name:													
Name of the DPO:													
Name of the DTF:													
S.No.	Block Name	Question 2			Question 3			Question 4 a)			Question 4 b)		
		No. of Type 1 TC	No. of Type 2 TC	No. of Type 3 TC	No. of Type 1 TC	No. of Type 2 TC	No. of Type 3 TC	No. of Type 1 TC	No. of Type 2 TC	No. of Type 3 TC	No. of Type 1 TC	No. of Type 2 TC	No. of Type 3 TC
1	Banka	0	24	6	0	29	1	0	19	11	16	14	0
2	Shambhuganj	2	23	5	2	20	8	1	20	9	17	10	3
3	Katoria	10	20	0	6	14	10	6	18	6	15	9	6
4	Buasi	11	15	4	7	18	5	8	18	4	15	7	8
5	Sultanganj	2	23	5	2	20	8	1	20	9	17	10	3
6	Bihpur	10	20	0	6	14	10	6	18	6	15	9	6
7	Shahpur	2	21	6	2	20	8	1	20	9	17	10	3
8	Gopalpur	2	23	5	2	20	8	1	20	9	17	10	3
9	Alinagar	10	20	0	6	10	14	6	18	6	15	9	6

c) DPOs and DTFs to report on the No. of TCs in Type 1, 2 and 3 in the Partnership Calls and share strategies that are being tried.

**\*Please note that the above data in each of the formats is not real.**

## Training of Peer Educators on Facilitating Teen Clubs

### Background:

Peer Educator training is a critical process to build capacity of Peer Educators to facilitate teen clubs in their village. Each of the 4 PES from 10 villages of a cluster should be part of the training.

Duration of training: 4 days

Number of participants: 40 PE from 10 villages

Trainers: 1 APV, 1 BTF/RP

### Before PE training:

Ask all PEs to bring with them a list with names of their Teen club members and data in terms of attendance of the previous month so that there can be refresher on filling the formats as well. The APV should confirm the status of adolescent survey and review the out of school and in-school proportion in each teen club of their 3 clusters.

### Objective of the workshop:

By end of the workshop participants will be able to:

- Examine their experiences of phase 1 to bring learning to the implementation of Phase 2.
- Examine the space in the teen club as a 5<sup>th</sup> Space.
- Analyze own facilitation skills and identify areas of improvement to perform their roles well
- Practice the session of Phase 2 to prepare for meetings in the teen club.
- Demonstrate the ability to fill the relevant monitoring format.

### Ground Rules

- All the peer educators, the resource persons and APVs to arrive at the training venue on Day 0 (the evening prior to the start of the training)
- Trainings have to be residential and should be organized at the block/ district level
- Peer Educators should come prepared with data of their teen club's attendance, teen club members participation, and those who have completed Meeting 6 should bring the collated information.
- On day 3, batch will be divided into two groups of 20 each.
  - 5 mock sessions will be run by 4 Teams of PEs. one session may be run by a pair to be selected by DPOs/DTFs if there is requirement. 1 APV and a BTF in each group.
  - On end of day 2, APV and BTF will make two charts with names of 5 villages each and allocate meeting number- 7, 8, 9, 11, 12 to each of the team. (do not give meeting number 10 because it has to be run By APV/BTF in all teen clubs Meeting 7 and Meeting 12 is also suggested to be run by APVs/BTFs but PE can get practice in case they are not available to come to the village to facilitate).

CHART 1	CHART 2
Village 1 name- Meeting 7	Village 1 name- Meeting 7
Village 2 name- Meeting 8	Village 2 name- Meeting 8
Village 3 name- Meeting 9	Village 3 name- Meeting 9
Village 4 name- Meeting 11	Village 4 name- Meeting 11
Village 5 name- Meeting 12	Village 5 name- Meeting 12

- Each mock session will be 1 hour + 15 minutes of self evaluation by team (what went well + what could have been done better?) and feedback by APV/ BTF.

