Chemins d'enfances
S'épanouir-Se construire-Agir

Sharana
Social And Development Organisation

Seeds of Change:

Helping children become Actors of Change

Manual 2017

Seeds of Change

Editorial – Chemins d'Enfances / Sharana

Childhood is a crucial stage in life. The knowledge and attitudes acquired during this period are structural for the future. By teaching children at a young age to get positive behaviors, to understand that they can be actors of change in their communities, you can make a big difference for them but also for the whole ecosystem.

We, at Chemins d'Enfances and Sharana, have shared this strong conviction for a long time. We were both particularly concerned by the environmental and hygienic issues in the villages of Tamil Nadu and how difficult it is to change the habits of communities.

After several months assessing the needs of communities, we decided in 2014 to launch together the Seeds of Change project in poor areas in and around Pondicherry. We wanted to focus on raising environmental awareness, as well as hygienic and social issues but also developing sustainable behaviors and promoting the active involvement of children and their communities for a long-term change.

To face this ambitious challenge, we built a partnership with Play International (Playdagogy methodology) and hired Proshanto Mukherjee, who has, with his team, greatly contributed to the success of the project.
The innovative aspect of Seeds of change is based on the combination of methodologies to make children aware but also to help them to become actors of change, through play, artistic and sport activities.

Since then, around 1000 children in deprived rural villages and urban areas have become "seeds of change". They did not only acquire ecological or healthy knowledge but they also initiated concrete actions for a sustainable development in their communities. And they are very proud of it!

We hope this manual will enable more children, tomorrow's citizens, to take part in this change!

Enjoy your reading!

Martine Roussel-Adam

President of Chemins d'Enfances

Rajkala Partha

President of Sharana

The partners

Chemins d'Enfances is a French NGO created in 2007, helping children to develop their potential and become actors of change. They design, implement and maximize the impact of pedagogical programmes in France, India and Cambodia. They coordinated the project Seeds of Change, and brought technical support and funds.

www.cheminsdenfances.org

Sharana is a social and development organization based in Pondicherry, India. It was established in July 2000 to address the critical educational needs of socio-economically disadvantaged children and communities. They implemented the project Seeds of Change in urban Pondicherry and its surrounding villages.

www.sharana.org

PLAY International is a French NGO, using sports for education and social change. Since 1999, it has helped more than half a million children in twelve countries through its programmes. They brought technical support about Playdagogy in the project Seeds of Change.

pl4y.international/fr

Project implemented with the support of:

Thank you!

We would like to thank all the people involved in the development of the Seeds of Change project, and first of all **Rajkala PARTHA**, President of Sharana in India and **Vandana SHAH**, coordinator of Sharana, who warmly welcomed the project within Sharana activities.

Special thanks to **Proshanto MUKHERJEE** who coordinated the project with dedication during more than 3 years, as well as **Ragu VARAN** and **Pranjal TIWARI**, his closest collaborators, and **all the educators**. All the contents of this manual are the result of their hard work with **children**.

Sincere thanks also to **Thaïs BAILLE**, ex pedagogical coordinator from Play International, who brought technical support about Playdagogy, and all those who brought technical support regarding environmental or hygienic issues.

We would also like to thank those who have contributed to this publication: **Martine ROUSSEL-ADAM**, President of Chemins d'Enfances and **Céline MATRAN**, coordinator of Chemins d'Enfances,. We also appreciated the assistance of **Charlotte YELNIK**, consultant in publishing and communication, member of Prospective and Cooperation, who edited and designed this manual.

Finally, this publication would not have been possible without the financial support provided by **Robert Abdesselam Foundation**.

Legend

This kit includes this booklet and a USB key holding all necessary ressources to implement the « Seeds of Change » programme. Each time you'll find this icon, corresponding ressources are available on the key.

This icon points a tip to make your life easier (gives you a general overview, completes what you've done, helps you go further or find your own way…).

And I'm here to facilitate your reading, give you some tips or rules!

Types of games

Ball game

Marble

Board game

Challenge

Cards

Team game

Stickers

Traditional game

Speed game

Puzzle

Paper kit

Memory game

Let's get in!

TABLE OF CONTENTS

Note for the reader

It happened that, in order to ease the reading, we used masculine pronouns alone instead of using both genders. This does not reflect in any case any kind of privilege granted to men or boys. All participants to this project, coordinators, trainers, educators and children can be, and should be, women and girls as much as men and boys.

The project "Seeds of Change"

Launched in 2014, the project "Seeds of Change" aims at creating, testing, capitalising and disseminating a method and tools to raise awareness about sustainable development among 6 to 14 year-old children and pass them on good practice. Specifically designed for the Indian context, this programme approaches environmental topics, such as waste and water management, as well as personal hygiene and social behaviour.

In partnership with **Sharana** and **Play International, Chemins d'enfances** has coordinated this project for three years. The product of this project is in your hands! We hope you'll appreciate it!

Play the game, play the role!

The belief behind this project is that **children are sustainable development key actors**: first as future decision makers who should grow into conscious and responsible citizens; second, because they are the best messengers to reach their family and community. The project Seeds of Change is based on two pedagogies: the **Playdagogy** developed by Play International, and the **Child-to-Child** (C-to-C), coming from England. Thanks to both of these methods, children learn through means that correspond to their stage of development, meet all their needs and stimulate their potentials, and then become themselves ambassadors, or "Seeds of Change".

Seeds of Change pedagogical values

1) Childhood is the crucial stage of human development: The early years of life are crowded of discovery, experience and interaction: brain develops the most and the fastest! All the experiences of childhood impact our future development. This is the time we want to step in to make things change!

2) Games contribute to a healthy development: According to the World Health Organisation (WHO), "healthy" is a state of physical, mental and social well-being. Through the variety of skills involved, games contribute to all levels of development: physical, emotional, social and intellectual.

3) Children learn better if they understand: When the messages are not explained, children follow them by respect or fear of the authority. If they understand, they can get convinced, realise the importance of the issue, get aware of the problems, seize the message – and spread it!

4) Children learn better if they are active in the learning process: Using their knowledge and thinking skills, they understand and formulate the message themselves. In opposition to a top-down approach, the educator only guides them towards the full comprehension of the message.

5) Children learn better when they play: Motivation is one main factor for efficient learning: when children are having fun, they are more receptive to messages. Plus, games, as simplified versions of real-life situations, make them experiment problems, decision-making and solution-finding.

6) Children can be powerful ambassadors of change in their community: And this role makes sense at many levels: training the adults of tomorrow, enriching the community with children's creativity,

dynamism and enthusiasm, and providing a great driving force for children's own development, growing self-confidence and communication skills, learning to make decisions, solve problems and cooperate.

You'll find more details about the pedagogical methods and principles in the **Pedagogical Guide** dedicated to the educators.

The Playdagogy method

The "Playdagogy", from the association of Play and Pedagogy, is a teaching method designed for children from 6 to 12 years old, developed by PL4Y International. This approach promotes the idea that children should learn and grow through games and sports.

Playdagogy activities are designed to teach them important messages while playing and being physically active. PL4Y International provides tools for education actors to set up this method.

A Playdagogy session is divided in 3 phases:

Game without symbolism

- What? Children play a sport game invented by us.
  Ex: Throw balls in baskets.
- Why? To enjoy the benefits of sports.

Game with symbolism

- What? Children play the same game but this time, the vocabulary is changed to incorporate an awareness issue.
  Ex: ~~Ball~~ → Waste. ~~Basket~~ → Dustbin.
- Why? To get with the awareness topic. Become curious.

Group Discussion

- What? Children think and express themselves about the game.
- Why? To understand the messages about the awareness issue and get convinced of the right behavior to follow.
- How? They are asked questions to identify bridges between the game situations and the corresponding real life situations.

The Child-to-Child method

"Child-to-Child" is a concept created in England by educational experts and Childrights defenders. It is based on the idea that when they are given the chance, **children can play a critical role in solving the problems** they face, and that they should be **empowered** to participate in the realisation of their rights.

The process thus consists in raising their **awareness** of serious topics and providing them with tools to **spread** the messages. We strongly believe that they can be powerful actors of change in their community, and we provide tools to evaluate the impact on the environment (at family and village scales) of the children.

The Indian context

The project takes place in India in the context of a major effort made by the government to "Clean India". It intends to take part in the big challenge regarding **environmental issues**. A lot has been accomplished, however mentalities and attitudes are slowly changing and a lot remains to be done to change the way people deal with environment, especially regarding:

- **Waste management**: People are used to dump **waste** in the streets, and with consumption growth, waste invades Indian streets.
- **Water conservation: sources** get more and more polluted because of waste littering, heavy use of chemical waste and open defecation.
- **Air quality** that is among the worst ones in the world.
- **Personal hygiene**: in order to avoid contamination and health degradation.
- **Social cohesion, regarded as a key for a sustainable development**: to promote equality between genders and castes, and also make children understand how important school is, to acquire skills, emancipate and feel satisfied.

How to use this kit

This kit was designed for anyone who wishes to set up an awareness programme for children in India (school principals, NGOs' coordinators, summer camps leaders…). It includes this **booklet** and a **USB key** with all the necessary ressources to train the educators (power points, session models...), set up game sessions (puzzles, images, card models...) and evaluate the impact (forms, data collection files..). The sport material you need to acquire (jerseys, cones, balls...) is listed on top of each game.

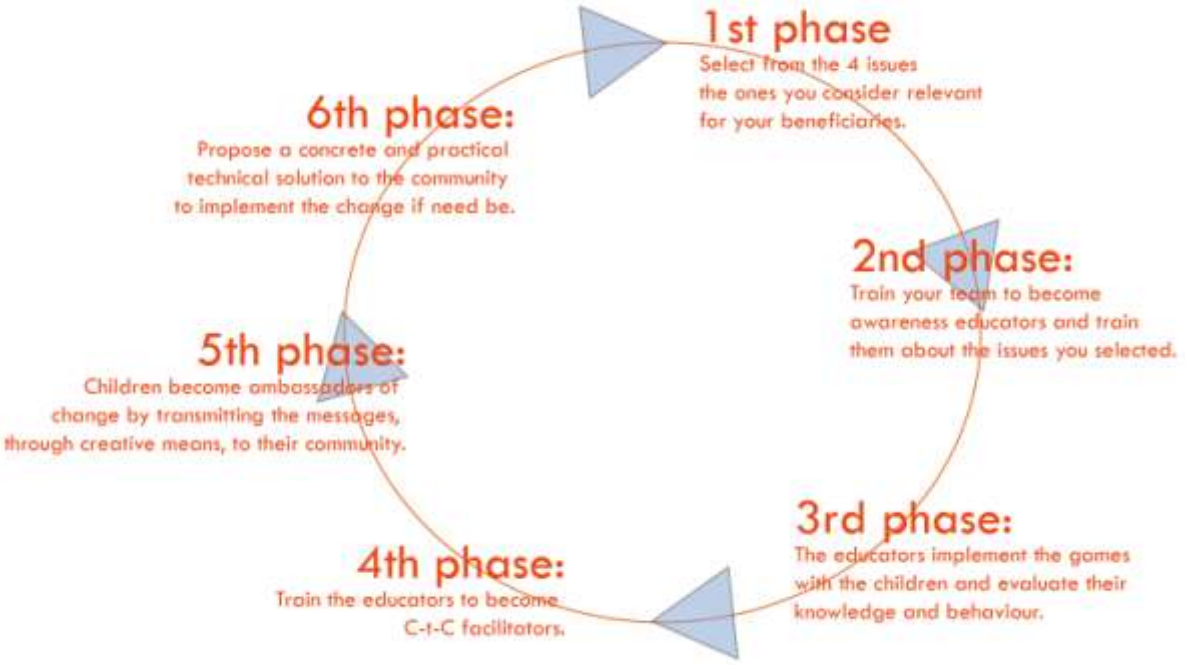
Please note that all these resources were conceived for a specific area (**Tamil Nadu**, South India) and that it might be necessary to adapt the topics and activities to any other context you want to use it for. Beside, feel free to modify and adjust all the tools according to your own skills, context, beliefs, as well as to the group of children you'll set the sessions for.

Interested? Want to get into it?
In the next section, you'll find an in-depth review of how to implement the project in your own area.

How to set up your own "Seeds of Change" programme

In this part, you'll find the detailed method and principles that constitute the basis of the programme. To set up your own Seeds of Change, you'll need to go through different phases.

Here is an overview of the whole programme chronology. In this "how-to" section, the following phases will be explained: train your educators, set up game sessions, and evaluate their impact.



How to... Train your educators

This training process can fit any group of educators even with no background in education. The only necessary conditions are for the trainees to:

- Have a genuine interest in work with children
- Be open-minded to active education
- Be physically fit!

The training goes through 7 steps:

1. Lead a sport game
2. Lead an awareness game
3. Manage basic first-aid
4. Learn about an awareness issue
5. Lead a Child-to-Child session
6. Lead a concrete action
7. Evaluation

Want to make sure your training is successful?
Here are some key points to keep in mind during training.
Make sure you:

- **Split** the contents and **emphasize** the key points for the trainees to assimilate better
- Bring **diversity** into your training
- Keep your educators **active**
- Aim at their **autonomy**
- **Mix** theory and practice
- **Vary** the training materials
- Train their **educator attitude** (creative, dynamic, organised, available…)
- **Always keep in mind that everything you do, the educators will do with the children!**

1) **Lead a sport game**: Before organising an awareness game, an educator needs to be able to organise a simple sport game, which involves managing a group of children, coping with space and time, and explaining instructions and rules.

Tools available on the USB key: Training "Lead a sport game"			
Title	Targets	Tools	Duration
Theory	✓ Experience a sport game as a participant ✓ Manage space and time ✓ Acquire skills about organization: dynamism, authority, instructions and rules, security. ✓ Understand and recognize children's behaviour patterns ✓ Learn how to report a session	✓ Model of planning ✓ 4 Playdagogy game sheets of your choice ✓ PowerPoint "Lead a sport game" ✓ Session sheet	1 day (8 hours)
Practice	Put into practice what has been learned during the theoretical part	✓ Model of planning ✓ Evaluation grids about behaviour and skills ✓ Session sheet	2 hours per tandem

2) **Lead an awareness game**: Once your educators are familiar with leading a sport game, you should explain them how a sport game can be used to raise awareness. They will acquire additional skills, such as introducing in the game a symbolism corresponding to the awareness topic, leading a participatory debate…

Tools available on the USB key: Training "Lead an awareness game"			
Title	Targets	Tools	Duration
Theory (day 1)	✓ Experience an awareness game as a participant ✓ Get introduced to the different awareness issues ✓ Understand our core values ✓ Know how to practically introduce a symbolism into a game	✓ Model of planning ✓ PowerPoint "Lead an awareness game" ✓ 4 Playdagogy game sheets of your choice ✓ Pedagogical guide (to be given at the end as a summary)	1 day (9 hours)
Theory (day 2)	You will play 4 games with the educators in order to help them to: ✓ Learn to lead a debate in fun and creative ways	✓ Training plan ✓ Material for the 4 games to be played	1 day (9 hours)

	✓ Understand the logic and structure of the debate sheets ✓ Make bridges between questions to better guide children		
Practice	Put into practice what was learnt during the theoretical part	✓ Model of planning ✓ Evaluation grids about behaviour and skills ✓ Session sheet	3h30 per tandem

3) **Manage basic first-aid**: This phase is short but essential: any educator should master the basic first-aid procedure in case a child gets injured during a game session.

Tools available on the USB key: Training "Manage basic first-aid"			
Title	Targets	Tools	Duration
Theory	Know what to do in case of different kinds of injuries: inflammation, cut, fracture, burn, dehydration, headache, insect bite...	✓ PowerPoint "First-aid" ✓ First-aid booklet	1h
Practice	Practice how to properly clean a cut, how to put a bandage...	None	1h

4) **Learn about an awareness issue**: Knowing how to lead an awareness game is necessary but not sufficient to become an awareness educator: trainees must also acquire knowledge about the awareness issues.

Tools available on the USB key: Training "Learn about an awareness issue"			
Title	Targets	Tools	Duration
Theory and practice	✓ Express your opinion about what should be taught about the issue ✓ Get familiar with the info sheet and the main messages to be spread ✓ Learn each game of the topic ✓ Get introduced to the Impact Assessment process specific to this topic ✓ Lead one game with the children.	✓ Model of planning ✓ Info sheet of the issue ✓ All games of the issue ✓ Impact Assessment process (Knowledge, skills and behaviour) of the issue ✓ Knowledge Evaluation paper of the issue ✓ Skills and Behaviour Evaluation grids For the topic Personal Hygiene, 4 additional documents are available in the folder "Specific to Hygiene IA".	2 days for each topic

Once this training is finished, you can go ahead with the topic cycle with the group(s) of children targeted.

5) **Lead a Child-to-Child session**: Once the topic cycle with the children is over, the next step is to invite the children to participate in a Child-to-Child process. You'll then need to train your educators to this concept and their new role of facilitators.

Tools available on the USB key: Training "Lead a Child-to-Child session"			
Title	Targets	Tools	Duration
Theory and	✓ Understand the concept of Child-to-Child and the switch	✓ Model of planning	1 day

practice	Educators → Facilitators ✓ Get inspired with some examples ✓ Come out with some ideas before meeting the children ✓ Get evaluated about the general knowledge to have about the project (which is not only about Child-to-Child but about all phases and our core values) ✓ Practice their new roles as facilitators with a group of children	✓ Examples of previous C-t-C modules (ideally with pictures and videos) ✓ PowerPoint "Lead a Child-to-Child session" ✓ "General Knowledge" questionnaire	(8 hours)

Once the educators are trained to be C-t-C facilitators, the process can start with the group of children targeted. The children will propose ideas, guided by the facilitators, and then use these ideas to raise the awareness in their community / schoolmates / playmates.

6) **Lead a concrete action**: At the end of the Child-to-Child process, the whole community/school/camp is aware of the issue and the solutions to set up. It is then time to implement a concrete action. For this phase too, educators are facilitators and need to be trained appropriately.

Tools available on the USB key: Training "Lead a concrete action"			
Title	Targets	Tools	Duration
Theory and practice	✓ Understand what a concrete action is. ✓ Get inspired by concrete actions implemented in the past. ✓ Understand the consequences if no concrete action are implemented. ✓ Get some ideas before meeting the children ✓ Have a first discussion with the children	✓ Model of planning ✓ Examples of previous C-t-C modules (ideally with pictures and videos) ✓ PowerPoint "Concrete Action"	1 day max

7) **Evaluation**: the trainees should be evaluated to become certified Seeds of Change educators!

Throughout the training, the trainees are evaluated on different learnings::

- Skills and Behaviour during "**Lead a sport game**" and "**Lead an awareness game**" phases.
- Knowledge during "**Learn about the awareness issue**" and "**Lead a Child-to-Child session**" phases.

Once the training process is finished, the full evaluation aims to check that nothing was forgotten or that more time and practice have lead to a better performance. The evaluation counts **100 points** and split up in 3 parts:

The precise scale is in the **Results Table**. The marking system for the **Knowledge Evaluation** is in the folder Knowledge

- Knowledge: 40 points
- Skills: 40 points
- Behaviour: 20 points

If you decide not to address all awareness issues, then the knowledge scale needs to be changed. You can also decide to change the ratios of the 3 categories.

The marking system for Skills and Behaviour evaluation is the following:

- Beginner: 0 point
- Intermediate: Half of the points
- Advanced: All the points

>> **End of training**: Certification and remarks

We have decided that a trainee needs to score **70 points** to get his/her certification. This level may be changed at your convenience.

- If the **results** are not good for a majority of educators, you might question your training.
- You can also organise some **complementary sessions** focused on the weaknesses observed, and then perform one more evaluation.
- After the certification, we highly recommend you to **follow up** your educators to ensure that their level of performance remains the same. A follow-up tool is available on the USB key.

You can't train your educators?

No worries! Train someone to replace you!

Go to the USB key and check out the file "Training for trainer"

How to… Set up game sessions

Each game indicates the **age group** it is suitable for. In general this programme aims to children between 6 and 14.

The games are organised in **4 topic packages**, identifiable with colours and pictograms:

Waste management

Water and sanitation

Personal hygiene

Social cohesion

On the USB key, each "**Topic package**" contains all contents related to an awareness issue.

Each package follows the same **structure**:

- one or several Informative Sheet(s)
- the related games
- an Impact Assessment process
- a few examples of Child-to-Child

None of these contents are set in stone!
You, educators, children, are free to adapt and/or complete these packages!
Let us know what worked for you so that we can make the kit evolve!

1) The Informative Sheet(s)

The very first step of each topic is the presentation of the main awareness issues, and the way they will integrate the game sessions. The informative sheets gather all the related messages to be taught throughout the games.

For the first three topics which are scientific, you will find diagrams on the USB key.

2) The games

The Seeds of Change team has created three kinds of games:

Playdagogy games: Playdagogy is a concept created by the French NGO Play International. Every Playdagogy game follows the same logic:

- first, the participants play a classical sport game
- then symbolism is added to integrate the message in the game
- finally the players debate to understand the symbolism and appropriate the messages.

Some of the Playdagogy games contain additional elements to help the educators lead the debate, like pictures, drawings… You'll find them in the same game folders.

Indoor games: There are different kinds of indoor games: puzzles, memory games… Each of them includes:

- a game sheet (*included in this booklet*)
- the necessary material (puzzles, cards…) (*available on the USB key*)
- instructions sheet about how to build the game (what to print out, what to cut, what to laminate, to colour…) (*available on the USB key*)

Each indoor game also ends with a short discussion for the children to express themselves about the game, the messages, and the ideas of improvement to implement in daily life.

Sport games: From our experience, it happens that sometimes children want to play just for fun. For these times, you will find in this booklet many easy sport games without awareness message. Each comes with instructions and rules.

Each game is structured as follows:

- A **table** on top indicates the type of game and what kind of group it is suitable for:

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Introduce the vast topic of waste, problems & solutions Learn why & how to sort out waste	5-8	6-12		50 min

Then you'll find the following parts:

- **Get organized**: with the material and configuration needed
- **How to play**: the aim of the game and instructions
- **Add symbolism**: for the Playdagogy games OR **Message** for others, explaining the messages expected to be transmitted throughout the game
- The rules, presented by the young boy : 
- **Variations**: possible variations
- **Debate**: with questions and expected answers
- **Extended debate topic**: to carry on the discussion

In which order?

The order is given by the info sheet.

Insert sport games whenever necessary.

You will see that sometimes the first game of the topic has 2 versions:

- the version "as first game of the topic".
- the version "as last game of the topic".

The 2nd version is the same game but with a deeper debate. When played at the end of the topic, children are supposed to be able to answer more specific questions and to give more detailed answers. This serves as a pre-evaluation for the Impact Assessment.

How to… evaluate your impact

Once the children played all the games of the topic, you will need to find out what they understood and if their behaviour changed accordingly.

We designed an Impact Assessment method which consists of:

- **Knowledge questionnaires:** to keep the line with the project's fundaments, evaluations must be conducted as games: the children don't have to answer questions but link up drawings, complete others...
- **Behaviour tests targeting children and their parents**: the tests involving the children are observations to be conducted during a game session, whereas those of parents are door-to-door surveys.

For better results, be subtle!

Discretely observe the children, and include the questions to parents in a more general conversation.

> Once the assessment is conducted, you will need to make statistics in order to draw conclusions. You'll find ready-to-use tools to fill in with integrated graphics in the USB key.
> No Impact Assessment was done for the Social Cohesion package as it is very unlikely that any change occurs right after the topic has been conducted.

How to… go further

(Examples of Child-to-Child)

Once children master a topic, it's time for them to spread the messages to their friends, families and communities!

You will find in each topic package, some examples of Child-to-Child actions. These actions will be **unique** to your project, according to its specific context and the creativity of your children. However we thought it could be a source of inspiration for you to know what was done in previous projects.

The sheets do not only describe the actions themselves, but also give you some practical information that can be helpful for you to set up your own actions (material, duration, age group...).

Topic packages

Waste Management

What is the situation?

In India, many people dump waste in the streets.

What children need to learn is what to do with waste ("Be Clean, Use Dustbins": p22; "The Proper Place for Waste": p24) and that there are two main kinds of waste ("Organic or Not?": p 26):

- **Organic waste** comes from nature, and decomposes quickly.
- **Non-organic waste** is man-made, and takes a very long time to decompose.

The problem of waste management mainly concerns non-organic waste. Whether it is **buried** into the soil, **thrown away** in the nature (road side, field…), or **burnt**, it has harmful consequences for the nature such as:

- ground water contamination and shortages ("Less and Bad Water": p28)
- decline of soil fertility ("Plants need Water": p30)
- danger for animals (cows, dogs, goats...) ("I love my cows": p32)
- attraction of mosquitoes ("No House for Mosquitoes": p34)
- ugly sight
- danger for marine life ("Meenkalai Kappathu": p35 & "Poor fishes": p37)
- toxic gases harmful for humans and plants ("Don't Burn": p39)

What do we want to change? And how?

To solve these problems, we should try and **stop using** non-organic materials, and **collect** our organic waste by using dustbins and scrap shops in order to **recycle** them ("Recycle" : p41; "3R" : p44; "Hitcycle": p46).

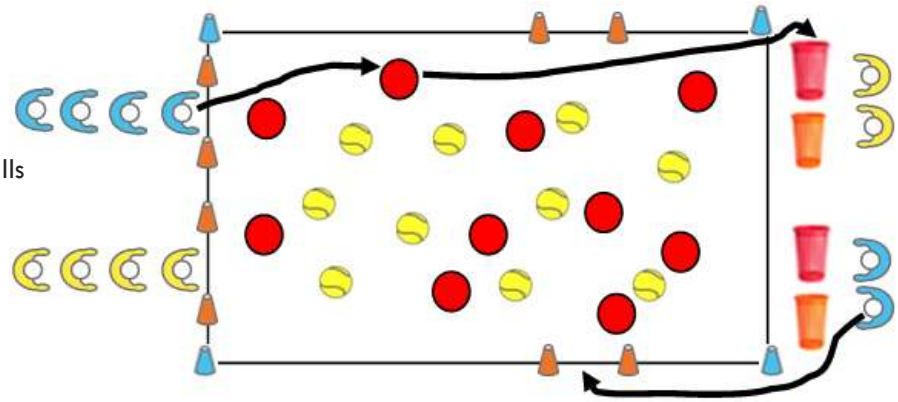
"Be clean, use dustbins!"

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Introduce the vast topic of waste Learn why & how to sort out waste	10-14	6-12		50 min

Get organized

1 middle-sized playground (80*50ft)
2 teams of 5-7 players
Material needed:

15 tennis balls + 15 plastic balls
2 sets of team jerseys
8 + 4 cones
2 + 2 buckets
(or cones to put in round)



How to play

Target for each team: bring more balls than the other team in their baskets.

The players on the left, behind their cones, are the collectors. The players on the right, behind the baskets, are the replacers.
The collectors have to take balls and put them into the baskets of their team. At the same time, the replacers have to put the balls of the opposite team back on the playground.
Tennis balls go to one bucket, plastic balls in the other.

At the end of the game, the points are counted:

- Tennis balls (put in the correct basket) = 1 point
- Plastic balls (put in the right basket) = 2 points.
- Balls put in the wrong basket = -1 point.

- Each player (collector AND replacer) can take only one ball at a time.
- All players can run at the same time. There is no waiting!
- To put a ball back on the playground, the replacers cannot enter the ground and cannot throw the ball but only make it roll.

Add symbolism

It is the same game. But this time, use a different vocabulary:

- The playground is the village
- The 2 teams are 2 families of the village. In each family, the collectors become the cleaners and the replacers the polluters.
- The balls are the waste: the 2 different colours represent the 2 different kinds: organic waste (created by nature) and non-organic waste (manmade).
- The baskets the dustbins.

Both families want to clean their village but there are polluters…

Variations

- Allow all players to take 2 balls at a time, or give this advantage only to the collectors who are putting the balls into the baskets.
- Make the players go and take the waste in teams of 2 while holding hands. If they stop holding hands, they have to leave the balls they were carrying and go back to the starting point.

Content created in partnership and with the method of PLAYDAGOGIE

Debate

QUESTIONS	ANSWERS
Why were there balls of 2 different colours? What is the difference in real life?	They were representing 2 kinds of waste: organic and non-organic. The difference is that organic is created by nature whereas non-organic is manmade.
How were you making points? Why (think of real life)?	You were making points when you were putting the waste in dustbins, because it is an eco-friendly and healthy behaviour.
Why were the plastic balls making more points than the tennis ones?	Because non-organic is harmful for the environment whereas organic is not.
The ball should be put into the basket of the corresponding colour. Why?	The waste should be sorted because you don't deal with both kinds the same way.
In the game, the waste kept on coming. What does it symbolize in real life?	In the game, it was because of the so-called polluters. In the real life, WE are actually the polluters because we produce waste every day.
Is it a problem to produce waste again and again?	Not with organic waste because it is natural. But yes with non-organic waste, as it is manmade and damages the environment.
How can we solve this problem of production of non-organic waste?	We have to learn how to reduce the amount of waste but also how to reuse the waste already created.

Extented debate topic

The front of your house might be clean but it doesn't mean that you don't have any problems with waste. There is certainly a place next to your house or village full of waste: the road sides, the landfill, the ocean… People want their own house and surroundings to be clean but often they don't mind about the rest. Now, you know that waste is dangerous for us and the planet even if you can't see it!

This is the picture of a landfill. It is quite far away from the village so very few people feel concerned.

"The proper place for waste"

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Introduce the vast topic of waste Learn why & how to sort out waste	10-14	9-14		60 min

Get organized

1 middle-size playground (80*50ft)
2 teams of 5-7 players
Material needed:

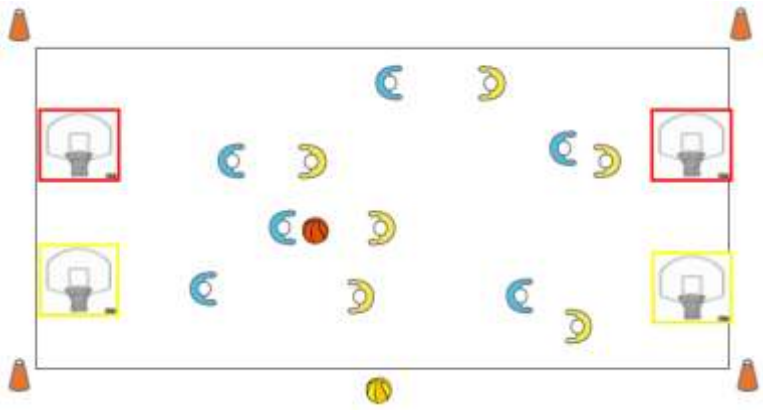
 2 balls of 2 different colours

 4 sets of team jerseys

 2 baskets of the first colour

 2 baskets of the second colour

 4 cones



How to play

Target for each team: This game is based on basket-ball game. Put the balls in the basket of the appropriate colour and score more points than the other team.

The points are counted as following:

- Ball put in the appropriate basket: **5** points
- Ball put in the inappropriate basket: **-2** point
- Yellow ball out of the playground: 0 point
- Red ball out of the playground:**-2** points

The game is played with one ball at the time. The referee can change the ball whenever wanted.
To bring the ball forward, players can dribble or make passes.
When one team puts the ball out of the playground, the other team plays the throw-in.

- It is forbidden to walk/run with the ball.
- Pushing is forbidden. Contact is allowed as long as the opponent player is not destabilized.
- A player cannot stop dribbling and then restart dribbling.
- All throw-ins should happen with a pass.

Add symbolism

It is the same game. But this time:

- The ground is the village or the school.
- Everything outside the ground is the nature.
- The 2 teams are 2 families.
- The balls are the waste. The 2 different colours represent the 2 different kinds: organic waste (created by nature) and non-organic waste (manmade).
- The baskets are the dustbins belonging to the families.

Variations

- For the first sessions, forbid the dribbling. Players progress only with passes. (Even if the players can dribble, forbid it if they don't play collectively.)
- If girls are not playing, put a new rule: when 2 boys have touched the ball, the next one should be a girl.

- If all players get stuck either on the ball or in front of the basket, put a new rule: the one-on-one defense: Before the game starts, each player has to choose a player from the other team and has only the right to defend on him/her.

Debate

QUESTIONS	ASSESSMENT
Why were there balls of 2 different colours? What is the difference in real life?	There were of different colours because there were representing 2 kinds of waste: organic and non-organic. The difference is that organic is created by nature when non-organic is manmade.
In the game, when wereyoulosing points? Why (think of the real life)?	You were losing points when non-organic waste was thrown in the nature, because this is a dangerous behaviour for the nature and for us.
When were you making points? Why (think of the real life)?	You were making points when you were putting the waste in dustbins, because it is an eco-friendly and healthy behaviour.
The ball should be put into the basket of the corresponding colour. Why?	The waste should be sorted because you don't handle with the 2 kinds the same way.
Even if you scored one basket, you had to continue scoring again and again. Why?	In the game, the target was to score as many baskets as possible but in the all-day life, it actually represents the fact that we produce new waste every day.
Is it a problem to produce waste again and again?	Not with organic waste because it is natural. But yes with non-organic waste, as it is manmade and damages the environment.
How can we solve this problem of production of non-organic waste?	We have to learn how to reduce the amount of waste but also how to reuse the waste already created.

Extented debate topic

The front of your house might be clean but don't think that is means that you don't have any problems with waste. There is certainly a place next to your house or village full of waste: the road sides, the landfill, the ocean… People want their own house and surroundings to be clean but often don't mind about the rest. Now, you know that waste is dangerous for us and the planet even if you don't see it!

Show the picture of the landfill, explaining it is quite far away from the village so very few people feel concerned.

Organic or Not?

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Make the children understand the differences between organic and non-organic, and why only the second kind is problematic.	5-8	6-14		30 min

Get organized – 1st phase: Puzzles

Material:

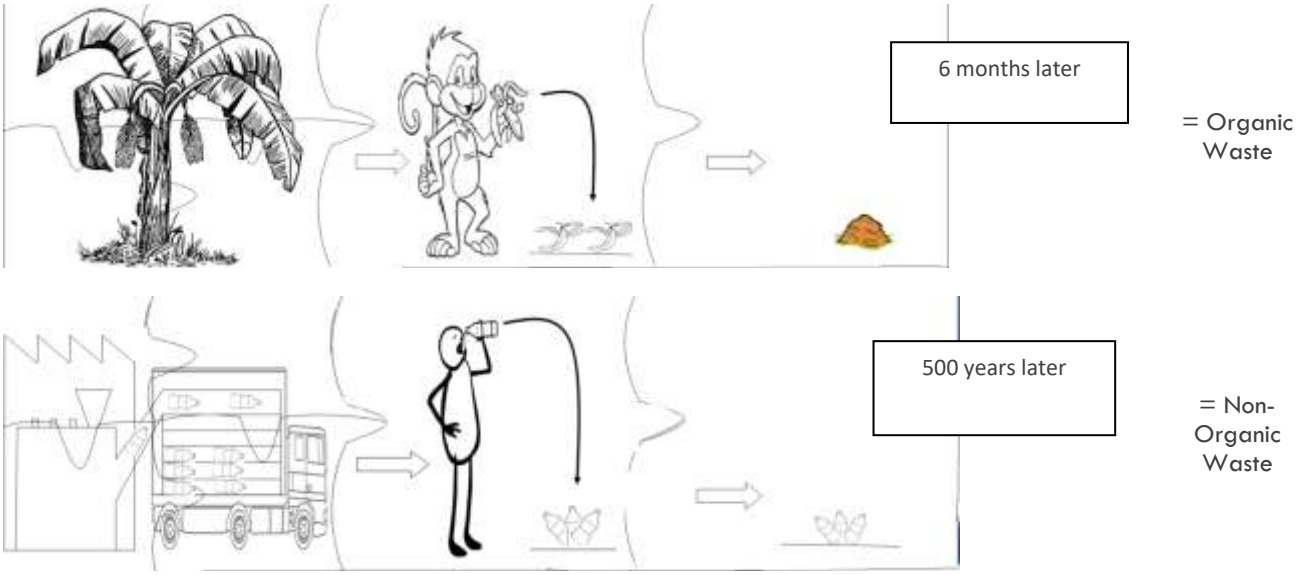
12 pieces of puzzles

16 Velcro pieces

How to play

Target of the game: Reconstitute the 2 puzzles and put the Velcro pieces at the right place.

