

Training design and module for functionaries of PRI, frontline workers, SHGs, VOs, Community Volunteers



CONTENTS

OVERVIEW AND INTRODUCTION	3
Objectives	4
Teaching and Learning Methods	4
Curriculum Outline	8
Module-1: Understanding COVID 19 and preventive measures	8
Training Protocols during COVID 19 Pandemic	10
Module - 1: Understanding COVID 19 and preventive measures	12
COVID 19 - Key Preventive Measures	12
1. Maintaining Physical Distancing	12
2. Hand Washing	14
3. Do not touch your face	16
4. Wearing a Mask	17
5. Staying Home safely	19
6. Cleaning surfaces at home	20
7. Going out safely	21
8. Come home checklist on contact with suspected/or confirmed COVID 19 patients	22
9. Care of seniors and those with medical conditions	23
10. Pregnancy care	24
11. Maternal and Newborn care	25
12. If you are unwell	26
13. Caring for someone who is unwell	27
Module - 2: Social Protection	28
1. Session 1: Rights for Human dignity	28
2. Session- 2: Need for Social protection	29
3. Session 3: Schemes for poor and marginalized	30
4. Session 4: Reality check about the schemes	31
5. Session 5: Schemes compendium(90 min)	33
Module 3: Roles & Responsibilities	44
1. District Coordinator	44
2. Community Mobilizers	44
3. Community Volunteers	45
Feedback	45

Conclusion	46
Annexure 1: Reference material	46
Annexure 2: Ice breaker/ Activities	46
Annexure 3 - Handouts: Rights for Human dignity	48
Annexure 4 : Need for Social Protection	49

OVERVIEW AND INTRODUCTION

The COVID-19 crisis impacts India's poorest and the most vulnerable the hardest, with significant intergenerational implications for poor families. Given the nature of development challenges in the migrant prone regions in Jharkhand, the workers returning from urban centres did not have a social safety net to fall back upon during the period of the lockdown. According to an ILO report, approximately 400 million informal sector workers in India were being pushed into poverty due to the current COVID crisis.

UNDP is collaborating with the Jharkhand State Livelihood Promotion Society (JSLPS), State Rural Livelihood Mission, Rural Development Department, Government of Jharkhand to expand the reach of social protection benefits to the rural communities. For immediate support for better preparedness for COVID 19, partnership with CSOs in Jharkhand will focus on uptake of social protection schemes and programmes (BOCW, MGNREGA, National Social Assistance Programmes, PM schemes for Financial Inclusion, social Insurance programmes, etc.) by migrants and poor & vulnerable households, strengthening awareness and building capacities of PRIs and frontline workers in the rural ecosystem on preventative safety measures.

The project will focus on delivery and access of social protection schemes to poor and vulnerable households in the identified districts and blocks in Jharkhand. The project aims to:

- Identify vulnerable individuals and households to facilitate access to social support and entitlements in priority rural areas, and facilitate linkages with the respective government administrative departments, through partnerships with CSOs and voluntary networks.
- Provide technical support to accelerate opening of public works through MGNREGA and expand registration of eligible households in vulnerable communities to access job cards and immediate employment opportunities.
- Capacity building of frontline functionaries and civil society organisations responding to the pandemic.

Objectives

1. Strengthening community access to Social Protection benefits
2. Strengthening Governance Institutions to deliver social protection and implementation of preventative measures for COVID-19 response

The proposed intervention will be implemented based on the long-term framework of continued efforts towards bridging the gap between enacted rights and entitlements and their reach and uptake by the poor, vulnerable and marginalised communities.

As part of the program design, a module has been developed for a two day training/capacity building programme for strengthening capacities of Panchayat members, block and district officials and community volunteers on Preventive aspects of

COVID 19, Social Protection and their roles and responsibilities. Towards the end of the session an action plan will be developed and implemented in the 40 selected villages. The two days training program is broadly divided in 4 sessions with subtopics:

Session 1	Preventive aspects of COVID 19
Session 2	Social Protection
Session 3	Role & Responsibilities of Each player(District Co- ordinator, Frontline workers. PRI, shg, Panchayats)
Session 4	Designing strategic interventions

Towards the end of the module reference materials with content for energizers and ice breaking activities have been annexed. These activities will be conducted between the sessions.

Duration

The training is being offered over 2 days. The 4 modules will be completed in a total of 16 hours; (with 8 hours of training per day).

Teaching and Learning Methods

Learning methods

The course has been designed in a facilitated, workshop format, using the following principles of adult learning:

- Participants need a learning method that accommodates their life experiences;
- Participants need to be respected for the experiences and knowledge they bring to the learning environment. Affirmation of the learner's efforts is an essential part of this process;
- Learning is more than acquiring knowledge; it is also about developing appropriate attitudes and skills.

Various participatory teaching and learning methods will be used to cover the sessions of each module. These include interactive lectures (questions and answers), role play, brainstorming, small group discussions, group work, pre and post tests, flip charts and case presentations. Short "icebreaker" activities will be conducted as it will be particularly helpful (approximately 10 minutes) to start each session; introduce participants and make them comfortable with each

other; energizers will be used as needed when the tempo should be varied. The training methodology is grounded in trust – in the capacities and creativity of human beings, whether they are participants, trainers, or stakeholders.

The Facilitator's Guide

This Training Module Facilitator's Guide, presents information for the facilitator about how to prepare to deliver professional development. Facilitators should review the guide and become familiar with all content before presenting.

The training modules include the following components:

- Posters on Information Education and Communication materials relevant to topics of the sessions. Posters and handouts may be used when presenting the module. The handouts are intended to help participants begin to synthesize and apply the content to their own context. The posters and handouts need to be in the local language. If any of the candidates require training on functional literacy, and/or cannot read or write, then they can be enrolled in a literacy program based on their interest or other participants can support them during the training.
- Videos - to use during the sessions. The facilitator will need to ensure that videos are ready for the particular session. (Links to open source videos for respective sessions are provided in Appendix 4)
- Further Reading Materials - for facilitators to be thorough with the content; have adequate information and a stronghold on the subject. It is recommended that the facilitators read and understand the notes before conducting the actual sessions. (Appendix 5)
- Detailed facilitator's/speaker's notes accompany every session along with steps for conducting each of the sessions.
- Text formatted in italics is intended to be read aloud by the facilitator
- Text formatted in standard font is intended as directions or notes for the facilitator;
- The participants notes in each of the sessions should be explained to the participants with relevant examples. Content should be shared with participants during learning applications (through handouts, powerpoint slides).

Facilitation

One person may deliver a module in its entirety, or two or more facilitators may choose to deliver the training together. Regardless of the number of facilitators, it is critical that they be familiar with the material. All facilitators should possess the following:

- Strong knowledge on COVID 19 and how to safeguard ourselves and community at large
- Effective communication, training facilitation presentation skills based on Adult learning Principles

Pre-session information and Checklist

Essential information that a facilitator needs to prepare for the training includes the Venue, Training Room Layout Options, Equipments and Materials and Visual Aids. The tools given below will help facilitators to prepare for the present day's training session, organize for the next day and follow-up on the previous day.