	Topic	Time	Objective	Activity/ Design
	Day 1			
1.	Registration	9- 9:30 am	Have list of participants and number of out of school adolescents of each village	Participants to write their name/ village on sheet and submit list of teen club members and its composition. (a team of 4 PE/ village to submit 1 list).
2.	Introduction	9:30 – 10:30 am	To know each other, feel comfortable	Welcome of the participants. Name Sharing and claps/sounds.
3.	Tea	10:30 – 10:45	Tea	
4.	Expectations from workshop + Agenda	10: 45- 11.30	Clarify expectations- align expectations of participants with plan of the workshop.  Share plan of 4 days	Trust Walk Divide the participants in two groups and ask them to stand in a line. Except the person in the front, blindfold everyone and then ask everyone to hold the person in front of them by their shoulders. Instruct the first person to lead the group through different parts of the venue, barriers. Facilitator to substitute people's position through the walk and also the lead person. This activity to take 10 minutes to return. No one talks to each other during this activity.  Think of one person with whom you share a relationship of trust. What do you expect from this person? Elicit responses from participants and document on the flip chart. Connect the relationship between love and trust love with this space that we want to create that we want to have similar essence then what is it that we can do to create it as that space of love. What is it that you expect from this workshop space?
5.	Ground rules	11.30- 12.00	To get the PEs to make do's and don'ts for 4 days of training	Crew contract and Ground Rules should emerge from this discussion. You can do the ground rules exercises such as getting uncomfortable, refer to the empty my cup to strengthen the ideas. Establish committees on the flip chart: Food + Time/Logistics/Cleanliness/Fun-Mehfil. Ask what are the other things that you should do/ not do to create the space to love and be able to learn? Let participants make suggestions. Do not tell them the rules.  You can suggest some of these: come on time, let everyone talk, participate fully, stay at training venue, do not make fun of others when they talk, talk to new people, listen attentively etc
6.	How has the phase 1 been like for me?	12.10- 1.15 pm	Analyzing the Phase 1 and its experience to build action forward	Congratulate everyone for successfully implementing the Phase I and now being ready for the Phase II. In quadrants Reflect on the basis of the positions on four thematics: Fun-Challenge; Learning-Impact 1. The experience of Teen club formation. 2. Experience of Teen Club Meeting  After each statement and people have chosen their stance ask some of them to share their reason and document. Make sure you cover everyone in these three statements.  Ask questions further to elicit celebrations, challenges and what are we taking forward.  <b>Teen Club Status Sheet:</b>  Ask all the PEs from the same Teen Club to sit together.  Distribute a sheet of paper to each group of the PEs. On this sheet of paper, ask the PEs to write the following information: <ul style="list-style-type: none"> <li>Name of the TC</li> </ul>

	Topic	Time	Objective	Activity/ Design
				<ul style="list-style-type: none"> <li>• Village Name</li> <li>• Name of the PEs</li> </ul> <p>Write the following four questions on board for PEs to respond:</p> <p><b>Q1. Generally, How many TC members come for the TC meetings?</b>  <b>Q2. Out of the members who generally come for the Teen Club Meetings how many of them do you think are able to learn the key messages of the meetings?</b>  (For example: Understand the key messages of activities and meeting - beyond playing games/ participating in activities)  <b>Q3. How many teen club members have attended at least 4 out of 6 meetings?</b>  <b>Q4 a). How many members work on the plans they make in the meetings outside the teen club meetings?</b>  For ex.- Making efforts to achieve their dreams of 1 year, working on the identified characteristics to earn more respect from people around them, making teen club space more comfortable, getting a gift for their secret friend etc.  <b>Q4 b) How many members participate in the group Social Action Projects? Ex. Health Survey</b></p> <p>Ask the PEs to discuss each of the four questions among themselves and write their answers for each of the four questions. Please read out each question, ask PEs if they have understood the question and tell them to discuss with each other and respond. They do not have to copy the question, just write their answer to each of the question <b>after discussing among themselves</b>. Share with the PEs that this will help in supporting them in their teen club's functioning.  Move to the next question only after all PEs have finished answering the previous question.</p> <p>Collect the sheets of paper from the PEs</p>
7.	Lunch	1- 2.00		
8.	My role as a facilitator and My teen club as a space	2.00-3:00 pm	Learning to be better Facilitator and creating a space for learning and own space	<ol style="list-style-type: none"> <li>1. Ask everyone to write on a chit of paper one thing which I am doing s a facilitator since morning and one thing which I m not doing as a facilitator. The participants should give this chit to the facilitator</li> <li>2. Ask everyone to: <ol style="list-style-type: none"> <li>i. Think of two things that as a facilitator they have done well.</li> <li>ii. Think of two things that they had difficulty while facilitating.</li> </ol> </li> <li>3. Split into 6 groups: Game is "Sehejkarta: Samasya/ Samadhaan"  (All manuals to be closed) Give each group 5 minutes to prepare to enact the challenge. <ol style="list-style-type: none"> <li>1. Give one challenge to each group (Pg 10 and 11) and ask them to act</li> <li>2. Call Group 1 to act</li> <li>3. Group 2- gets 1 minute to decide what can be done by facilitator</li> <li>4. 1 person from Group 2 acts in Group 1's act demonstrating facilitation tips.</li> <li>5. One person reads the tips.</li> </ol> Second time Group 2 acts out a challenge and 1 person from Group 3 demonstrates what can be done. Do this 6 times.</li> <li>4. Refer to Manual after all acts are completed</li> <li>5. Ask each participant to identify one thing that they will incorporate in their facilitation that they were not doing before or will strengthen and write in their Manual.</li> </ol>