- Ask the children to sit in circle and place all the pieces of the puzzle as well as all Velcro pieces in the centre (all mixed up!).
- Explain that there are two different puzzles to reconstitute using also the Velcro pieces. Let the children do. Don't give any help unless nothing was achieved after 5 minutes and the children start losing hope.
- Once the children have finished, it should look like that:



Once the 2 puzzles are finished, ask the children what they see on these 2 pictures.

Message

The children have to mention the following main messages:

Organic waste:

- Is created by nature, contains no chemicals
- Takes therefore very less time to decompose: "Created by nature, Returns to nature". For example, banana skins take less than 6 months to decompose.

Non-organic waste:

- Is manmade, contains chemicals
- Takes therefore a lot of time to decompose. For example, plastic bottles need more than 500 years.
- Even after decomposition, some chemical residues can remain which are harmful for the planet.

- If the children make a mistake in reconstituting the puzzles, ask them questions to make them realize their mistake.

Ex: The children have reconstituted them in a way that organic waste takes more time than non-organic to decompose.

Question: Who created non-organic waste? What does it contain? Who created organic waste? What does it contain?

2nd phase: Picture

Show the picture of the landfill far away from the village to the children:

Debate

QUESTIONS	ASSESSMENT
What do you see on the picture?	A big landfill.
Is this organic or non-organic waste? Why?	Non-organic waste only because organic has already decomposed, whereas non-organic needs thousands of years, which is why it accumulates and accumulates.
Do you remember the Playda games "The Proper Place for Waste" and "Be Clean Use Dustbins"? You said that it was not a problem to produce a lot of organic waste but it was a problem to produce a lot of non-organic waste. Do you understand why now?	We can produce as much organic waste as we want as it will decompose quickly. But producing non-organic makes the landfills grow as this one!

Less and Bad Water!

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Make the children understand that throwing non-organic waste in the nature prevents the water from flowing into the groundwater tables and pollutes it.	5-8	6-14		20 min

Material:

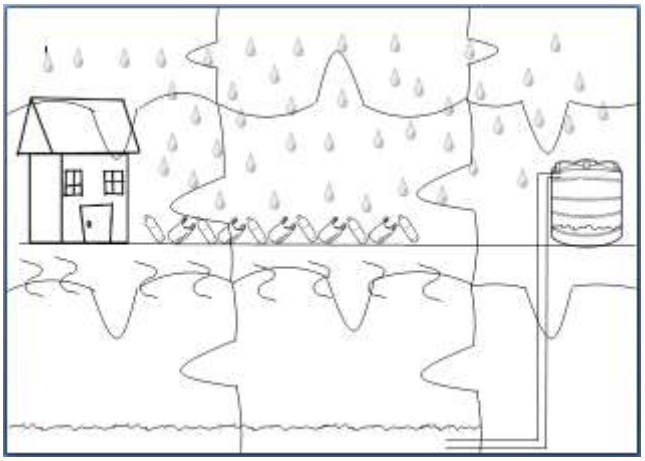
18 pieces of puzzles

How to play

Target of the game: Reconstitute the 2 puzzles.

- Ask the children to sit in circle and place all the pieces of the puzzle in the centre (all mixed up!).
- Explain that there are two different puzzles to reconstitute. Let the children do. Don't give any help unless nothing was achieved after 5 minutes and the children start losing hope.

Once the children have finished, it should look like that:



Risky behaviour

Eco-Friendly and healthy behaviour

Once the 2 puzzles finished, ask the children what they see on these 2 pictures.

Message

The children have to mention the following main messages:

- If non-organic waste is thrown in the nature (road side, field…):
- The layer of waste blocks the rain water from flowing into the soil, so it reduces the amount of ground water, which is the water we get in the water tank.
- The rain water that manages to cross the layer of waste and flows into the soil is contaminated so the water we get from the water tank is contaminated as well.

If non-organic waste is thrown in dustbins:

- Nothing blocks the rain water from flowing into the ground so we get more water in the water tank.
- The rain water that flows into the soil is not contaminated, so neither is the one we get in the water tank.

- If the children make a mistake in reconstituting the puzzles, ask them questions to make them realize their mistake.
  Ex: The children have reconstituted them in a way that non-organic waste enables to get more ground water.
  Question: What happens when it rains onto a layer of non-organic waste?

- Do you remember the Playda games "The Proper Place for Waste" and "Be Clean Use Dustbins"? You said that it was important to throw waste in dustbins to avoid harmful consequences?
  So what harmful consequences did you discover in this game?
  Answer expected: Less and polluted ground water.

Plants need Water!

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Make the children understand that throwing waste in the nature prevents water from flowing into the soil, implying that trees and plants get less water to grow.	5-8	6-14		30 min

Get organised – 1st phase: Puzzles

Material:

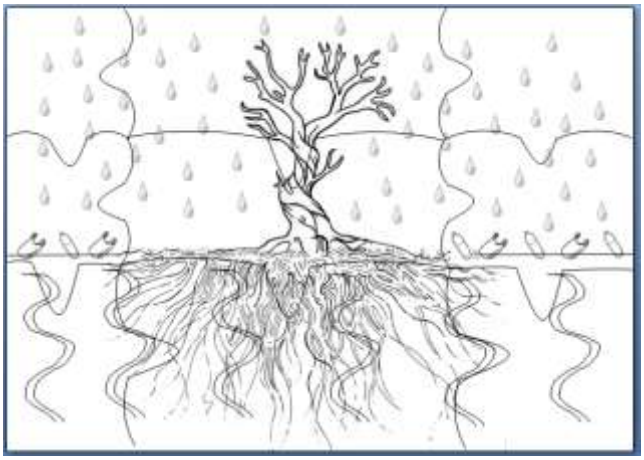
 18 pieces of puzzles

How to play

Target of the game: Reconstitute the 2 puzzles.

- Ask the children to sit in circle and place all the pieces of the puzzle in the center (all mixed up!).
- Explain that there are two different puzzles to reconstitute. Let the children do. Don't give any help unless nothing was achieved after 5 minutes and the children start losing hope.

Once the children have finished, it should look like that:



Risky behaviour

Eco-Friendly and healthy behaviour

Once the 2 puzzles finished, ask the children what they see on these 2 pictures.

Message

The children have to mention the following main messages:

- If non-organic waste is thrown **in the nature**: plants won't get enough water from the rain and will suffer..
- If non-organic waste is thrown **in dustbins**: the rain water is not blocked from flowing into the soil and plants get enough water to grow normally.

If the children make a mistake in reconstituting the puzzles, ask them questions to make them realize their mistake.

Ex: The children have reconstituted them in a way that non-organic waste enables the tree to grow.

Question: What do the trees need to grow?

2nd phase: Picture

Show the picture "Dumping Forest" to the children:

Debate

QUESTIONS	ANSWERS
What do you see on the picture?	A forest full of waste.
Is it a good environment for this forest to grow?	No, we just saw that the trees will get less water to pump from the soil.
Do you remember the Playda games "The Proper Place for Waste" and "Be Clean Use Dustbins"? You said that it was important to throw waste in dustbins to avoid harmful consequences. So what harmful consequences did you discover in this game?	It blocks the water from flowing into the soil, and prevents the trees to take water from the soil and grow normally.

I love my cow!

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Make the children understand that throwing garbage in the nature is dangerous for the animals.	5-8	6-14		30 min

Get organised – 1st phase: Puzzles

Material:

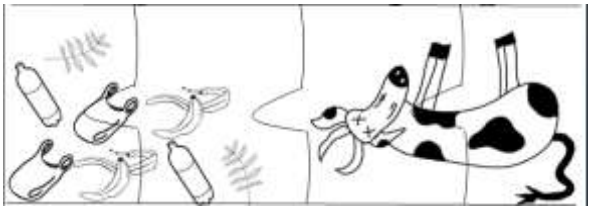
 8 pieces of puzzles

How to play

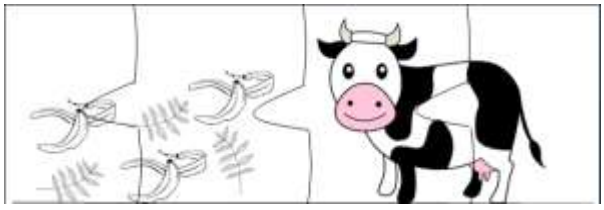
Target of the game: Reconstitute the 2 puzzles.

- Ask the children to sit in circle and place all the pieces of the puzzle in the centre (all mixed up!).
- Explain that there are two different puzzles to reconstitute. Let the children do. Don't give any help unless nothing was achieved after 5 minutes and the children start losing hope.

Once the children have finished, it should look like that:



Risky behaviour



Eco-Friendly and healthy behaviour

Once the 2 puzzles are finished, ask the children what they see on these 2 pictures.
The children have to mention the following main messages:
If non-organic waste is **not sorted** from organic waste:

- the animals like cows, goats, dogs... can swallow it by mistake and choke on it.
- if the animal doesn't choke, the waste impacts its health: the animal gets sick and its meat and/or milk gets contaminated.

If non-organic waste is **sorted** from organic waste:

- The animals eat only the organic waste, so they don't choke nor get contaminated.
- Their meat / milk keep healthy.

If the children make a mistake in reconstituting the puzzles, ask them questions to make them realize their mistake.
Ex: The children have reconstituted them in a way that eating non-organic waste isn't dangerous for the cow.
Question: What happens if a cow, a goat, a dog eats plastic?

2nd phase: Picture

Show the picture "Cow's lunch" to the children:

Debate

QUESTIONS	ANSWERS
What do you see on the picture?	A cow eating the contents of the garbage pile.
So what is in the menu today for this cow?	Organic... and non-organic waste!
Is it a healthy menu?	No, we just saw with the puzzles that no animal can eat non-organic waste without suffering from the consequences.
Do you see that in your life?	If no: Maybe it doesn't happen in your place, but this is a very common scene in India.
What would be a good solution? To answer this question, try to remember the Playda games "The Proper Place for Waste" and "Be Clean Use Dustbins": in these games, there were dustbins of 2 different colours...	We have to sort the waste by using 2 different dustbins and put only the organic one at disposal of the animals.

No house for Mosquitoes!

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Make the children understand that throwing non-organic waste in the nature attracts mosquitoes.	5-8	6-14		20 min

Material:

18 pieces of puzzles

How to play

Target of the game: Reconstitute the 2 puzzles.

- Ask the children to sit in circle and place all the pieces of the puzzle in the centre (all mixed up!).
- Explain that there are two different puzzles to reconstitute. Let the children do. Don't give any help unless nothing was achieved after 5 minutes and the children start losing hope.

Once the children have finished, it should look like that:

Risky behaviour

Eco-Friendly and healthy behaviour

Once the 2 puzzles finished, ask the children what they see on these 2 pictures.

The children have to mention the following main messages:

- If non-organic waste is **thrown in the nature**: when it rains, the water gets stuck, creates ponds, which attracts mosquitoes. Mosquitoes can carry diseases that they transmit to us.
- If non-organic waste is **thrown in dustbins**: when it rains, no pond is created by the water so no mosquitoes are attracted. The risk of diseases transmission is reduced.

- If the children make a mistake in reconstituting the puzzles, ask them questions to make them realize their mistake.

Ex: The children have reconstituted them in a way that non-organic waste doesn't attract mosquitoes.
Question: What are mosquitoes attracted by?

Message

Do you remember the Playda games "The Proper Place for Waste" and "Be Clean Use Dustbins"? You said that it was important to throw waste in dustbins to avoid harmful consequences?
So what harmful consequences did you discover in this game?
Answer expected: Attraction of mosquitoes.

"Meenkalai Kappathu"

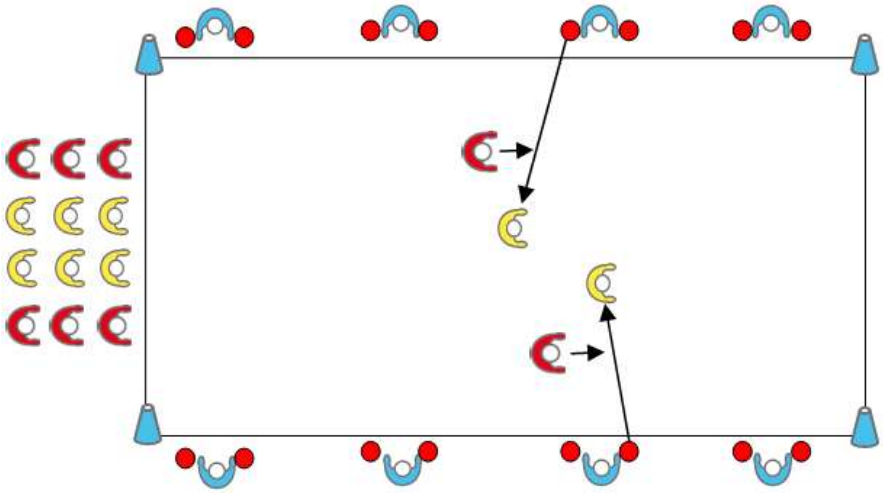
Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Understand why throwing waste in the nature is dangerous for fishes		6-14		60 min

Get organized

1 big playground
3 equal teams

Material needed:

20 soft balls
3 sets of team shirts
4 cones



How to play

Each group of 2 crossers (yellow players) and 2 protectors (red players) crosses the ground one by one.

Target for the crossers: Reach the opposite end of the ground without being touched by a ball.
Target for the attackers (blue players): touch the yellow players with their ball.
Target for the protectors: Protect the yellow players from being touched by a ball.

If a crosser is touched less than 2 times while crossing, he/she gives one point to the protectors his/her team.
Each group of 2 crossers and 2 protectors makes 3 rounds.
Then, the teams switch.

- The attackers cannot target the head of the crossers.
- The attackers cannot attack a crosser who is standing outside the ground limit.
- The attackers can move wherever they want outside from the ground limits to throw the ball. They can then go inside the ground to pick up their ball.

Add symbolism

The game remains the same. Now:

- Crossers are fishes.
- Balls are waste.
- Attackers are polluters.
- Protectors are ecologists.

Variations

- The crossers cross the ground by doing a slalom.
- The ground becomes narrower, or only certain parts of the ground.
- Only one protector protects the crossers and attackers are given a certain area to attack. In each area, the attackers are positioned only at one side.
- More crossers cross a the same time (the whole time together?).

Content created in partnership and with the method of PLAYDAGOGIE

Debate

QUESTIONS	ASSESSMENT
In the game, who was endangered because of waste?	The fishes were endangered.
Is it the case in real life? Why?	Yes, non-organic waste in the oceans and rivers is dangerous for the fishes, because they can get stuck in it or be strangled by it. So they can die!
In the game, the waste affects the fishes because of the polluters throwing it to them. But in real life, there is nobody to "throw" waste on the fishes! So how come waste affects them?	People living next to an ocean or river often throw their waste into it. Industries also reject their waste there. But even if you are far from an ocean or river and you throw non-organic waste like plastic bags in the nature, the wind carries them away and it often ends up in rivers/ocean, because the wind cannot carry it any further.
Does the waste kill only fishes?	No, birds trying to catch fishes can be affected by the waste as well. Moreover, the waste contains toxic products that can affect even the biggest animals like whales. The submarine plants can suffer from it as well.
But for us, there is no risk, right?	Yes, there is, because we eat fish and can get affected from what they have eaten.
How do we avoid all these problems? Remember the game "Be clean, use dustbins."	Use dustbins!

Extented debate topic

Show the picture of the landfill full of waste.

Why do people and industries throw so much waste into oceans and rivers? Because they cannot see the waste anymore, as if it disappeared. They maybe think that the problem is solved. But it is not! Now you know all the bad consequences.

Poor fishes

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Make the children understand that waste thrown in the nature has many chances to end up in rivers or ocean, putting fishes, birds and humans in danger.	5-8	6-14		40 min

Get organised – 1st phase: Puzzles

Material:

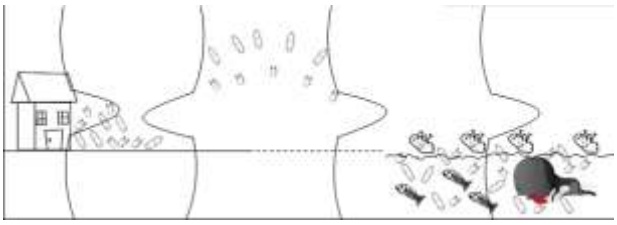
10 pieces of puzzles

How to play

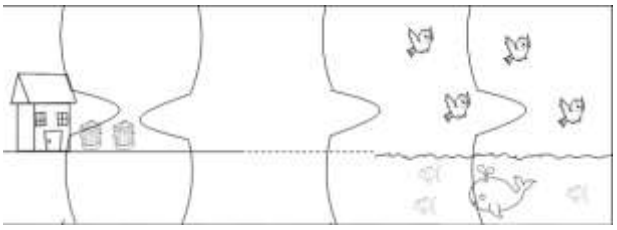
Target of the game: Reconstitute the 2 puzzles.

- Ask the children to sit in circle and place all the pieces of the puzzle as well as all Velcro pieces in the centre (all mixed up!).
- Explain that there are two different puzzles to reconstitute. Let the children do. Don't give any help unless nothing was achieved after 5 minutes and the children start losing hope.

Once the children have finished, it should look like that:



Risky behaviour



Eco-Friendly and Healthy behaviour

Message

Once the 2 puzzles are completed, ask the children what they see on these 2 pictures.

The children have to mention the following main messages:

- If non-organic waste is **thrown in the nature**: the wind often takes it away; the waste flies, gets stuck in a tree (for example), but the wind can take it again. The only places where it gets stuck and cannot fly anymore are places with water: a lake, a river, an ocean… because the water makes it prisoner. The fishes can get stuck in it, get strangled or eat it, get contaminated and die. The birds might be affected as well if they eat contaminated fishes or if they get stuck in the waste while trying to get fishes. And we can be affected as well if we eat contaminated fishes.
- If non-organic waste is **thrown in dustbins**: the wind cannot take it away. Therefore, neither fishes, nor birds, nor we are put in danger.

- If the children make a mistake in reconstituting the puzzles, ask them questions to make them realize their mistake.

Ex: The children have reconstituted them in a way that non-organic waste doesn't put the fishes and birds in danger.

Question: What happens if non-organic waste lands in the sea where fishes live?

2nd phase: Pictures

Show the picture "Garbage in Ocean" to the children:

QUESTIONS	ANSWERS
What do you see on the picture?	An ocean/river completely full of waste.
How did the waste arrive here?	People threw it inside.
Is it only the fault of the people living next to this river/ocean?	No! It is also the fault of people living far away because their waste could have been carried by the wind all the way to the ocean.

Show the picture "Danger for Marine Life" to the children.

QUESTIONS	ANSWERS
What do you see on the picture?	A seal (It's an animal that lives in the sea) stuck with a plastic box.
How did it happen?	The box landed into the ocean like all the waste on the picture "Garbage in Ocean". The seal surely wanted to eat what was inside the box.
And what if the animal would have been bigger and able to swallow the box (a whale for example)? No more problems?	Yes, then the whale would have suffered from the chemicals of the box and/or because the box would have physically damaged its organs (if the box is sharp for example). No animal is able to swallow any non-organic waste because its body is not prepared for that!

Show the Picture "Contaminated Fish" to the children.

QUESTIONS	ANSWERS
What do you see on the picture?	A board showing that the fishes shouldn't be eaten.
Why is the fish contaminated?	Because of the waste that ended up in the water, as shown on the picture "Garbage in Ocean". Sometimes, the waste is not only what you know (plastic, tires), it can also be industrial discharges that might be even more dangerous.
Is it always written when the fish contaminated?	No! Sometimes, people eat fish because they think it is healthy but it is not.

Do you remember the Playda games "The Proper Place for Waste" and "Be Clean Use Dustbins"? You said that it was important to throw waste in dustbins to avoid harmful consequences. So what harmful consequences did you discover in this game?

Answer: Danger for fishes and as a consequence for birds and for us.

Don't Burn!

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Make the children understand that burning has harmful consequences for the plants and for us.	5-8	6-14		30 min

Get organised – 1st phase: Puzzles

Material:

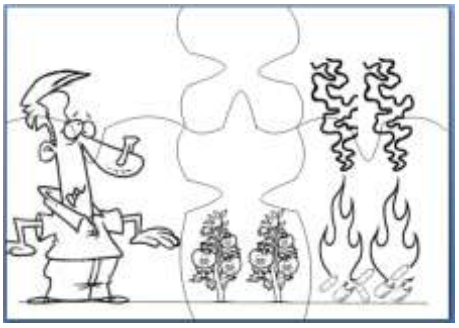
 12 pieces of puzzles

How to play

Target of the game: Reconstitute the 2 puzzles.

- Ask the children to sit in circle and place all the pieces of the puzzle in the centre (all mixed up!).
- Explain that there are two different puzzles to reconstitute. Let the children do. Don't give any help unless nothing was achieved after 5 minutes and the children start losing hope.

Once the children have finished, it should look like that:



Risky behaviour

Eco-Friendly and healthy behaviour

Once the 2 puzzles finished, ask the children what they see on these 2 pictures.

Message

The children have to mention the following main messages:

- If waste is **burnt**: the smoke contaminates the plants around. As the plants are contaminated, if people eat their fruits, they can get sick as well. The smoke is directly toxic to the people inhaling it.
- If waste is **thrown in dustbins**: the plants are growing healthily. As the plants are well, their fruits are safe to eat as well. No smoke is affecting people's health.

But in real-life, even when people use dustbins, when they are full, people have to get rid of waste. So they often burn it! So we are facing the same problem again! How to solve it?

To answer this question, try to remember the Playda games "The Proper Place for Waste" and "Be Clean Use Dustbins": in these games, the waste was always coming back even after throwing it in the dustbins so the dustbins would be full soon! What solution did we find back then?

Answer expected: Of course we have to use dustbins but we also have to reduce the amount of waste and to reuse the waste already created.

You can also link this answer with the Deepening Game "Recycle!" if the children have already played it.

- If the children make a mistake in reconstituting the puzzles, ask them questions to make them realize their mistake.

Ex: The children have reconstituted them in a way that burning waste doesn't contaminate the plants.
Question: What happens when the smoke of waste burning comes onto the plants?

2nd phase: Picture

Show the picture "Garbage Mountain" to the children:

Debate

QUESTIONS	ANSWERS
What do you see on the picture?	A gigantic landfill being burnt away and a boy.
Why is there so much waste?	Because people produce lot of waste! But also because this is non-organic waste and it takes thousands of years to decompose, which is why it accumulates and accumulates.
What solution are the people trying to get rid of the waste?	They are burning it!
Is it a good solution?	No! As we just saw before with the puzzles, it is harmful for the plants and for us. The boy at the top of the mountain may not know or may be forced to be there. Now you know how dangerous it is to burn waste and to stay around whenever it is done.
So what would be a good solution?  Think again of the Playda games "The Proper Place for Waste" and "Be Clean Use Dustbins".	We have to reduce the amount of waste and to reuse the waste already created.

Recycle!

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Make the children understand what recycling means and why it is better to use recyclable products.	5-8	6-14		40 min

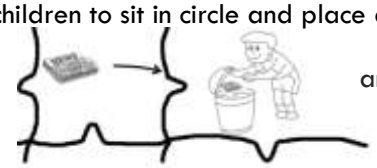
Get organised – 1st phase: Puzzles

Material:

27 pieces of puzzles

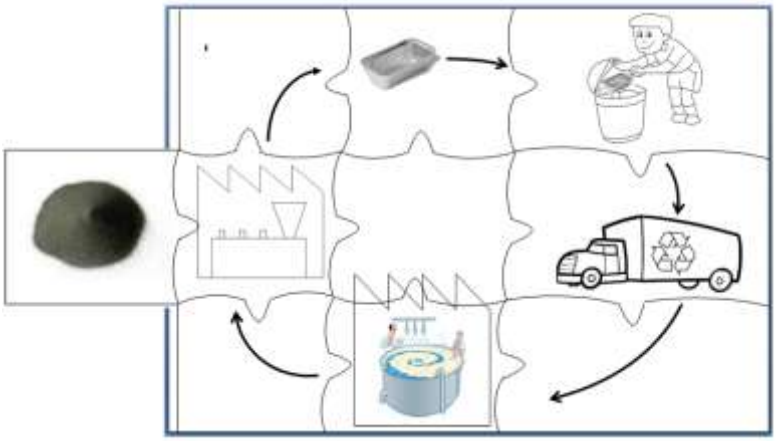
How to play

Target of the game: Reconstitute the 2 puzzles.

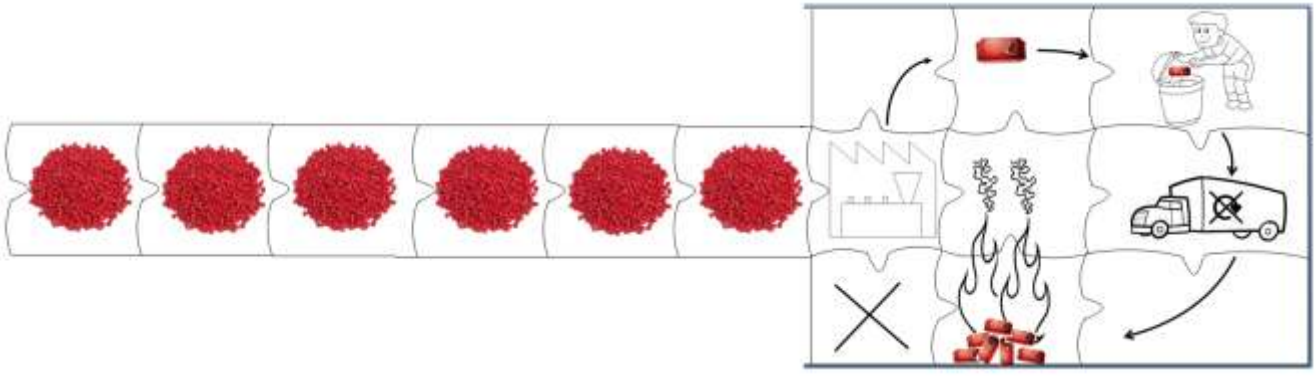
- Ask the children to sit in circle and place all the pieces of the puzzle in the centre (all mixed up!) except  and 

- Explain that there are two different puzzles to reconstitute. Let the children do. Don't give any help unless nothing was achieved after 5 minutes and the children start losing hope.

Once the children have finished, it should look like that:



Recyclable product



Non-recyclable product

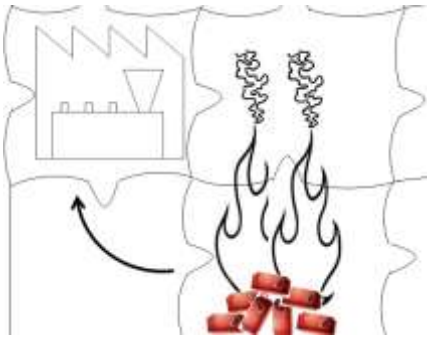
Message

Once the 2 puzzles finished, ask the children what they see on these 2 pictures.
The children have to mention the following main messages:

- If a product is **recyclable**: its waste can be reused to produce new items. On this picture, waste of newspaper is used to produce again newspaper. But very often it is also possible to produce new items. For example, old tires can be used to produce shoes! Therefore, raw material is necessary only the first time the product is conceived. Recycling gives a new life to the waste and enables to use resources wisely.
- If a product is **non-recyclable**: its waste cannot be reused. So people usually burn it to get rid of it, which is harmful for the plants and for us (see game "Don't burn!"). They can otherwise just throw it away, which is also very harmful for the environment and for us (see all other games). If new raw material is necessary for every new item, it means that conceiving this product uses many resources, which is not good because resources are precious.

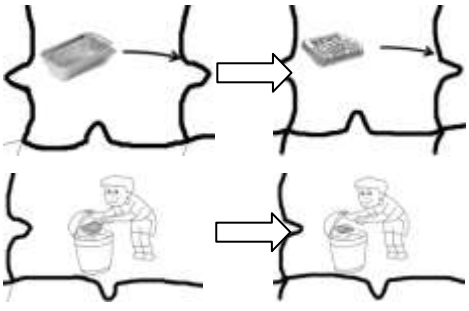
- If the children make a mistake in reconstituting the puzzles, ask them questions to make them realize their mistake.

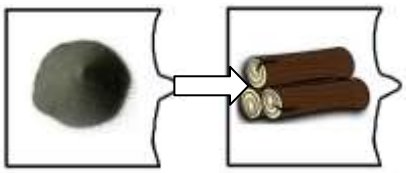
Ex: The children have reconstituted them in a way that non-recyclable waste is burnt but can be reused



Question:
What does the arrow mean?
It means that the burnt waste can be reused.
Can smoke and ashes of non-organic waste be reused?

Now, keep only the recyclable product and change 3 pieces as follow:





Debate

QUESTIONS	ANSWERS
What do you understand from this new puzzle?	Paper, like aluminium, can be recycled. So we can reuse the same raw material and don't need new one.
But paper is organic, so can't we just throw it away in the nature?	If we throw it away, it won't pollute the nature like non-organic waste. BUT if we throw paper away instead of recycling it,

	it means that we need raw material to create new paper, so we need to cut more trees which is not good because forests are important for our environment.
And you, what do you usually do with paper waste?	Throw it away. So we should find a solution to bring this paper for recycling to avoid cutting more trees!

2nd phase: Picture

Show the picture "No Recycling = Big Dumping" to the children:

QUESTIONS	ANSWERS
What do you see on the picture?	A huge dumping with non-organic waste.
How is it possible to get so much non-organic waste?	People consume a lot so it creates a lot of non-organic waste and it doesn't decompose so it accumulates.
Try to remember the Playda games "The Proper Place for Waste" and "Be Clean Use Dustbins": in these games also, too much waste was produced. What solution did you find with these puzzles?	We should recycle the waste! Giving a new life to old products will prevent them from ending up in this dumping. As for products that are not recyclable, we should simply stop using them and find alternative products.

Show the picture "Justice for Forest" to the children:

QUESTIONS	ANSWERS
What do you see on the picture?	A forest from which all trees have been cut.
How can we prevent more forests from disappearing like this one? Think of the puzzle of today!	We can prevent that by recycling the paper we used instead of throwing it away. Indeed, if we recycle it, we don't need to cut trees anymore to produce new paper.

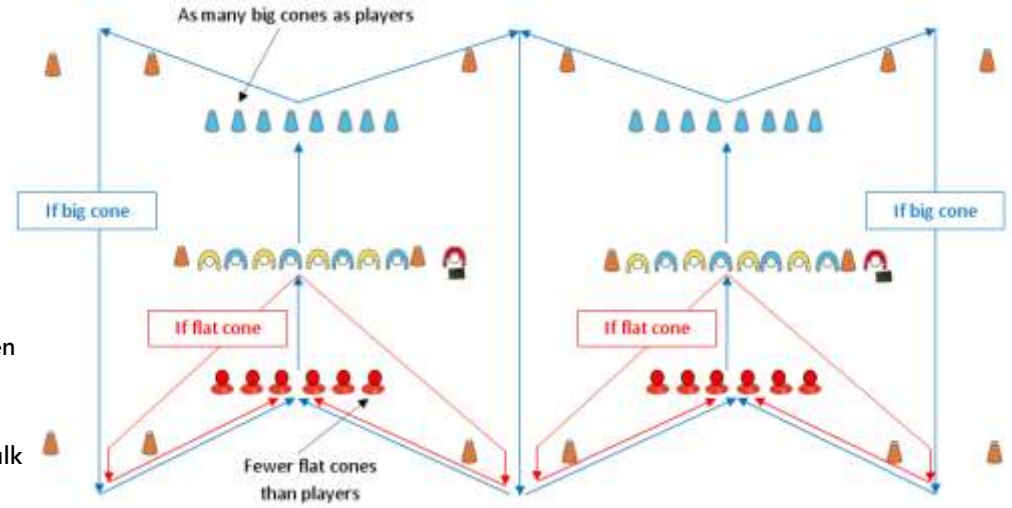
"RRR!"

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Understand why *Reducing*, *Reusing* and *Recycling* are eco-friendly behaviours.	10-20	6-14		55 min

Get organized

1 big playground (50*100ft)
2 teams of 5-10 players
Material needed:

- Many balls
- 2 sets of team jerseys
- As many big cones as children
- As many flat cones as balls
- 2 small blackboards and chalk



How to play

The order you tell the instructions and rules is very important. If you don't follow the order of the game sheet, the children might realize from the beginning that they should use the big cones instead of the flat cones.

Target for each team: Simply make more points than the other team!!

- The group on the left starts first.
- To make points, the players have to run, take the balls and show them to the referee (players in red in the drawing).
- To carry the balls, cones have to be used, either the big ones or the flat ones.
- After showing their ball to the referee, the players bring the cone and the ball back to its initial place.
- When the first group is showing their balls to the referee, the second group starts.

The referee counts the points on the blackboard as following:

- Each ball brought: 1 point
- If flat cone used to carry the ball: -1 point

- No ball can be taken without cones!
- Only one ball can be taken at a time!
- According to the kind of cones chosen to take the ball, a path has to be chosen as shown in the drawing.

Add symbolism

It is the same game. But this time, use a different vocabulary:

- The balls are tomatoes.
- The place where the balls are is a shop.
- The big cones become cloth carrying bags.
- The flat cones become plastic carrying bags.
- The 2 teams are 2 families of the village and their starting position is their house.
- The place where the cloth carry bags are is the store room of the house.
- The starting signal is Shopping time!!

Variations

- Put fewer balls to be taken.
- Complicate the paths.

Debate

QUESTIONS	ASSESSMENT
If one team had brought more tomatoes than the other, did it win the game for sure?	No, the tomatoes were indeed giving you points but if you took them with plastic bags, you were actually losing points!
But why were the plastic bags making you lose points?	In real life, plastic bags cannot be given for recycling, so if we have them at our home, we have to burn them to get rid of them (do you remember the game "Recycle!"?). So they are polluting, which is why it was making you lose points in the game.
Do you know another advantage of cloth bags over plastic bags?	Cloth carrying bags are very resistant so they can be used for a very long time. As for plastic carrying bags, they are often damaged after a few usages so we have to use new ones.
In the game, was it easier to use the plastic bags or the cloth carrying bags? Why?	The plastic bags were easier to use because they were right beside the tomatoes, whereas you had to run a long way to go and take the cloth carrying bags from your house before being able to use them.
What does it symbolise in real life?	In real life, people often use plastic bags because shops provide as many as they want. As for cloth carrying bags, people have some at home but they usually don't think of taking them before going to the shop! So the difficulty of taking them in the game represents the difficulty of thinking to use them in real life!
So, tell me now: which kinds of bags will you use in the future? Why?	Cloth carrying bags! Because they can be reused many times, so it reduces the amount of waste. And because even if they get damaged, it is not a problem because they are biodegradable, whereas the plastic bags are non-organic and cannot even be recycled.