Pre-training preparation

- Organization and attention to detail are necessary ingredients for a smooth training course.
- Before the course, monitor the state of readiness. Add any items specific to your situation to the following checklist:
- Select and confirm the training facility. Is the training room large enough and suitable for the expected number of participants? Is there enough space for small group discussion or activities?
- Make a participants' folder
- Notify and brief any guest speakers in advance
- Organize refreshments
- Arrange seats and tables
- Check that training room lights and fans are working
- Organize decorations (flowers, banners. etc)
- Clean training rooms and other amenities
- Supply garbage/trash cans in the training room
- Supply jugs of water and glasses for participants, as well as guests
- Obtain all necessary supplies (e.g., masking tape, blue tac, stapler, paper clips, scissors, notepaper, etc.)
- Organize flipcharts. Are the marker pens fresh and working?
- Set up audio-visual equipment and check they are in working order (e.g. multimedia projector for PowerPoint Slides and audio visuals). Familiarize yourself with all equipment.
- Pay a courtesy call to key line-management

Optimal Participant Group Size

The modules have been designed in consideration of the age, experience, language and education levels of the participants.

To ensure the training has the greatest impact, it is recommended that session sizes be capped at 30-35 participants/session. Keeping the group size at this number allows for personal dialogue, and robust interaction among participants and trainers.

Quality Assurance

Each session or module will be accompanied by a feedback session routinely by participants to assess their satisfaction with the mode of delivery and ease of achieving learning outcomes along with action planning at the end of each module. A peer assessment will be conducted to ensure quality and reflections from peers. Monitoring evaluation analysis and Learnings needs

will include documentation including stories of changes during the course of the training and post training.

Evaluation

Each participant will be evaluated using the pre and post test in achieving learning outcomes by administering a questionnaire .

Post Training Action plan for Learning Application

One of the Important steps in any learning experience or training is how to link what the participants learn in training to actually doing things on the job. After every training session participants will document and evaluate their learnings and goals and connect the learnings from the sessions to reflection, actions, accountability, and follow-up. Steps to be followed for Learning Application include:

- Duly document the Learning Applications for each of the Sessions
- Visit the learning application document regularly and assess the progress.
- As part of the learning application assignment, reporting back to the training facilitator, is ensured at the end of each of the modules.

The trainer/facilitator will encourage participants to reflect on the learnings, by doing a short activity at the end of each module/session(if needed) and support participants to look back over their training notes, document and prepare an action plan.

Curriculum Outline


Module-1: Understanding COVID 19 and preventive measures

Module	Sessions	Duration in Minutes	Objectives
	Introduction and Context setting	60	<p>To understand the objective of the program</p> <p>To let the participants introduce themselves to each other through an interesting activity.</p> <p>To explain the Module to the participants</p> <p>To help participants share their expectations from this training and enable them to understand the need, purpose, usefulness of this training.</p> <p>List and follow the ground rules for training.</p>
	Understanding COVID 19, Risks associated and preventive measures for specific categories	240	<p>To understand participants' awareness on COVID-19 and sensitize them on COVID-19, its prevention and management.</p>
	Learning Applications	30	<p>To help participants plan to implement the learnings at workplace and home</p> <p>Assess the knowledge/skills acquired during the session</p> <p>Plan with community for technical sessions</p>
Duration		5 Hours 30 Min	

Module-2: Social Protection

Module	Sessions	Duration in Minutes	Objectives
	Rights for Human Dignity	45	<p>To educate participants on human rights, equality and equity.</p> <p>To empower and motivate to demand and access to Social Protection schemes.</p>
	Need for Social Protection	90	To set the context of the need of Social Protection schemes as available support mechanisms and enable participants to understand the importance of Social Protection schemes.
	Schemes for poor and migrant workers	150	To understand and gain knowledge about the Social Protection schemes. To know more about the basic documents required for the same.
	Reality check about schemes	60	To understand how the SP works and what are the challenges after logging application
	Central and State specific schemes	90	Awareness and Accessibility of available schemes.
Duration		5 Hours 45 min	

Module 3: Roles and Responsibilities

Module	Sessions	Duration in Minutes	Objectives
	Roles and Responsibilities of a) district coordinator, b) Frontline workers c) PRI d) SHG e) Panchayats	150 min	<p>To educate participants on human rights, equality and equity.</p> <p>To empower and motivate to demand and access the Social Protection schemes.</p>
	Strategic Intervention and Next steps	150 min	To develop an action Plan to be implemented towards the end of the training
Duration		3 hours	

Training Protocols during COVID 19 Pandemic

1. Make sure you are in a well lit and ventilated room
2. Maintain social distancing if you are sharing a room with other participants (at least 2 ft apart)
3. Wear your masks all the time
4. WASH hands frequently; use sanitizer and hand wash

Trainer's Tips

Prevention from COVID 19 and Social Protection (Awareness and Accessibility)
Open the Training

Time: 15 minutes

TRAINER: Open the training by (1) introducing the trainer and participants and (2) introducing the subject.

Introduce the trainer and participants When possible, use a fun and interactive way to introduce participants (refer the list of activities towards the end). For example, **Knowing better (Teamwork)**.

Participants think of an adjective to describe how they are feeling or how they are . The adjective must start with the same letter as their name, for instance “I ‘ m h

Participants think of an adjective to describe how they are feeling or how they are. The adjective must start with the same letter as their name, for instance, “I’m Henri and I’m happy”. Or, “I’m Arun and I’m amazing.” As they say this, they can also mime an action that describes the adjective.

1. Introduce the trainer and participants

Open the training by introducing yourself and the participants. When possible, use a fun and interactive way to introduce participants.

2. Introduce the topic

Ask the participants an introductory question: *How many of you are aware of COVID 19 and how can we prevent ourselves? What is the thing that bothers us the most during this time ?*
Ensure confidentiality: Because the goal is to **enable everyone to speak** openly, explain that the group must promise not to talk about who said what or **asked** which questions in the training.

Discuss what the training is about. *Today we will discuss preventive aspects of COVID 19, Social Protection from awareness to accessibility, and also our role in its prevention.*

Communicate effectively: Below are some tips on how to communicate effectively.

Time: 10 minutes

TRAINER: Open the training by (1) introducing the trainer and participants and (2) introducing the subject.

During the session, if **someone asks a** question, give him or her your full attention. **Listen carefully** to the participants and ask clarifying questions if you do not understand **the question** or comment After participants have **answered a question, paraphrase** and clarify **answers so that everyone** in the room **understands. Reassure the** participants that it is good to ask questions.

Use introductory questions: Introductory questions help people participate in a training in an **easy way** for the first time.

Use images to lead your discussion. As you discuss **each message , gather the relevant** information from the community and try breaking myths associated by providing correct information(use reference material toward the end of the module).

1. Module - 1: Understanding COVID 19 and preventive measures

Introduction and Context Setting

Trainer's Tips

Time: 4 hours (240 min) (Total 14 messages divided into small sessions 15 - 20 min for each message)

Workplace risks: Risks during this time are very high at every level. Hence, in order to safeguard ourselves and the community we need to work on preventive measures and spread awareness among the community. Include some specific **recommendations** on how **we can avoid risks and safeguard ourselves**.

TRAINER: During this time we will discuss how to safeguard ourselves from COVID 19 especially by following below mentioned norms.

Use the Posters given in each prescribed message.

COVID 19 - Key Preventive Measures

1. Maintaining Physical Distancing

However by practicing appropriate behaviours, you can stay safe and protect your loved ones too.