	Topic	Time	Objective	Activity/ Design
9	Meeting 6.5	3:00 – 4:30 pm	Connecting the learnings of Phase 1 with Phase 2 and understanding about the Meetings in Phase 2	<p>Share Plan of the workshop: Participant Hat: Meetings- Training Facilitator Hat: Recap- Understand design, prepare for PE training/ Mock training It will be helpful to write the notes for oneself in the Manual. Open the Meeting 7 in the manual and go together on the broad structure the meetings.</p> <p>Meeting 6.5-Connector Session:</p> <ul style="list-style-type: none"> <li>• In-Out</li> <li>• MeriZarooratein</li> <li>• HamariZarooratein</li> <li>• Gobind’s Story (Gobind’s story can be used in brief to remind them of the 4 Steps of PrayaSapna</li> <li>• MeraSapnaMeraPrayas</li> <li>• AccheSwasthyakaSapna</li> <li>• Introduction to Phase 2</li> </ul> <p>Tell the participants that before beginning with the Meetings of Phase 2, Meeting 6.5 will be done in the Teen Clubs</p> <p>Introduce Meetings of Phase 2 and share big picture of the Curriculum: What will be the focus in Phase 2. Share at the end, while most meetings will be facilitated by PEs, there are some that requires APV/ NGO person to facilitate because they are slightly difficult for PE. In second phase, three meetings are suggested to be facilitated by APVs/BTFs/RPs – Meeting 7, Meeting 10 and Meeting 12. Now we are starting Meetings of Phase 2 Ask- where did we leave Phase 1? Do recap of Meeting 6.</p>
10	Tea	4:30-4:45		
11	Meeting 7 Gaonkeswasthyaka sapna: Gyaan se Badlavtak	4:45-5:30	Teen club members will share with each other information on health issues collected through health survey and plan action projects in their village to address the issues.	<p>Share in case they have completed the Meeting 6 you would have asked them to get the data of the survey into the training to use it for Meeting 7. If Meeting 6 is not done yet then use the method below:</p> <p>State: Meeting 7 is in continuum. Since no survey is done- we will do a treasure hunt here.</p> <p>Divide participants into four groups. Share that each group will be given a set of clues to locate the place/person where your required information is located. You have to ask the concerned person questions that will allow them to get the required information[design like a treasure hunt with 2-3 clues]</p> <p>Give them each the responsibility to go a particular group in the community [identify in the venue four people who will hold the information in the handout to be given to the group when they ask specific questions.]:</p> <ol style="list-style-type: none"> <li>1. Physician/Nurses/ Vaid/ Hakeem etc: <ol style="list-style-type: none"> <li>i. What are the symptoms of the three health issues: typhoid/Malaria, alcoholism and malnutrition?</li> <li>ii. What are the causes?</li> <li>iii. What are the preventive measures?</li> <li>iv. What are the possible cures?</li> </ol> </li> <li>2 Adults – Men and Women: <ol style="list-style-type: none"> <li>i. What can you do as a community member to prevent the three health concerns?</li> </ol> </li> <li>3. Youth: <ol style="list-style-type: none"> <li>i. What can you do as a community member to prevent the three health concerns?</li> </ol> </li> <li>4. Elderly of the community: <ol style="list-style-type: none"> <li>i. What can you do as a community member to prevent the three health</li> </ol> </li> </ol>