Extented debate topic

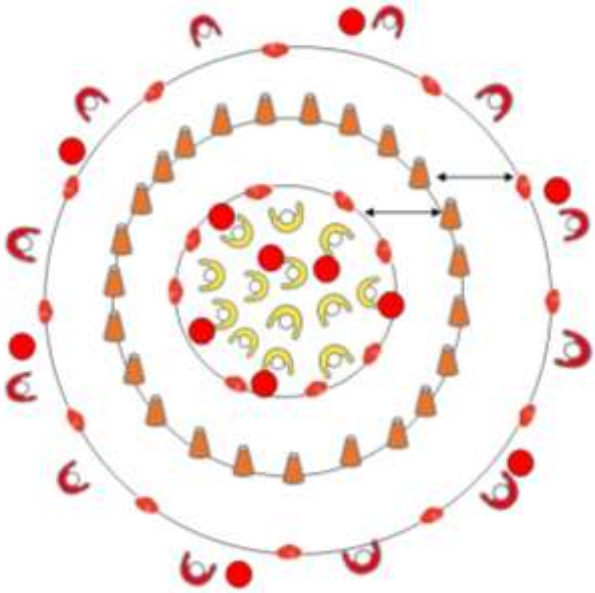
Do you have other ideas to reduce the amount of waste and to avoid using products that are not recyclable?

Use steel glasses instead of plastic ones! Banana leaves instead of plastic plates! Biscuits in bottles instead packaged ones!...

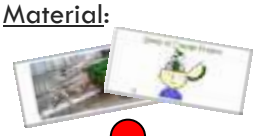
HitCycle!

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Make the children remember which products to use and which not to.	6-24	6-14		40 min

Get organised



Material:



24 cards (4 sets of 6)

12 soft balls with stickers (2 sets of 6)

24 big cones

Lots of flat cones

How to play

Prepare 3 circles, two with flat cones (as in the drawing) and the middle circle with big cones.

- While making the circles, make sure that the distance between the second circle (the one made of big cones) is equally far from both the inner circle and the outer one.
- Depending on the number of players, the cards should be put under the big cones and the balls should be used accordingly. Assuming there are 24 players:

Place under 24 big cones the 24 cards (each has a picture of a recyclable product or that of waste – tricycle)

 ,  ,  …

Target of the game: Collect points by hitting the appropriate cone with the appropriate ball.

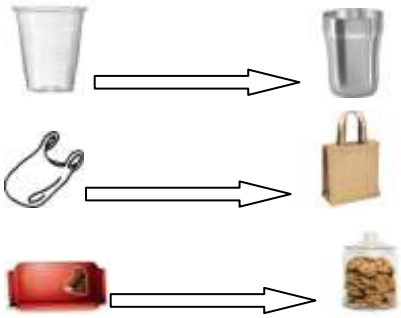
- One team goes inside the small circle and the other spreads out around the big one.
- Each sticker on the ball corresponds to 4 cards under the cones.
- There are twelve balls in two sets of 6, both sets are given to the team standing inside, so each player has a ball from that team.
- When the whistle blows, the team with the balls will try and hit the cones. If a player hits a cone then they can go retrieve the card under the cone.
- If they think the card and the sticker match then they must tell the educator why they think so.
- Only if the players are able to answer why, their team will get a point and the card remains with the educator; if they can't answer, then the card is put back under the cone and the next round begins.
- If they miss, then the opponent team retrieves all the balls and waits for the next round to begin.
- While the players in the inner circle can move around and change place the outer team must hold their place and fetch only those balls that are near them.
- The next round starts after the cards were checked and all balls were retrieved, then the educator blows the whistle again and the other team aims.
- As the game progresses, identical cards will be found. When this happens, the ball that hits the second card is removed from the game, as is the card. In this manner, as the cards reduce, so do the corresponding balls.

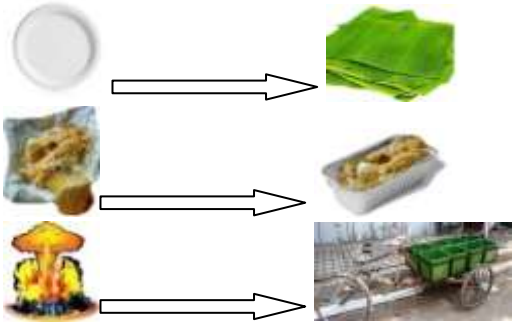
If there are 24 cards and 12 balls then each ball can hit 2 of its corresponding cards then it is removed.
If there are 12 cards and 12 balls then the card and ball are matched and removed from the game.

Both teams try to score as many points as they can by matching each sticker on the ball with the appropriate card under the cone. The teams with more points at the end, wins.

Since the players outside can't move, they can communicate and ask their team for the appropriate ball and pass it around.

The pair cards-stickers are as following:





Debate

QUESTIONS	ANSWERS
Tell me again, what was the problem with the products you were throwing with the sticker on the ball?	They were not recyclable!
But what does non-recyclable mean?	Non-recyclable means that the material of the product cannot be reused to make new products. Do you remember the game "Recycle!"?
What is the problem with non-recyclable waste? (look at one of the stickers)	It cannot be taken by the scrap shops, so it must be burnt or buried!
Why is it not good to burn? Think of the game "Don't burn".	It is harmful for the plants and for us.
What is the solution?	Use the recyclable products instead, for example those presented in the game.
How can we give this waste for recycling? (look at one of the cards)	By giving it to scrap shops, for example, to the people who come to collect the waste to our house with a tricycle.

"Be clean, use dustbins!"

As the last game of the topic

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Introduce the vast topic of waste Learn why & how to sort out waste Wrap up the topic	10-14	6-12		50 min

Get organized

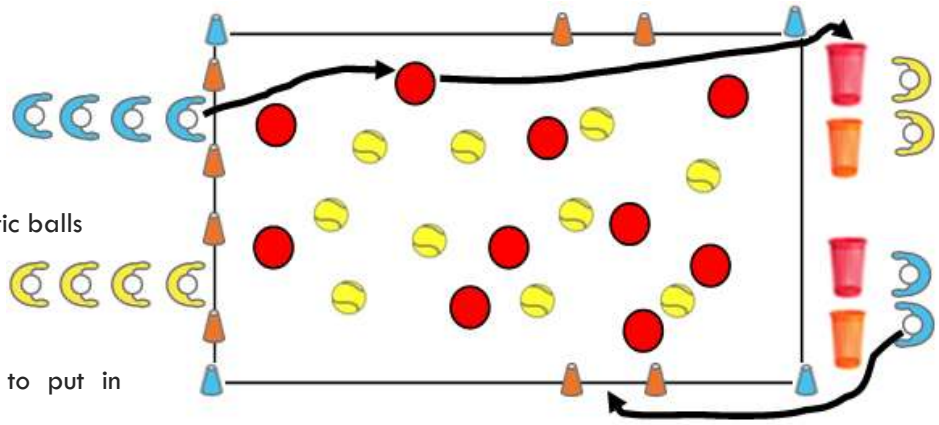
1 middle-sized playground (80*50ft)
2 teams of 5-7 players
Material needed:

 15 Tennis balls and 15 plastic balls

 2 sets of team jerseys

 8 +4 cones

 2 + 2 buckets (or cones to put in round)



How to play

Target for each team: bring more balls than the other team in their baskets.

- The players at the left behind their cone are the collectors. The players behind the baskets are the replacers.
- The collectors have to take balls and put them into the baskets of their team.
- At the same time, the replacers have to replace the balls of the opposite team on the playground.
- Tennis balls go to one colour of dustbin, plastic balls in the other.

At the end of the game, the points are counted:

- Tennis ball put in the right basket = 1 point
- Plastic ball put in the right basket = 2 points.
- Ball put in the wrong basket = -1 point.

- Each player (collector as well as replacer) can take only one ball at a time.
- All players can run at the same time. There is no waiting!
- To put a ball back on the playground, the replacers cannot enter the ground and cannot throw the ball but only make it roll.

Add symbolism

It is the same game. But this time, use a different vocabulary:

- The playground is the village,
- The 2 teams are 2 families of the village, in each family; the collectors become the cleaners and the replacers the polluters.
- The balls are the waste: the 2 different colours represent the 2 different kinds: **organic waste** (created by nature) and **non-organic waste** (manmade).
- The baskets the dustbins.

Both families want to clean their village but there are polluters…

Variations

- Allow all players to take 2 balls at a time, or give this advantage only to the collectors who are putting the balls into the baskets.

Content created in partnership and with the method of PLAYDAGOGIE

- Make the players go and take the waste in teams of 2 by holding their hands. If they stop holding hands, they have to leave the balls they were carrying and go back to the starting point.

Debate

QUESTIONS	ASSESSMENT
Why were there balls of 2 different colours? What is the difference in real life?	There were representing 2 kinds of waste: organic and non-organic. The difference is that organic is created by nature whereas non-organic is manmade.
How were you making points? Why (think of the real life)?	You were making points when you were putting waste in dustbins, because it is an eco-friendly and healthy behaviour.
Why were the plastic balls making more points than the tennis ones?	Because non-organic is harmful for the environment whereas organic is not. Indeed, throwing non-organic waste in the nature is dangerous for animals so for us (milk, meat), it prevents the water from flowing into the groundwater tables and pollute them, it attracts mosquitoes, it gives less water to the plants and is also dangerous for marine life so for us (fish / meat). Moreover, it simply looks bad!
The ball should be put into the basket of the corresponding colour. Why? **What do you do with the 2 kinds of waste in real life?**	The waste should be sorted because you don't handle with both kinds the same way: organic waste can be given to animals or to make compost whereas non-organic waste should be collected and given to scrap shops.
In the game, waste kept on coming. What does it symbolize in real life?	In the game, it was because of the so-called polluters. In the real life, WE are the polluters because we produce waste every day.
Is it a problem to produce waste again and again?	Not with organic waste because it is natural. But yes with non-organic waste, as it is manmade and damages the environment.
How can we solve this problem of production of non-organic waste?	We have to learn how to reduce the amount of waste but also to recycle the waste already created (paper, plastic and glass bottles, aluminium boxes and tins…) by giving them to scrap shops. But some waste is not recyclable (biscuits, chips covers…) so we simply have to stop using it.
Isn't burning an easier solution?	No! Burning has harmful consequences for the plants and for us, so it is definitely not a solution. Reducing and Reusing are the only solutions!!!

Environment in India

Theme:	Methods:	Age group:
Understand the dangers of bad waste Management & proposed solutions	Puzzles Drama Drawings Posters	8-16

Method 1 : Puzzles

GET ORGANISED

Children who have participated in the topic cycle (They will be called 'Awareness Messengers')
At least 8. A group of 16 to 20 is ideal.

New children (They will be called 'Receivers')
40 (max)

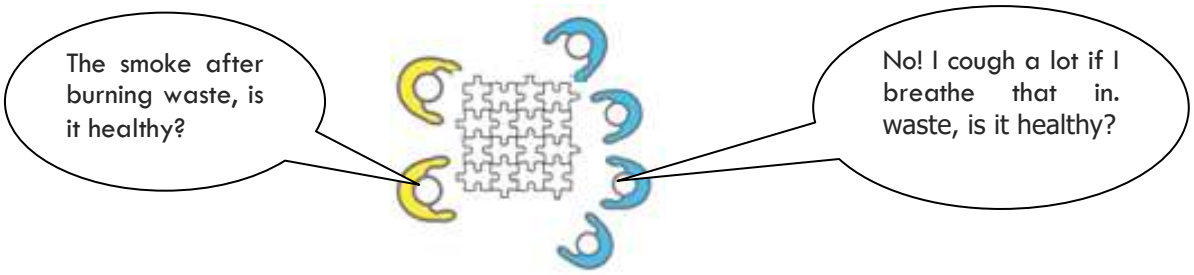
9 Deepening games (If possible play 'Hitcycle' and 'Recycle' last)

1 Large classroom

TIME NEEDED FOR PREPARATION: ½ TO 1 HOUR

Check with the awareness messengers if the messages from puzzles are clear. If they are not, do a revision by playing the puzzles again. [1 hour approx]

- The revision should be done quickly but thoroughly and educators must evaluate:
  - If the awareness messengers are weak on any particular message
  - If some are not confident, help build up their confidence
  - If they can reformulate the messages and are comfortable retelling them.
- DISCUSSION: The awareness messengers should be reminded that they must lead the puzzles like educators; this means that they must not give the answers or do the puzzle for the receivers. They should just give clues and hints and ask questions like the educators did.
- Emphasize on their responsibility, this should make them eager to take it on.
- Distribute the 8 puzzles to 8 pairs of awareness messengers. The remaining children can conduct the game 'Hitcycle' or join their friends to help lead the puzzles.



TIME NEEDED: 3 HOURS APPROX

- When the receivers come, make batches of 4 or 5 and send them to a pair of awareness messengers. If there are less Receivers then make smaller groups accordingly.
- The educator is only a facilitator. They must move around from puzzle to puzzle just to check how things are going or help a particular group if they ask for it.

PLANTING SEEDS FOR A CONCRETE ACTION – TIME NEEDED: 2 ½ HOURS APPROX

- After all the Receivers have played the puzzles, one or two confident awareness messengers should lead a discussion with all the receivers to work out a proposed solution for the community.
- If there are no confident awareness messengers then the educators will start lead this discussion but should let the lead to the children little by little.
- Some important questions that need to be asked:
  - How do you feel about all the messages you have learnt today?
  - What do you think we should do to help improve the situation?
  - Do you have any suggestions, ideas that can be made in your area/school?
  - There are many ways to reduce the waste, which of these methods will you implement and how?
- Before the end of the session a concrete solution must be decided so that in future sessions it can be implemented.

Method 2: Drama

ORGANIZE YOURSELVES

Children who have participated in the topic cycle (They will be called 'Awareness Messengers'). At least 10. A group of 16 to 20 is ideal.

Community leaders and members
Up to 200.

Stage material: Tent, Sound equipment, Curtains, Props, chairs, mats, lights.

1 Large open space and a room for rehearsals

TIME NEEDED FOR PREPARATION: 4-5 HOURS (OVER 2-3 DAYS)

- DISCUSSION: Inspire the awareness messengers to take responsibility. This activity can't happen if they are not excited to do this.
- The awareness messengers must work out a storyline for the drama and the dialogue.
- If they have difficulty with coming up with a story then educators can help write a simple story.
  Example: Children throw plastic covers after their snack on the ground a cow eats it and dies. Another group of children explains the various dangers of plastic waste and why the cow dies and the children decide to change their behaviour. They go to their parents and ask to use dustbins and they propose to the Panchayat to set up dustbins in the public areas so that people don't throw waste around, or burn it.
- It is important that the awareness messengers come up with the dialogue so that they speak more freely and confidently but if the educators feel the messages are not clear they should help improve the formulations.
- The point of this drama is not just entertainment but raising awareness. Therefore it is important to find ways to **repeat the messages** in different parts of the play.
  Example: The children explain the dangers of bad waste management to the other children and then to the families (changing the language slightly) and then again to the Panchayat (again formulating it differently). In this example there are 3 occasions to talk about waste. It is important to not make it like a speech but dialogue where the people realize the problems themselves.

It can help to have a funny rhyme or song about this topic that will stay with the audience after the play.

TIME NEEDED FOR THE EVENT: 3 HOURS APPROX

On the day of the event, there is a lot of work:

- The equipment and props need to be set up. One or two educators should take responsibility of setting up the place, in coordination with any outside help (for sound, light, tent...). If there are teenage children who want to help in this work they should be welcomed and given responsibility.
- The other educators should help the awareness messengers prepare their costumes and revise their scenes.
- While the community should be informed well in advance (at least a week before) it is helpful to send, two to four messengers, an hour before the play, to invite the community to the event.
- 10 minutes before, two other messengers should wait near the tent to welcome the community members.
- Once the play starts, one educator will stay behind the scene to coordinate scene changes and control the group.
- Another educator should stay next to the stage to go up if needed. Ex: to adjust the mikes or props.
- The play should not last more than 45 minutes. Audiences tend to get bored and stop paying attention.

PLANTING SEEDS FOR A CONCRETE ACTION – TIME NEEDED: 2 ½ HOURS APPROX

As soon as the drama is over, the awareness messengers should come on stage and ask the audience what they thought of the play. This can be the responsibility of one or two confident messengers. If that is not possible, then one educator can take this responsibility.

Here are some sample questions that need to be asked:

- What did you think of the play?
- What do you think we should do about all the waste we produce?
- Do you have any ideas how we can solve this problem?
- What do you think about our solutions?
  (here, solutions that were not discussed in the drama can be shared)
- Now that you know the dangers, will you participate in helping solve this problem and help improve our environment?
- How do you plan to commit to change behaviour?

- The discussion should be conclusive. A concrete solution should be planned and the entire community's support must be got.
- If the budget allows snacks, then one educator with the help of children or volunteers from the audience must take charge of distribution and set up a waste collecting system.
- After the discussion with the community is over and the snacks have been distributed everyone should help pack up.

Method 3: Drawings

ORGANIZE YOURSELVES

Children who have participated in the topic cycle
(They will be called 'Awareness Messengers')
9 to 18

Classroom to Classroom in School, new children and teachers will be referred to as 'Receivers'

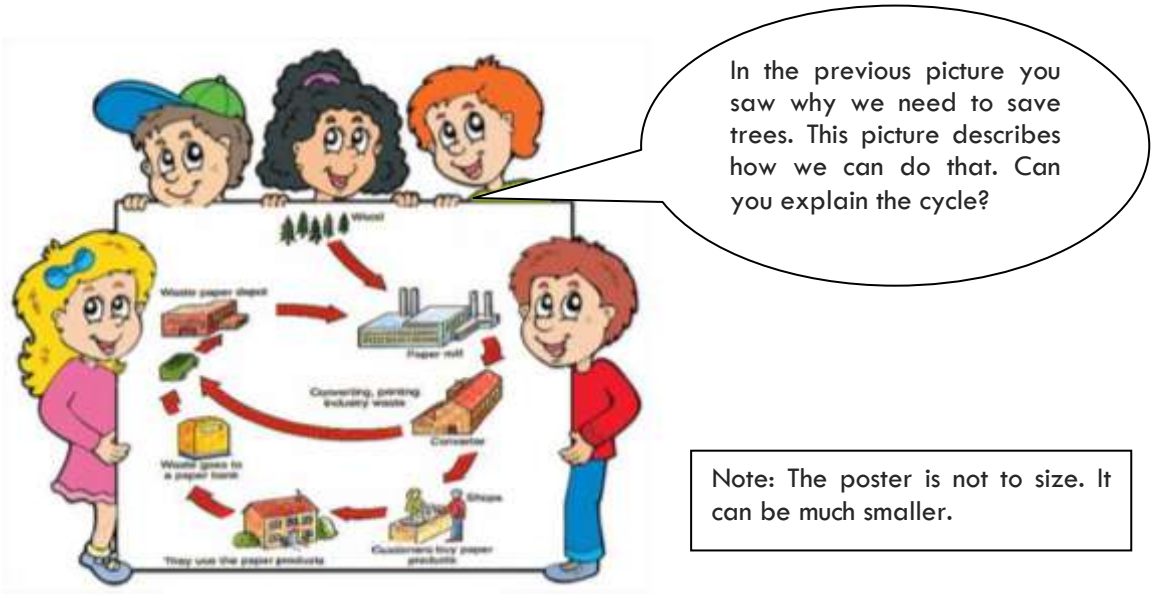
Material: 5 Large sheets of paper + lots of rough paper
Colour pens, pastel, or painting material.

1 classroom or indoor space to draw

TIME NEEDED FOR PREPARATION: 4-5 HOURS (OVER 2-3 DAYS)

Check with the awareness messengers if the messages from the puzzles are clear. If they are not, do a revision by playing the puzzles again. [1 hour approx]

- DISCUSSION: Decide on one problem the drawings will explain in detail and also provide a concrete solution. **Ex**: The danger of paper wastage is chosen. Explain how paper is made from trees and why cutting trees is harmful for all of us. Then present the solution of recycling paper and how it can be implemented in schools.
- Make groups of 4-5. Rough paper and coloring material is distributed. Ask each group to create their own representation of the message. Let them do drafts until they are satisfied.
- If the educators feel a drawing is not clear, then they should make the messengers realize this through a discussion and through suggestions, not orders.
- Once they are ready to draw on the final sheet, ask them do go slowly and make outlines with pencil first.
- Once the drawings are ready, educators must get them laminated. Discuss with each group how they will present the drawings to their fellow school mates and teachers.
- It is better to have a discussion like the educators did with the messengers after the Playda games. This way the messages of the drawings are better understood by the receivers.
- The messengers should practice what they will say and try to finish in 15-20 minutes.
- The educators must check with the school administration which classes they can go to and speak to the concerned teachers. Ask for at least 20 minutes.
- The educator is only a facilitator and must help only when the awareness messengers ask for help to draw a particular object or explain a message.



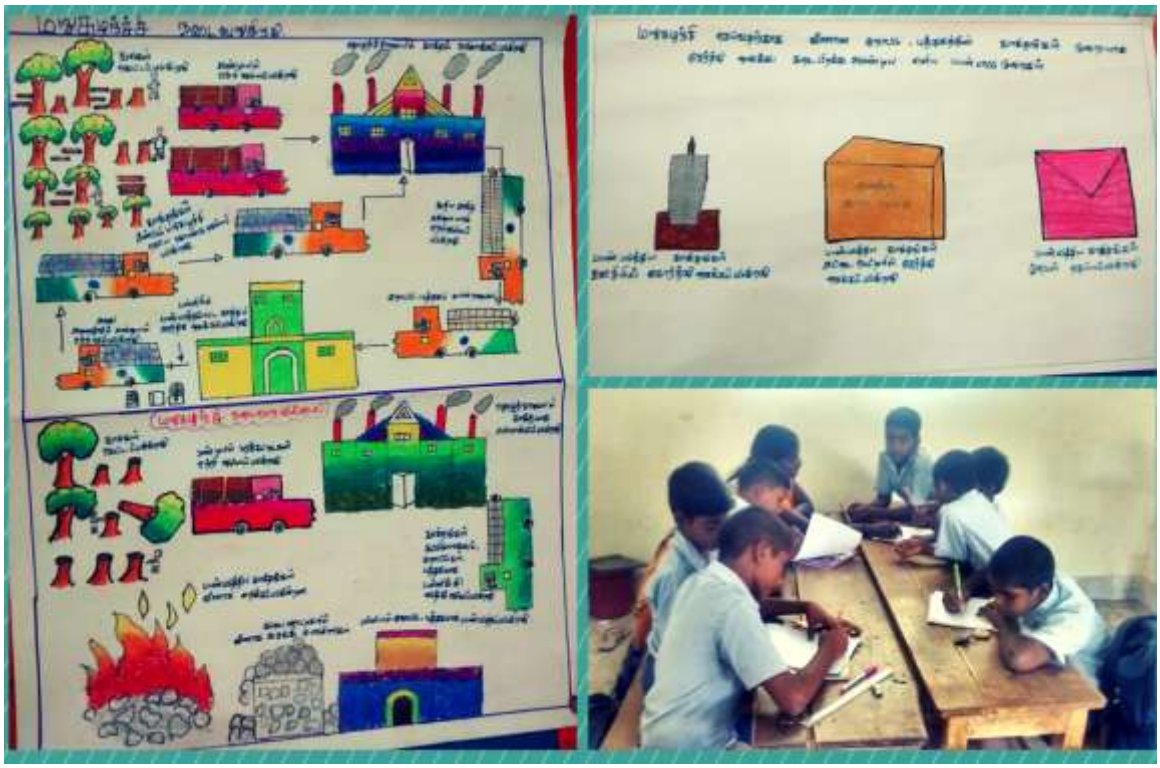
Note: The poster is not to size. It can be much smaller.

TIME NEEDED FOR THE EVENT: 1 HOUR APPROX + PLANTING SEEDS FOR A CONCRETE ACTION

Each team of messengers will take their drawing and go to a classroom where the receivers are waiting.

- 4 messengers will hold the poster and one will lead the discussion with the receivers. The next time roles can be changed and another messenger can lead. Vary as necessary.
- First, dangers and problem will be presented followed by the proposed solution.
- The SOLUTION: Papers of all sizes and types will be collected in the Principal's office and then sold to the scrap by the school staff.

- The duty of all the students is to go and deposit their waste paper at the principal's office.
- After the solution is presented, choose one of the receivers to be an 'ambassador'. He/she will look after their classroom: making sure the waste paper reaches the principal's office once a week.
- Once this is done, move to the next classroom and repeat by changing roles amongst the messengers.
- After all the classes have been made aware or as many as possible, hang all the drawings in spaces where people can see them regularly like the Assembly Hall or near the Principal's office.



Method 4: Door to Door

ORGANIZE YOURSELVES

Children who have participated in the topic cycle
(They will be called 'Awareness Messengers')
8-18

The Receivers are the members of the community or village.

Material: Copies of the Pictures (Doc '*What if I sort* ' and '*What if I don't sort*')

TIME NEEDED FOR PREPARATION: 1 HOUR

- DISCUSSION: Show the drawings to the messengers and lead a discussion about the drawings.
- Make sure that they can catch all the differences and explain the differences clearly.

Here is the list of things they must point out and explain:

WHAT IF I SORT	WHAT IF I DON'T SORT
Organic waste will give me organic compost	No organic compost can be made because it is mixed up
The non-organic waste can be recycled easily	Non organic waste can't be recycled and has to be burnt or buried.
There is no smell from the waste and therefore it is easier for the waste collector	There is a bad smell that comes from the bins, waste collector doesn't collect waste properly, people don't like to pass by that place, and people start throwing waste outside the bin because they want to avoid bad smell.
There is more trees in my area and more greenery.	Waste is burnt or buried and destroys the soil so that trees and plants can't grow there.

Once they are ready, make groups and practice. Educators will pretend to be a family and the group of messengers will lead a discussion. The educators have to behave like the family and ask questions as they would.

TIME NEEDED FOR THE EVENT: 2 HOURS APPROX + PLANTING SEEDS FOR A CONCRETE ACTION

Choose a day when most of the community members are home and free.
(Sunday is usually a good day)

- The messengers are split into batches of 3-4 and are assigned each a street or number of streets of the families they must cover.
- If the family members have time and interest then let them observe the two drawings and tell the messengers what differences they observe. If they don't have time then the children should explain the messages.
- Each group of messengers will be accompanied by one educator who will not speak unless absolutely necessary.
- Each family should be told the messages that were discussed, and encouraged to follow the right behaviour.
- If there are public dustbins in the area then encourage them to use them correctly. If there aren't dustbins then ask them to organize with the concerned authorities.
- If they have questions specific to types of waste and the children can't answer then the educator should step in.

Evaluation of the project
Waste issue

Knowledge - Children

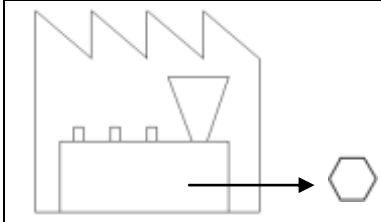
Name of the child: Age:

Gender:

Date:

Waste =

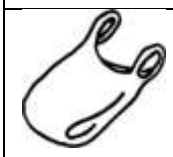
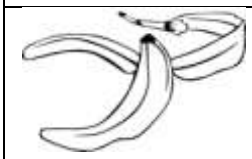
1) Put a tick (✓) in the right column.

	Organic waste	Non-organic waste
		
		

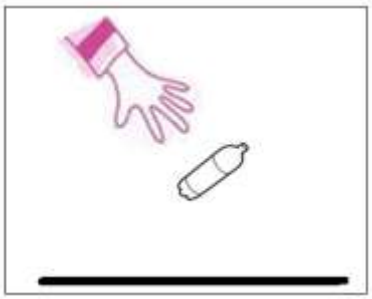
2) Put a tick (✓) in the right column.

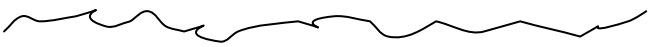
	Organic waste	Non-organic waste
After 2 years: 		
After 2 years:		

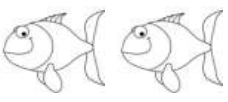
3) Put a tick (✓) in the right column.

	Organic waste	Non-organic waste
		
		
		
		
		
		
		
		

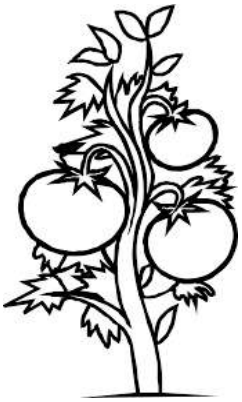
4) Write in the [ ] *the consequences of throwing waste in the nature.*



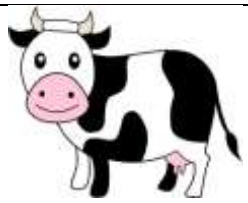




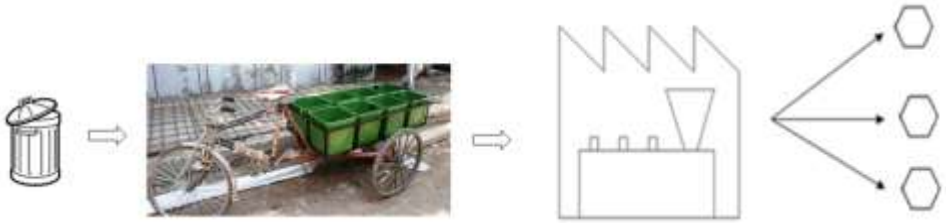
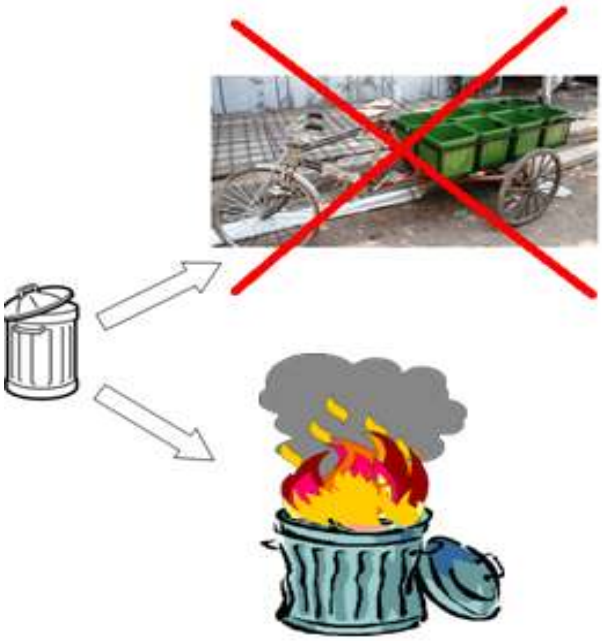
5) Write in the _____ *the consequences of burning waste.*



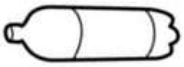
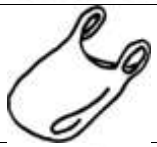
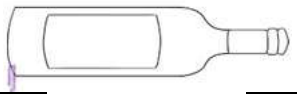
6-7) According to the drawings, write in the cells what you should do with organic waste and non-organic waste. You have to <u>write</u> in the columns, <u>not make ticks</u> (✓).

	Organic waste	Non-organic waste
		
		
		
		
		

8) Fill the left column with the right name.

..... .	
..... .	

9) Make a tick (✓) in the right column.

10) Some of the items below are not recyclable but alternative products exist. Link up (with an arrow) each non-recyclable item with the corresponding alternative product.

Careful! All the alternative products are not in the same column!


(1)


(2)


(3)


(4)


(5)


(6)


(7)


(8)


(9)


(10)

Which items should I use? Tick the right column.

	I should use	I shouldn't use
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		

Evaluation of the project - Waste issue

Behaviour - Children

Area: Date:

Total number of children during this session	
Age group	

Assessment approach n°1:

Observe the state of the ground before the game session.

A. The ground is very dirty.
B. The ground is dirty.
C. The ground is OK with a bit of waste only.
D. The ground is perfectly clean.

Picture needed!

Assessment approach n°2+6:

Procedure: Scatter some non-organic waste over the playground before the children arrive.

Observe the reaction of the children.

Number of children observed.	
Number of children not reacting.	
Number of children commenting that the ground is dirty but not picking the waste.	
Number of children noticing that the ground is dirty, picking the waste and putting it into dustbins.	
(Approach no 6) Number of children using the right dustbin.	

Approach 19: From the children who picked up the waste and put in the right dustbin, ask them why they did it:

Number of children you asked.	
Number of children knowing exactly why.	
Number of children knowing partially why.	
Number of children not knowing why.	

Assessment approach n°3+6:

Procedure: During the game session, throw some waste on the ground.

Observe the reaction of the children.

Number of children observed.	
Number of children not reacting.	
Number of children commenting but not picking the waste.	
Number of children commenting, picking the waste and putting it into dustbins.	
(Approach no 6) Number of children using the right dustbin.	

Approach 19: From the children who picked up the waste and put in the right dustbin, ask them why they did it:

Number of children you asked.	
Number of children knowing exactly why.	
Number of children knowing partially why.	
Number of children not knowing why.	

Assessment approach n°4+6:

Procedure: At the end of the game session, give one banana and one biscuit to each child.

Observe their reaction.

Number of children observed.	
Number of children throwing the waste away from the dustbins	
Number of children using the dustbins.	
(Approach no 6) Number of children using the right dustbins.	

Approach 19: From the children who picked up the waste and put in the right dustbin, ask them why they did it:

Number of children you asked.	
Number of children knowing exactly why.	
Number of children knowing partially why.	
Number of children not knowing why.	

Assessment approach n°7:

Procedure: After the snack, put one piece of waste in the wrong dustbin.

Observe the reaction of the children.

Number of children observed.	
Number of children not reacting.	
Number of children commenting but not correcting the mistake.	
Number of children commenting and putting the waste in the right dustbin.	

Approach 19: From the children who picked up the waste and put in the right dustbin, ask them why they did it:

Number of children you asked.	
Number of children knowing exactly why.	
Number of children knowing partially why.	

Evaluation of the project Waste issue

Family - Behaviour

Area: Date:

NB: All the people selected should be people who know at least one child who is participating in the activities.

	Father's Name	Age and gender of the members evaluated
Family 1		
Family 2		
Family 3		
Family 4		
Total number of people		

Assessment approach n°5+8+19+20: What do the persons do with the waste?

Number of people using dustbins.	
Number of people throwing the waste away.	

Assessment approach n°8: From the people who are using dustbins, ask them if they sort?

Number of people sorting.	
Number of people not sorting.	

Assessment Approach 19: From the people saying they use dustbins and are sorting, ask them why they do so:

Number of people who know exactly why.	
Number of people who know partially why.	
Number of people who don't know why.	

Assessment Approach 20: From the people who know all or some of the right reasons, ask them how they know.

Number of people who know because the children told them.	
Number of people who know but not because of the children.	

Assessment approach n°9+19+20: What do they do with organic waste?