Some precautions I can take:

1. Practice social distancing.
2. If you do meet people, avoid hugs and handshakes. Go the Namaste way or wave instead!
3. Wash your hands thoroughly and regularly with soap and water for a minimum of 20 seconds.
4. Use alcohol-based disinfectants and sanitizers at regular intervals through the day if you are unable to wash hands with soap and water.
5. Do not touch any part of your face – eyes, nose, or mouth.
6. Cough or sneeze into a tissue and dispose of it in a closed bin immediately. Else, cough into your elbow instead.
7. Avoid all non-essential travel, both domestic and international.

8. Routinely wipe down surfaces such as table tops and kitchen counters with disinfectant wipes
9. Follow the developments in your country and community closely and pay heed to government advisories and instructions.
10. If you think you are displaying symptoms of COVID-19, seek medical assistance early. Sharing an honest account of your travel history will help doctors treat you better, and provide the necessary care.

Physical Distancing

Keeping a distance of 1 metre will protect everyone from the spread of coronavirus.

Why keep distance?

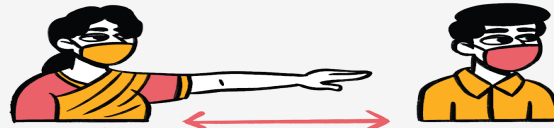
When an infected person coughs, sneezes, or speaks, **droplets containing virus are released and spread up to 1 metre.**



How to keep this distance?

- At a shop, water tankers, etc.

Measure, mark 1 metre intervals and stand in queue



- Other places like buses, offices, etc.
Stretch out your arms. If you are able to touch anyone, take a step back



- **Do not shake hands or hug, say hello from a distance!**

- **Do not gather in crowds** at religious places, or for any functions.



For emergencies or any information, call your healthcare provider or **helpline 1075**



2. Hand Washing

Hand washing is a **GOOD** habit.

Thorough and regular hand washing is an effective way to protect yourself and those around you from COVID-19. Wash your hands for at least 20 seconds while taking care to include your palms, the back of each hand, the skin between your fingers, thumbs and under your nails.

When should you wash your hands?

- After using the toilet
- When they are visibly dirty
- After sneezing, coughing or wiping your nose
- Before, during and after cooking
- Before and after eating
- After caring for someone who is unwell
- After using public transport

In addition to hand washing, using alcohol-based disinfectants, sanitizers and rubs is also an important practice to follow through the day.

Steps to handwashing:

Watch this video to learn the steps to wash your hands: [Dhona Dhona video](#)

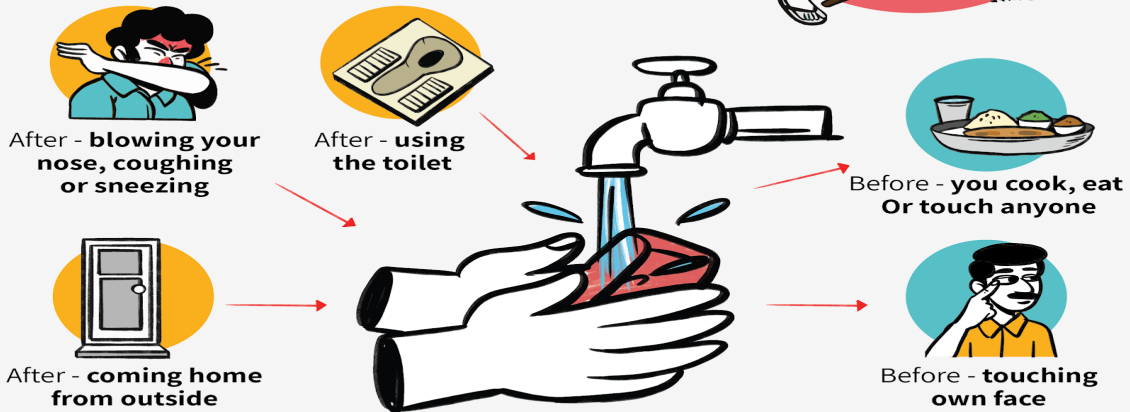
Handwashing

Regular and frequent hand washing is the most important thing you can do to avoid Coronavirus.

- **Find a source of clean water**
(options: tap, water tanker or tippytap) If you just have a bucket, let someone else pour water for you
- **Get a soap**



When to wash your hands



Even if our hands look clean, they may still have the virus on them. Washing your hands with BOTH soap and water is very important!



For emergencies or any information, call your healthcare provider or **helpline 1075**



3. Do not touch your face

- 1) Avoid touching your eyes, mouth and nose
- 2) Avoid touching objects as much as possible; sanitize your hands regularly

Do Not Touch Your Face

Avoid touching your whole face, especially your eyes, mouth and nose, to prevent the virus entering your body through your hands.



Why should you not touch your face?



Your hands touch objects like door handles, railings, money, taps



Your hands can pick up viruses



If you touch your face with the same hands, the virus can enter your body



• If you are wearing a mask, don't touch the front of your mask or your face.

• If you must touch your face, first wash your hands with soap and water for 20 seconds.



For emergencies or any information, call your healthcare provider or **helpline 1075**

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4. Wearing a Mask

While masks don't make you invincible, when used correctly, they can go a long way in effectively containing some spread of COVID-19. Masks do three very important things:

- They provide some protection from the coronavirus droplets that might be released in the air when you are near an infected person who is coughing or sneezing
- They prevent you from touching your face directly
- They protect those around you in case you cough or sneeze

Please provide this message to the trainees -

- Remember to wash it thoroughly with soap after every use though!
- Can be easily made at home
- Masks are important safeguards against infection. They must be worn when one steps out of the house, and even within the house if one is unwell or taking care of someone who is sick. Several countries such as India have issued guidelines making wearing masks in public mandatory.
- However, it is not enough to merely wear a mask. It is as important to wear and manage your mask correctly! Here is a useful guide that'll ensure you can handle masks like a pro in no time.

Wearing a Mask

Wearing a mask protects us from droplets from an infected person. It also protects others if we are sick.

How to wear a mask?

- **Ensure good fit** covering mouth and nose
- **Don't touch** the front of the mask or pull it down
- **Remove from behind the head and wash your hands**



Who
Everyone when going out



Homemade Mask
(use 3-4 layered cotton cloth like T shirt)

Usage
Can be reused
Wash and dry in the sun for half-day

Who
If sick or caring for a sick person



Surgical Mask

Usage
Don't reuse it. Change every 6-8 hours or if wet
Pour disinfectant, put into a cover and then into a dustbin with lid



For emergencies or any information, call your healthcare provider or **helpline 1075**



5. Staying Home safely

Staying Home Safely

Stay at home as much as possible because it will keep you safe from catching Coronavirus.

Who should stay at home?



Aged over 60 years



With an illness like diabetes, heart disease, or lung disease



Pregnant woman, postpartum woman, children less than 10 years



- **Limit visitors** such as friends or relatives at the house. Avoid any gathering at home.

- **Eat. Exercise. Stay connected** to your family and friends over the phone.



- **Regularly mop the floor** and wipe commonly touched objects like door handles, taps, with **soap and water** and **then with disinfectant** like phenyl solution.



For emergencies or any information, call your healthcare provider or **helpline 1075**


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6. Cleaning surfaces at home

Cleaning Surfaces at Home

Coronavirus can stay on surfaces for a long time.

Cleaning surfaces properly will kill Coronavirus.

Clean floors and frequently touched surfaces like door handles, taps, and buckets daily.