	Topic	Time	Objective	Activity/ Design
				<p>concerns?</p> <p>Facilitator Hat: Bring back the information to set up for Meeting 7 and now sit in three mixed groups so that you have representations from all the four groups. Emphasize that the earlier activity was done to connect with the Meeting 6 of the Phase 1.</p> <p>Ask participants to open the Meeting 7 of the Manual and ask one of them to volunteer to read section 1 and Rahul kihakani. Establish the 4 steps of PrayaSapna. Take on the role of the teen club member who had done the actual survey of Meeting 6. [if survey data is available then you will follow the steps in the Manual]</p> <p>Refer to the Manual for conducting the following steps:</p> <ul style="list-style-type: none"> <li>• Nara</li> <li>• Survey kaAnubhav</li> <li>• Survey KaGyaan</li> <li>• Make- Groups for AP- each person goes into one of the three groups (Get people to add this layer in manual)</li> <li>• Planning Action Project- Get people to plan a project/ play that can be done in reality post Lunch. Max 10 minutes for each group.</li> </ul> <p>Next step is read Aajkiseekh from the Manual.</p>
11	Pairs prepare	5:30- 5:45 pm		<p>Facilitator Hat: Ask what were the different steps? Now ask the peer educators to get together and prepare for the meeting. Go through the meeting design in the manual, prepare how you will take the session in the teen club, look at the resources required and prepare them if needed, what are the anticipated challenges and questions.</p> <p>Quiz the participants on different steps and why of each step.</p>
11	Mehfil - informal fun time			Action Project implemented in the Mehfil/ Organize games/ song/ dance
	Day 2			
14	Reflection of previous day	9- 10.00	Recap of the previous day and plan for next day	In Two groups: Use of cards: Facts around what I found about myself, Feeling around what I learnt, Findings that I think will help me and Future - what am I anticipating in today.
15	Meeting 8 Action projects in village by teen club and processing the experience	10- 11:30	The purpose of this meeting is to process experience of the members of doing action projects and learn to reflect on our work and learn from it.	<p>Context: Experience of doing AP</p> <ol style="list-style-type: none"> <li>1. Hip Hip Hurray</li> <li>2. Bhadhai Ho Badhai : Appreciating action project of the other group</li> <li>3. Vichaar : Fun/ Challenge- Impact- Learning</li> <li>4. Feedback : For AP and general experience of working together</li> <li>5. KhudKoBadal: Same as manual (As TCM)</li> </ol> <p><i>Discussion and sharing of the chart on Prevention of Health - any other that Make a commitment - Swasthyakishapat</i></p>
16	Tea	11:30-11:45 am		
17	Pair Practice	11:45 - 12:15 pm		<p>Facilitator Hat: Ask what were the different steps? Now ask the peer educators to get together and prepare for the meeting. Go through the meeting design in the manual, prepare how you will take the session in the teen club, look at the resources required and prepare them if needed, what are the anticipated challenges and questions.</p>

	Topic	Time	Objective	Activity/ Design
				Quiz the participants on different steps and why of each step.
18	Meeting 9. Kishorawastha se mulaqaat	12.15- 1:45 pm	To clarify that adolescence is a distinct stage of life with certain common characteristics and share experiences of adolescence in the group	<p>Participant's Hat [20 min]: Invite the participants to sit in a circle and each participant share a quality that they appreciate in the person sitting next to them. Say, if we all hear what each is saying to each other we realize that there are many common characteristics that are special to the age that we are in. Share what does it mean to be adolescent [Refer to the Manual] Ask everyone to look into the Manual, Meeting 9 and invite one of the participants to read Meeta's story aloud [40 min].</p> <p>Ask for some responses to "What did we learn about adolescence from this story?"</p> <p>Share the Chart 3 with the participants</p> <p>Refer to the Manual Meeting 9 for the next activity of MeriKishorawastha Invite everyone to stand in a circle, lay down the headbands with different characteristics and ask each one to pick one characteristic that they identify with without speaking to each other. Invite some of them to enact [30 min].</p>
19	Lunch	1:45- 2:45 pm		
20	Pair Preparation for Meeting 9	2:45- 3:00 pm		<p>Facilitator Hat: Ask what were the different steps? Now ask the peer educators to get together and prepare for the meeting. Go through the meeting design in the manual, prepare how you will take the session in the teen club, look at the resources required and prepare them if needed, what are the anticipated challenges and questions.</p> <p>Quiz the participants on different steps and why of each step.</p>
21	Meeting 11: Body Image and Nutrition	3:00 – 4:30	To familiarize participants with common stereotypes about beauty and the significance of having a healthy body. It will also give them information about healthy diet and eating habits.	<p>Participant Hat: Name a famous actor/actress that you think is good looking/beautiful/handsome. What is their best feature? Share after this all participants will be invited to sketch that person. Divide the group into girls and boys separately and ask them to stick two sheets together and draw a body outline of the opposite gender and ask them to draw what they think is a good looking person. Give them 10 minutes</p> <p>Each group shares the chart to the other group. Ask others to guess what attributes have been put in. Facilitators Hat: Ask them to open Meeting 11 of their manual. Take them through different sections till Real vs Ideal. and Ask after every step: Do you see any challenges in running this with Peer Educators?</p> <p>Participants Hat: Read Ravi and Shyam's story and ask the questions from the participants for discussion.</p>
22	Tea	4:30-4:45 pm		
23	Meeting 12	4:45 – 5:30 pm	To get teen club members to prepare to present their learning and spread information gained through the meetings and	<p>Session 12: Preparing for the Health Mela - 10 villages as a cluster will organize a health mela. (1 hr) Hat: Participant: Read the cracked pot story [10 min] Prayaspreritkarneka: Divide the participants into two group, ask one group to prepare a visual river of their journey in teen club; another group is given task of collating information gathered in Meeting 7: Health Survey and the action projects that were to be designed and find</p>