Number of people who throw it away.	
Number of people who burn it.	
Number of people who give it to feed animals.	
Number of people who make compost.	

Assessment Approach 19: From the people saying they give it to animals or make compost, ask them why they do so:

Number of people who know exactly why.	
Number of people who know partially why.	
Number of people who don't know why.	

Assessment Approach 20: From the people who know all or some of the right reasons, ask them how they know.

Number of people who know because the children told them.	

Number of people who know but not because of the children.	

Assessment approach n°10+19+20: What do they do with non-organic waste?

Number of people who throw it away.	
Number of people who burn it.	
Number of people who give it to a scrap shop.	

Assessment Approach 19: From the people saying they give it to scrap shop, ask them why they do so:

Number of people who know exactly why.	
Number of people who know partially why.	
Number of people who don't know why.	

Assessment Approach 20: From the people who know all or some of the right reasons, ask them how they know.

Number of people who know because the children told them.	
Number of people who know but not because of the children.	

Assessment approach n°13+19+20: What kind of bags do they use to go shopping?

Number of people who use a new plastic bag very time they go shopping.	
Number of people who reuse the plastic carrying bags many times.	
Number of people who use cloth carrying bags.	

Assessment Approach 19: From the people saying they reuse old bags or use a cloth bag, ask them why they do so:

Number of people who know exactly why.	
Number of people who know partially why.	
Number of people who don't know why.	

Assessment Approach 20: From the people who know all or some of the right reasons, ask them how they know.

Number of people who know because the children told them.	
Number of people who know but not because of the children.	

Assessment approach n°15+19+20: What kind of biscuits do they buy?

Number of people who buy biscuits in packages.	
Number of people who buy biscuits in bottles.	

Assessment Approach 19: From the people saying they buy biscuits from the bottles, ask them why they do so:

Number of people who know exactly why.	
Number of people who know partially why.	
Number of people who don't know why.	

Assessment Approach 20: From the people who know all or some of the right reasons, ask them how you know.

Number of people who know because the children told them.	
Number of people who know but not because of the children	

Assessment approach n°17+19+20: What kind of glasses do they use?

Number of people who use paper or plastic glasses.	
Number of people who use steel glasses.	

Assessment Approach 19: From the people saying they use steel glasses, ask them why they do so:

Number of people who know exactly why.	

Number of people who know partially why.	
Number of people who don't know why.	

Assessment Approach 20: From the people who know all or some of the right reasons ask them how you know.

Number of people who know because the children told them.	
Number of people who know but not because of the children.	

Evaluation of the project
Waste issue

Village - Behaviour

Area: Date:

	Name / Name of the owner	Distance from the village
Scrap shop 1		
Scrap shop 2		
Scrap shop 3		
Scrap shop 4		
Seller 1		
Seller 2		
Seller 3		
Seller 4		
Hotel 1		
Hotel 2		
Hotel 3		
Hotel 4		

For the scrap shop:

Evaluation approach n°11: Do you have more people giving you their waste than before?

A. No, no difference compared to before.
B. Yes, more and more people are giving me their waste.

Scrap shop 1:	A	B
Scrap shop 2:	A	B
Scrap shop 3:	A	B
Scrap shop 4:	A	B

For the sellers:

Evaluation approach n°14: Do you have customers asking you not to give them plastic carrying bags?

1) No, never.
2) Yes, some of them.
3) Yes, all of them.

Seller 1:	A	B	C
Seller 2:	A	B	C
Seller 3:	A	B	C
Seller 4:	A	B	C

Evaluation approach n°16: Do you sell more biscuits in bottles and fewer biscuits in covers than before?

A. No, no difference compared to before.
B. Yes, more and more people are asking for biscuits in bottles.

Seller 1:	A	B
Seller 2:	A	B
Seller 3:	A	B
Seller 4:	A	B

For the hotels:

Evaluation approach n°18: Do you have customers asking you not to serve them food using plastic foil but in banana leaves instead or in aluminium foil?

A. No, no difference compared to before.
B. Yes, more and more people are asking me that.

Hotel 1:	A	B
Hotel 2:	A	B
Hotel 3:	A	B
Hotel 4:	A	B

Observation:

Evaluation approach n°12: Does the landfill contain less waste than before?

1) No.
2) Yes, a little bit.
3) Yes, very less.

WATER AND SANITATION

What is the problem?

Humans need a lot of water to live: they use it to drink, cook, wash, cultivate… Animals and plants also need water to drink and wash. However, although water covers nearly 70% of the Earth's surface, only 0.02% can be used. This includes rivers, groundwater tables and lakes. The rest is salted (oceans, seas) or permanently frozen (glaciers). In other words, there is very little usable water on earth. Fortunately, it reconstitutes itself through a complex cycle of physical reactions ("Thannir Suttrula": p74).

However, we shouldn't use more water than we actually need and especially faster than it reconstitutes itself, which is currently the case. If we continue, we will soon face dramatic water shortages. We should therefore preserve groundwater tables by controlling our water consumption ("Water, Forever?": p76).

How to change it?

First of all, we should:

- **reduce our water consumption**, find new ways to accomplish the same tasks ("Perfect Bucket": p88).
- **get the habit to close taps** after use and repair leaks ("Poodhum": p96).

But it is not enough!

- **Deforestation** is on the way: it rains less and the remaining rainwater runs off towards oceans instead of infiltrating soil. We should **reforest** to have sufficient rainfall, reduce run-off and increase water infiltration ("Tree Two One Stop": p79).
- **Ponds** are disappearing facing building increase: running-off rainwater cannot be stopped and stored. We should **let the ponds free** from constructions and create some to collect water. We should also set up rainwater harvesting systems, for example on our houses ("Stop It": p82).
- **Field irrigation** represents 80% of water use in India. Even if farmers take just the amount of water they need, some water shortages can happen at dry season. Water needed for irrigation should be taken directly from ponds rather than groundwater tables. ("Drop for Crop": p85, for older children only).

Beside all these actions, we should keep in mind to **only use what we really need** ("Drop-Drop": p97 – *This game is also a reminder of all previous games*).

Unfortunately, beside quantity matters, we **pollute** water that becomes dangerous to use. Bad water quality kills 200 children per hour around the world! ("Water Board": p99).

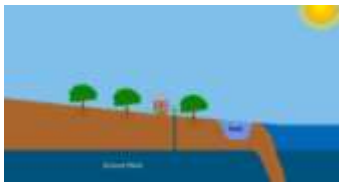
- This pollution can be **organic**: open-defecation or toilets sewage water not or not enough treated instead of dry toilets or good sewage system ("Yeanathu Arumai Toilets": p101)
- It can be come from **chemicals**: industrial soap for dish, cloth and body, pesticides and other artificial fertilizers released by careless chemical factories. We should use organic products and properly treated sewage water. ("Thannee Adi": p103 & "Thannir Uutru": p106).
- It also comes from bad **waste management**. Waste must be properly collected in order not to enter in contact with water (Waste Management Package + "Thannir Uutru": p106).

Thannir Suttrula

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Make the children understand the water cycle.	5-8	6-14		50 min

1st phase: Rebuild the water cycle

Material:



1 board: "Water cycle"

18 stickers with words, arrows

How to play

Target of the game: Put the stickers at the right place on the board

- Ask the players to sit in circle, place the board "Water cycle" in the middle and the stickers around (all mixed up!) except the sticker with the water pump and the pipe:

- Ask the players to put the stickers back at the right place. Let them do and don't give any help unless nothing was achieved after 5 minutes and they start losing hope.

Here are a few points that could help them find the right places to put the stickers:

- Evaporation is when water changes from liquid to vapor state.
- Condensation is when water changes from vapor to liquid state.
- Precipitation means rain.
- Evapotranspiration is when a plant sweats.
- Run-off means that water is flowing on a surface.
- Infiltration is when water is going inside something.
- Which ones from all these process happen in the ground and which ones in the air?

The cycle of water

Once the children have finished, it should look like that:

Once the drawing fully redone, ask the children to show you the different paths a water drop from the ocean can take.

Message

The children have to mention the following main messages:

The water drop **evaporates** from the ocean, **condensates** in clouds, **falls back** on earth under the form of rain. Then, it can follow different paths:

- Either it infiltrates the soil and then …
  - … joins a groundwater table….
  - … is evapotranspirated.
- … or it starts running off and…
  - … ends up back in the ocean.
  - or stops in a pond/lake.
- It is not represented here but it can also directly evaporate back.

So the water **never gets lost.** It is always the **same water** that we can find since the creation of the earth.

Debate

QUESTIONS	ANSWERS
Show me the different water sources you can see on this board.	Ocean (it could also be a river as rivers flow into oceans), Groundwater, Pond (it could also be a lake). Rainwater is not a water source because the water is not stored.
Do you know some other sources that are not represented on this board?	Glaciers from the mountains (Glaciers are large bodies of ice). They also get refilled with rainwater. But rainwater is snow in that case because it is very cold up there. In summer, when it gets warmer, some of its water melts and joins rivers.
Do you know what fresh water means?	Fresh water is water that has no salt in it. So water from glaciers, ponds, lakes, rivers, groundwater, is fresh water.
Do we need water? For what purposes?	Yes, we need it for drinking, cooking, washing, field irrigation…
Could we live without water?	No, we couldn't survive without drinking, washing…! Water is essential!
Are we the only ones on earth who need water?	No, animals need water for drinking and bathing, plants for drinking. But humans are definitely the ones who use it the most!
So water is essential. But which of the sources you have listed before can we use and what for purposes?	We cannot use salted water… because it is salty! So water from the oceans water cannot be used. In other words, we can use only fresh water. But some of this water is not accessible. Indeed, fresh water from the glaciers cannot be used because it is frozen (it is ice!). Water from ponds, lakes, rivers still remains but it can only be used to irrigate the field and not for drinking, cooking, bathing, cleaning because it is not clean enough. For these purposes, only water from groundwater remains.
But can salt water from ocean become fresh water again? Look at your board.	Yes, it can when the water from the ocean evaporates. Evaporation enables to take the water only without the salt. Then this fresh water joins the fresh water sources when it rains.
If all the water you see on this drawing would represent 100 balls, do you know how many balls the usable water (ponds, lakes, rivers, groundwater) would represent?	It would represent about 1 ball. It is very little! So 99 balls represent oceans and glaciers water!
Do you know which of the water sources we use the most?	The groundwater!
How can you take water from the ground?	With a water pump.
[*Take the stickers with the pump and pipe and show them to the players*]. Where would you put these 2 stickers on the board?	*Children have to stick them next to the house on the board.* *Then the board should look like that:* 
What conclusion can you draw from this game and the discussion we had?	Although there is a lot of water on earth, very little from it is usable. But without it, no life is possible on earth, neither for us, nor for any other living being.

"Water, Forever?"

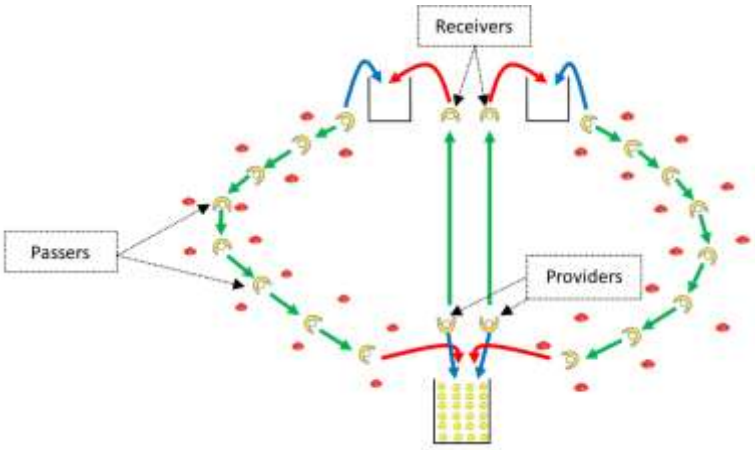
Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Understand that using groundwater at such speed is not sustainable	6-30	8-14		60 min

Get organized

1 middle-sized playground (100*50ft)
1 team of 6 – 30 players

Material needed:

- 1 set of shirts
- 30 balls (tennis)
- ≈ 30 flat cones
- 3 big buckets



How to play

From the total number of balls, 2/3 of them have to be put in the bucket of the runner and the remaining 1/3 in the bucket on the providers.

Here's the legend of the arrows of the drawing:

→ = Throw the ball into the bucket; → = Go and take the ball from the bucket; → = Pass the ball

All the players belong to the same team.

- The providers have to take a ball from their bucket.
- When and only when the whistle blows, they have to pass it to their corresponding receiver (they have to throw in line).
- The receivers have to put it in the bucket which is the closest to them.
- On both sides of receivers, the first passer has to take the ball from the bucket, pass it to the next player, who in turn has to pass it to the next player, etc.
- A cycle is made this way. Everyone does his part of the cycle whenever there are balls to transport.
- Only the providers have to wait for the whistle signal to pass the ball to their corresponding receiver.
- Target for the team: Ensure that the providers always have a ball to pass to the receivers when the whistle blows.
- If at any moment of the game, one of the two providers doesn't have any ball to pass, the game is lost.
- As for you, blow the whistle at a frequency that is a bit higher than the time the players need to return the balls.
- Indeed, **your target** (which the players don't know!) is that the players don't manage to recharge the bucket of the providers quickly enough. But the whistling has to be regular so that the game is fair!

- The runner and the passers can carry only one ball at a time.
- The passers cannot walk with the ball, they can only pass it. However, according to the throwing and catching skills of each, the distances between two passers can vary, as long as the path shown by the flat cones is followed.
- In case a receiver doesn't catch the ball, he doesn't have to go and take it. The first passer must go.

Add symbolism

It is the same game. But this time:

- The balls are water drops.
- The providers are the water pumps; their bucket is the groundwater tables.
- The receivers are the people.
- When the whistle blows, it means that the people need water (say it loudly every time you whistle).

Variations

- Instead of passing the balls, the passers become runners following a long way to bring the balls back. But to avoid waiting too much time, 4-5 players have to carry one ball together.

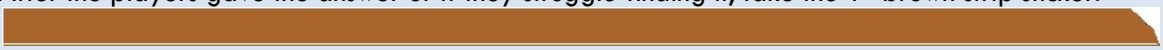
Debate

QUESTIONS	ASSESSMENT
1) Where does most of the water we use come from? Think of the game.	A lot of this water comes from the groundwater tables, as we bore into the ground and pump water from there. The farmers as for them build bore wells.
2) Once the water is taken from these tables, does it come back? Think of the role of the passers in the game.	In the game, the water was coming back through the passers. In real life also, the groundwater tables get refilled thanks to water infiltrating the soil. Infiltration happens either right after the water was used or otherwise after [evaporation – rain] or [run-off to the ocean – evaporation – rain].
3) In the game, what was faster? To take the water or to bring it back? How is it in real life?	In the game, take the water was faster. In real life, it is MUCH faster to pump the water, as it takes a few seconds only to pump it, but to infiltrate back can take many months to many years, according to how deep the table is.
4) So what happens after some time? Think again of the game: was it possible to win?	In the game, you were always loosing, because the groundwater tables were sooner or later getting empty. In real life, it is the same: as groundwater is pumped too quickly, the tables are emptied. But then, people bore deeper and continue pumping the water too quickly. But the deeper a table is, the slower it gets refilled, so the problem is increased!
5) Try to imagine what will happen if we continue taking water this way.	All the tables will end up empty so we won't have water to use anymore.
6) Can you think of solutions? To help you find some, you can first think of solutions in the game!	In the game, if the whistle had been blown at a lower frequency, then you would have had time to get the water back. In real life, it is the same: if we use the water tables at a speed that lets them refill themselves, the problem is solved. We will discuss that more in details in a next game.

Extensive debate topic

To be linked to the last question: in order to avoid emptying the groundwater tables, we should also use other water sources. We will see how in the next games.

Complement for "Water, Forever" – Debate

QUESTIONS	ASSESSMENT
For question 1:	After the players found the answer or in case they struggle finding it, show them the board so that they can see the water pump going into the groundwater tables.
For question 2:	Show the players the board to help to see how the water is coming back to the groundwater tables.
For question 4:	After the players gave the answer or if they struggle finding it, take the 1st brown strip sticker:  and ask them to show what will happen if groundwater is pumped too quickly. The board should then look like that:  The players should then realize that the pumping cannot work anymore. It needs to go deeper. So give them the following sticker:  The board should then look like that:  In real life, it means that people have to bore deeper into the ground to find some more groundwater. But then, as people continue pumping the water too quickly, the same problem happens: the table is empting as well. So take the 2nd brown strip sticker and ask the players to place it on the board. Then the board will look like this:  The players should once more realize that the pumping cannot work anymore. It needs to go deeper. So give them the following sticker:  The board should then look like that:  Ask the children why this strip is bigger. → Because the deeper a table is, the slower it gets refilled!
For question 5:	After the children gave the answer or if they struggle finding it, take the 3rd brown strip sticker and ask the children to place it on the board. Then the board will look like this:  The players realize that the groundwater tables so there is no water to use anymore!

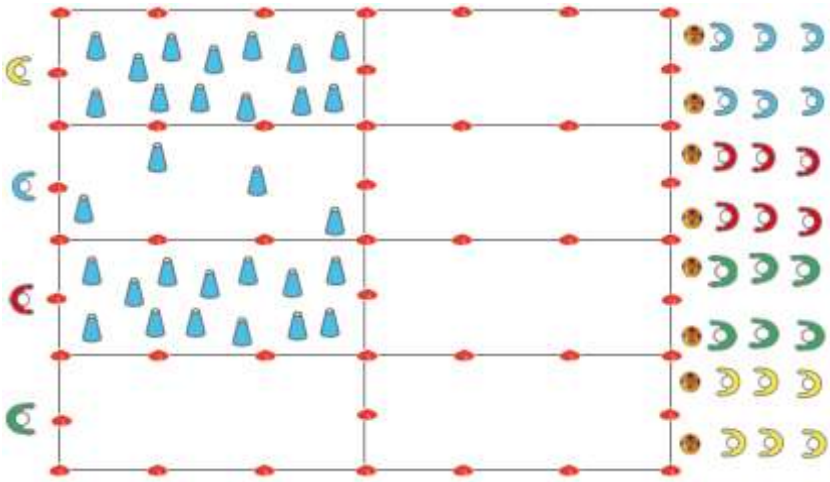
"Tree Two One Stop"

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Understand that trees can help stop rain water from running off	6-60	6-14		60 min

Get organized

1 big playground (100*50ft)
2 to 4 teams of 3-15 players
Material needed:

2 balls per team (football or soft ball)
Team jerseys
Lots of big cones
Lots of flat cones



How to play

Observe on the drawing that big cones are placed differently for each team in order to obtain different levels of difficulty. Here, as there are 4 teams, 2 are given the same level, in order not to confuse the players.

- Before the game starts, all players stand behind their respective starting line. In each team, two players come to the front, each one ready to play with one ball. Only one player of each team stands behind the end line of another team. He's going to be the referee.
- After the whistle blows, the two first players use their feet to bring their ball across the ground. If they manage to reach the end line without the ball touching any big cone, they get one point. The referee is in charge of giving and counting the points.
- Then, still using their feet, the players bring the ball back to one of their team mates waiting behind the starting line.
- At the end of 5 minutes, after the points being counted, the teams change line and the next round starts.
- Once every team has played in every line, the total points for every team are counted. But don't pick a winner!

- While playing the ball with their feet, the players have to stay inside the side borders.
- The ball can at no moment be touched with any other part of the body than the feet, even to bring it back to the team mates waiting.
- The ball has to be in contact with the ground all the time!
- Players cannot start their turn before having received the ball.
- If the ball touched a cone, the player still needs to finish the path before bringing the ball to the next player.

Add symbolim

It is the same game. But this time, use a different vocabulary:

- Before the first part of the path, it is clouds; the first part is the sky; the second part is mainland and behind the second part, it is the ocean.
- The big cones placed in the middle of the mainland are trees
- The balls represent drops of rain water.

Variations

- Change the layout of the cones. But remember that the levels of difficulty must remain different.
- If bringing the ball with the feet is too difficult, players can roll the ball with the hand.
- Players move in pairs. They have to make 5 passes minimum before reaching the end line. The referee is in charge of counting the number of passes.

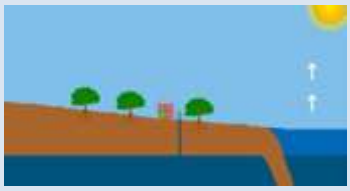
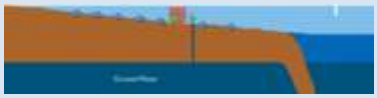
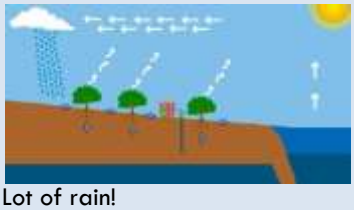
Debate

QUESTIONS	ASSESSMENT
1) Which path was the easiest to bring rainwater into the oceans?	The easiest path was the one with no trees. The more trees there were, the most difficult it was.
2) But what do trees in real life when it rains?	Tree roots and leaf litter make the soil softer which promote the infiltration of rainwater. Conversely, if there are no trees, then the soil is very dry and rain water runs off to the ocean more quickly! It is even worse if the grounds are concrete like in most cities.
3) After water infiltrated into the soil, what happens with it? What are the consequences?	Some of it joins the groundwater tables whereas some of it is drunk by the trees. As a consequence, groundwater tables get refilled and because of the evapotranspiration, more water condenses in the sky.
4) What is the consequence of having more water condensing?	Having more water condensing enables to have more rain!
5) So tell me now what you just understood about the impact of trees on rainwater.	Trees not only help rainwater infiltrating the soil, they also provoke more rain which will again infiltrate the soil! So trees have an essential role to play in recharging the groundwater tables.
6) In the game, you thought that the team with the most points won. Are you still of the same mind now?	No, actually, points represented water not joining the groundwater tables and getting lost into the ocean instead. So finally, the fewer points, the better it was!
7) Once water reached the ocean, is it lost forever?	No, it can evaporate again, becomes fresh water again, condensate and fall again as rain. Remember "Thannir Suttrula"? But as you can see on the board, the amount of rain won't be enough!

Extented debate topic

Did you see that even with lots of trees and even with people using water sparingly, the groundwater level decreased a little bit? The reason is that having trees and using water sparingly is necessary but not sufficient to keep the groundwater level at the same level. Something else is necessary that you will learn in the next game.

Complement for "Tree, Two, One, Stop" – Debate

QUESTIONS	ASSESSMENT
For question 2:	After the players found the answer or in case they struggle finding it, take the 3 boards along with the trees stickers and ask the players to use them to represent the 3 different paths of the game. The 3 boards should then look like this:  No tree  Few trees  Lots of trees Then give the players arrows and ask them to place them on the board to represent water infiltration and water run-off. The boards will then look like this:  No tree → Only water run-off  Few trees → Still some water run-off but also infiltration  Lots of trees → Still some water run-off but a lot of infiltration too This follows what is said in the debate: the more trees, the more the ground can soak the water!
For question 3:	After the players gave the answer or if they struggle finding it, give them the 3 brown strip stickers as well as the arrows that represent evapotranspiration and ask them to place them on the 3 boards. Precise that the people living in the house use water sparingly as advised in "Water, Forever". The 3 boards should then look like that:  No infiltration → ground water gets very low because water is still being pumped + No evapotranspiration → No additional water condensation  A bit of infiltration but not enough → ground water level still gets lower + Some evapotranspiration → a bit more of water condensation  Still some water run-off but lot of infiltration as well → groundwater level gets a little lower only + A lot of evapotranspiration → Consequent condensation
For question 4:	After the players gave the answer or if they struggle finding it, give them the 3 drawings of clouds with rain and ask to put them on the appropriate boards. The 3 boards should then look like that:  Very little rain because only condensation from ocean  Some rain  Lot of rain!
For question 7:	Show the boards again for the players to see that even if water from the oceans will always evaporate, the amount of rain won't be enough.

"Stop It"

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Understand that rain water is precious and must be saved before it runs away into the ocean.	6-20	10-14		60 min

Get organized

1 big playground (100*100ft)
2 teams of 3-10 players
Material needed:

 1 football

 2 sets of team jerseys

 32+32 big cones

How to play

Target for each team: Knock down all the cones of their color (in the drawing, the green players must knock down the green cones and the blue players the blue cones) using their legs and feet before the opposite team can do so.

- Start the game by throwing the ball randomly on the ground.
- As soon as the ball knocked down a cone, whistle, take the ball back, remove the cone and throw the ball randomly again.
- There is no ground limit.

- As usual, no hitting, pushing, any dangerous behaviour is prohibited. In this game, players must especially learn to control their kick in order not to hurt the other players.
- The players can play the ball only with their feet and legs. If a player touches the ball with another part of the body, the ball is given to the other team.
- As soon as you whistle, the players should stop kicking the ball.
- If many cones were knocked down at the same time before the whistle, they can all be removed.

Add symbolism

It is the same game. But this time, use a different vocabulary:

- The ball represents a drop of rain water. After the whistle, it becomes another drop because it keeps on raining!
- The ground is India (instead of saying it, ask the players what the shape of the ground makes them think of).
- The cones placed in circle are water bodies of India like ponds and lakes. The team trying to knock them down represents the Indian population.
- The cones placed in line represent seas that border India: the Arabian Sea on the West, the Bay of Bengal and the Indian Ocean. The team trying to knock them down represents tidal waves.

The 2nd variation of the game without symbolism represents the reality more accurately. So if children are skilled enough to play it, don't hesitate to make them play it, it will make the debate easier.

Variations

- Make the number of cones for each team vary.
- If the children are already used to play the ball with their feet and manage to control it well, replace all the green big cones with flat cones and instead of having to knock the cones down, the green team has to place the ball inside the circles.

Debate

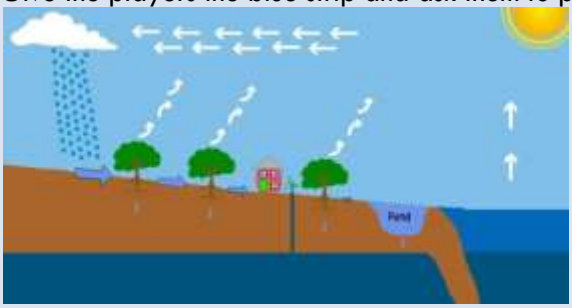
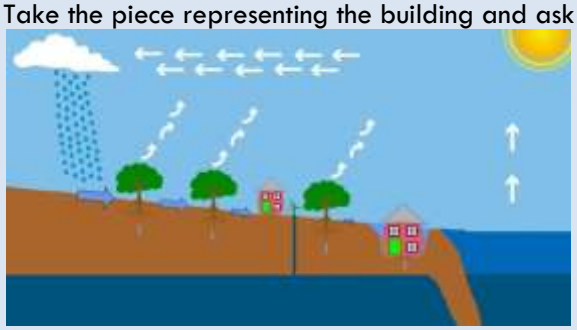
QUESTIONS	ANSWERS
1) In the game, what did you try to do when you were the Indian population?	You tried to bring and store rainwater into water bodies like ponds and lakes.
2) Why were you trying to do so? Think of the target of the tidal waves in the game.	You were preventing this rainwater from reaching the oceans. In real life, the benefit of that is that once rainwater is stored in ponds and lakes, it can infiltrate the soil and join the groundwater tables.
3) In the game, in which case did the Indian population win? Is it the same in real life?	In the game, the Indian population won if more rainwater was brought into ponds and lakes than into the oceans. In real life however, this wouldn't be sufficient, as most rainwater should reach the groundwater tables and as less as possible should be wasted in oceans.
4) Do you remember another method to prevent rainwater from reaching the oceans?	Planting trees also helps rainwater to infiltrate the soil. Do you remember "Tree Two One Stop"?
5) How is the groundwater level when there are lots of trees?	The more trees, the higher the groundwater level, but it is still lower than the maximum level.
6) So tell me now, how could we make the groundwater table reach its maximum level?	As in the game, we should build ponds on every path where rainwater is running off towards the ocean or build paths for rainwater to reach the existing ponds. This way, the water which wasn't absorbed by the trees will stop in the pond and can then join the groundwater tables.
7) Do you remember the flood we had in November 2015? Do you know why this happened?	Because buildings were built in dry lakes and ponds and because it rained a lot, rainwater couldn't stop there anymore so continued running-off, provoking this huge flood. This is a lesson nature gave us that we should learn from.

Extented debate topic

In this game, you have learnt that water stored in ponds and lakes will be slowly soaked by the soil and reach the groundwater tables. But there is another interesting option to use this water for: before being soaked, it can directly be used to irrigate the fields. You'll learn more about this other option in the next game.

But the conclusion is the same: this water is extremely useful!

Complement for "Stop It" – Debate

QUESTIONS	ASSESSMENT
For question 2:	Give the players the stickers representing the arrows and the pond and ask them to put them on the board: 
For question 4:	Show the trees on the board.
For question 5:	Show the board with lots of trees: the groundwater level is higher than on the other boards but still lower than the maximum level.
For question 6:	Give the players the blue strip and ask them to place it on the board: 
For question 7:	Take the piece representing the building and ask them to place on the board:  In this case, the consequences are minimal as only this house will get flooded, but in cities where there are lots of buildings, the flood will be much worse.

"Drop for Crop"

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Understand why farmers should directly use rainwater from the ponds rather than groundwater	8-40	10-14		60 min

Get organized

1 big playground (100*50ft)
4teams of 2-10 players
Material needed:

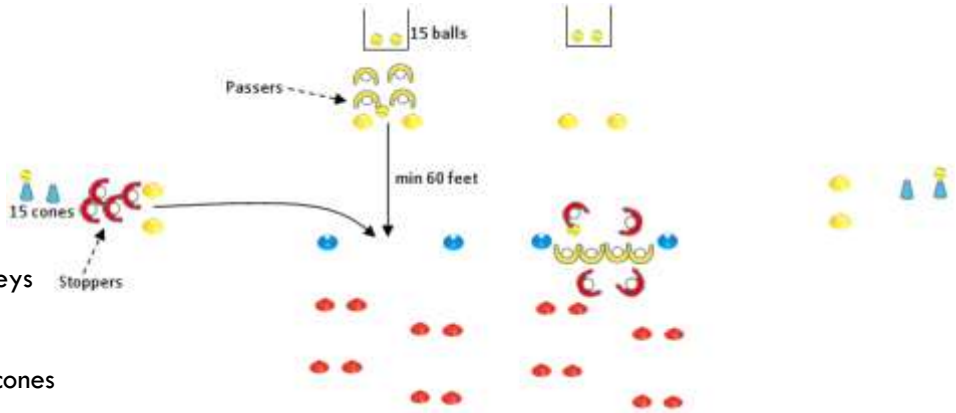
30 tennis balls

2 sets of team jerseys

2 buckets

8 + ≈20 + 4 flat cones

30 big cones



How to pay

Target for each team: place a ball on top of all their 15 big cones before the other team can do so. In each team, the stoppers are given this responsibility. The stoppers have to get the balls from the runners of the opposite team.

- A race happens between 4 runners and 4 stoppers. The opponents have to stand behind their respective line (the green cones in the drawing). The start is given by the stoppers: as soon as they have crossed their starting line, the runners can do the same. The runners try to make the ball cross the "cones gate" (the blue cones in the drawing) before the stoppers close it. The stoppers have to close the gate physically by standing in line hand in hand, the way it is done by the yellow stoppers in the drawing.
- If the stoppers manage to close the gate in time before the ball passes through, then the stoppers can take the ball, directly put it on top of one of the cones and the next race can start.
- But if the ball passed through the gate before the stoppers could close the gate, then the stoppers first need to take the ball through the slalom and can then only put it on of one of the cones. Meanwhile, the next race cannot start.
- Once the round is over, stoppers become passers and passers become runners and the next round can start.

- Stoppers don't need to run hand in hand to close the gate.
- If the ball needs to go through the slalom, only one stopper needs to go.
- Every passer has to touch the ball at least once before it crosses the cones gate.
- If one of the passers crosses the starting line before the stoppers can do so, the race is cancelled and the ball is directly given to the stoppers.
- Of course, if the gate is closed by the stoppers, then the passers cannot pass the ball over them.

Add symbolism

It is the same game. But this time, use a different vocabulary:

- The balls are drops of rainwater.

- The passers represent the clouds and the stoppers the farmers.
- The starting line for the clouds represents the sky.
- The big cones represent crops.
- The cones gate represents a pond.
- The area of the slalom is the ground.

Variations

- If the ground is too small, change the paths for the race so that the distance to run is still big enough.
- If football nets are available, transform the race into a football penalty quick session where the net is the cones gate.
- If basket-ball posts are available, transform the race into a basket-ball 4-against-4 session where the basket is the cones gate.
- Ask the children to choose a moving pattern: "saute-mouton" for example.

Debate

QUESTIONS	ASSESSMENT
1) What name could we give to the space after the slalom?	There was the sky with the clouds, then the pond, then the ground, so then comes logically the… groundwater!
2) Have you noticed the reason that made one team of farmers win over the other?	The farmers who won were the ones who managed to take the most rainwater from the pond before it entered the ground. Indeed, it was much faster to take it directly from the pond than to wait until it infiltrates the soil all the way until the … groundwater.
3) But in real life, is it also relevant to take the water directly from the pond? Why?	As shown in the game, water takes time to infiltrate the groundwater tables, especially when they are located deep into the soil. So if farmers pump the water at a pace that is higher than the pace the table needs to recharge itself, we will encounter shortages or we will have to bore even deeper. This won't happen if we use rainwater as much as we can.
4) As we said in "Thannir Suttrula", water is needed for different uses. So why do we speak only about farmers in this game?	There are 2 reasons why we speak only about farmers: Field Irrigation represents 80% of the total use of water in India. It means that 8/10 water drops are used for the agriculture. Water needs to be clean from mud for household uses. When water infiltrates the soil, it gets cleaned from this mud thanks to the rocks.
5) In the game, you had to physically stop the water to enter the ground. And in real life?	In real life, for small ponds, a plastic sheet is sufficient. For bigger ponds, a concrete ground has to be built.
6) In your area, where do the farmers take their water from?	Most farmers in India take the water from bore wells or use other people's bore wells if they can. So this is groundwater! So this behaviour needs to change!
7) Apart from taking water from ponds, do you think the farmers could also use less water to irrigate?	Plants need water and farmers know how much. So tell to water less would be difficult. However, we could give them other ideas: Tell them to water in the early morning or evening when it is less hot in order to limit evaporation. Ask them if it would be possible to grow plants that require less water!

Extented debate topic

Apart from building ponds, do you know another way to collect rainwater?
→ There is a system one can build on houses' roofs.

Complement for "Drop for Crop" – Debate

QUESTIONS	ASSESSMENT
For question 1:	 This board clearly shows the sequence clouds → pond → ground → groundwater. (In this game, we are not mentioning the amount of water that infiltrates the soil thanks to the tree but only the amount that reaches the pond. Of course, it can also happen that a pond is placed before the trees. This board just gives an EXAMPLE of landscape!!).
For question 5:	Replace the sticker of the house with the sticker of the agriculture field to show that water needs for fields are actually much higher than water needs for households.
For question 6:	Pipe towards groundwater is replaced by pipe towards ponds.
For the additional debate:	Show the children the schematics of the rainwater harvesting system for a house.