- First, wipe with soap and water
- Next, wipe with a disinfectant



Common disinfectant solutions



Phenyl (3 capfuls in 5 litres of water)

Bleach (4 spoons bleaching powder in 1 litre of water)

0.1% Sodium hypochlorite solution

Do not touch bleaching or hypochlorite solution directly as they can burn your skin, **use a mop with a handle!**

- If there is a patient at home, **do not sweep floors with broom.**
- **Use a mop.**
- Clean the common toilet daily.



For emergencies or any information, call your healthcare provider or **helpline 1075**



7. Going out safely

Going out Safely

Understand the restrictions in your local area and state.

Avoid containment zones.



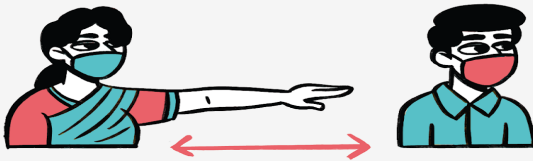
Don't share water bottles or cigarettes, which will touch your mouth



Wear a homemade mask



Wash hands or use hand sanitizer after touching common objects



Avoid crowds and maintain 1 meter distance from people



If possible, use your own vehicle or smaller vehicles like auto

Reduce going out to avoid Coronavirus

- Go for work, essential items and emergencies.
- You can go for regular checkups, but call the doctor first.
- If you have a mild cold, cough or fever, stay at home.
- “High-risk” like elderly, diabetics should stay at home.



For emergencies or any information, call your healthcare provider or **helpline 1075**



8. Come home checklist on contact with suspected/or confirmed COVID 19 patients

Coming Home Checklist

Going out and coming back safely will **decrease the chances of catching the infection and carrying home the virus.**

Entering Home



Leave your footwear outside.



Keep your purchases near the door/sunlight for half day.



Throw away the outer packet if possible.



- **Remove your mask** from behind the ear
- **Wash your hands** before touching any other person/ things.
- **Change your clothes.** If possible, take a bath



Wash your hands with soap and water for at least 20 seconds to stay safe. Teach others too.

Clean Everything

- **Wipe your phone/purse/file/keys/purchases** with cloth dipped in disinfectant.
- **Wash fruits and vegetables** with water
- **Wash hands** again
- **Wash homemade mask, clothes** when convenient



For emergencies or any information, call your healthcare provider or **helpline 1075**



9. Care of seniors and those with medical conditions

Care of Seniors and High Risk People

Coronavirus can affect us all, **but some are in more danger of complications and hospital admission from coronavirus.**

‘High-risk’ People



Those older than 60 years



Those with medical problems like diabetes, heart disease, lung disease



Pregnant and postpartum women, children less than 10 years

Stay safe

- Stay at home and limit visitors
- Let someone get essentials from outside
- Sleep in separate bed
- Maintain 1 metre distance from others
- If you live in a small shared space, wear a mask



Stay healthy



Continue your regular medicines



Eat healthy food, drink clean water. Follow diet restrictions



You can go for regular checkups, but call the doctor first



For emergencies or if you have a cough, cold, or fever, call your healthcare provider and helpline 1075.



10. Pregnancy care

Pregnancy Care

So far, coronavirus has not been found to pass from a pregnant woman to her baby. Even then, pregnant women should stay at home.

Pregnancy

- Go to the hospital for tests, check-ups, Iron tablets and injections.
- Call your ASHA or ANM to ask where and when to go.
- Call helpline for cough, cold, or fever.



Stay Healthy



Stay 1 meter away from others
Avoid ceremonies at home



Have milk, dal, chana,
locally available
vegetables and fruits

Avoid touching
your face



Wash your
hands frequently



Delivery



Have your delivery
only at the hospital



Only one person should
stay with the mother



Take your
hospital papers



Call the local helpline, ASHA or ANM
to get an ambulance and be directed
to the right hospital for delivery or emergencies.



11. Maternal and Newborn care

Maternal and Newborn Care

Keep the mother and baby together to promote mother's health and baby's growth.

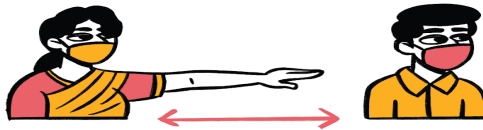


Delivery

Delivery only at the hospital.
Call ASHA /ANM/ ambulance.



Breastfeed the baby even if you have a cough, cold and fever. **Wear a mask**



Limit visitors. Stay 1 meter away from people.

Care of mother



- Have a nutritious diet and water. No restrictions
- **Take Iron and calcium tablet**
- Practice family planning



Care of newborn

- Everyone should first wash hands before touching the baby.
- Start breastfeeding within 1 hour of birth.
- Breastfeed every 2-3 hours. No water/cow's milk/honey.
- **Burp after each feed.**
- Do skin to skin care to keep baby warm.
- Apply nothing on the cord. No bath till the cord falls off.



Call the local helpline, ASHA or ANM to get an ambulance for delivery, for emergencies and for vaccinations.



12. If you are unwell

If You Are Unwell

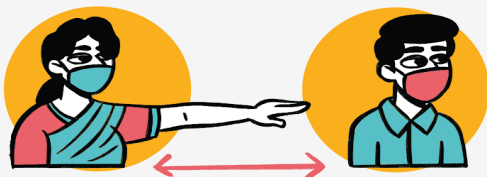
Many patients have mild cough, cold, or fever. **Stay at home and wear a surgical mask, and don't have visitors.**

First call helpline and follow instructions:

- **Stay at home as long as advised** if you have mild symptoms
- **If sick, go to a “fever clinic” or Covid centres**



Stay Safely



Stay 1 metre away from others at all times. Stay in a separate area/room and don't move around the house.



Don't share personal items like bedding, water bottle, mug.

Safely dispose your mask after every use



Wash hands



Get well soon



Take paracetamol for fever



Continue diet restrictions and prescribed medicines



Gargle for sore throat



If you do not improve in 2 days or for any emergencies, call your healthcare provider or helpline 1075.



13. Caring for someone who is unwell

Caring For Someone Who Is Unwell

Only one adult younger than 60 years without any diseases like diabetes, lung disease, should look after the patient.

Be safe



Wear a surgical mask while near the patient



Wash hands after touching the patient or patient's things



Dispose masks safely



Do not touch your face



Avoid going out, even for essentials

Clean

- Don't sweep floors with a broom.
- **Regularly mop the floor** and wipe commonly touched objects with soap and water and then with a disinfectant like phenyl.
- Don't shake patient's bed sheets or clothes.
- **Wash the patient's clothes separately and dry in the sun.**



If the patient does not improve in 2 days, if you have symptoms, or for emergencies, call your healthcare provider or **helpline 1075**.


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Module - 2: Social Protection

Session 1: Rights for Human dignity

Objective:

- To educate participant on human rights, equality and equity
- To empower and motivate to demand and access the social protection services.

Duration: 45 minutes

Methodology: Brainstorming and discussion

Materials Required: White board, marker pen, Information handbook.

Process

1. The facilitator writes the combined words of “Poor-Rich, Male-Female, Rural-Urban, Upper caste- Lower caste” on the white board
2. Ask participants if “all have equal rights or different rights”?
3. List out all the responses on the white board and ask the participant why they thought so.
4. If a participant said each group has different rights then clarifies her/his misconception and wrong information. “Every citizen enjoys the rights without any discrimination on the basis of caste, creed, colour, sex, religion or education and under social equality; everyone has equal status and opportunities.”

After participants understand the fundamental rights and equal opportunity, then move on to ‘equity’ sessions.