	Topic	Time	Objective	Activity/ Design
			action projects in front of everyone in health mela	ways to share the learnings and experience with the larger group through creative means: street play, songs, photograph/poster display. [30 min]  In two groups: (Participate as self) Make River of Teen Club Performance for health mela- to show/theatre/puppet/song/local folk to showcase Teen club program and calling more teens to join/ parents to support.
2	Mock Session Allocation	5:30-5:45 pm	Have pairs and sessions allocated for practice sessions randomly	Tell people- practice sessions will happen in 2 groups of 20 people each. Make pairs - PE of the same village be made pair. Say in each group we will have 8 sessions to be run by 1 pair, you will get half hour to run the session. (leave any one session) Make chits with name of sessions and ask each pair to pick chits.  Develop a calendar with name, session and put it up/ read it. Tell them to read manual and prepare for session.
2	Fun time			
	Day 3			
2	Recap of previous day	9-9.30		Divide them in two sub groups and do the following. Give stone, leaf, paper chits. Ask each to pick any one.  Write on board: and ask them to share the following based on what they have picked.  Stone: any one learning from yesterday Leaf: how did I feel since the last 2 days. Chit: Any challenge/ problem that I am facing in learning
2	Meeting 7 Practice in two groups	9.30- 11		Ask pair to facilitate (1 hour) Ask the team to discuss 2 things that they did well. 2 things that they should have done differently to make session better.  APV/BTF to give them feedback in burger format: 2 things they did well, 2 things they could do differently and 1 thing they did well
2	Tea	11.00-11.15 am		
2	Meeting 8	11:15 - 12:45		Ask pair to facilitate (1 hour) Ask the team to discuss 2 things that they did well. 2 things that they should have done differently to make session better.  APV/BTF to give them feedback in burger format: 2 things they did well, 2 things they could do differently and 1 thing they did well.
3	Meeting 9	12:45 - 2:00 pm		Ask pair to facilitate (1 hour) Ask the team to discuss 2 things that they did well. 2 things that they should have done differently to make session better.  APV/BTF to give them feedback in burger format: 2 things they did well, 2 things they could do differently and 1 thing they did well.
3	Lunch	2.00-3.00		
3	Meeting 11	3.00-4.30		Ask pair to facilitate (1 hour) Ask the team to discuss 2 things that they did well. 2 things that they should have done differently to make session better.  APV/BTF to give them feedback in burger format: 2 things they did

	Topic	Time	Objective	Activity/ Design
				well, 2 things they could do differently and 1 thing they did well.
3	Tea	4:30-4:45 pm		
3	Debriefing	4.45-5.30 pm		
	Day 4			
	Majlis	9:30 – 10:00 in two groups		Active reviewing on previous day: Ask some volunteers to enact different things that they remember of previous day and once they have enacted, ask others to help them stand in correct order of occurrence
	Health Mela	10-11 am		Performance for health mela- to show/theatre/puppet/song/local folk to showcase Teen club program and calling more teens to join/ parents to support.
	Tea	11:00 – 11:15 am		
3	Planning with PEs	11:00 am 1:00 pm		<p>1. Ask PEs if they know what they have understood what they need to do after going back to their village?</p> <p>- Organize teen club meetings and conduct them. -Come for cluster meetings to share what they are doing in field.</p> <p>2. PEAR and attendance sheet formats filling process. APVs/BTFs facilitate this process.</p> <p>3. Ask PEs if they will have any problems/challenges in facilitating teen club meetings? Get them into smaller groups to come up with possible ways to resolve the problems Try to resolve their problems by giving ideas.</p> <p>APV/BTF should note down date/time for meeting 1 in all villages and share their plan with DPO after PE training.</p>
3	Closure and feedback	1:00 – 1:30 pm	Ask participants to share with all how they felt in the workshop	<p>Ask participants to write on blank sheet: What did they like? What could be better? Give 10 minutes. Ask participants to share how they felt in the training.</p>
3	Lunch	1:30 pm		