Perfect Bucket

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Make the children think how to concretely save water in daily uses	10-30	6-14		60 min

Get organised

Material:

36 water cards (6 different kinds)

All vessels necessary for the different stalls

1 pen and notebook for prerequisite challenge for task "Irrigate the field"

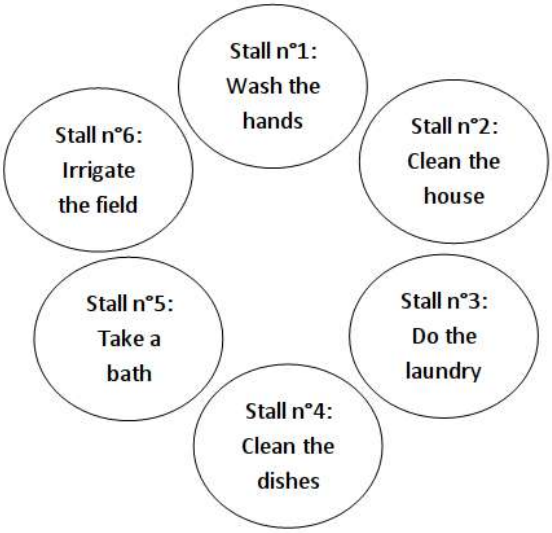
How to play

Target of the game: Be the team to first get the 6 water cards.

There are 6 stalls for each of the 6 things we need water for in our daily life. In each of them stands one educator. If you are not enough educators, you have 2 solutions:

- Either you select some children who understood the game well to become educators.
- Or each educator animates several stalls.

- Scatter the different stalls around the ground/hall, for example like this:

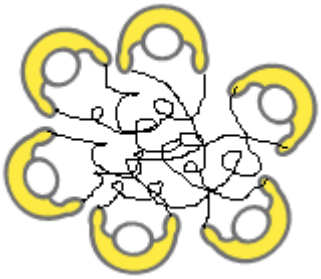


- Split the children into groups. The ideal number of groups is 6 as there are 6 stalls but there has to be from 3-6 children per group, so according to the total number of children, you can make fewer groups.
- Each group goes from stand to stand and tries to find the best way to accomplish the task. But before getting the right to propose their idea, the group has to accomplish a challenge:
- The team gets two attempts to accomplish the challenge. If they fail, they have to go to another stall but can come back afterwards.
- If they succeed, remind them how people currently accomplish this task by showing them and why it is a cause of water wastage.
- Then, ask them to find out an improved (but realistic!) way to save water. They can give two ideas by showing them. If one of them is satisfactory, give them the corresponding card. If none of them is satisfactory, the team doesn't get the card, has to go to another stall but can come back afterwards to try its luck again.
- A satisfactory idea can be either the idea proposed in this game sheet or a new idea proposed by the children. In order for this new idea to be accepted, it should enable to save at least as much water and be at least as easy to implement as the idea from the game sheet.
- If the idea given is satisfactory, ask the children what the benefits of this new technique are. Indeed, in some cases, apart from saving water, other benefits can be noted. Even if the children cant' finding all the benefits, the task is considered as completed.

Here's the complete description of the "challenges" and tasks.

Task: Wash the hands

Prerequisite challenge:



> Players make a circle, then close the eyes, stretch the arms towards the front, move towards the centre of the circle and grab whatever hands they can. A hand cannot be grabbed by 2 hands. Once everyone holds two hands, they can open their eyes. Then, the challenge is to untangle themselves without breaking hands to form the circle back.

TIME ALLOCATED: 1 AND ½ MIN (ADAPT ACCORDING TO THE NUMBER OF THE PLAYERS IN THE TEAM)

- Alternative: if the physical promiscuity is a problem, make a different game: the group makes a circle and each player gets a different number. Then, blindfold the players and tell numbers that need to switch without modifying the order of the other standing players. At the beginning, announce only 2 numbers but then, tell more and ask for a rotation. Ex: 1 4 5 6 1

The players have the right to talk and touch each other to achieve their target.

How people usually wash their hands:

The water is kept in a big bucket. Then, everybody dips their hands inside that bucket.

Problem: the water gets dirty very quickly so needs to be often changed.

Or people use a mug with their left hand to poor the water on their right hand.

Problem: it is not possible to wash their hands with soap.

An idea for how people should wash their hands:

For this stall, the children shouldn't give one idea but two:

When not at home: Ask someone to take water from the mug and slowly pour on your hands.

When at home: Have 2 mugs and a bucket filled with water. One mug is drilled in the bottom and fixed on something at hands' height. Water is taken from the bucket with the other mug and poured into the drilled mug.

Advantages of these 2 techniques:

Only the amount of a mug of water is used.

Your two hands are free so you can wash with soap.

Task: Clean the house

Prerequisite challenge:

Players make a line. Explain that they will have to order themselves following a certain criteria, but:

- None of them has the right to go outside or even step on the border made by the flat cones.
- No one is allowed to talk.

Ideas of criteria: People's length, shoe size, Name (alphabetic order), age, shirt colour (from lightest to darkest)…

TIME ALLOCATED FOR EACH ROUND: 30 SEC (ADAPT ACCORDING TO THE NUMBER OF THE PLAYERS IN THE TEAM)

> Organize two rounds, each with a different criterion. The team must win the two for the challenge to be achieved.

How people usually clean their house:

Buckets of water are poured on the floor (up to 10 buckets) and then a broom is used to sweep the water out.

An idea for how people should clean their house:

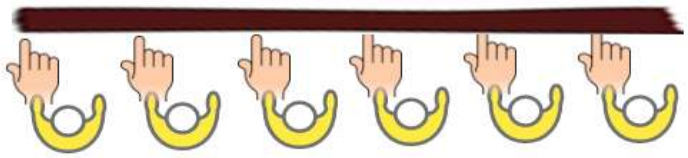
Use a bucket of water and soap and mop the floor with semi wet mop.

Advantage of this technique:

Water is saved.

Task: Do the laundry

Prerequisite challenge:



> Ask the players to place themselves in a line and put in front of them a wood stick of at least 3-4 meters that you initially place at arm height. Ask the players to each put one finger under the stick.

Target of the game: bring the stick on the ground

- At every moment, everybody's finger should be in contact with the stick. If at some point, some player's finger doesn't touch the stick while the stick is going down, grab the stick and bring it back to its initial position.

TIME ALLOCATED: 1 AND ½ MIN

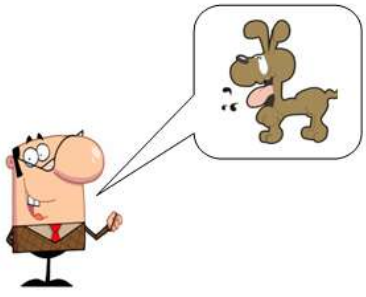
How people usually do the laundry:
Clothes (15 approx) are first soaked in a full bucket with some detergent (surf). Then a mug of water is used for the soaping of the clothes. At the end 3 buckets are used to wash the soap off the clothes.

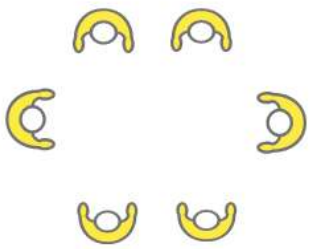
An idea how people should do the laundry:
The first bucket with the detergent is kept. But then, only one bucket is used to wash the soap and detergent off.

Advantage of this technique:
Water is saved.

Task: Clean the dishes

Prerequisite challenge:





> The players will have to form shapes according the sound/rhythm you make.
> Choose the 5 sounds/rhythms and the corresponding shapes yourself.

You might need to change the correspondences from one team to the other if the other teams are watching while one is playing, so that the game doesn't become too easy.

Here's an example of correspondences you could opt for:

Rhythm/Sound	Shape players should form
Dog barking sound	Square
Clapping in the hands slowly	Round without holding each other's hands
Car sound	Snake
Clapping in the hands fast	Line
Wind sound	Round while holding each other's hands

The players should manage to accomplish 10 successive shapes to win the challenge.

You should make the sound/rhythm for few seconds, then give the players 5 seconds to form the adequate shape.

The players are allowed to speak while making the shapes. During the 5 seconds they have to make the shape, mistakes can be made. The only thing that counts is the final shape made at the end of the 5 seconds.

How people usually clean the dishes:

Vessels are washed first with water then soap and then with water again (family of 5 uses 2 buckets)

An idea for how people should clean the dishes:

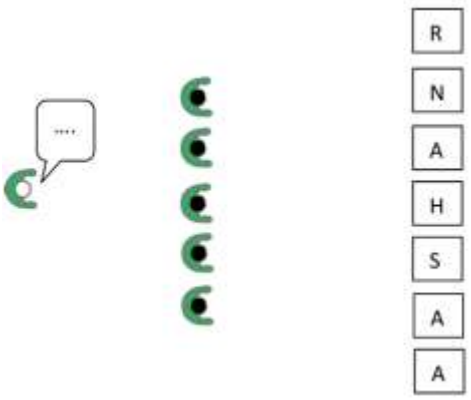
One half bucket is used to rinse the vessels and 1 more half to wash the soap off.

Advantage of this technique:

Water is saved.

Task: Take a bath

Prerequisite challenge:



Target: reconstitute the word "Sharana"

- All players except one are blindfolded. The remaining player has to guide his team mates by voice to take the letter in their hands and form the word. If there are not enough players, some players have to take 2 letters.

- The guide cannot touch the players; he can only guide them by the voice.

TIME ALLOCATED: 1 AND ½ MIN

How people usually take a bath:
People fill a bucket and drench themselves. That way, often 2-3 buckets are needed.
Some children rather sit under the tap.

An idea how children should take a bath:
Use a single bucket of water by using a mug.

Advantage of this technique:
Water is saved.

Task: Irrigate the field

Prerequisite challenge:

- Tell the team the following story twice: the first time using the words in red, then using the words in green.

"I'm an elephant, a very big and heavy elephant. I like walking in the forest; it is less hot / polluted than in the city! I love the smell of the trees / fruits and the sound of the wind blowing through the leaves.
But as I'm heavy and big, it makes my walk difficult! Indeed, I often sink into the mud. But my friends the hippos / crocodiles are so nice that they accept that I step on their back instead of in the mud. In return, I store some water in my trunk for them to drink / shower.

All animals of the forest are good friends. When one of us celebrates his/her birthday, we all come dressed up. Once, I dressed up like a buffalo / tiger so I put horns on my head / stripes on my body."

Target: Note all the differences between the first and the second story

The players have to let you finish the 2nd story before telling the differences they have heard. If they want, they can be given pens and papers.

How people usually irrigate the field:
Water is pumped from the river and then a leather pipe helps take the water to different fields.

An idea how the famers should irrigate the field:
Cheap sprinklers can be installed in the fields.

Advantages of this technique:
Water is saved.
The water will reach the plant and roots more precisely which will result in better crops.

One more idea of prerequisite challenges if one of those described above don't work out.

> Place 2/3 of the players behind the 2 first cones and ask them to be bare foot. They are the runners. Give the remaining players 3 shoes. They are the helpers.

The target is for the runners to reach the 2 other cones.

But there are certain rules to be followed:

- The runners can't put the foot down without stepping on the shoe. As soon as a foot or only a part of the foot touches the ground, the player has to go back to the starting line.
- The most important rule: the runners can only step on the shoe, they cannot wear it fully and especially cannot move it neither with the foot nor with the hands. This task is dedicated to the helpers who can move the shoe only with their own feet.
- There is no rule about how many players can step on a single shoe.

TIME ALLOCATED: 1 AND ½ MIN (ADAPT ACCORDING TO THE NUMBER OF THE PLAYERS IN THE TEAM)

"Poodhum"

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Understand the urgent necessity not to use more water than needed by closing the taps after usage	4-20	6-14		60 min

Get organized

1 middle-sized playground (100*50ft)
2 teams of 2 – 10 players

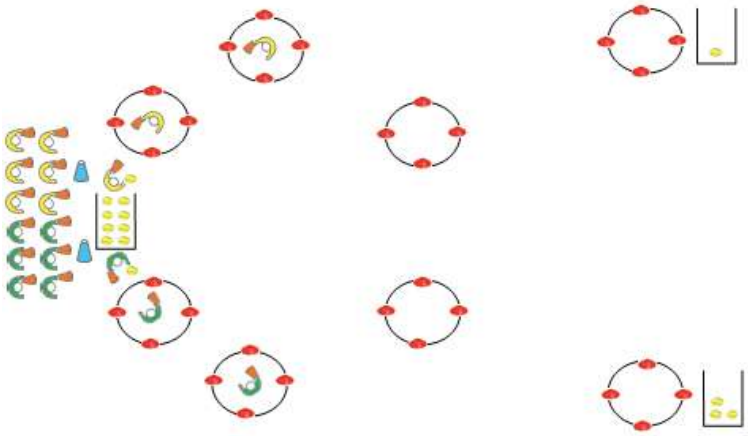
Material needed:

2 sets of shirts

40 balls (tennis, soft)

20 + 2 cones

3 big buckets



How to play

Target for each team: Bring 15 balls to their bucket before the other team.

- To bring a ball to the bucket, the players have to pass it from a cones' ring to the next one.
- The players have to catch the ball using their cone.
- In each team, the players try to bring one ball to the bucket by groups of 3.
- Each group goes one after the other.
- The first team that has brought 15 balls to their bucket has to close the starting bucket (where the balls come from) by covering it with a sheet. Until the bucket is not covered, the other team can continue playing.
- If this 2nd team reaches 15 balls before the 1st team has managed to cover the bucket, there is no winner!

- If the ball is dropped or not caught inside the cones ring or not caught with the cone, it has been brought back to the starting bucket.
- In each team, a group can start only after the ball of the previous group has been put inside the bucket or been dropped.
- No walking with the ball is allowed.
- It is forbidden to skip a cones ring.
- If one team collects more than 15 balls, they automatically loose.

Add symbolism

It is the same game. But this time:

- Ball = Water drop
- Starting bucket = Water tap
- End bucket = Water we store in our house
- Cone = Container to carry the water (bucket, water tank, bottle…)

Variations

- If there are many players, 2-3 groups can go at the same time to avoid waiting too much time.
- If some children don't manage to catch the balls with the cones, they can catch them with their hands.
- Remove the cones rings. Children have to think where they want to throw and catch the balls.
- Change the distances between 2 cones rings.
- The players have to throw the ball backwards.
- The players have to hold the cone with their weak hand.

Debate

QUESTIONS	ASSESSMENT
For what purposes do we need water in our daily life?	To drink, to cook, to clean (dishes, clothes, house, body, hands…), to water plants, irrigate crops…
In the game, water was coming from taps. In real life, where does the water come from?	It comes from taps as well. But do you remember the game "Thannir Suttrula"? This water is actually part of the water cycle: depending on our needs, we use either rain water or groundwater or water from lakes and rivers…
In the game, if you dropped a drop of water, then you had to bring it back to the tap. But what happens in real life if the same happens? Think of "Thannir Suttrula" again.	In real life, the water goes back into the water cycle either by evaporating or infiltrating the groundwater tables or joining the ocean water… So we cannot use it anymore, it is wasted!
But as the water follows the cycle, it means it is going to come back, isn't it?	It will but it takes time!
How does water get wasted in real life? Think about the game.	In the game, if the bucket was not covered quickly enough after reaching the 15 balls, balls could still be taken by the other team. In real life, it means that if we don't close the tap after usage, then water continues flowing and is therefore wasted.
But there is a lot of water on earth, in the oceans, groundwater tables, lakes, glaciers… So wasting it isn't really a problem, is it?	It is a big problem because most of the water cannot be used! Water from the ocean cannot be used because it is salty; water from the glaciers cannot be used because it is frozen! In total, less than 1% available on earth can be used! So if 100 balls represent the total quantity, we cannot even use 1! That is why we cannot afford to waste water!
So let's save water! But in practice, how do we do that? Think about the game when you had to cover the water tap.	Once we have taken the amount of water we needed (15 balls in the game), we have to close the taps immediately (cover the tap in the game)! And if the tap is leaking, you have to inform an adult to repair it!

Extensive debate topic

You might think that if you waste one glass of water that is not a problem. Now, if everyone on earth (7 billion people) thinks the same, imagine how much water will get wasted!

"Drop-Drop"

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Understand that everybody needs water and as the quantity available is less, it should be used wisely	8-40	8-14		60 min

Get organized

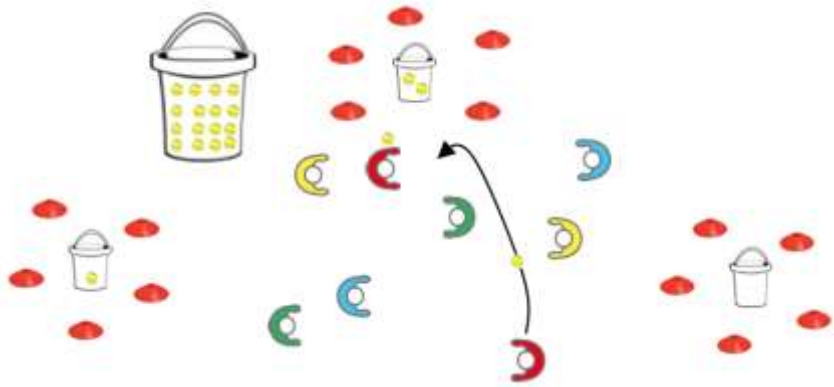
1 big playground (100*50ft)
4 teams of 2-10 players
Material needed:

30 balls (tennis, soft, plastic)

4 sets of team jerseys

3 small buckets and 1 big one

15 flat cones



How to play

- All the balls are into the big bucket. One of the teams is designated to be the throwers' team (the red team on the drawing). The big bucket belongs to them.
- The 3 other teams are the receivers' team. They each have a small bucket.
- They start walking anywhere on the ground (there are no ground limits!).
- Whenever they want, one of them throws a ball in the air. The receivers try to pick it up and put it into their bucket. To maximise the interest of the game, the throwers are advised to not all throw the balls at the same time but to have 2-3 balls in play all the time.

Target for all 3 receivers' team: Gather 10 balls in their respective bucket

Once all the 30 balls were thrown, the winner team(s) is/are designated.
There will be at least one team who wins but it can also of course happens that 2 or all 3 teams win.

- Then the throwers become receivers team and one of the receivers' team becomes throwers.
- Each team should become throwers once.

- Only the throwers can take the balls from the big bucket.
- Once the ball has been picked up by a receiver, he/she cannot move with the ball and can only pass it to a teammate. The other teams can try to intercept it to bring it to their own bucket.
- The receivers can put the balls only in their own buckets.
- Only the team to whom the bucket belongs can enter the area delimited by the cones surrounding it.

Add symbolism

It is the same game. But this time, use a different vocabulary:

- The balls are drops of water.
- The thrower team is a water tap.
- Each receiver team is a family.
- To announce the results, if a family gathered less than 10 drops of water, tell them that they haven't gathered enough water for their needs and that their life is therefore in danger.

Variations

- Band the eyes of the throwers except one. The last thrower's duty is to provide balls to his/her team mates.
- Once the method is found out by the children, give them a limit of time to fill the buckets (for example 1 min). It implies that all the balls have to be thrown.
- The cones have to be carried on the head with the item in it. If they fall down, the player has to wait a few seconds before restarting.

Debate

QUESTIONS	ANSWERS
How many drops of water were necessary for each family? What happened if one family gathered less?	At least 10 drops of water were necessary. If one family gathered less than 10, then they didn't have enough water for their needs and their life was therefore in danger.
If one family gathered more than 10 drops of water, was it possible for the other families to have enough water? Why?	No, if one family gathered more than 10 drops, then at least one other family didn't get enough because there were 30 drops of water in total, so exactly enough water for everyone, not more.
So was it possible for all families to win? If yes, under which condition?	Yes, it was, under the condition that all families just took the water they needed and left the rest to the others.
Do you prefer winning alone or do you prefer that everybody wins?	Well, in a game, you might prefer winning alone if you are in a competitive spirit, which is fine, but when it comes to real life and serious issues like water, you learnt in "Water Forever" that we use much more water than we need and because most of it comes from groundwater tables, we are therefore emptying them. So we must learn to act as a big team so that everyone gets enough water.
So finally, were the different families in the game opponents or partners? What does that mean in real life?	Partners! Because there were enough water drops for everybody, so there was no need to fight for them! Everyone had to take only the drops they needed and leave the rest to the others. In real life, it means exactly the same!
So how should we put that message into practice in real life and avoid ending up with lakes like this one?	We should think of how much water we <u>really</u> need for all the tasks that require water by following the methods we learnt in "Perfect Bucket", but also think of closing the taps after usage and repair the leaking ones as we learnt in "Poodhum".
 Is that enough to do that?	Not wasting water is an important step but definitely not the only one: we should also drive rainwater into groundwater tables to refill them ("Tree Two One Stop" and "Stop it"). Moreover, farmers should directly use rainwater for their field ("Drop For Crop").

Extented debate topic

Well, so you remember all the previous games and knew that you should only use the water you needed but in this game, you still took more than 10 water drops whenever you could. Why is it so?

→ Some people are used to take/buy more than they need if they get the opportunity, not only water but everything (electricity, clothes, petrol…). We need to get rid of this habit of <u>over-consumption</u> if we want to avoid facing big problems in the future.

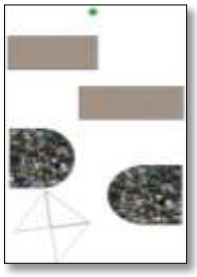
The water board

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Understand that chemical pollution makes water become impossible to use and very difficult to clean!	3-18	6-14		40 min

Get organised – 1st phase: Puzzles

Material:

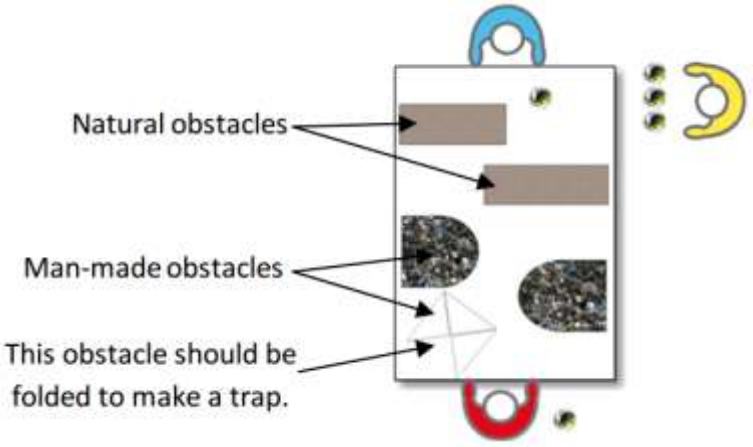
30 marbles



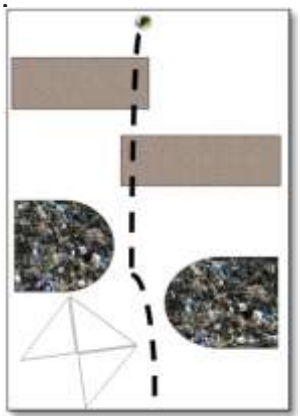
6 big boards (in plywood or cardboard) with obstacles on it and with flaps to avoid the marbles to fall from the sides

How to play

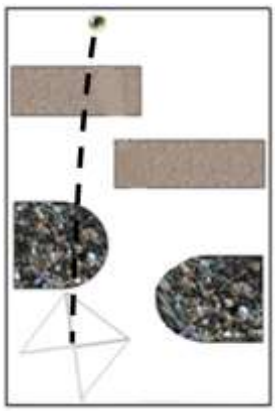
Target of the game: Send 5 marbles across the board without touching the obstacles.



- Set up each board between three players.
- Explain the players that marbles are water drops; the board represents the ground and after the ground comes… the groundwater table.
- The blue player in the drawing is competing. His target is to send the water drops across the ground until the groundwater table without touching the "man-made" obstacles. In order to do so, he has to move the board. If the water touches one man-made obstacle, it is polluted. If not, it is clean.
- Touching a natural obstacle does not affect the cleanliness of the water drop.
- The red player assists him by holding the ground from the other side but he cannot move it.
- The yellow player is the referee. His role is to place the marbles on the board one by one, and count how many drops have reached the groundwater table clean.



Good! The water did not touch any man-made obstacles so it is clean.



Bad! The water has touched a man-made obstacle so it is polluted.

Once the player has played all the water drops and if at least one is clean, put them together and ask if the resulting ground water is clean or not.

→ As soon as a bit of water is polluted, all the water is contaminated.

Variation:

- Add some more water drops per person if there is time and enough water drops.
- If the game is too difficult, accept a certain number of times the water drop can touch the man-made obstacles.
- If you have enough time, you can play one round without using the words of the topic: water drops and ground are marbles and board.

Debate

QUESTIONS	ANSWERS
What obstacles were there on the board? Which ones were polluting the water?	There were natural obstacles like sand, mud and man-made obstacles (piles of garbage containing among others tires, plastics…). Only man-made obstacles are polluting water because of the chemicals they contain. Plastic bags (the foldable obstacles in the drawing) are not only polluting it, they are stopping it from reaching the groundwater tables! Natural obstacles as for them are not only harmless to nature; they even help cleaning it a little bit from chemical pollution.
But sand and mud contain germs as well (when you play in the dirt, you need to wash your hands before eating to remove these germs, remember the Hands Washing package?). So why were these germs not polluting the water?	These natural germs are very easy to kill: the water just needs to be boiled. Chemical germs as for them don't get killed by boiling the water. That's why they are so harmful!
Can water have different levels of chemical pollution? For example, can we say that this water is little dirty whereas this other if very dirty? Remember in the game what the result was after having played all the drops, if at least one drop had been polluted.	As soon as one drop is chemically polluted, the whole water is polluted, as germs will spread. But of course, the higher the concentration of chemical pollution is, the more dangerous the water is to use.
What are the consequences of using chemically spoiled water?	1) If we drink chemically spoiled water, we can get stomach infections and breathing problems. As said before, boiling this water won't help. 2) If fishes swallow some of this pollution or simply swim in chemically polluted water, they will get sick too and it will be impossible for us to eat them without running the risk of falling sick too (show picture "Fish contaminated").  3) If we swim in spoiled water then we can get rashes and skin diseases because the chemical comes directly in contact with our skin. If we by chance swallow that water then again stomach infections and breathing problems can easily occur.
Is it possible to clean spoiled water?	As we said before, if water contains natural germs only, then boiling it will be enough. But if the pollution is chemical, it is much more complicated because it cannot be done without using expensive technologies! Boiling is then useless! So better keep the water clean to avoid the hassle!
So what can you remember from this game and the discussion we just had?	A single contact with chemical waste pollutes water, which becomes impossible to drink, to cook, dangerous to swim in, dangerous for the animals to drink it or simply live in it. So we should definitely avoid water to get polluted because otherwise, it is very complicated to clean!

"Yeanathu Arumai Toilets"

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Understand that open defecation is dangerous for the water and for our health	8-40	8-14		50 min

Get organized

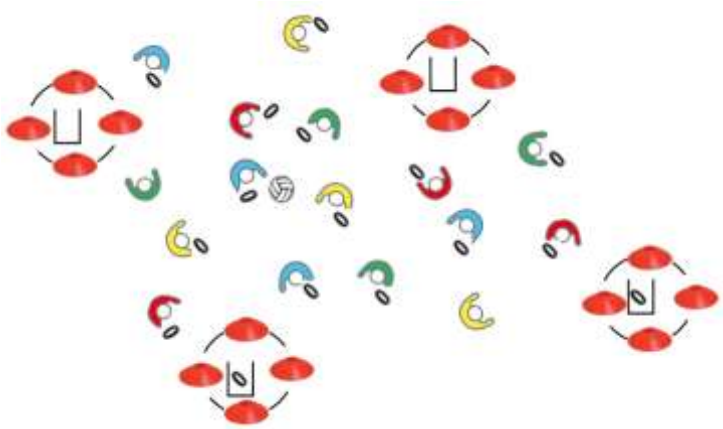
1 big playground (100*100ft)
4 teams of 2-10 players
Material needed:

1 ball (volleyball or soft ball)

4 sets of team jerseys

16 flat cones

4 buckets (one for each cones area)



How to play

At the beginning of the game, all players are given one bracelet.
Target for each team: Get rid of all the bracelets before the other teams

- To remove his bracelet, each player has to receive the ball while being inside any of the cones rings.
- After removing his bracelet, his has to put it inside the bucket provided and then help his teammates to do the same.
- To get the ball and give it to the teammates still wearing their bracelet, the 4 teams have to compete against each other.
- Once one team has removed all the bracelets, the game is stopped and this team is the winner. Then, all players are given bracelets again and another round starts.

- As usual, no pushing, hitting… is allowed.
- The players cannot walk or run with the ball.
- The cones rings don't belong to anyone. Any of the teams can use any of them.

Add symbolim

It is the same game. But this time, use a different vocabulary:

- Each team is a family.
- The cones areas are toilets.
- The ball is soap.
- The bracelets are faeces.

Now, when the family members receive the soap when they are in the toilets, they have to bend the knees to drop the faeces.

At the end of the round, you have to say to the players who are still having feces: "You didn't go to the toilets! So you have to open defecate."

Variations

- Give more bracelets to each player, or only to the ones who are able to remove it easily.
- Put more or fewer cones rings.
- Play with fewer teams.

Debate

QUESTIONS	ANSWERS
What was the meaning in real life if you were still wearing your bracelet at the end of the round?	It meant that you didn't drop the faeces in the toilets so you had to defecate in open air.
Is it ok to open-defecate?	No, it is not ok because faeces contain germs. So two problems can happen: When flies come, they feed on the faeces and then carry small amounts of it away on their bodies and feet. And if they touch food, the faeces and the germs in the faeces are passed onto the food, so people eating the food catch the germs and fall sick (cholera, typhoid, worm infection, diarrhea…). If you defecate next to a water body (well, river, lake, pond, sea), then water gets contaminated with these faeces. But even if you defecate far away from any water body, rain can flush the faeces into it.
So now you know that you should use toilets. But then faeces also enter in contact with water while flushing! What do you think about that?	Then we are facing the same problem! There a 2 solutions: When the water comes out from the toilets (it is then called sewage water), it should be treated. But the process is complicated and costly. Dry toilets are a much better solution, as water is not needed to flush the faeces. So not only is water saved but pollution is avoided! Moreover, the faeces can later be used as compost!
When you will go to the toilets, what will you have to carry along with you? Think of the game! Why do you have to use that?	You have to take soap with you! Indeed, in the game, when you were in the toilets, if you had no soap in the hands, you didn't have the right to get rid of the faeces! To find out about the reason, do you remember all the games about hands washing?
Can you use soap if you open-defecate?	No, you can't because you have no clean water at disposal. This is actually another reason why using toilets is better than open defecation!

Extented debate topic

Faeces are natural. Yet in "Water Board", you learnt that natural obstacles did not pollute water. In this game, however, we said that water gets contaminated. Is there a contradiction then?

→ No, there is no contradiction. If only very few faeces enter in contact with water, it won't spoil it. But usually, many people go everyday to the same place to open-defecate. So the concentration of germs gets very high and makes the water dangerous for swimming, washing or cleaning. Cooking won't be a problem as water is boiled. As for drinking, water will need to be boiled as well! Indeed, boiling kills all natural germs.

"Thannee Adi"

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Understand that water can be polluted in various ways and that the smallest pollution can drastically damage its quality	6-30	6-14		60 min

Get organized

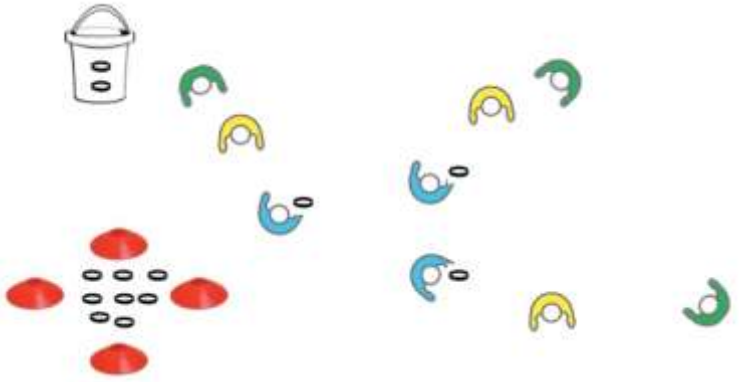
1 big playground (100*100ft)
3 teams of 2-10 players
Material needed:


100 bracelets

3 sets of team jerseys


4 flat cones


1 bucket



How to play

Target for the attackers (blue team in the drawing): Touch as many runners and give them as many bracelets as possible
Target for the runners (green team): Run away from the attackers to avoid getting bracelets
Target for the protectors (yellow team): Prevent the attackers from touching the runners by touching them and taking their bracelet away.

> One of the educators (it can be one child also) moves around the ground with the bucket to collect the bracelets that the protectors take from the attackers. The phase lasts 5 minutes (or ends if the attackers have no bracelet anymore). Then the points are counted.

Runners wearing no bracelet = 10 points
Runners wearing 1 bracelet = 2 points
Runners wearing more than 1 bracelet = 0 point

} The points are given to the runners' team as well as to the protectors' team!

Then, the roles of the teams are switched.

- As usual, no pushing, hitting… is allowed.
- The attackers can wear as many bracelets as they like. But if an attacker wearing many bracelets is touched by a protector, the protector can take all the bracelets away.
- When an attacker touches a runner, he/she can give him/her only one bracelet at a time.
- When an attacker touched a runner and is giving the bracelet, he/she cannot be touched by a protector.
- When attackers touch runners, they have to give them the bracelet but cannot throw it to them.

Add symbolim

It is the same game. But this time, use a different vocabulary:

> The runners are different water sources: some of the team members become oceans, some of them lakes, some of them rivers, some of them wells, some of them groundwater tables…

Content created in partnership and with the method of PLAYDAGOGIE

- Some attackers are farmers, some others are dishes, clothes and house cleaners, some others were chemical factories.
- The protectors are ecologists.

At the end of the game, the points given become cleanliness points:

- Ocean/River/Lake/Well/Groundwater table not containing any bracelet: 10 cleanliness points
- … containing 1 bracelet: A bit dirty so 2 cleanliness points only
- … containing more than 2 bracelets: Very dirty so no cleanliness points

Variations

- Change the points system. **Ex**: runners wearing 2 bracelets get 1 point.
- Once an attacker A has touched a runner, both players have to stop running. Then attacker A has to wait for an attacker B to touch the same runner to give the bracelet (only one, not two!). During this time, attacker A cannot be touched by a protector.
- Play with 2 teams only: in each team, there are runners, protectors and attackers.

Debate

QUESTIONS	ANSWERS
What were the farmers, cleaners and chemical factories doing to the water bodies that were making them loose cleanliness points?	They were polluting the water sources with their bracelets.
But what do you think the bracelets represented?	Bracelets given by farmers represented… pesticides. Bracelets given by dishes and clothes cleaners represented… chemical soap! Bracelets given by chemical factories represented… chemical waste.
In real life, how do these pesticides, soap and chemical waste end up in water?	When pesticides are spread by farmers, apart from reaching the plants, they also enter in contact with the ground and end up polluting the groundwater tables. As for the soap, it is while washing that the water gets contaminated. As for the factories, it is because they don't care about water pollution and it is the easiest way for them to get rid of their waste.
Why did the cleanliness points for the water bodies decrease so quickly?	Water is very fragile and we need it to be pure, especially for drinking! So even the smallest amount of chemicals from soap and pesticides makes it impossible for us to use.
But are pesticides really dangerous? They help saving the plants from insects!	Pesticides protect plants from insects because they contain chemicals that killed them. Unfortunately, these chemicals are not only harmful for the insects but for the water as well.
And how can soap be dangerous for the water? They help cleaning clothes, dishes, floor, and bodies!	Most soaps contain chemicals that help removing germs but also pollute the water.
In the game, the ecologists were just taking the pesticides, soap and chemical waste away to protect the water bodies. But in real life, can we just take them away?	No, we still need to protect our plants and clean our dishes… So we need to use alternative products: natural pesticides exist that the farmers were using way before pesticides were created. Natural soap also had been produced for centuries before chemical soap came to the shops! But nowadays, it is difficult to find it… As for chemical factories, it is the government responsibility to ban this behaviour!