1. Ask participants: “Is everyone in our society economically, socially and educationally at the same level or condition?”
2. Every section of the population in India is at a different level or status, (for example rich, poor, literate, illiterate, backward, forward). People who are marginalised, poor, disadvantaged need special or additional support to improve their status.
3. Given the above situation, the facilitator has to say “Even though we have equal rights, there are special benefits/schemes/reservations for people who are economically, socially and educationally backward sections to bring them to the mainstream.

Conclusion

As the Constitution of India provides fundamental rights and equal opportunity to every citizen of India, people should demand their rights and privileges to live a dignified life. Therefore everyone should know SP schemes which are available under various government departments and must approach the concerned authorities to access their rights and entitlements.

Session- 2: Need for Social protection

Objective

- To enable participants to understand the importance of Social Protection schemes

Duration: 90 min

Methodology: Game and discussion

Materials required: Chocolate, shawls and rope, chalk

Process

- 1) Divide the team into three groups
- 2) Explain the game to the participants
- 3) Now blindfold the first group, tie one leg of members of the second group and leave free the third group. (The first and second groups will be known as disabled people).
- 4) Draw three lines and the 3rd group to be near the game point, followed by 2nd and 1st. (the first group will be far from the game point)
- 5) Spread chocolates on the floor (as many as possible, near game point)) and ask the participants to pick them one at a time after you blow the whistle.
- 6) Once all the chocolates are taken by the participants, ask them to form a circle with the chocolates.

Discussion points

- 1) What did you feel about the game? What happened in the game?
- 2) Who got the highest number of chocolates?
- 3) Why was the third group able to reach the chocolates first?
- 4) Ask specific questions to disabled people
 - a. What was their experience?
 - b. Why were they not able to reach the chocolates?
 - c. What are the hazards/challenges faced while reaching the chocolates?

Provide explanation regarding:

- 1) The vulnerability of the people to access the social protection
- 2) Why Social protection is important

Supporting information to the facilitator

- 1) Sometimes there are chances of disabled people having more chocolates. In that case change the discussion in the favour of disabled people by explaining
 - a. They are aware of the services
 - b. They know the strategies to be used to avail services
 - c. They tried hard to get the chocolates

Conclusion

Conclude the session by explaining the need for social protection schemes. Details are in the handouts.

Session 3: Schemes for poor and marginalized

Objective

- To understand and know more about the social protection schemes
- To know about the basic documents required for the same.

Duration: 150 minutes

Materials required: KG sheet, marker, white board and board clip, scheme handouts

Process

- 1) Divide the group in to four depending on number of participants
- 2) Ask participants to list the schemes they know

Group 1: Schemes for women

Group2: Schemes for children

Group 3: Schemes for disability

Group 4: Schemes for Minority and SC/ST

- 3) Give participants 15 minutes to prepare this
- 4) Each group has to present details of the scheme.
- 5) After the presentation, conclude each category, by pointing out the important schemes. Follow this process for all four groups.
- 6) After the group's presentations distribute the handout with schemes and details to all participants and talk about the important schemes.
- 7) Participants can look at the list later for any references.

- 8) Now that the participants know about the SP schemes, what are their needs and what schemes they would like to access
- 9) Discuss basic documents required for the schemes.

Basic Documents required

Duration: 30 minutes

Process

Conduct a discussion on basic documents required.

- 1) Ask participants, what documents are required to apply for any of the schemes
- 2) List all in the KG sheet and ask how many of them have all these (also have the them in the poster and display them)
- 3) Tell participants that all these are very important, and you are going to talk about the important list of basic documents.
 - Caste and Income
 - Birth and death certificate
 - Voter ID, Ration card and Aadhar card
 - Residential proof
 - Medical certificate
- 4) Explain the above with the help of the handouts

Notes to the facilitator

Do not encourage participants to discuss one scheme for long. Tell them that all the information about the schemes is in handouts.

Conclusion: Conclude the session by informing the participants that they can contact the NGO/CBO's to get more information about the same.

Session 4: Reality check about the schemes

Objective:

- To understand the how these SP works and
- To understand what challenges they are likely to face after logging in.

Duration: 60 minutes

Methodology: Brainstorming and discussion

Materials Required: Chart papers, markers, white board markers, white board, board clips, photo copies of the applications, government order copy, latest information on implementation of the schemes, scheme matrix.

Process

- 1) Ask any three participants to share their experiences like difficulties and challenges they faced while approaching government departments for scheme information or logging applications. These people can be from the following categories:
 - Persons who approached the department were but not able to submit any applications
 - Person who submitted the application in the department
 - Beneficiaries who have accessed scheme services
- 2) As they share their stories, list out and write the challenges faced by them
- 3) Facilitators should explore the following points if they have not come in the discussion.
 - Problems faced while filling the applications by unknown and known person
 - Problems faced while submitting/ logging applications
 - Any bribery demands from the department? Or mediators
 - Delay in accepting the applications
 - Duration they took to submit the applications
- 4) Ask participants if they know how to handle these issues, as they are very common in India and these situations have to be managed very smartly.
- 5) The facilitator should give ideas to handle these situations by giving them tips/hints (see Handout)
- 6) Explain the entire process of logging the application (start from enquiring about the schemes)

Instructions to the facilitator

The facilitator should have adequate Information on schemes/ applications to be filled /updated on recent schemes, key person in the department to be contacted, department hierarchy system; contacts of regional offices, deputy directors, Nemmadi Kendras, information on Sakala, Tahsildar offices.

Conclusion

The government has introduced many schemes for the betterment of the poor and marginalised groups. Each scheme will be implemented by the concerned department and they follow their own procedures. To avoid duplication and to reach the needy person, the scheme requires various documents to be produced to ensure that the applicant is eligible for the particular scheme benefit. One cannot avoid such a process or use shortcuts to get the scheme benefit. It is up to the person to produce the required documents. Though getting documents and applying for the schemes appear simple, it takes time and effort. In order to access the SP scheme, it is important to approach the correct department and apply with complete information.

Session 5: Schemes compendium(90 min)

Central Government Schemes -

1) MGNREGA

Name of the scheme	Mahatma Gandhi National Rural Employment Guarantee Act
Launched by	Government of India
Date	2005
Implemented by	Gram Panchayats
Beneficiaries	Labourers in rural India
Benefits	Employment for 100 days a year
Official website	https://www.nrega.nic.in/netnrega/mgnrega_new/NREGA_home.aspx

Key benefits

Eligibility

Details required

-

Documents required

-

Apply online

In order to apply for a MGNREGA card online, applicants can get their forms from the local Gram Panchayat and will be required to fill and submit it, along with documents. Applicants can also apply for the same online

- Applicants can visit the official site of NREGA [here](#) and fill in the required details and upload their documents. Employment has to be provided within 15 days of applying, if not the labourers are entitled to unemployment benefits

Implemented by

Gram Panchayats

Monitored by

State Employment Guarantee Council

2) Pradhan Mantri Garib Kalyan Rozgar Abhiyan 2020

The COVID-19 pandemic and the subsequent lockdown left millions of migrant labourers in the lurch, and the sudden shut down in economic activities cost them their income and livelihood. This caused reverse migration as they went back to their home states. To help them mitigate the unemployment crisis caused by this, the central government [launched](#) the Pradhan Mantri Garib Kalyan Yojana. It provided short-term relief to migrant labourers.