Extented debate topic

As natural soap for dishes, clothes or even body and hands is difficult to find, sewage systems need to be installed.

In "Yeanathu Arumai Toilets", we spoke about the government building toilets along with sewage systems. If this actually happens, these sewage systems could be used for all waste water.

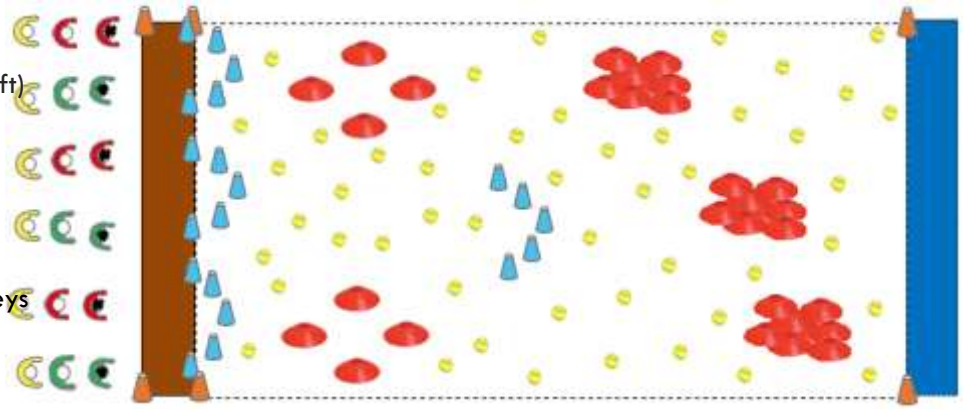
"Thannir Uutru"

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Understand that water can be polluted in various ways and that the smallest pollution can drastically damage its quality	9-30	6-14		15 min

Get organized

1 medium sized playground (50*50ft)
3 teams of 3-10 players
Material needed:

At least 30balls
4-6 big balls
3 sets of team jerseys
A lot of flat cones
20+16 big cones
6 Cloth pieces to blindfold



How to play

- Players are divided into three teams, two teams that will compete against each other (in the drawing these are the green and red teams) while the third team is the referee (yellow team in the drawing).
- The red and green teams divide themselves into pairs. In each pair there is a guide and a player who is blindfolded (in the drawing the players with black heads). A maximum of 3 pairs from each team can compete at one time with one referee for each pair.

Target for the blindfolded player (first row green and red players): Follow the instructions from their guide and reach the other end of the ground

Target for the guide (second row green and red players in the drawing): Using only words, guide the blindfolded player across the ground without touching any of the objects.

Target for the Referee: Blindfold the players correctly. Make sure the guide doesn't touch the blindfolded player and that the blindfolded player doesn't touch the obstacles on the ground.The referee must also put back obstacles that have been moved by the blindfolded player.

- Each round will last 1 minute after which new pairs will compete. Those players who successfully reach across the ground in the given time earn 1 point for their team, which the referees must mark on a notebook.

- The referee must make sure that the pair comes back to the starting line if: a) the guide touches his partner or any of the obstacles b) the blindfolded player touches an obstacle.
- The referee and the guide can touch the blindfolded player only to bring them back to the starting line.

Add symbolism

It is the same game. But this time, use a different vocabulary:

- The blindfolded players and the guide are water drops
- The obstacles are waste buried in the ground. The big cones represent plastic bags, flat cones tyres and garbage dump(shoes, clothes, plastics etc) and the balls are smaller pieces of non organic waste(biscuit covers, chocolate covers, chips covers, etc..)
- The rolling balls are pesticides sprinkled by the farmers.
- The starting line is the sky which is why in the drawing it is white and then becomes brown and the end of the ground is the water table which is why it is blue.

At the end of the game, the points given become water that reached the groundwater table of the village. The winner is the team of water drops that could sustain the village better.

Variations

- Increase or reduce the time of each round as necessary.
- Change the layout of the obstacles.
- The educator can even roll a big ball randomly which should also be avoided by the blindfolded players. If they are unable to, then they must restart. (Use this only when ground is big and game is too easy).
- Instead of two teams competing, one team becomes the obstacles. Players who are obstacles must stand, they cannot be more than two-three to form one obstacle depending on the size of the ground (but they can also decide to stand alone). they can't move , even the arms.

Debate

QUESTIONS	ANSWERS
What was the role of the guide? In real life, is water guided like this?	The guide helped the water drop remain pure. No, in reality water drops are not guided by anyone.
What happened once the blindfolded player touched an obstacle? Does it happen the same way in nature?	The player had to restart. No, in nature water drop would continue to flow but would be contaminated and therefore not safe to drink or even to cook, wash, irrigate… depending on the level of impurity.
What products can really damage the water?	Non-organic products entering in contact with water are dangerous because they spread chemicals into the water. Ex: plastic covers and tyres but also pesticides, industrial soap, and paint
In the game, water drops had a limited time to reach the groundwater tables. How is it in real life?	In real life, if the village pumps water very quickly, the groundwater table doesn't have enough time to recharge itself and there will be water shortages. (Remember "Drop-Drop"?)
Now that you played this game, what do you think we should all do?	We should absolutely avoid the water to enter in contact from any of these dangerous products by giving our waste to the scrap shops (do you remember the game "Less and Bad Water"?) and by using natural products instead of industrial ones (organic compost, natural soap). Moreover, we should all try to use water sparingly in order to let groundwater tables refill on time.

Extented debate topic

How did waste end up inside the soil? It happens when the farmers plough their land that already had waste on it, but also when people dig a big hole inside the ground and bury the waste intentionally in order to get rid of it. Now you know that this is not a solution.

Evaluation of the project
Water issue

Knowledge - Children

1. *Tick (✓) the right box for the activity for which you will need water.*

YES NO

YES NO

YES NO

YES NO

YES NO

Blow one's nose

YES NO

YES NO

Cooking

YES NO

YES NO

YES NO

YES NO

YES NO

YES NO

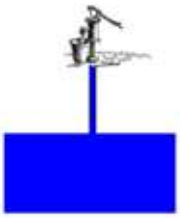
YES NO

2. *Identify the water sources we can use and Tick (✓) the right answer(s).*



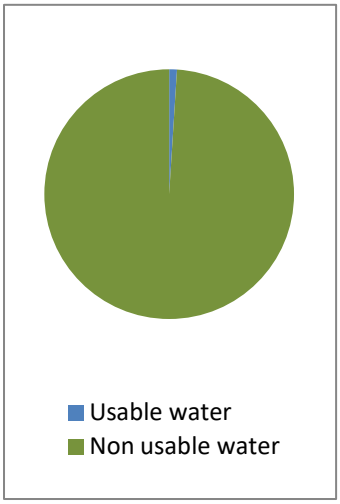


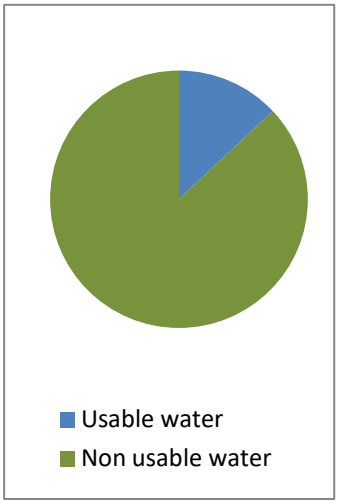


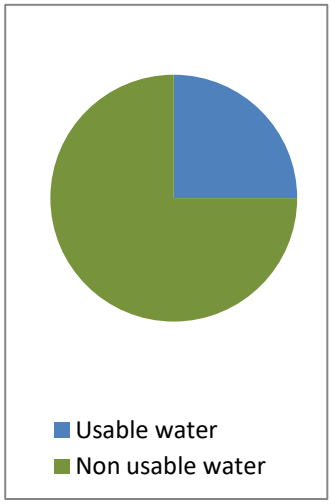


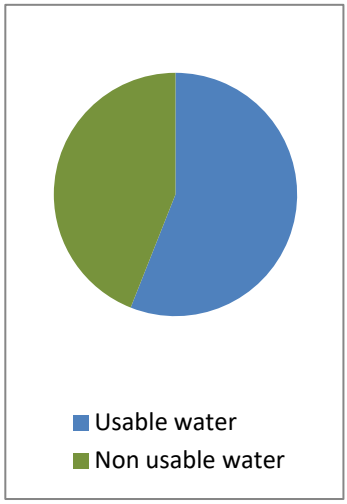
☐ ☐ ☐ ☐ ☐ ☐ ☐

3. *Which disc shows the ratio between usable water and non-usable water on our earth correctly*:







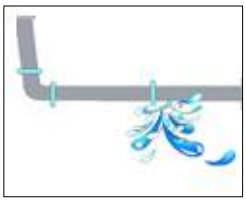


4. *Link with arrows each column on the left with its corresponding one on the right.*

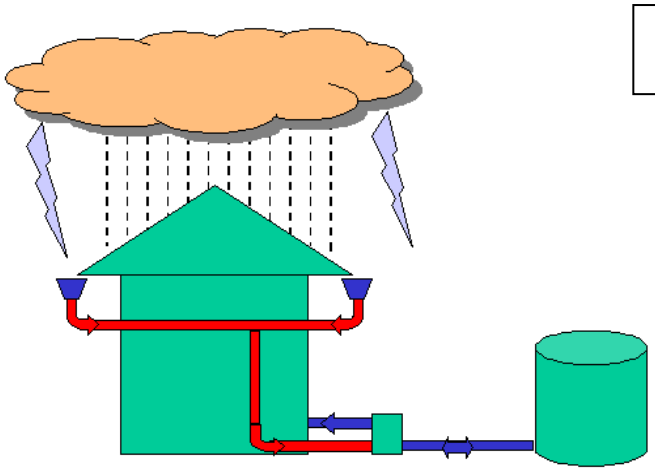
Current behaviour	Expected behaviour
For brushing 	
For washing 15 pieces of clothes 	
For cleaning 5 vessels 	
For cleaning the house	

	
For bathing 	
For washing hands 	

About which of the following actions should you do as this little girl and inform your parents to do something?



6.A ***The rainy season has come! How should we collect the rainwater? Tick (✓) the right answer(s)***



6.B ***From the options above, which one should we absolutely avoid doing? Tick (✓) the right answer(s)***

	Putting clouds in cupboards
	Building in dry lakes
	Collecting water by hand
	Drinking rain water
	Harvesting rain water falling on our house
	Digging ponds

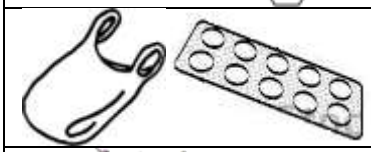
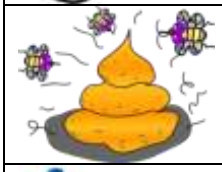
6.C ***If we do it anyway, what will happen?***

We will drink too much water.

The clouds will be sad.

Floods will occur.

7. Put a cross (x) next to the items that poison the water and marine life.

	Dangerous for water
	
	
	
	
	
	

	
	
	
	
 	
 Natural soap	
 Organic Pesticide	
 Chemical Pesticide	
	
	

8. Mark the height of purity required for the different activities of our daily lives: washing vessels or clothes, brushing, bathing, cooking, drinking water or watering plants and fields.

9.

PURE
Less Pure
Impure
Dirty

PURE
Less Pure
Impure
Dirty

PURE
Less Pure
Impure
Dirty

PURE
Less Pure
Impure
Dirty

PURE
Less Pure
Impure
Dirty



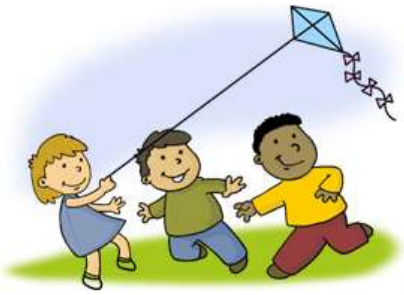



PURE
Less Pure
Impure
Dirty

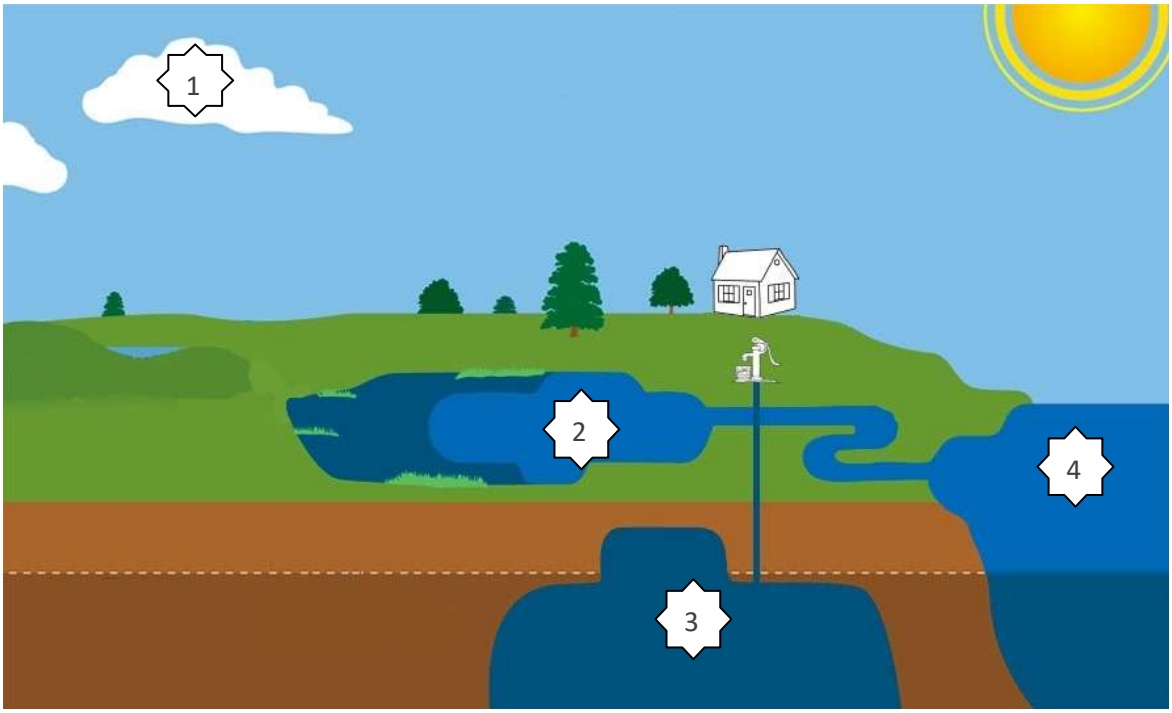
9A. Draw arrows to explain the water cycle and put the appropriate words next to the arrows:

Condensation	Ground Water
Rain fall	River
Run off	Evaporation
Infiltration	Evaporation

9.B ***Which of the following behaviour can cause water shortages? Tick (✓ the right image and write below and explain how.***

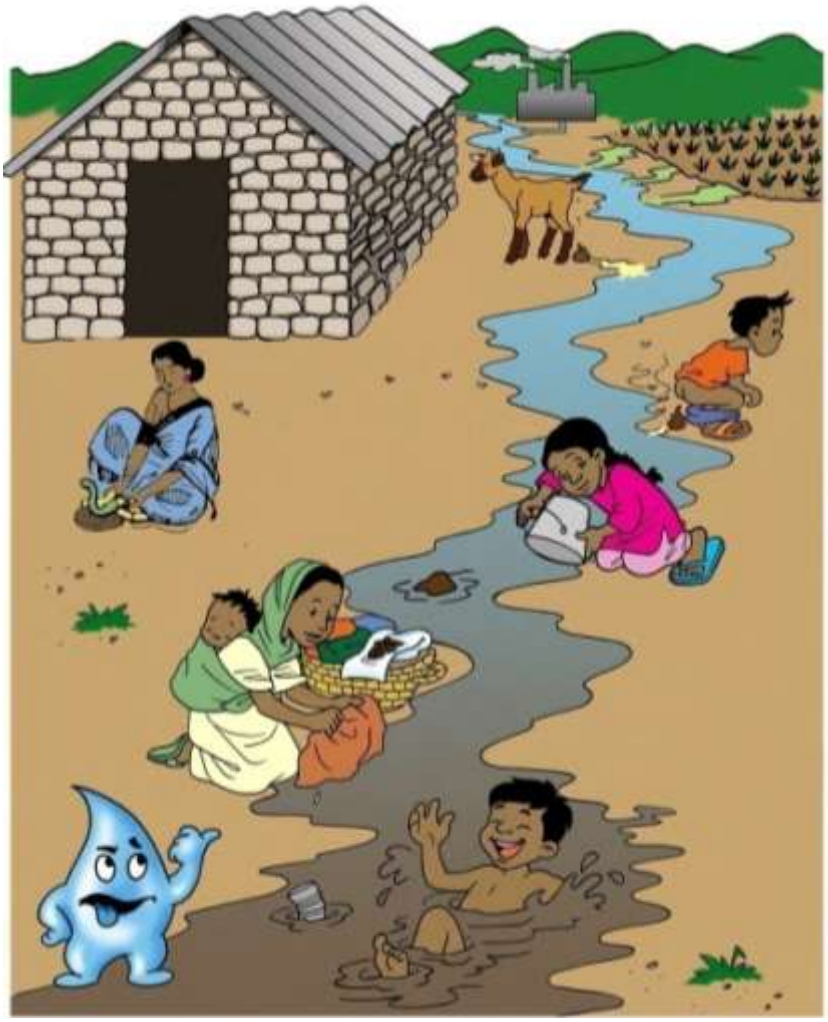


9.C Select the water source whose level can drop because of the behaviour from question 9B



☐ Yes ☐ No

10. ***Look at the drawing below and write down what behavior you would prevent people from doing.***



Behaviour	Why you would prevent it

Evaluation of the project
Water issue

Behaviour - Children

Area: Date:

Total number of children during this session	
Age group	

Assessment approach n°1: *Provide a jug or can of water and observe what children do with the remaining water after the game session.*

Number of children observed.	
Number of children not reacting.	
Number of children pouring it out on the ground.	
Number of children commenting that water should given to animals or plants.	
Number of children giving it to the plants or animals.	

Approach 19: From the children who watered the plants or gave water to animals, ask them why they did it:

Number of children you asked.	
Number of children knowing exactly why.	
Number of children knowing partially why.	
Number of children not knowing why.	

Assessment approach n°2:

Procedure: Leave a tap running in their presence and observe their reaction.

Observe the reaction of the children.

Number of children observed.	
Number of children not reacting.	
Number of children commenting that the tap should be closed.	
Number of children going to close the tap.	

Assessment approach n°3:

Procedure: Ask the children how many buckets of water they used to take a bath this morning.

Observe the reaction of the children.

Number of children you asked.	
Number of children who didn't take bath.	
Number of children who used 3 or more.	
Number of children who used 2 buckets.	
Number of children who used 1 bucket.	

Approach 19: From the children who used 1 bucket, ask them why they did so:

Number of children you asked.	
Number of children knowing exactly why.	
Number of children knowing partially why.	
Number of children not knowing why.	

Assessment approach n°4:

Procedure: Ask the children how much water they use to brush their teeth. If they use a tap:

Number of children you asked.	
Number of children leaving the tap running while they brush	

Number of children closing the tap.	

If they use mugs or buckets:

Number of children you asked.	
Number of children using 2 mugs or more	
Number of children using 1 mug.	

Approach 19: From the children who picked who close the tap or use 1 mug, ask them why they do so:

Number of children you asked.	
Number of children knowing exactly why.	
Number of children knowing partially why.	
Number of children not knowing why.	

Assessment approach n°5:

Procedure: Ask the children where they go to the toilet?

Observe the reaction of the children.

Number of children you asked.	
Number of children defecating in the open	
Number of children urinating outside occasionally (outside emergency cases).	
Number of children using toilets.	

Approach 19: From the children who always use toilets, ask them why they do so:

Number of children you asked.	
Number of children knowing exactly why.	
Number of children knowing partially why.	

Assessment approach n°6:

Procedure: Ask the children if they use the same water to drink and wash clothes or water plants?

Observe the reaction of the children.

Number of children you asked.	
Number of children using the same water sources	
Number of children using different water sources	

Approach 19: From the children saying they use different water sources ask them why they do so:

Number of children you asked.	
Number of children knowing exactly why.	
Number of children knowing partially why.	

Evaluation of the project
Water issue

Family - Behaviour

Area: Date:

NB: All the families selected should be families where at least one child is participating in the activities.

	Father's Name	Age and gender of the members
Family 1		
Family 2		
Family 3		
Family 4		

Assessment approach n°8+15: Ask the parents if the children ever spoke about fixing leaking taps and pipes?

A. They never said anything about fixing taps and pipes.
B. They have spoken about getting the taps and pipes fixed. (If families don't have broken taps and pipes they must at least have checked for it after the children told them.)

Family 1	A	B
Family 2	A	B
Family 3	A	B
Family 4	A	B

Assessment approach n°9+15: Ask the parents if they use water more sparingly than before.

A. Yes, they use less water.
B. No, they use the same quantity of water.

Family 1	A	B
Family 2	A	B
Family 3	A	B
Family 4	A	B

Assessment approach n°10: Watch families fill up water at the public tap and if they keep an eye on the water over filling or don't pay attention. Do this at least 3 different times.

A. They watch the bucket and close the tap right after it is filled.
B. They don't pay any attention and it overflows.

Family 1	A /3	B /3
Family 2	A /3	B /3
Family 3	A /3	B /3
Family 4	A /3	B /3

Assessment approach n°11+15: Ask the families what water they use to cook food.

A. Streetline water.
B. Ground water.
C. River/Well water.

Family 1	A	B	C
Family 2	A	B	C
Family 3	A	B	C
Family 4	A	B	C

Assessment approach n°12+15: Ask the families what water they use to wash clothes and vessels.

A. Streetline water.
B. Ground water.
C. River/Well water.

Family 1	A	B	C
Family 2	A	B	C
Family 3	A	B	C
Family 4	A	B	C

Assessment approach n°13: Ask the families what water they use to take bath?

A. Streetline water.
B. Ground water.
C. River/Well water.

Family 1	A	B	C
Family 2	A	B	C
Family 3	A	B	C
Family 4	A	B	C

Assessment approach n°14+15: How many days do they keep drinking water in their containers at home? What do they do with the remaining water if they don't consume it?

A. They get fresh water every day and give the old water to the plants.
B. They keep it for as long as it lasts.
C. They keep it for 2-3 days and then throw the remaining water out onto the nearest open space.

Family 1	A	B	C
Family 2	A	B	C
Family 3	A	B	C
Family 4	A	B	C

Assessment approach n°15: For all approaches (for the families who are acting the expected way):

A. The families know all the right reasons why they are acting this way.
B. The families know some of the right reasons why they acting this way.
C. The families don't know why they are acting this way or don't know any of the right reasons.

Family 1	A	B	C
Family 2	A	B	C
Family 3	A	B	C
Family 4	A	B	C

If the families know all or some of the right reasons, is it because:

A. The children told them.
B. No, it has nothing to do with the children.

Family 1	A	B
Family 2	A	B
Family 3	A	B
Family 4	A	B

PERSONAL HYGIENE

Hand washing

What's the situation?

Germs are everywhere so children can catch them anytime, especially after going to the toilets, sneezing, coughing, blowing nose, playing in the dirt…

When they eat afterwards, they can get sick ("No Food without Washing": p122), or make the others sick if they shake someone's hand or touch something that others will touch (a pen, a table, the bus bar...), or serve food to someone ("Kirumya Kodu": p124).

What do we want to change?

The object of this topic is to teach them to wash their hands ("The Clean Chain": p126), to do it in a efficient way ("Wash the right part": p127), using soap ("Go Away Germ": p130). They should also understand that washing hands is necessary but not sufficient: their whole environment should be clean to eliminate germs (dishes, clothes… "Snakes and Ladders": p131).

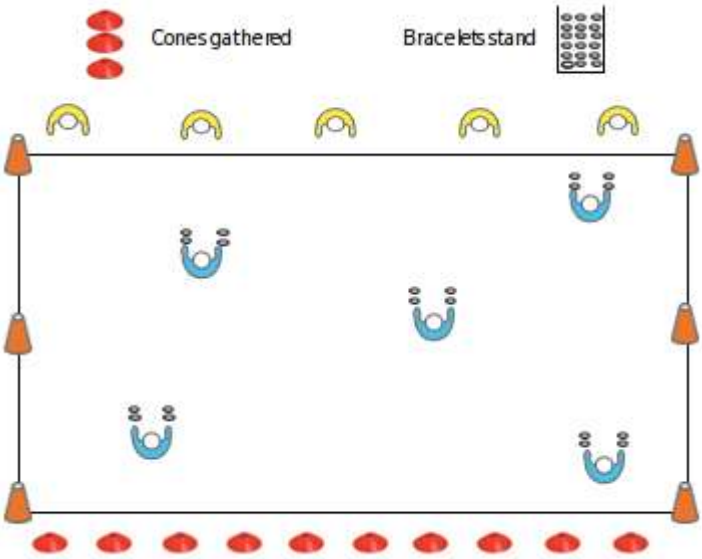
"No Food without Washing"

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Bring the children to understand that they should wash their hands before touching food to get rid of the germs	8-30	6-14		50 min

Get organized

1 big playground (160x100ft)
2 teams of 4-15 players

6 big cones
50 flat cones
100 bracelets
2 sets of team jerseys
1 bucket



How to play

There are 2 teams: the attackers and the defenders.
Target for the attackers (yellow team in the drawing): cross the playground to get the cones.
Target for the defenders (blue team in the drawing): prevent the attackers from getting the cones.

- At the beginning of the game, each defender gets 4 bracelets. They can go any time to get more bracelets but they can wear maximum 4.
- When defenders touch attackers, they give them one of the bracelets they have. With a bracelet, the attackers cannot touch cones anymore! So to get rid of the bracelet, the attackers have to return to the bracelets stand.
- When the attackers get a cone, they bring it back to their camp by bypassing the ground.

- After touching the attackers, the defenders cannot throw the bracelet to them; they have to put it on their arm.
- After touching an attacker, a defender first has to give him/her a bracelet before being able to touch other attackers.
- Attackers can get only one cone at the time.
- Once the attackers have taken one cone, they cannot be touched by a defender anymore.
- Attackers cannot go out of the ground limits to go get the cones.

After ≈ 5 minutes, the number of cones gathered is counted. Then, the roles are switched A ↔ B.
Winning team is the one which has gathered the most cones in the given time.

Add symbolim

Let's play the same game but let's change the words:

- Attackers become the "**Hungry People**".
- Defenders become the "**Dirty actions**" like sneezing, blowing the nose, coughing and going to the toilets.
- Cones represent "**Food**".

- Bracelets as for them are the "**Germs**".
- The Bracelets Stand becomes the "**Washstand**".

Variations (without symbolim)

- Make the defending players walk on one leg if the attacking players don't manage to get the cones at all.
- Reduce the number of bracelets the defending players have.
- Put cones of different colors, which give different points. Put them at different places of the playground: the cones that give more points should be more difficult to get!

Variation (with symbolism)

- Play with real food! Defenders make their hands dirty by putting them on the floor.
  Bracelets are not used anymore. When defenders touch attackers, they have to rub their hands against the ones of the attackers to transmit the dirt. So the attackers have to go to the washstand and wash their hands with water and soap to remove the dirt (then, some additional material is needed: buckets, mugs and soap).
- And this time, there are no cones anymore but biscuits. If players A manage in getting them with clean hands, they can eat them immediately.

Debate

QUESTIONS	ASSESSMENT
In the game, what was the condition to be able to touch food?	Have no germs in the hands.
Do you know what a germ is?	A very small thing that you cannot see and that can bring diseases.
According to the game, how could your hands catch germs?	By coughing, blowing your nose, sneezing, going to the toilets … Do you know other ways? So actually, germs are everywhere around you, so you cannot avoid them!
What would happen if you eat without having washed your hands?	The germs will enter your mouth, spread into your organism and make you fall sick. You can catch for example diseases like diarrhea or respiratory infections like pneumonia.
In the game, how did you get rid of the germs? (what did the bracelets stand become?) What do you need for that?	You needed to go to the wash stand and wash your hands! For that, you needed clean water and soap! We will learn in a next game why soap is so important and why washing only with water is not sufficient.

Extended debate topic

Washing the hands is it sufficient to avoid all germs?
No! You also have to wash your body, clothes, dishes regularly enough. By doing this, the risk of falling sick is reduced even more.

"Kirumiya Kodu"

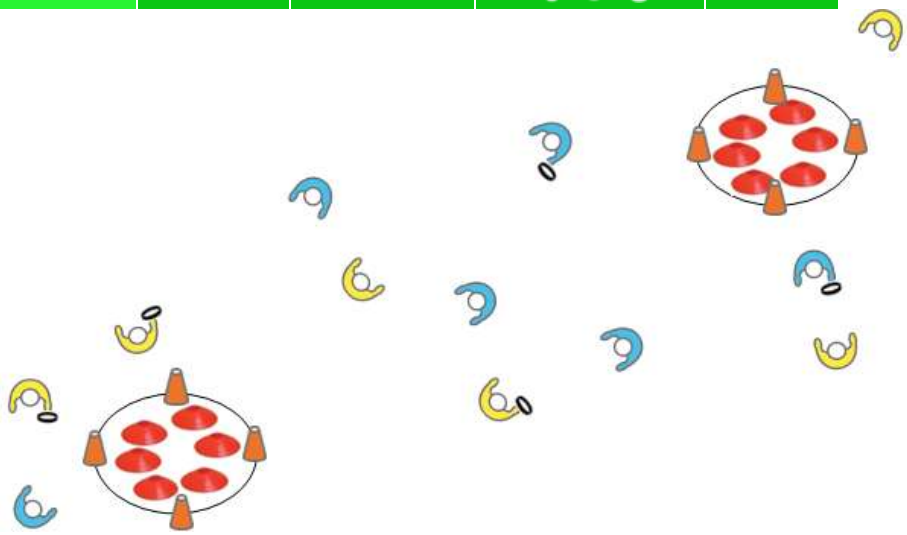
Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Bring the children to understand that everybody should wash their hands to avoid transmission of germs	20-30	6-14		50 min

Get organized

1 big playground
2 teams of 10-15 players (A and B)

Material:

- 8 big cones
- 15 flat cones
- 30 bracelets
- 2 sets of team jerseys



How to play

The target for both teams is to have more cones than the opposite team at the end of the game.

- To have more cones, they should take the ones from the opposite team.
- Split the bracelets equally between the 2 teams (arbitrarily give half of the players of each team a bracelet).

- If a player is wearing a bracelet, he cannot take cones. So if a player wants to prevent an opponent from taking a cone, he should give him a bracelet. To do so, he should wear himself a bracelet and touch him.
- When a player wants to give a bracelet to an opponent, he should put it on his wrist. But he cannot throw it to him.
- If you got touched by a player, you cannot touch him back right after.
- Players can wear maximum one bracelet. So if an opponent player is already wearing a bracelet, he cannot get one more.
- If a player is not wearing a bracelet, he cannot touch an opponent.
- Touching doesn't mean hitting or pushing.
- Once a player has a cone, he cannot be touched by an opponent anymore.
- A player can take only one cone at a time.
- There are no grounds limits!

Add symbolism

Play the same game but change the names of the characters:

- You are all H**ungry People**.
- Cones become **Food.**
- Bracelets become **Germs.**

Variations (without symbolism)

- Players can wear more than one bracelet.
- Players can wear more than one bracelet, but this time, they can give one bracelet to someone who is already wearing some. The only condition is that that they should wear more than him.
- Ex: Player A wears 3, player B wears 2 so player A can give player B one.
- The children are divided into more teams. Each team gets a camp, flat cones and bracelets.

Variation (with symbolism)

- Install a bucket with soap in each camp.
- Remove the bracelets. Now, to make your hands dirty, you have to put them on the floor.
- To make other's players hands dirty, you have to rub your hands against theirs.
- To clean your hands, you have to go back to your camp and wash your hands with water and soap.
- The symbolism remains the same: to touch cones/food, you should have clean hands.
- NB: this symbolism is closer to the reality than the previous one as this time, giving germs doesn't mean to have no germs anymore in one's own hands.

Debate

QUESTIONS	ASSESSMENT
Do you remember what a germ is?	A very small thing that you cannot see and that can cause diseases. Have no germs in the hands. If you eat having these germs in your hands, they will enter your mouth, spread into your organism and make you fall sick (diarrhea, skin infections…,
In the game, what was the condition to be able to touch food? Do you remember why? Think of the game "No Food without Washing?" According to the game, how could your hands catch germs? And could you transmit these germs to the others? How? How does this transmission of germs happen in real life?	Your hands could catch germs by getting them from someone else, if this person was carrying some. Yes, you could transmit the germs to the others by touching them. In real life too, when you touch somebody, for example when you shake hands with somebody, you transmit the germs you have in your hands. Likewise, if you touch an object with dirty hands, you transmit the germs to the person who will touch the same object after you. Likewise, if you cook or serve food to someone with dirty hands, you'll transmit the germs as well. No, in real life, when we transmit the germs, we still keep most of them in our hands. Both of us have germs then!
In the game, you got rid of the germs by giving them to someone else. Does it happen like that in real life? So how could you get rid of the germs?	By washing your hands using soap and clean water. We'll discuss why the soap is essential in one next game.
So who does it benefit when you wash your hands?	It benefits you because you get rid of the germs but it also benefits the others because you don't transmit your germs to them! That is why it is important to tell everyone, friends, brothers, sisters, parents,… to all wash their hands to avoid any transmission!

Extended debate topic

It is because of the transmission of germs that diseases spread so quickly (if one member of the family get diarrhea, everybody gets sick). By washing the hands, you break the process of transmission!
Life without diseases is way better, isn't it?