Name of the scheme	Pradhan Mantri Garib Kalyan Yojana
Launched by	Central government
Date	2020
Implemented by	Ministry of Rural Development
Beneficiaries	Migrant labourers returning due to COVID-19
Benefits	Employment
Official website	www.pmindiawebcast.nic.in

The Finance Ministry in June, 2020 sanctioned Rs. 1.7 lakh crore for this relief package, with the aim of creating employment opportunities for the returning migrant labourers across industries. The benefits of this scheme can be accessed in the six key states of Rajasthan, Uttar Pradesh, Bihar, Madhya Pradesh and Odisha; which received the largest volume of returnee migrant labourers.

Key Features

- The scheme revolves around improving the economic conditions of migrant labourers who have returned to their home states, due to the COVID-19 crisis. This promotes livelihood opportunities for them, by guaranteeing 125 days of employment
- This multi-pronged strategy provides immediate employment to the distressed by employing them in reforming public infrastructure in villages and enhance long-term livelihood opportunities
- Under this scheme, they will be eligible to receive employment under various ministries across jobs like turban mission works, sanitation, railway, waste management, construction, poultry, farm ponds, water conservation and plantation works.
- It centers its focus on 25 works in 116 selected districts across 6 states, and has a resource development of Rs.50,000 crore
- A central nodal officer will be appointed for each Abhiyan district to guide and facilitate the 116 districts and activities.

Eligibility

- The applicant must be a citizen of India for availing benefits under this scheme
- Applicant must possess an Aadhar Card
- They must be 18 years of age or above

Documents required

- Aadhar Card
- Ration card
- Domicile certificate

Apply online

All Candidates who are willing to apply online then download official notification and read all eligibility criteria and application process carefully.

- Visit the official website “www.pmindiawebcast.nic.in” which is the official site for Garib Kalyan Rojgar Yojana registration.
- Check “Notification” > About ‘PMO Garib Kalyan Rojgar Yojana’ > Yojana Launched for migrant workers and rural citizens.
- Click the Apply Online Link.
- Complete form filling process.
- Download the submitted online Application Form

Ministries under PMGKY

- Railway ministry
- Ministry of Drinking Water and Sanitation
- Environment department
- Ministry of Rural Development
- Panchayati Raj Department
- Ministry of Road Transport and Highways
- Ministry of Petroleum and Natural Gas
- Ministry of New and Renewable Energy
- Border road department
- Ministry of Telecommunications
- Ministry of Agriculture Department
- Mines department

Work enlisted in the scheme

- Community sanitation complex
- Gram Panchayat Bhawan
- Works under finance commission funds
- National Highway works
- Water conservation & harvesting works

- Construction of wells
- Plantation (including through CAMPA funds)
- Horticulture
- Railway works
- Shyama Prasad Mukherjee RURBAN mission
- PM KUSUM works
- Laying of fibre Optic cable under Bharat net
- Works under Jal Jeevan Mission
- Anganwadi centre
- Rural housing (PMAY-Gramin)
- Rural Connectivity (PMGSY) & Border road works
- Training through KVKs for livelihoods
- Works under PM Urja Ganga project
- Works through district Mineral Fund
- Solid and liquid waste management works
- Farm ponds
- Cattle shed
- Goat shed
- Poultry shed
- Vermicomposting

As per a [notification](#) by the government, these 25 works or projects outlined under the scheme are directly related to meeting the needs of villages; like rural housing for the poor, Plantations, provision of drinking water through Jal Jeevan mission, Panchayat Bhavans, community toilets, rural mandis, rural roads, other infrastructure like Cattle Sheds, Anganwadi Bhavans etc. The labourers will be required to work under this scheme by living in their own homes. They do not need to travel.

- Provide livelihood opportunity to returning migrants and similarly affected rural citizens
- Saturate villages with public infrastructure and create livelihood opportunities viz. Roads, Housing, Anganwadis, Panchayat Bhavans, various livelihood assets and Community Complexes among others
- The basket of a wide variety of works will ensure that each migrant worker is able to get an opportunity of employment according to his skill, in the coming 125 days. The Program will also prepare for expansion and development of livelihoods over a longer term.
- The Abhiyana will also pave way for modern facilities in rural India, in the form of high speed and cheap internet.

Implemented by

Ministry of Rural Development

For more details visit:

<https://nvshq.org/scheme/pm-garib-kalyan-rojgar-abhiyan-yojana/>

3) Janni Suraksha Yojana

Maternity care and Cash assistance of Rs. 1400/- and Rs. 700/ for low and high performing states respectively.. It provides institutional delivery to reduce maternal and neonatal mortality.

Target group - Poor pregnant women in Uttar Pradesh, Uttarakhand, Bihar, Jharkhand, Madhya Pradesh, Chhattisgarh, Assam, Rajasthan, Orissa, and Jammu and Kashmir.

Eligibility :

Pregnant women from delivering in government health centres and low performing states especially from BPL,SC,ST delivering govt health centers.

More information at -

<https://nhm.gov.in/index1.php?lang=1&level=3&sublinkid=841&lid=309>

4) Antyodaya Anna yojana

Food subsidies for Poorest of the poor, BPL households covered under TPDS Food grains at a highly subsidized rate of Rs.2/- per kg. for wheat and Rs.3/- per kg for rice.

Eligibility

Families registered under TDPS

Documents

TDPS Registration

More information at -

<https://pmmodiyojana.in/pradhanmantri-suraksha-bima-yojana/>

5. Pradhan Mantri Suraksha Bima Yojana

- Provision of accident insurance of Rs.2 lakh for immediate kin; for a subsidised premium of Rs.12 annually
- -If beneficiary is temporarily handicapped, they will be eligible for a security insurance of Rs.1 lakh

Target Group

- Economically poor families in India

Document Required

- Aadhar Card
- -ID card
- -bank account passbook
- -age certificate
- -income certificate
- -mobile number
- -passport size photo

More information at -

<https://pmmodiyojana.in/pradhanmantri-suraksha-bima-yojana/>

State Schemes prioritised (Jharkhand)

1) Sahiya Aarogya Kunji Yojana

This Arogya Kunji (medical kit) will be made available in all villages so that proper health care services can be provided to all citizens with the aim of improving health facilities in rural areas. This is the first of its kind initiative across the country in which the poor and deprived people of the districts will get benefits. The scheme will be implemented in rural as well as remote undeveloped areas.

Eligibility criteria

1. Resident of Jharkhand state
2. Families with poor economic condition/BPL families

Documents Required

1. Ration Card

2. Domicile
3. Income certificate
4. Aadhar Card

Where/ How to apply

<https://www.sarkariyojnaye.com/jharkhand-sahiya-arogya-kunji-yojana/>

Implemented by

Health Department

2) Jharkhand Mukhyamantri Sukanya Yojana 2019 – Protsahan Rashi to Girls in DBT Form

The primary objective of the scheme is to promote girl child education and curb child marriage. Under the scheme, all girls from their birth to the age of 18 will get an incentive of Rs 5000. 30,000 through direct benefit transfer (DBT) mode (Rs. 5,000 at birth). If the girls remain unmarried by the age of 20, the girls will get an additional Rs. 10,000 help.

Eligibility Criteria

- For girls below 18 years of age.

Documents Required

1. Residential standard
2. Age proof -
3. Educational Certificate - Applicants must submit copies of the pass certificate/marks card when applying for the next financial grant.
4. Account Statement - Account in the name of the girl child. While applying, parents should offer account number, bank and branch name, branch code etc.

Where/How to apply

<https://pmil.in/jharkhand-govt-scheme/mukhyamantri-sukanya-yojana/>

Implemented by -

Social Welfare and Finance department.

3) Mukhyamantri Krishi Aashirwad Yojana Jharkhand

5,000 / acre per year to small and marginal farmers for Kharif and Rabi crops through direct benefit transfer mode. The main focus of this Mukhyamantri Krishi Ashirwad scheme 2019-20 is to increase agricultural production, eliminate agrarian distress and remove farmers' troubles.

It is necessary to note that only those small and marginal farmers, whose total land is less than 5 acres, can avail the scheme. Through this scheme, farmers of the state can earn up to 25000 rupees.

1. Under the Krishi Aashirwad Yojana, a minimum of ₹ 5000 and a maximum of ₹ 25000 is payable per kharif crop per acre.
2. In this scheme, allowance will be received for a maximum of 5 acres of land.
3. The farmer will get the benefit of this scheme for the next four years, 2020 - 2022.
4. 22 lakh 76 thousand farmers will be part of Chief Minister Krishi Aashirwad Yojana.
5. An amount of Rs 442 crore will be sent to 13.60 lakh farmers.
6. Data entry of 15 lakh farmers has been done and the process is still going on.

Eligibility Criteria

- Small landlords
- agricultural labourers

Documents Required

- Residential proof, resident of Jharkhand
- Land Related Documents (Since the scheme is only for small landholders)
- Personal ID Proof - Voter card or Aadhar card of all applicants should be an ID proof. The authority will use these letters to track the beneficiary list.
- Bank statement

Where/How to apply

<http://mmkay.jharkhand.gov.in/>

Implemented by

Agriculture and Finance department

4) Jharkhand Old Age / Widow / Viklang Pension Amount to be Raised to Rs. 1000

For the upliftment of citizens, the government has also introduced various schemes for the welfare of the people. Now, the government. Social security for poor citizens is availed. Jharkhand Old Age / Widow / Development Pension. The program introduced a national policy for social assistance for the poor and aims to ensure a minimum national standard for social assistance in addition to the benefits that the state is currently providing or may provide in the future. Government. Old age pension, widow (widow) pension get increased to Rs. 1000 from Rs. 600/- .

Eligibility Criteria

- Residents above 60 years of age, for old age pension.
- People with disability
- Widow Women

Documents Required

- Copy of aadhar card
- Ration card copy (if available)
- Voter ID copy (if available)
- Approval of the head / ward for the application
- Photo
- First page copy of bank account
- Death certificate of husband for widow pension
- Disability certificate for disability pension

Where/how to apply

<http://the117.in/how-to-apply-old-age-pension-online-in-jharkhand/> प्रज्ञा केंद्र के माध्यम से ;
<https://jharsewa.jharkhand.gov.in/i>

Implemented by

Social Welfare Department

5) Jharkhand Interest Free Farm Loan Scheme – 0% Rate for One Year for Farmers)

The Jharkhand State Government has announced to provide interest-free agricultural loans to farmers at zero percent interest rate. The entire interest is up to 1 year, but the only condition is that the farmers have to repay the loan in 1 year.

- The loan will be sanctioned for one year at 0% interest.
- To get safe and easy credit
- Any farmer can apply for the scheme.

Documents Required

- Pan Card
- Aadhar card
- Address proof
- Domicile
- Landholding documents

Where/How to apply

<https://pmil.in/jharkhand-govt-scheme/jharkhand-interest-free-farm-loan/>

Implemented by -

Agriculture and Finance department

Module 3: Roles & Responsibilities

District Coordinator

Key Responsibilities:

1. Ensure effective, timely and quality delivery of project outputs at respective districts
2. Facilitate, mentor and monitor cluster coordinators in achieving planned progress
3. Liaise with District, Block level administration
4. Networking with key stakeholders at District level
5. Organize and facilitate training and capacity building of Cluster coordinators and Community Volunteers
6. Volunteers
7. Compilation and submission of fortnightly/monthly/quarterly reports on prescribed templates.
8. Frequent field visits to intervention areas to support and monitor the work.
9. Documentation of change stories and best practices in the district
10. Regular review and monitor of district level progress

Community Mobilizers

1. Selection, capacity building and work closely with the Community Volunteers
2. Rapport building with PRIs, frontline workers and MGNREGA officials at panchayat and block level
3. level
4. Maintain data of migrant and local workers and support JSLPS in doing the same
5. Facilitating job card applications, demand generation, MGNREGA worksite monitoring, payment follow ups and grievance redressal at village level.
7. Facilitate applications filling and registration for uptake of other social protection schemes,
8. follow up action and monitoring of progress
9. Awareness generation activities along with Community Volunteers on preventive measures
10. and government schemes and programs
11. Manage panchayat Level Community Assistance Resource Centre being established
12. Monthly meetings with the Community Volunteers
13. Village level information sharing with District coordinator for fortnightly reports and tracking
14. progress of the project outputs
15. Identify and share change stories

Community Volunteers

Community Volunteers are youth volunteers who will be selected from the community. These volunteers will be selected preferably from the village level institutions like SHGs, VOs, CLFs, Farmers Club, etc. who are active and are willing to work for the village development. The volunteers will be capacitated and empowered to effectively contribute to and sustain programme objectives. The cadre will engage with PRIs and gram panchayats to mobilise, inform and facilitate registration of migrants and vulnerable households to access social protection schemes and programmes of the central and state government as well as health safety measures related to COVID-19. In the project we have proposed to identify and train at least 20 Community Volunteers from every gram panchayat. Below are few of the tasks we expect the Community volunteers to carry out in the project.

Roles & Responsibilities of Community Volunteers -

1. Identify beneficiaries in their respective areas
2. Extend support in organising meeting
3. To identify the eligible person as per the schemes eligibility criteria and monitor by working on the challenges faced. For accessibility of the schemes.
4. Work closely with the cluster coordinator for accessibility of the schemes.
5. Networking with various officials associated with schemes for expediting the accessibility
6. Assure villagers about the accessibility of schemes as per the eligibility criteria
7. Identify the frontline workers in the villagers, and support them.
8. As per the eligibility criteria, work towards availing benefit of the schemes for the beneficiary.

Feedback

Objective: To get feedback from participants about the training and also to know if they understood the important learning

Duration: 15 minutes

Methodology: Brainstorming and discussion

Materials required: K G sheets, markers, white board and board clips and feedback forms

Process

- At the end of the session, ask the reporter to read the report of the training
- Ask people about their learning
 - What was new that they learnt
 - What they would like to take back and what they plan to do with regard to Social Protection schemes
- Write all the points in KG sheet

- Give t feedback forms to participants and ask them to fill and return to the facilitator

Conclusion

Conclude the session by thanking participants and give them your contact details for future clarifications or help needed.

Annexure 1: Reference material

- 1) With conversations about the COVID-19 pandemic permeating our everyday lives, here's demystifying some of the most common terms you're sure to encounter.

<https://drive.google.com/open?id=1o0qzDp6GKF9MDEzImxOyHEXqXrwQrdhP>

- 2) How to Make a Simple Mask

Here is a quick tutorial you can use to make a mask using materials that are easily available at home. Remember to wash it thoroughly with soap after every use though!

<https://drive.google.com/open?id=1qfShpwwDvAHdVet-hEjXm-4vnhjxfc7P>

- 3) Using Masks 101

Masks are important safeguards against infection. They must be worn when one steps out of the house, and even within the house if one is unwell or taking care of someone who is sick. Several countries such as India have issued guidelines making wearing masks in public mandatory.