The clean chain

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Make the children understand when to wash the hands and what the consequences are if they don't.	5-8	6-14		30 min

Get organised

Material:

26 pieces of puzzle

1 soap

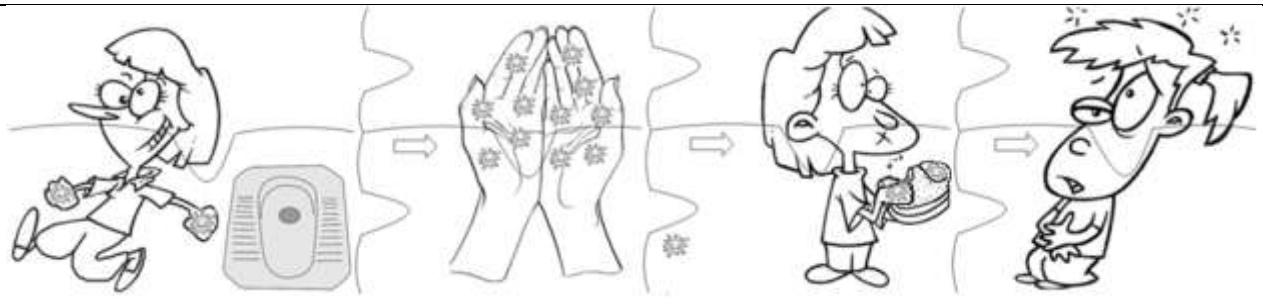
35 happy germs

6 unhappy germs

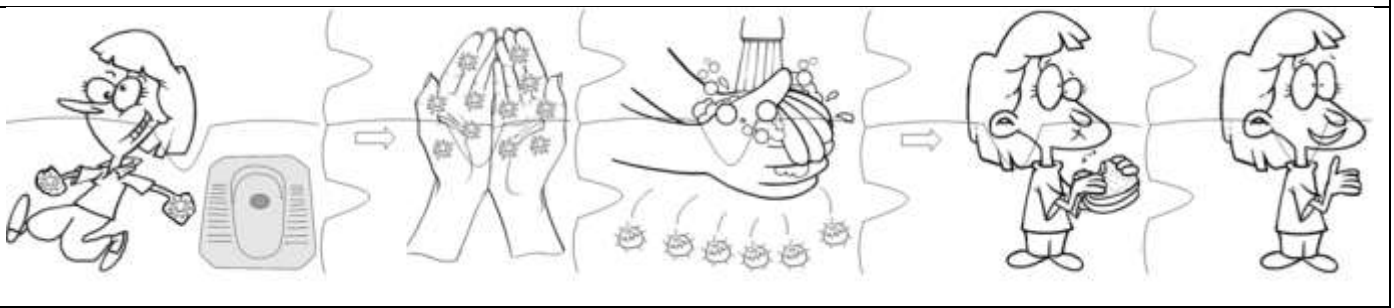
How to play

Target of the game: Reconstitute the 2 puzzles.

- Ask the children to sit in circle.
- Remove the puzzle pieces representing the "Sneezing" (2x2 pieces) and the "Coughing" (2x2 pieces). Place the other pieces (=18 pieces) as well as the happy and unhappy germs and soap in the middle of the circle (all mixed up!).
- Once the children have finished, it should look like that:



If I don't wash my hands…



If I wash my hands….

Message

Ask the children what they see on the 2 puzzles.

The children have to mention the following main messages:

- While going to the toilets, our hands catch germs.
- To remove the germs, we have to wash our hands; otherwise, if we don't do so and eat, the germs enter our body and make us sick.
- It is important to use soap (the reason is explained in the game "Go Away Germ").

Now take all the pieces back. Discreetly remove the 4 pieces representing the "Going to the toilets" as well as their happy germs and take instead the 4 pieces representing the "Sneezing". Put again all the pieces scrambled in the middle of the table (don't remove the happy germs from the other pieces). Let the children do the new version of the 2 puzzles.

- From this new version, the children should understand one more thing: Going to the toilets is not the only action that brings germs into our hands. Sneezing has the same effect.

Redo the steps 6 and 7 with the 4 pieces representing "Coughing".

- From this version, the children should understand that sneezing also brings germs into our hands.

- Of course, the happy and unhappy germs and the soap shouldn't be attached to the puzzle pieces.
- Explain that there are two different puzzles to reconstitute. Let the children do. Don't give any help unless nothing has been achieved after 5 minutes and the children start losing hope.
- If the children make a mistake in reconstituting the puzzles, ask them questions to make them realize their mistake.

Ex: The children have reconstituted them in a way that not washing the hands doesn't make get sick.

Question: What do you have in your hands after going to the toilets?

Debate

QUESTIONS	ANSWERS
There was another game that taught you that you should wash your hands before eating. Do you remember which one?	"No Food without Washing".
Do you remember other ways to get germs? Think for example of the game "Kirumiya Kodu".	Other people can transmit you their germs, for example when they shake your hands, when they touch an item that you will touch afterwards…
So what is the general conclusion of all these 3 games?	Wash your hands with soap before eating!

Wash the right part!

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Make the children remember the different parts of the hands to wash.	5-8	6-14		40 min

Get organised – 1st phase: Memory game

Material:

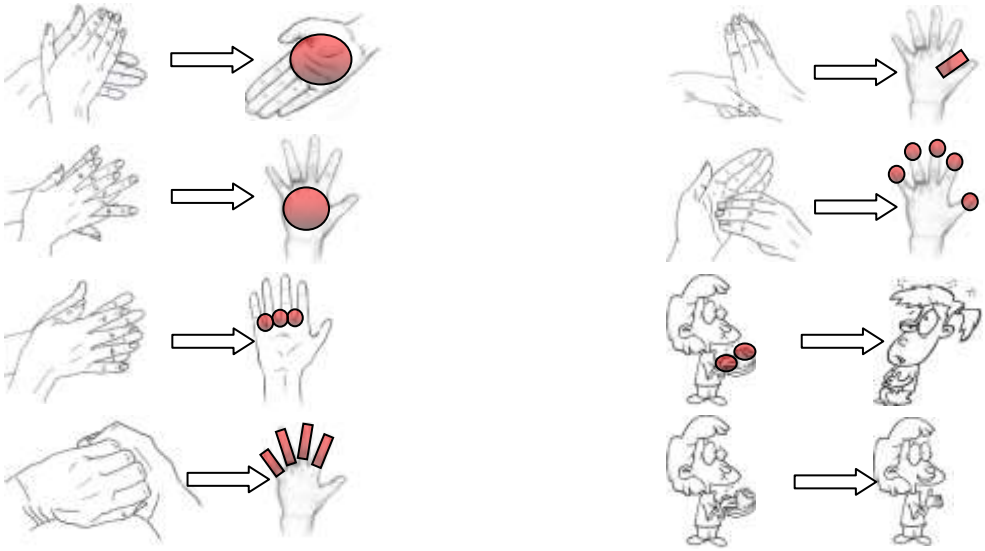
16 cards

How to play

Target of the game: Find as many pairs of cards as possible

- Ask the children to sit in circle.
- Split all the cards face up in the middle of the circle.
- Explain the children that all cards go in pairs. Ask them to reconstitute these pairs.
- If they don't understand, explain that each card with a red circle on it representing a part of the hand to wash should go with a card showing how to wash the hand.

The pairs are as following:



Ask the children to remember the pairs. Then turn all the cards face down, mix them up and place them in a ordered form as following:

Each child one after the others returns 2 cards face up. If the 2 cards match, the child keeps them. If not, he/she puts them back face down at the same place and it is the turn of the next child. Every time a child finds 2 cards that match, he/she has to explain why. If he/she cannot give the right explanation, then the cards are put back face down with the other cards.

Debate

QUESTION	ANSWER
Why did we play this game?	To know which parts of the hands to wash.
What happens if you forget to wash one of the parts?	Then some germs will remain in the part I forgot to wash, so I might get some germs inside my mouth when I will eat.

2nd phase: 1,2,3,4!

No material!

How to play

Target of the game: Remember the numbers associated to a hands washing movement

- Ask the children to stand in line in front of you.
- Give a number to 2 hands washing movement previously seen.
- Ex: 1 = Palms (show the movement), 2 = Back of the palms

- Explain the children that when you are calling a number, they have to do the corresponding movement. If they do a mistake, correct them.
- Once you see that most of the children remembered these 2 numbers, add a third one. Ex: 3 = Between the fingers

- Continue playing with this new number.
- Slowly add the other numbers (you ask the children what movements are still missing).
- Ex:
  4 = Back of fingers
- 5 = Thumb
- 6 = Fingertips and nails
- At the end, start eliminating the children who are making mistakes. The last player is the winner.

Go Away Germ!

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Make the children understand why washing the hands without soap is not sufficient by showing them the action of soap on the germs.	5-8	6-14		20 min

Get organised

Material:

 2 big hands

 11 soap molecules

 1 big germ

 1 water broom

How to play

Target of the game: Remove the germ from the hands!

- Place the big hand in the middle of the table and stick the germ on it.
- Ask the children to try to take the germ off from the hand using water (water broom) as if they were using tap water.
- → It doesn't work.
- Now, show them the soap molecules. Ask them to try to attach these molecules to the germ. → It works and enables the germ to detach from the hands.
- Ask them to try again to take the germ off from the hand using water.
- → It works, the water takes the germ away.

Message

Ask them what they understood from this activity:

The children have to mention the following main messages:

- Water doesn't make the germs detach from the hands.
- → Cleaning hands only with water is not sufficient.
- Soap sticks to the germs making them detach from the hands.
- → Hands must be cleaned with soap and this soap must be washed out with water to remove the germs.

Snakes and Ladders Washing version

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Make the children remember the actions that bring germs, the ones that might transmit them and the ones that remove them	5-8	6-14		30 min

Material:

 1 board

 8 pieces

 1 dice

 16 pictures of actions

How to play

Target of the game: Reach the cell n°30 before the others

- Ask the children to sit in circle, place the board in the middle and the pictures aside.
- This is the usual Snakes and Ladders game. The children play one of after the others throwing the dice.
- If one player reaches the bottom of one ladder, as in the usual snakes and ladders game, he/she can climb the ladder. But before doing it, he/she has to choose one picture representing an action that removes germs and stick it on the board.
- Conversely, if a child reaches the top of a snake, as in the usual game, he/she has to go down. But before doing so, he/she has to choose one picture representing an action that brings germs and stick it on the board.

ACTIONS THAT REMOVE GERMS	ACTIONS THAT BRING GERMS
Washing clothes	Going to toilets
Washing dishes	Cleaning baby's buttocks (for the mother)
Taking a bath	Playing volleyball
Washing hands	Sneezing

If the child doesn't choose the appropriate card, ask him questions to make him realize his mistake.

- The game ends when one player has reached the case 30.

When a player is about to reach the cell n°30, you have to decide which rule to follow:
The player should make the exact number with the dice to win.
Ex: the player is on the cell n°27. To win, he should do exactly 3 with the dice. If he does more, he doesn't move and waits for his turn to come again.
If the player does more than the number wished, he/she has to go back according to the difference.
Ex: the player is on cell n°28, he/she does 4 with the dice. He/she should do 29 -> 30 -> 29 -> 28.

There are 8 more pictures that belong to neither of these columns. Indeed, there are 2 more categories:

Actions that might transmit germs but not always

- Shaking hands (if your hands or the hand you are shaking is dirty, then the germs will be transmitted!).
- Taking a phone (if somebody before you took the phone with dirty hands, then you'll get the germs as well)
- Closing the door (if somebody before you touched the door with dirty hands, then you'll get the germs as well)

- Writing (if the person who touched the pencil before you had germs in the hands, then the germs are transmitted to you)
- Drinking water (if the glass and/or the water is dirty, you'll drink the germs as well.)
- Cooking (if the person cooking is having germs, then he/she will put them into the food and as a consequence, the germs will be transmitted to the people who will eat)
- Serving food (if the person serving food is having germs, then he/she will put them into the food and as a consequence, the germs will be transmitted to the people who will eat).

Actions that never bring germs but that don't remove them either

- Laughing
- Dreaming
- Imitating Vijey

So if the child takes one of these pictures (he might indeed take one from the left column instead of an action that brings germs), ask him questions to make him realize his mistake.

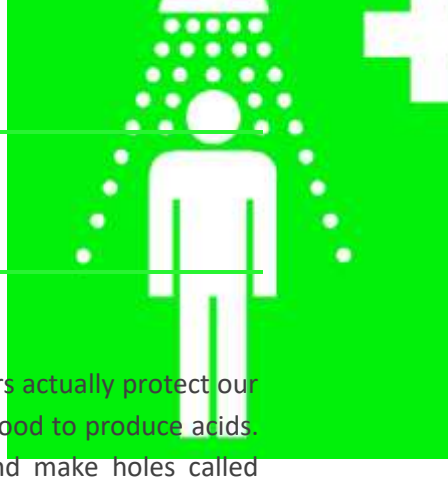
Variation

- When a player has reached n°30, he/she has to go back to 0. But careful, the symbolism cleaning actions / dirty actions should remain valid:
- When the player reaches the bottom of a snack, he/she has to go up.
- When he/she reaches the top of a ladder, he/she can go down.

- When all pictures have been placed on the board, the 8 pictures "Actions that MIGHT transmit germs but not always" and "Actions that NEVER bring germs but that don't remove them either" should remain. Ask the children to which category they should belong and guide them to obtain the table described above.

Debate

QUESTIONS	ANSWERS
In this game, were the "Actions that bring germs" bad actions and "Actions that remove some" good actions?	No, it has nothing to do with good or bad. Going to the toilets, playing are not bad actions, it's rather the opposite!
Do the "Actions that bring germs" make us fall sick?	They can only if they are not followed by the "actions that remove germs"!
In the previous games, you learnt that you should wash your hands to stay healthy. In this game, you learnt that other things should be kept clean. What are they?	You learnt that not only your hands but your whole body and everything you are in contact with should remain clean: dishes, clothes, phone, doors, pens, bed sheets…
The most important moment to wash the hands is before eating. But apart from washing your own hands, what else should you enquire about?	You should enquire whether the person serving you the food has washed his hands before touching the food and whether the person having cooked the food has washed his hands before starting cooking.



PERSONAL HYGIENE

Tooth brushing

What's the situation?

We have **germs** in our mouth all the time. Some of them are harmful and others actually protect our teeth. When we eat, food gets stuck in our teeth. The harmful germs use this food to produce acids. The acids are very dangerous for the teeth because they dig into them and make holes called **cavities**. Therefore, the brushing is necessary to remove the food pieces. Indeed, if there is no food, and the germs have nothing to produce acids from.

As part of the awareness-raising about hands washing, we taught the children that germs are dangerous because they create diseases so they have to get rid of them. We don't want to confuse them by telling them that the mouth is full of germs and that even if we remove some by brushing, some will remain. Moreover, the process of creation of acids is too complicated to understand. Therefore a simple message is:

If food stays in the mouth's hot and humid environment, it will start rotting and **generate germs**. These food germs will then get hungry and feed themselves by digging into the teeth. By digging into the teeth, they will create holes in the teeth, which are called **cavities**. If the cavity gets deeper and deeper, it will reach the nerves at some point and will be very **painful**. **Sweet food** is particularly dangerous because the harmful germs can produce a lot of acids using sugar.

What do we want to change?

Children should learn through these games why and how to brush their teeth:

- remove the food to eliminate all chances to get cavities ("Parkalai Paathukaathidu": p134)
- brush after eating rather than before ("Sapidara Neram": p136)
- brush after every meal or at least after dinner, because night is long and food pieces have a lot of time to rot, become germs and start attacking the teeth ("Rush to Brush": p138)
- understand the whole process of tooth decay ("Happy without Cavity": p140)
- If they don't brush correctly ("Brush the right part": p142) or not regularly enough and they start getting a light sensation, they have to quickly go to the dentist to solve the problem and avoid a higher pain. ("Parkalai Paathukaathidu": p134; "Sapidara Neram": p136)

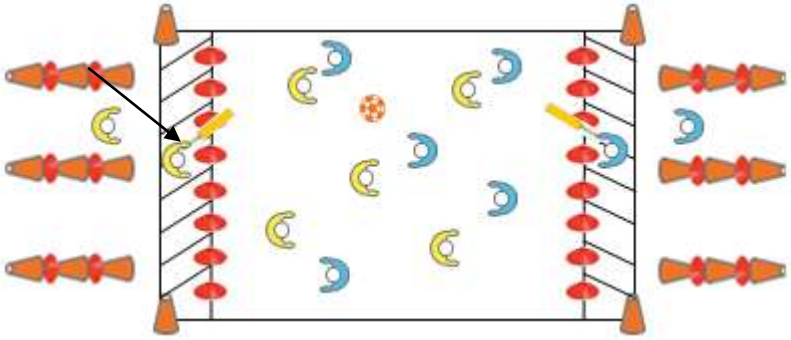
"Parkalai Paathukaathidu"

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Make the children understand how tooth decay occurs and how to prevent it **Rules based on the ones from the cricket game and the football game**	10-20	9-14		50 min

Get organized

1 big playground (140x100ft)
2 teams of 5-10 players

22 big cones
26 flat cones
2 sets of team jerseys
1 soft ball
2 cricket bats (wood or plast



How to play

The target for each team is to hit the 3 "stumps" of the opposite team with the ball.
Each stump hit gives one point.
The repairers have to put the stumps back in place when they have been hit.

The goal keepers try to protect the stumps with their cricket bat.

- To move forward, the players have to pass the ball. No walking with the ball is allowed.
- No pushing, hitting is allowed.
- The goal keepers cannot go out of their area. The other players cannot enter this area!
- If one team brings the ball out of the playground, the other team gets the throw-in. If the ball goes out behind the stumps, the goal keeper is responsible of playing the throw-in.

Add symbolism

> Each team is now a human mouth.
> The stumps are the teeth of the mouth.
> The ball is a food germ.
> The bat becomes the Tooth Brush with tooth paste on it.
> A tooth hit by the food germ is getting a cavity.
> The repairer becomes the dentist.

Variations

- Have more stumps on each side.
- Have more goalkeepers.
- If one team hits all the stumps before the repairer can put back in place, it gets **5** points!

Debate

QUESTIONS	ASSESSMENT
What was the target of the game?	To attack the teeth of the opposite mouth with the food germ and to protect your own mouth from food germ attack.
According to the game, how do you protect your teeth against the attack of the food germ?	You need to brush using a toothbrush in good condition and tooth paste.
In the game, if you didn't brush your teeth, what happened to them?	They got cavities!
Do you know why you get cavities if you don't brush?	If you don't brush, you keep small food pieces stuck between your teeth. If you don't remove it, this food starts rotting and becomes germs. These germs are hungry, so they start digging into the teeth to feed themselves and make holes: the cavities!
According to the game, what should you do if didn't brush and your teeth have been attacked by the food germs?	You should go to the dentist, who will help you repairing the problem. But go as soon as you start having a light sensation (when you drink cold water for example). Otherwise, if you wait too much, it will be too late because the cavities will be too deep and it will be very painful!! You can even go for a check-up to see if everything is all right.

Extented debate topic

Which food is the most damageable for your teeth?

Sweet food like sodas, biscuits, cakes, ice-cream, candies…

Why? Because it contains lot of sugar that rots very quickly. Especially candies are dangerous because apart from containing sugar, they also stick to the teeth, making them more difficult to fully remove while brushing.

"Sapidara Neram!"

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Understand why to brush the teeth after and not before eating. Hit the cones before the defense intervenes	9-30	6-14		60 min

Get organized

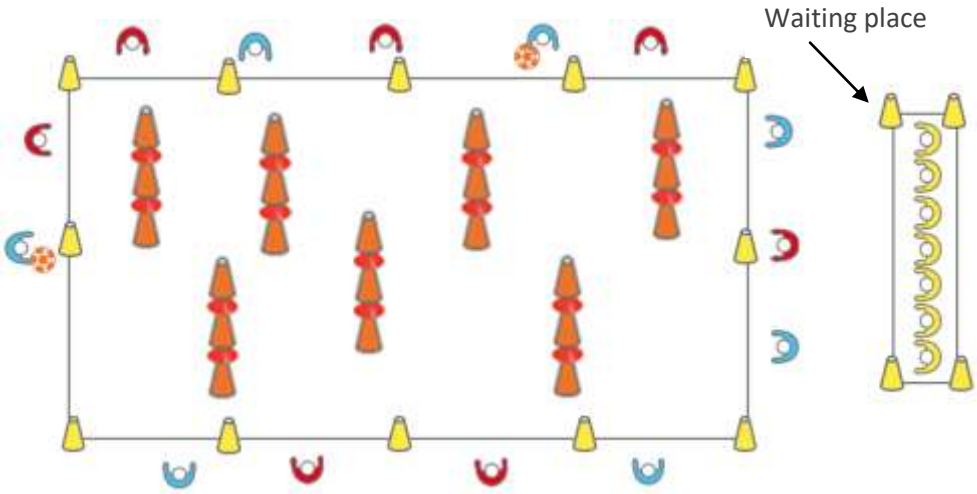
1 medium-size playground
(100x50 ft)
3 teams of 3-10 players


20 + 20 big cones


14 flat cones


3 sets of team shirt


2 soft balls



How to play

Before the game starts, all attackers (blue team in the drawing) and re-builders (red team) have to stand outside the ground. The defenders as for them (yellow team) stand in the waiting place.

The game starts with the throw-in played by the attackers (no need to whistle, let the children play the throw-in whenever they are ready). Both balls are put into play at the same time.

Target for the attackers: Hit the stumps with the ball. One stump hit = 1 point.

Target for the defenders: Protect the stumps from being hit and intercept the ball as soon as possible.

Role of the re-builders: Re-build the stumps as soon as they have been hit and count the points.

Once the defenders have caught the 2 balls, all players have to go back to their initial position, then the attackers play the throw-in again and the same game continues.

Once the defenders have caught **10** balls (so 5 rounds), the re-builders announce the number of points made by the attackers.

Then the roles of the teams are switched.

- If the attackers enter the ground before the throw-in, they get one point removed. Likewise, if the defenders leave their waiting place before the throw-in, the attackers get one more point.
- The attackers playing the throw-in have to start with a pass. They cannot directly throw the ball on the stumps.
- The attackers cannot walk with the ball.
- The re-builders cannot help either the attackers or the defenders. They are absolutely neutral.
- If the ball goes outside out of the ground limits, the game continues.

Add symbolism

The game remains exactly the same but this time:

- Playground = A human mouth
- Stumps = Teeth
- Attackers = Food pieces
- Ball = Food germ
- Defenders = Tooth paste

- Waiting place = Tooth paste tube
- Re-builders = Dentists
- Throw-in = Eating time! Sapidara Neram!
- Stump hit = Cavity

Variations

- To increase participation if necessary, divide each team in 2 groups and make each group play alternatively.
- The defenders cannot take the ball if stumps have been hit. Only the attackers can.
- Play with more or fewer stumps.
- Crazy time! Play only with one ball. If the defenders catch the balls, they become attackers. In that case, the re-builders need to count the points for both teams (so they need to divide the work among themselves).

Debate

QUESTIONS	ASSESSMENT
In the game, when were cavities occurring?	Cavities were occurring when food was attacking the teeth with food germs. Do you remember the game "Parkalai Paathukaathidu"? Food pieces get stuck between your teeth, rot and become germs if they are not removed. These germs start digging into the teeth to feed themselves and make holes: the cavities!
In the game, could the teeth suffer from cavities before eating time (=throw-in)? Why? How is it in real life?	No, before eating, the teeth were not in danger because there was no food to attack them! The same is true in real life: if you haven't eaten yet, then no food germs are produced in your mouth that can endanger your teeth.
So should you brush your teeth before or after eating?	After! Because before eating, your teeth are not in danger, because there are no food germs inside your mouth.
According to the game "Parkalai Paathukaathidu", what do you need to protect your teeth from the food germs?	Tooth paste and a tooth brush.
In game, teeth were attacked very quickly, tooth paste was coming late and many teeth were getting cavities before tooth paste could remove the food. Is it the same in real life?	No, in real life, it is different: if you systematically brush shortly after eating, you don't have to worry because the food pieces won't have time to rot and become germs so your teeth won't be attacked.
According to the game, who can help you in case of teeth problems?	A dentist! Do you remember what we said about that in the game "Parkalai Paathukaathidu"? Go as soon as you feel a light sensation in your mouth!

Extented debate topic

The Indian culture wants people to brush before breakfast. But you just learnt that scientifically, it is useless as you haven't eaten yet. But no problem! You can respect culture AND have healthy teeth by brushing before AND after breakfast.

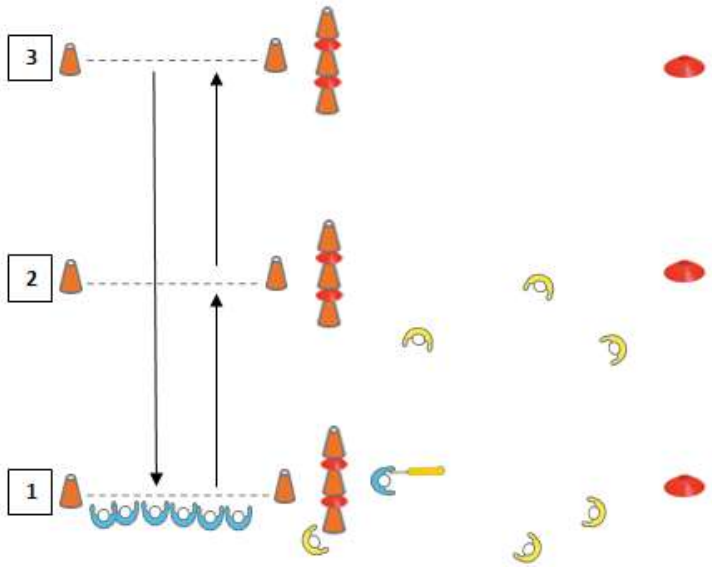
"Rush to Brush"

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Insist on the key moments to brush the teeth Hit the ball as far as possible to enable the team mates to reach the next line	10-20	6-14		80 min

Get organized

1 big open playground
2 teams of 5-10 players

15 cones
10 flat cones
2 sets of team jerseys
2 balls (rubber, soft or tennis)
2 cricket bats (wood or plastic)



How to play

The game starts with the bowler (yellow player with the ball in the drawing) throwing the ball to the batting player (blue player with the bat).

- Target for the batting player: hit the ball with the bat as far as possible. If some players have difficulties hitting the ball with the bat, they can also catch the ball and throw it as far as possible.
- Target for the runners (other blue players in the drawing): Reach the next line before the pile of cones where the batting player stands has been knocked down.
- Target for the fielding players (yellow players in the drawing): catch the ball and knock the pile of cones down with the ball before the runners reached the next line to eliminate them.

The players who didn't reach the 2nd line before the pile of cones of the 1st line has been knocked down are eliminated for this round. Then, the same takes place for the runners to reach the 3rd line and then back the 1st one.

Once this is finished, all players who have not been eliminated make one point for their team. Then, the roles of the teams are switched. When the roles are switched again, a new player comes to bat.

- As soon as the batting player touched the ball, even badly, the game is on and the fielding players have the right to knock down the pile of cones.
- When the bowler is throwing, if the ball hits the pile of cones directly, the round is over, everyone is eliminated.
- If the batting player misses the ball but it doesn't touch the pile of cone, he/she gets a new chance.
- Once the batting player has hit the cone, he/she cannot prevent the fielding players from hitting the cones anymore.
- Unlike the cricket rules, nobody is eliminated if a fielding player catches the ball before it bounces.

Add symbolism

- Organize the same game but this time, the fielding team becomes the Sweets and the ball the food germ.
- The runners as for them become Eaters and the pile of cones represents their teeth.
- The 1st line is renamed Breakfast, the 2nd one Lunch" and the 3rd one Dinner.

- As for the bat, it becomes the Tooth Brush.
- When the food germ hits the tooth, a tooth decay occurs!

The winning team is the one which scores the most "Clean Teeth Points".

Variations

- The fielding players have to knock down more cones.
- 2 batting players are put on each side so two bowlers are chosen.

QUESTIONS	ASSESSMENT
In the game, what happened when the food germ hit the tooth? Why?	Tooth decay occurred because the teeth were not brushed. Do you remember the games "Parkalai Paathukaathidu" and "Sapidara Neram"?
According to the game, when should you brush your teeth?	Teeth should be brushed after each meal: breakfast, lunch and dinner. It is important to brush after rather than before. Do you remember the game "Sapidara Neram"?
In the game, which was the run the most difficult to succeed? What does is mean in real life?	It was the run after dinner. It was difficult because in real life, it is the most important brushing of the day. Indeed, after dinner, we go to sleep and if we didn't brush, the food pieces are going to rot all night long, lots of germs will appear and they will have the whole night to attack our teeth!
Why was the fielding team called "Sweets" and not simply food?	All kinds of food will attack your teeth if you don't brush your teeth but sweets are especially dangerous because the sugar they contain becomes germs very quickly.
And if I eat after brushing?	Then the brushing is useless because I will have food pieces stuck in my mouth again that will become germs once again.

Extented debate topic

So sweets are very dangerous for the teeth but do you know which food is good for your teeth?

→ Water is good too because it enables to clean a part of the food pieces.

→ Food with minerals and calcium like milk products are good too because they make the teeth stronger to resist against food germs.

Happy without Cavity

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Insist on the key moments to brush the teeth **Hit the ball as far as possible to enable the team mates to reach the next line**	5-8	6-14		30 min

Get organised

Material:

13 puzzle pieces

10 sugar pieces

5 germs

5 germs digging into the teeth level 1

5 germs digging level 2

Germs digging level 3

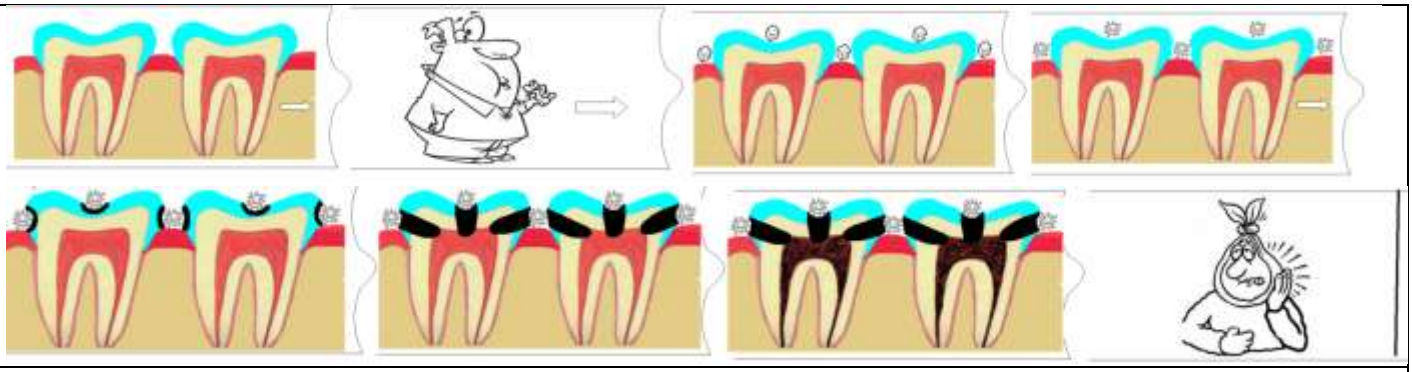
5 tooth brushes

How to play

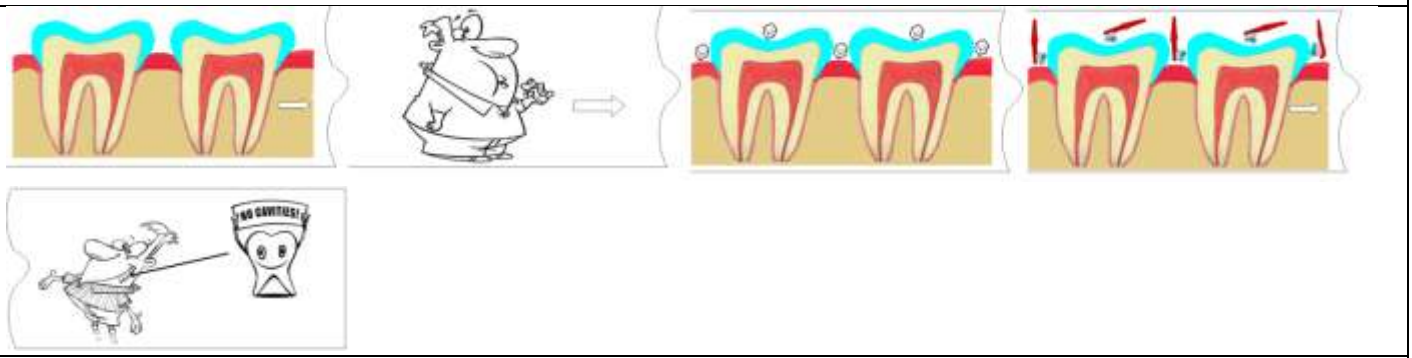
Target of the game: Reconstitute the 2 puzzles

- Ask the children to sit in circle.
- Explain that there are two different puzzles to reconstitute. Let the children do. Don't give any help unless nothing has been achieved after 5 minutes and the children start losing hope.

Once the children have finished, it should look like that:



If I don't brush my teeth…



If I brush my teeth…

If the children make a mistake in reconstituting the puzzles, ask them questions to make them realize their mistake.

Ex: The children have reconstituted them in a way that not brushing the teeth doesn't cause tooth decay.

Question: What happens if the food pieces stay inside your teeth?

Message

Ask the children what they see on the 2 puzzles.

The children have to mention the following main messages:

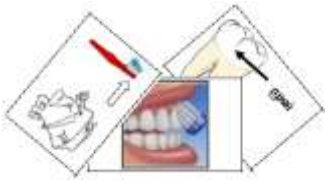
- After eating, the teeth keep food pieces stuck. If these food pieces don't get removed, they start rotting, become germs, and the germs start attacking the teeth, little by little, until getting to the nerves, where it becomes very painful.
- To prevent this problem from happening, the food pieces need to be removed soon after eating using a tooth brush and tooth paste.

Brush the right part!