However, it is not enough to merely wear a mask. It is as important to wear and manage your mask correctly! Here is a useful guide that'll ensure you can handle masks like a pro in no time.

https://drive.google.com/open?id=12s335Z8zLT-0PU_tpkr3YEYW_7MzbLTJ

Annexure 2: Ice breaker/ Activities

Day 1:

1) Introduction and mixing group

Form a circle of chairs with one less chair than the number of participants. (If there are 18 participants, you need 17 chairs.) Appoint a volunteer who stands in the center of the circle of chairs. That person calls out Everybody . For example, Everybody with black shoes.or Everybody who ate bread this morning or Everybody who has a pencil. Then everyone who fits the description stands up and switches chairs as quickly as possible. They cannot stand up and sit

back down in the same chair, and they cannot sit in the chair next to them. They should stand and run to a chair across the room. The volunteer tries to sit, too. Whoever is left standing should be the next to call out Everybody with This is a great first warm up and get to know your game! (A variation of this game is called Fruit Salad. Assign everyone the name of a fruit: mangoes, papaya, apples. Call out the names of the fruits to make people switch places. When you call Fruit Salad!, everyone has to switch places.)

2) Knowing better (Teamwork)

Participants think of an adjective to describe how they are feeling or how they are. The adjective must start with the same letter as their name, for instance, "I'm Henri and I'm happy". Or, "I'm Arun and I'm amazing." As they say this, they can also mime an action that describes the adjective.

3) Cross the circle (Trust, Teamwork and support)

Ask participants to form a big circle, facing inward. Each participant identifies someone standing opposite him or her. When you say, Go!, each participant must close his or her eyes, walk across the circle and stand in the place of the person opposite him or her. All participants do this at the same time, and they must not peek! People get very confused but sort themselves out eventually. Afterwards, ask participants how they felt doing this with their eyes shut. How does the exercise relate to real life experiences?"

<https://www.youtube.com/watch?v=DKbE61IaYQ4> -Family Game Night "Minute To Win It"

4) Human Wall (Teamwork and strength)

Use this one with young people only it is a bit rough for older folks! Form two teams. One team should make a human wall - a wall of people that cannot be broken. When the facilitator calls, Go!, the other team will rush the wall and try to break through. Then switch sides and let the other team form a human wall.

5) Five Island (Problem solving)

Draw five circles with chalk on the floor, big enough to accommodate all of the participants. Give each island a name. Ask everyone to choose the island that they would like to live on. Then warn participants that one of the islands will sink into the sea very soon and participants on that island will be forced to move quickly to another island. Allow the suspense to build and then call out the name of the island that is sinking. Participants run to the other four islands. The game continues until everyone is squashed onto one island.

Day 2

6) Reflecting on the day/ Feedback (Recap)

To help people to reflect on the activities of the day, make a ball out of paper and ask the group to throw the ball to each other in turn. When they have the ball, participants can say one thing they thought about the day.

7) Water/ Land and Sky(Energiser)

Take chalk and draw three long lines down the center of the room. Mark Water on the first line, Land on the middle line, and Sky on the third line. All participants should stand on the Water line. The caller cries out Water, Land, or Sky repeatedly, and the participants are supposed to hop from one line to the other. Any participant who fails to hop, hops to the wrong line, falls, or wavers, is out. The participant who remains in the game the longest wins.

8) Hand in Hand exercise (Closing or Evaluation exercise)

Everyone stands in a tight circle. Ask the first person to your left to put his or her right outstretched arm into the middle of the circle and say what he or she has found difficult about the session, and then add something he or she has found good about the session. Ask him or her to use these phrases: I didn't like it when followed by, I did like it when . Ask the person to your left to repeat this, placing his or her hand on top of the hand already in the middle, and also saying one difficult and one good thing about the session. Continue around until all of the participants have their right hands placed in a tower on top of one another in the circle. Finish saying that this tower of hands can represent our strength together as a group.

Annexure 3 - Handouts: Rights for Human dignity

Know Your Fundamental Rights & Learn To Use Them	
Right to Equality	Article 14 :- Equality before law and equal protection of law Article 15 :- Prohibition of discrimination on grounds only of religion, race, caste, sex or place of birth. Article 16 :- Equality of opportunity in matters of public employment Article 17 :- End of untouchability Article 18 :- Abolition of titles, Military and academic distinctions are, however, exempted
Right to Freedom	Article 19 :- It guarantees the citizens of India the following six fundamentals freedoms:- Freedom of Speech and Expression Freedom of Assembly Freedom of form Associations Freedom of Movement Freedom of Residence and Settlement Freedom of Profession, Occupation, Trade and Bussiness Article 20 :- Protection in respect of conviction for offences Article 21 :- Protection of life and personal liberty Article 22 :- Protection against arrest and detention in certain cases
Right Against Exploitation	Article 23 :- Traffic in human beings prohibited Article 24 :- No child below the age of 14 can be employed
Right to freedom of Religion	Article 25 :- Freedom of conscience and free profession, practice and propagation of religion Article 26 :- Freedom to manage religious affairs Article 27 :- Prohibits taxes on religious grounds Article 28 :- Freedom as to attendance at religious ceremonies in certain educational institutions
Cultural and Educational Rights	Article 29 :- Protection of interests of minorities Article 30 :- Right of minorities to establish and administer educational institutions Article 31 :- Right to property (Abolished by the 44th Amendment Act, 1978)

Annexure 4 : Need for Social Protection

Definition:

Social protection, as defined by the United Nations Research Institute for Social Development, is concerned with preventing, managing, and overcoming situations that adversely affect people's well being. Social protection consists of policies and programs designed to reduce poverty and vulnerability by promoting efficient labour markets, diminishing people's exposure to risks, and enhancing their capacity to manage economic and social risks, such as unemployment, exclusion, sickness, disability and old age¹.

Social Protection deals with,

- 1) SP deals with both absolute deprivation, risk and vulnerabilities
- 2) It deals not only with the social risks (sickness, old age, unemployment and social exclusion) but also with programmed secure income such as food security, employment, education etc. social and economic security

Purpose: Poverty alleviation, better health for all (Women, children, elders etc), education to all, respect and dignified life to all citizens

Scope: Securing livelihood, social equality, human development

To whom: Poor and marginalised people, children, women, elders, backward class people, socially deprived, living in poor quality, affected by natural calamities

Types of Social protection

1. Social Security schemes
2. Social Insurance schemes: This includes pension schemes, health insurance schemes, unemployment
3. Social Welfare schemes
4. Social Justice

How social Protection is provided:

- 1) Cash transfer
- 2) Reduction or free user fees
- 3) Subsidies & exemptions
- 4) Provision of equipments (disability)
- 5) Provision of land or houses

Why we need social Protection for specific groups:

¹ http://en.wikipedia.org/wiki/Social_protection

- 1) **Children:** Children are very important and they need specific care. Every child should be educated, secured and enjoy their childhood. This is possible only through creating an enabling environment to them as well as their family. To give a better life, the government has started many schemes. E g, education schemes, health schemes, girl child schemes etc
- 2) **Women:** Women are the most vulnerable people and they are often neglected and rejected by the family. Whether it is pre –marital or post marital status, they don't have any choice and more than that they are controlled by the men.
- 3) **Elders:** To ensure financial and food security, health care, shelter and protection of life and property of senior citizens.
- 4) Backward classes
- 5) Minority
- 6) Disability scheme