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Make the children remember which parts of the teeth to brush and how.	5-8	6-14		40 min

Get organised

Material:



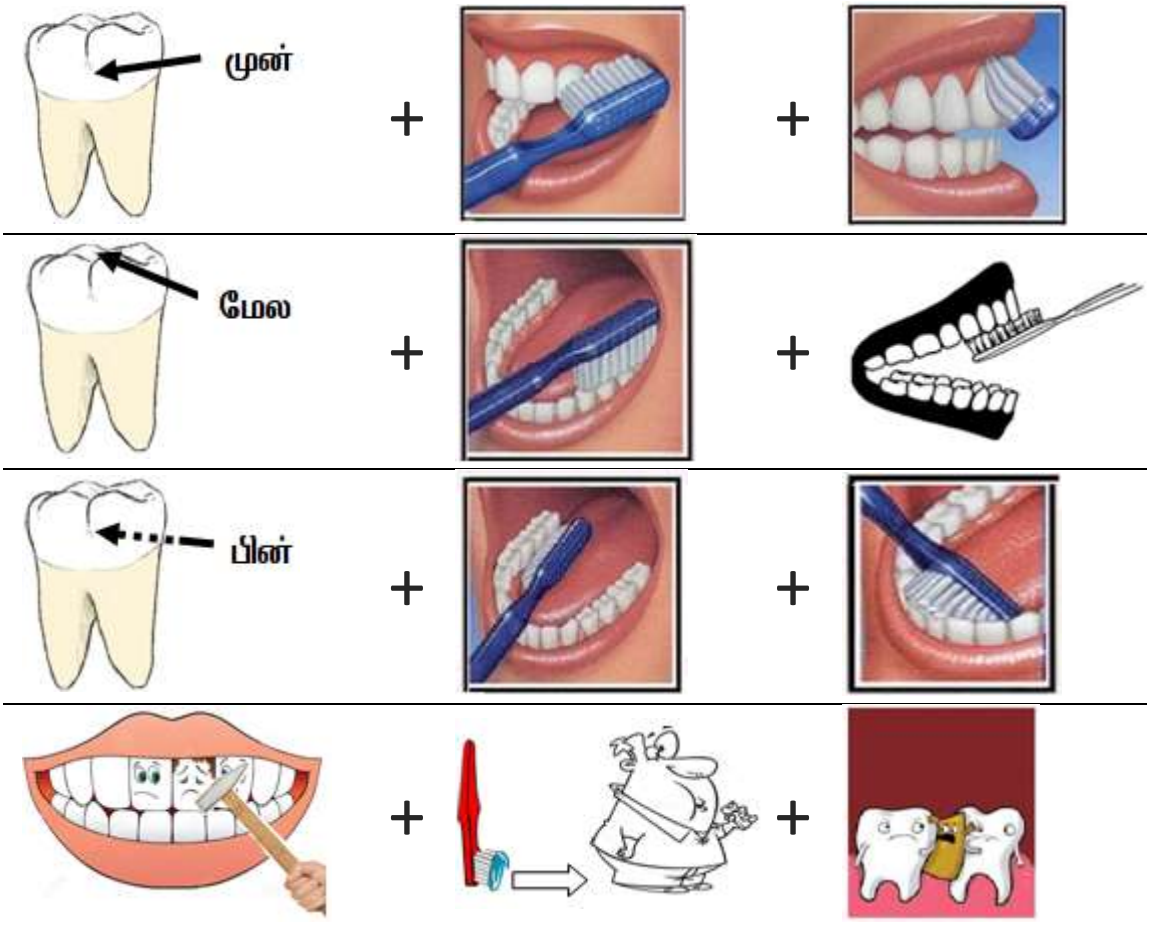
16 cards

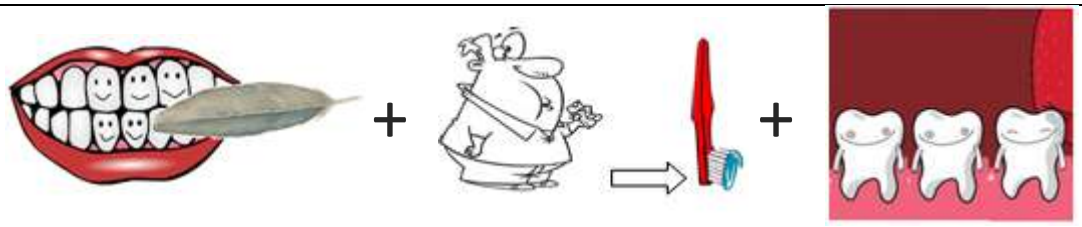
How to play

Target of the game: Find as many pairs of cards as possible

- Ask the children to sit in circle.
- Split all the cards face up in the middle of the circle.
- Explain the children that all cards go in groups of 3. Ask them to reconstitute these groups.
- If they don't understand, explain that each card representing a part of the tooth has to go with 2 other cards representing brushing movements. This will make 3 groups. Then, 2 other groups of cards remain to be made…

The groups of cards are as following:





Message

Ask the children to tell what they understand from these groups of cards.

The children have to mention the following main messages:

- The top, the front and the back of all teeth have to be brushed for every brushing.
- The front of the teeth should be brushed with a circular brushing movement, whereas the top and the back should be brushed with a front and back movement.
- If the teeth are brushed hard and fast, then food pieces will remain. So to remove the food pieces, they should rather be brushed softly and slowly.
- Moreover, brushing hard damages the gums while Brushing softly keeps them healthy.
- Teeth should be brushed after eating rather than before, because they are no food pieces stuck between teeth before eating.

The children should remember the game "Sapidara Neram" about that last message.

Ask the children to remember these groups of cards. Then turn all the cards face down, mix them up and place them like this:

Each child one after another turns back 3 cards face up. If the 3 cards match, the child keeps them. If not, he/she puts them back face down at the same place and it is the turn of the next child. Every time a child finds 3 cards that match, he/she has to explain why. If he/she cannot give the right explanation, then the cards are put back face down with the other cards.

Personal Hygiene in India

Pedagogical target of the game:	Methods	Age group:
Understand how tooth decay occurs and how to prevent it	Puzzles Drama Drawings Door to door	8-16

Method 1: Puzzles

Organize yourselves

Children who have participated in the topic cycle
(They will be called 'Awareness Messengers')
At least 2.
4 to 8 is ideal.

Children (They will be called 'Receivers')
20 (max)

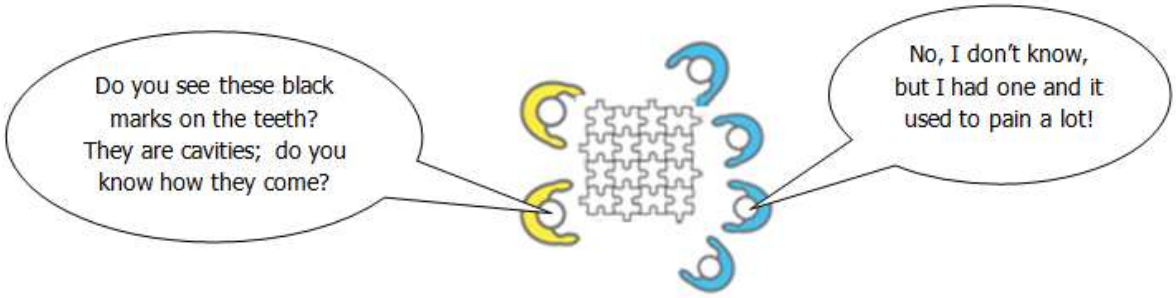
2 Deepening games x 2 copies

1 Large classroom

Time needed for preparation: ½ to 1 hour

Check with the awareness messengers if the messages from the puzzles are clear, if they are not, do a revision by playing the puzzles again. [20 mins approx]

- The revision should be done quickly but thoroughly and educators must evaluate:
  - If the awareness messengers are weak on any particular message
  - If there are some who are not confident, help build their confidence
  - If they can reformulate the messages and are comfortable retelling them.
- DISCUSSION: The awareness messengers should be reminded that they must lead the puzzles like educators; this means that they must not give the answers or do the puzzle for the receivers. They must instead give clues and hints and ask questions like the educators did.
- Emphasize on the responsibility the awareness messengers have, this should make them eager to take it on.
- Distribute the 2 puzzles to 2 pairs of awareness messengers.



Time needed for the event: 3 hours approx

- When the receivers come, make batches of 5-8 and send them to a pair of awareness messengers. If there are fewer receivers then make smaller groups accordingly.
- Educators are only facilitators. They must move around from puzzle to puzzle just to check how things are going or help a particular group if they ask for it.

INSERT PICTURE

Planting seeds for a Concrete Action: Time needed: 1 hours approx

- After all the Receivers have played the puzzles, one or two confident awareness messengers should lead a discussion with all the receivers to see that they have understood and listen to their proposals for changing their behavior.
- If there are no confident awareness messengers then the educators will lead this discussion.
- Some important questions that need to be asked:
  - How do you feel about all the messages you have learnt today?
  - What do you think we should do to help improve the situation of hygiene in our lives?
  - Do you visit the dentist? How often?
  - Do you understand the importance of brushing now?
  - Are the different movements that need to be followed clear?

Method 2: Drama

Organize Yourselves

Children who have participated in the topic cycle
(They will be called 'Awareness Messengers')
At least 12. 16 to 20 is ideal.

Community leaders and members
Up to 200

Stage material: Tent, Sound equipment, Curtains, Props, chairs, mats, lights.

1 Large open space and a room for rehearsals

Time needed for preparation: 4-5 hours (Over 2-3 days)

- DISCUSSION: Inspire the awareness messengers to take responsibility. This activity can't happen if they are not excited to do this.

- The awareness messengers must work out a storyline for the drama and the dialogue.
- If they have difficulty with coming up with a story then educators can help write a simple story. Example: A family is eating dinner and they wash their plates and mouths but don't brush his teeth. Next scene, a row of actors dressed in white or covered in a costume, acting like teeth are sitting on stage. From behind the row of teeth some children dressed as germs crawl out and attack the teeth who look sad and helpless. Next morning the child complains of toothache and his parents take him to the dentist and the dentist then tells the parents it was good to bring the child early to him. He then explains to the parents and child why it is important to brush after dinner as well as how to brush correctly. Next day after dinner, the child brushes his teeth and the children dressed as teeth come back on stage and they are smiling and happy.

- It is important that the awareness messengers come up with the dialogue so that they speak more freely and confidently but if the educators feel the messages are not clear they should help improve the formulations.

- The point of this drama is not just entertainment but spreading of awareness therefore it is important to find ways of **repeating the messages** in different parts of the play.
- Example: The germs attack the teeth and explain how they got into his mouth. The teeth complain that if the boy had brushed this wouldn't have happened.
- Then the next day the dentist goes into detail explaining the importance of brushing and how to brush.

It can help to have a funny rhyme or song about this topic that will stay with the audience after the play.

Time needed for the event: 3 hours approx

On the day of the event there is a lot of work to be done:

- The equipment and props need to be set up. One or two educators should take responsibility of setting up the place and coordinating with any outside help that is brought for sound, light, tent. If there are teenage children who want to help in this work they should be welcomed and given responsibility.
- The other educators should help the awareness messengers prepare their costumes and revise their scenes.
- While the community should be informed well in advance (at least a week before) it is helpful to send, two to four messengers, an hour before the play, to invite the community to the event.
- 10 minutes before two other messengers should wait near the tent to welcome the community members.
- Once the play starts, one educator will stay behind the scene to coordinate scene changes and control the group.
- Another educator should be next to the stage so that they can go on stage if the need arises. **Ex**: Adjust the mikes or props.
- The play should not go on beyond 45 minutes. Audiences tend to get bored and stop paying attention.

INSERT PICTURE

Planting seeds for a Concrete Action – Time needed: 45 min approx

- As soon as the drama is over, the awareness messengers should come on stage and ask the audience what they thought of the play. This can be the responsibility of one or two confident messengers. If that is not possible, then one educator can take this responsibility.
- Here are some sample questions that need to be asked:
  - What did you think of the play?
  - What do you think we should do about our dental hygiene?
  - Do you have any ideas what we should avoid eating too much of?
  - What do you think about our solutions? (Solutions that were not discussed in the drama can be shared. Tobacco should not be eaten because it causes other problems like cancer etc.)
  - Now that you know the dangers will you participate in taking care of your teeth?
  - How do you plan to commit to changing behaviour?

- The discussion should be conclusive. Regular dental check-ups or a dental camp can be organized in collaboration with a local hospital. (*Refer to Concrete Action doc*)
- If the budget allows snacks, then one educator with the help of children or volunteers from the audience must take charge of distribution and set up a waste collecting system. Or have a distribution of brushes and paste for each family.
- After the discussion with the community is over and the snacks have been distributed everyone should help pack up.

Method 3: Drawings

Organize Yourselves

Children who have participated in the topic cycle
(They will be called 'Awareness Messengers')
9-18

Classroom to Classroom in School, new children and teachers will be referred to as 'Receivers'

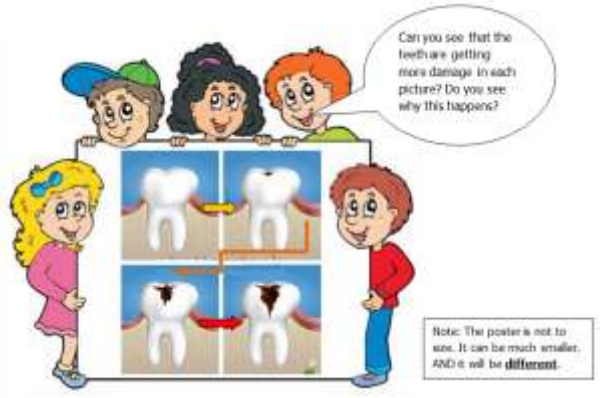
Material: 5 Large sheets of paper + lots of rough paper
Colour pens, pastel, or painting material.

1 classroom or indoor space to draw

Time needed for preparation: 4-5 hours (Over 3-4 days)

Check with the awareness messengers if the messages from the puzzles are clear, if they are not, do a revision by playing the puzzles again. [20 mins approx]

- DISCUSSION: Decide on one problem that the drawings will explain in detail and also provide a concrete solution.
  Ex: The importance of brushing is taken up. Explain how germs are created and how they damage the teeth.
- Make groups of 4-5 and rough paper and the coloring material is distributed. Ask each group to create their own representation of the message. Let them do drafts until they are satisfied.
- If the educators feel a drawing is not clear, then they should make the messengers realize this through a discussion and use the puzzles to suggest ideas.
- Once they are ready to draw on the final sheet, ask them do go slowly and make outlines with pencil first.
- Once the drawings are ready, educators must get them laminated. Discuss with each group how they will present the drawings to their fellow school mates and teachers.
- It is better to have a discussion like the educators did with the messengers after the Playda games. This way the messages of the drawings are better understood by the receivers.
- The messengers should practice what they will say and try to finish it in 5-10 minutes.
- The educators must check with the school administration which classes they can go to and speak to the concerned teachers. Ask for at least 15 minutes.
- The <u>educator</u> is only a <u>facilitator</u> and must help only when the awareness messengers ask for help to draw a particular object or explain a message.



Time needed for the event: 3 hours approx

+ Planting seeds for a Concrete Action : Time needed: 2 ½ hours approx

Each team of messengers will take their drawing and go to a classroom where the receivers are waiting.

- 4 messengers will hold the poster and one will lead the discussion with the receivers. The next time the roles can be changed and another messenger can lead. Vary as necessary.
- First the dangers and problem will be presented followed by the proposed solution.
- <u>The SOLUTION</u>: Brush your teeth daily after dinner.
- After the solution is presented choose one of the receivers to be an 'ambassador' he/she will check with their classmates weekly if they have brushed their teeth or not.
- Once this is done, move to the next classroom and repeat by changing roles amongst the messengers.
- After all the classes have been made aware or as many as possible, hang all the drawings in spaces where people can see them regularly like the Assembly Hall or near the Principal's office.

INSERT PICTURE

Method 4: Door to Door

Organize Yourselves

Children who have participated in the topic cycle
(They will be called 'Awareness Messengers')
8-18

The Receivers are the members of the community or village.

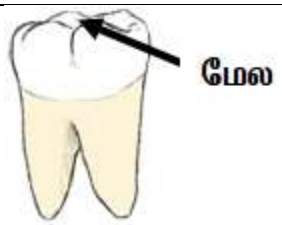
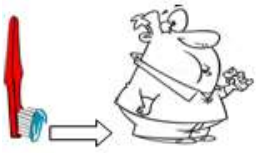
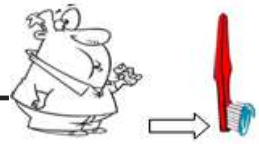
Material: Model teeth and brushes

Time needed for preparation: 4-5 hours (Over 2-3 days)

- DISCUSSION: Show the models to the messengers and lead a discussion about the right way of brushing.
- Make sure that they can catch all the different movements and angles explain the differences clearly.

Here is the list of things they must point out and explain:

 +	 Front of the teeth

	
 + 	 Top of the teeth
 + 	 Back of the teeth
 + 	 Brushing hard is not helpful and brushing BEFORE eating is not effective.
 + 	 Brushing softly and after eating is what keeps the teeth clean.

- Once they are ready, make groups and practice. For this, educators will pretend to be a family and the group of messengers will lead a discussion.
- The educators have to behave like the families and ask questions like they would.

Time needed for the event: 3 hours approx

+ Planting Seeds for Concrete Action - Time needed: 2 ½ hours approx.

Choose a day when most of the community members are home and free.
(Sunday is usually a good day)

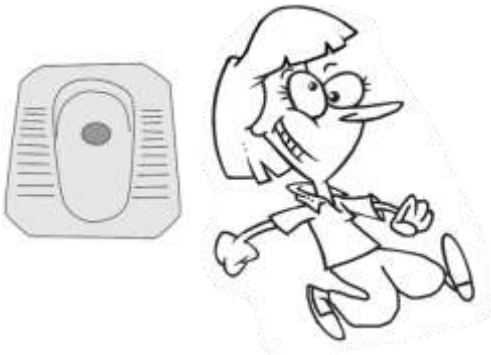
- The messengers are split into batches of 3-4 and are assigned each a street or number of streets of the families they must cover.
- If the family members have time and interest then let them observe the two drawings and tell the messengers what differences they observe. If they don't have time then the children should explain the messages.
- Each group of messengers will be accompanied by one educator who will not speak unless absolutely necessary.
- Each family should be told the messages that were discussed and encouraged to follow the right behaviour.
- If there are public dustbins in the area then encourage them to use them correctly. If there aren't dustbins then ask them to organize for dustbins with the concerned authorities.
- If they have questions that are specific to types of waste and the children can't answer then the educator should step in.

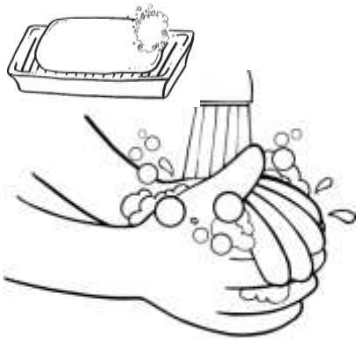
INSERT PICTURE

Impact Assessment
Hygiene issue

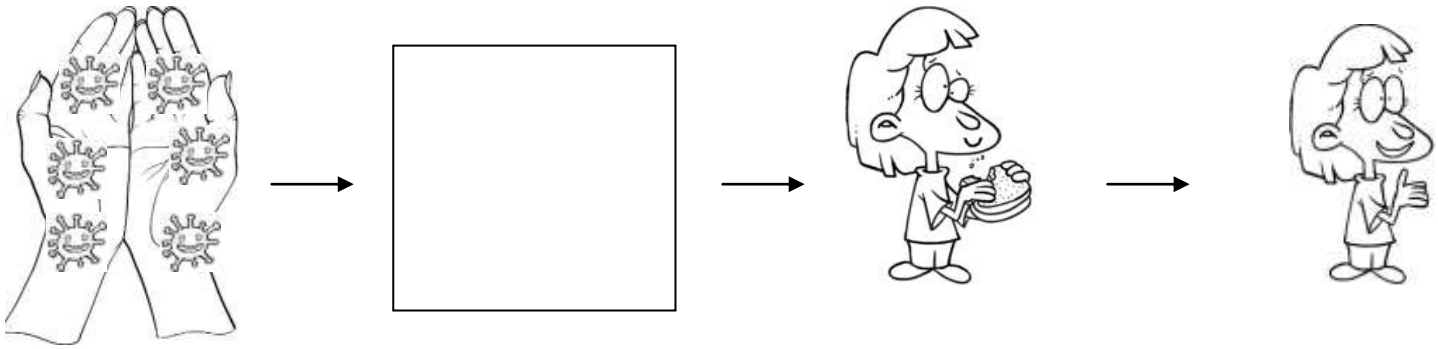
Knowledge - Children

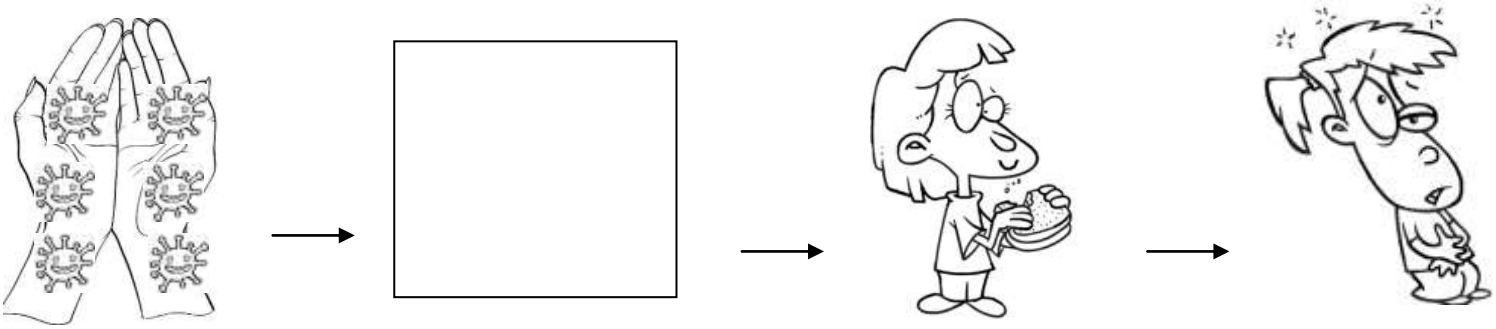
1) Link the 5 drawings with arrows to show the healthy behaviour.





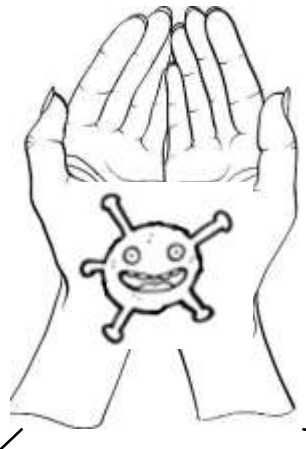
2) Fill the blank cell with a drawing or a sentence.

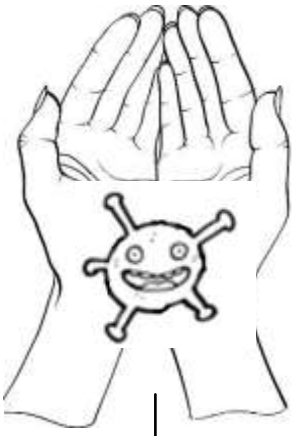


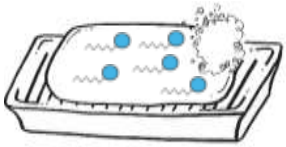


3) Soap is represented as following:  *and water as following:* 

Complete the drawings.



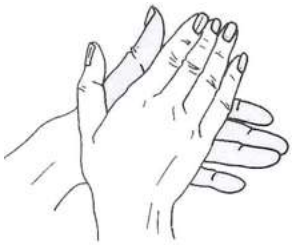
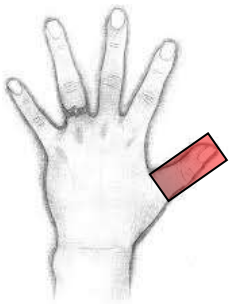


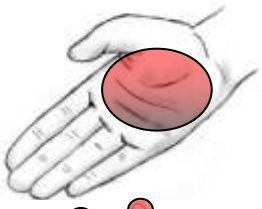


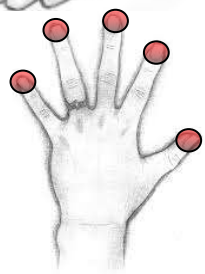
4) How many movements do you have to do to wash your hands correctly?

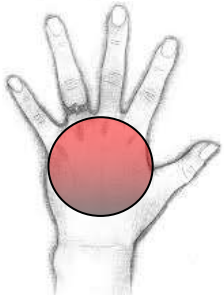
☐ 1 ☐ 2 ☐ 4 ☐ 6

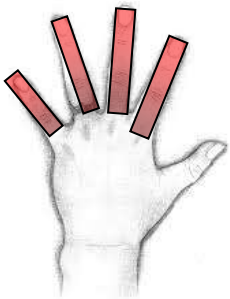
5) Link an image from the first column with an image from the second one.










6) Select the right number for each picture.

1 = Actions that give you germs

2 = Actions that may transmit germs

3 = Actions that remove germs

4 = Actions that neither remove germs nor give you some

1 2 3 4

1 2 3 4

1 2 3 4

1 2 3 4

1 2 3 4

1 2 3 4

1 2 3 4

Clean the buttocks of a child

1 2 3 4 For the child

1 2 3 4 For the mother

1 2 3 4

1 2 3 4

Wash clothes

1 2 3 4

1 2 3 4

1 2 3 4

Blow one's nose

1 2 3 4

1 2 3 4

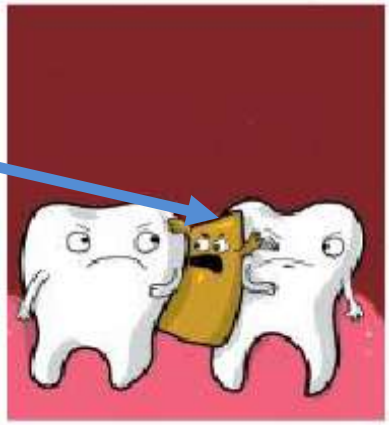
1 2 3 4

Serve food

1 2 3 4

7) Circle the actions you should avoid doing for your own health or for others' health.

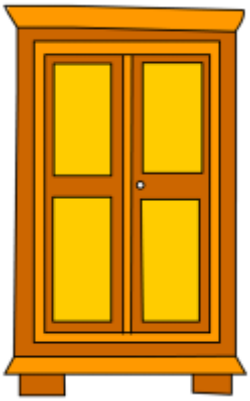
This is Mr Dental Germ:



8) Where does Mr Dental Germ come from? Circle the answer(s) you want.

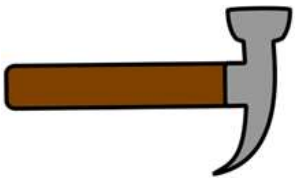




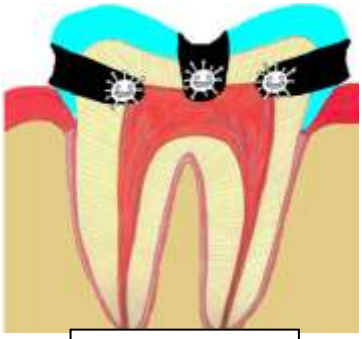

9) Who are the worst enemies of Mr Germ? Circle the answer(s) you want.




10) Number the drawings from 1 to 7 to show what happens to your teeth if you don't brush them.

N°



N°

N°

N°

N°

N°

N°

To avoid these problems, before which step should you brush your teeth? Answer: Before step …

.

11) Number the drawings from 1 to 3 to show which behaviour will help you to keep your teeth safe from Mr Dental Germ (Tip: remember the previous question!).

N°

N°

N°

12) Number the drawings from 1 to 3 to show which behaviour will help you to keep your teeth safe from Mr Dental Germ.(Tip: remember the previous question!).

N°

N°

N°

13) After which meal is  ***the most important?***

☐ Breakfast ☐ Lunch ☐ Snack ☐ Dinner

Why? Circle the main reason.

Because the night is long and gives a lot of time for the germs to develop.

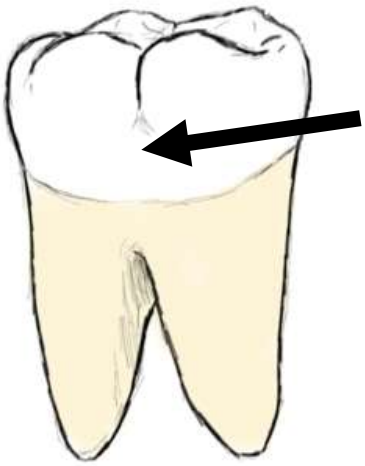
Because we eat more food for dinner than for breakfast.

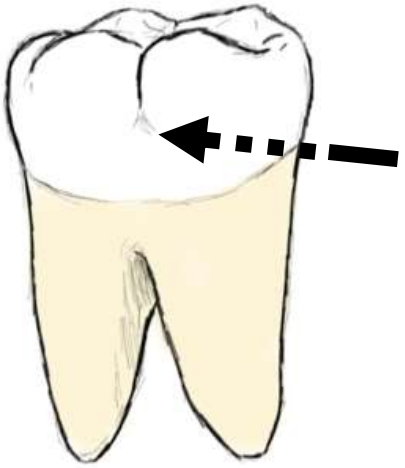
Breakfast

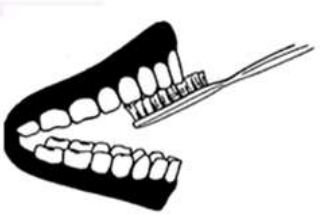
Dinner

Because lying down is more favourable for germs propagation.

14) Link the images from the first column with images from the second one.



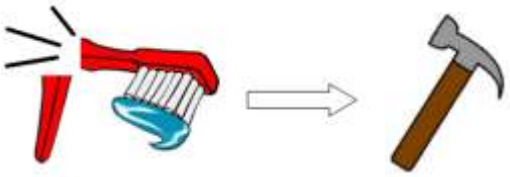




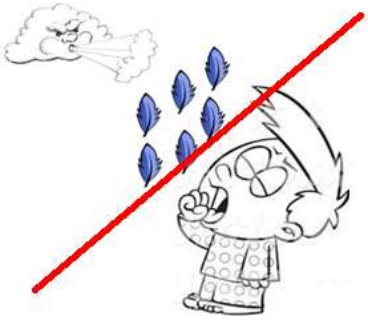
How do you brush the front of the teeth? ☐ Back and forth
How do you brush the back of the teeth? ☐ Back and forth
How do you brush the top of the teeth? ☐ Back and forth

15) The pictures below go in pairs. Find the 2 pair… …n them.

What is the message behind these pairs? Circle the one which you think is right.

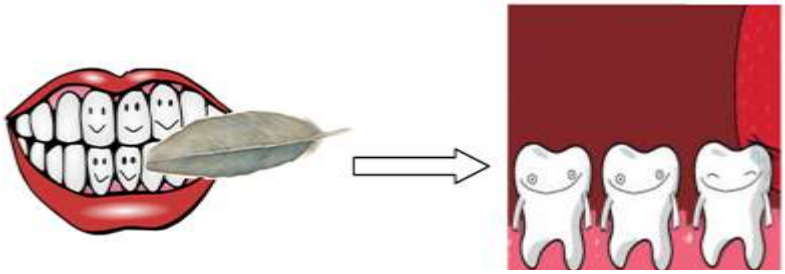


When people have broken their tooth brush, they use a hammer instead.



I shouldn't yawn where there is wind, otherwise, I will get feathers into my mouth.

If I brush my teeth hardly, some food pieces won't go away and I will damage my gums. So I should better brush softly.



16) Rank the following food items from the most damageable (red) to the most beneficial (green) for your teeth.

(Rice)

(Water)

Evaluation of the project – Hygiene issue

Behaviour - Children

Total number of children during this session	
Age group	

Assessment approach n°1+15:

Procedure: The children are asked what they did last night before going to sleep to find out if they brushed their teeth.

Number of children you asked.	
Number of children saying they brushed their teeth before going to sleep.	
Number of children saying they didn't brush their teeth.	

Assessment Approach 15: From the children saying they brushed their teeth ask them why they did so:

Number of children knowing exactly why.	
Number of children knowing partially why.	
Number of children not knowing why.	

Assessment approach n°3+15:

Procedure: Ask the children what they did this morning before going to school, to find out if they brushed their teeth or not.

Number of children you asked.	
Number of children mentioning having brushed their teeth after breakfast.	
Number of children mentioning having brushed their teeth before breakfast.	
Number of children not mentioning having brushed their teeth.	

Assessment Approach 15: From the children saying they brushed their teeth after breakfast ask them why they did so:

Number of children knowing exactly why to brush after breakfast.	
Number of children knowing partially why.	
Number of children not knowing why.	

Assessment approach n°5:

Procedure: The children are asked to show the method in which they brushed.

Number of children you asked.	
Number of children showing all the right movements of brushing.	
Number of children showing some of the right movements of brushing.	
Number of children not able to show any of the right movements of brushing their teeth.	

Assessment approach n°7:

Procedure: Install a bucket of water (but no soap) near the playground. After the game session distribute cut pieces of bananas. Keep the pieces on a plate.

Number of children you observed.	
Number of children asking if you have washed your hands	
Number of children not saying anything and taking the pieces of banana.	

Assessment approach n°8+15:

Procedure: The children are observed if they are washing their hands before accepting the piece of banana and if they are asking for soap.

Number of children observed.	
Number of children asking for soap	
Number of children washing their hands with water	
Number of children eating the snack without washing their hands.	

Assessment Approach 15: From the children, who asked for soap, ask why they want to use soap:

Number of children knowing exactly why.	
Number of children knowing partially why.	
Number of children not knowing why.	

Assessment approach n°11:

Procedure: Provide a cake of soap right after you have finished approach 7 and 8 to see if the children are following the right movements. .

The reactions of the children are observed and evaluated.

Number of children observed.	
Number of children following all 6 correct movements.	
Number of children following few of the movements (minimum 3)	
Number of children not following any specific movement (or fewer than 2)	

Assessment approach n°12+15:

Procedure: The children are asked what they usually do after going to the toilet.

Write their answers.

Number of children you asked.	
Number of children who said that they wash their hands and mention soap.	
Number of children who said that they wash their hands but don't mention soap.	
Number of children who didn't mention washing their hands.	

Assessment Approach 15: From the children washing their hands with soap ask why they are doing so:

Number of children knowing exactly why.	
Number of children knowing partially why.	
Number of children not knowing why.	

Assessment approach n°14+15:

Procedure: The children are told that the jerseys need not be washed anymore after the game sessions.

Observe their reaction.

Number of children who are told this information.	
Number of children saying that this is not a good idea and that the shirts should be washed.	
Number of children not saying anything.	

Assessment Approach 15: From the children saying that it is not a good idea, ask them why:

Number of children knowing exactly why.	
Number of children knowing partially why.	
Number of children not knowing why.	

Evaluation of the project
Hygiene issue
Family - Behaviour

Area: Date:

NB: All the people selected should be people who know at least one child who is participating in the activities.

	Father's Name	Age and gender of the members evaluated
Family 1		
Family 2		
Family 3		
Family 4		
Total number of people		

Assessment approach n°2+15+16: What did you do last night before going to sleep?
In their answer,

Number of people mentioning brushing their teeth.	
Number of people not mentioning brushing their teeth.	

Assessment Approach 15: To the people saying they brushed their teeth ask them why they did so:

Number of people who know exactly why.	
Number of people who know partially why.	
Number of people who don't know why.	

Assessment Approach 16: From the people who know all or some of the right reasons ask them how you know.

Number of people who know because the children told them.	
Number of people who know but not because of the children	

Assessment approach n°4+15+16: What did you do this morning before going out to work?
In their answer,

Number of people mentioning brushing before breakfast.	
Number of people mentioning brushing after breakfast.	
Number of people not mentioning brushing their teeth.	

Assessment Approach 15: From the people saying they brushed their teeth after breakfast ask them why they did so:

Number of people who know exactly why.	
Number of people who know partially why.	
Number of people who don't know why.	

Assessment Approach 16: From the people who know all or some of the right reasons ask them how you know?:

Number of people who know because the children told them.	
Number of people who know but not because of the children	

Assessment approach n°6+15+16: How do you brush your teeth, softly or in a hard manner?

Number of people saying they brush their teeth softly.	
Number of people saying they brush in a hard manner.	

Assessment Approach 15: To the people saying they brush in a soft manner, ask them why they do so:

Number of people who know exactly why.	
Number of people who know partially why.	
Number of people who don't know why.	

Assessment Approach 16: From the people who know all or some of the right reasons ask them how you know?

Number of people who know because the children told them.	
Number of people who know but not because of the children	

Assessment approach n°9+15+16: What do you usually do before having your meal?
In their answer:

Number of people mentioning washing their hands with soap.	
Number of people mentioning washing their hands but not mentioning using soap.	
Number of people not mentioning washing their hands.	

Assessment Approach 15: To the people saying they wash their hands with soap, ask them why they do so:

Number of people who know exactly why.	
Number of people who know partially why.	
Number of people who don't know why.	

Assessment Approach 16: From the people who know all or some of the right reasons ask them how you know?

Number of people who know because the children told them.	
Number of people who know but not because of the children	

Assessment approach n°10+15+16: What do you usually do before cooking a meal?
In their answer:

Number of people mentioning washing their hands with soap.	
Number of people mentioning washing their hands but don't mention using soap.	
Number of people not mentioning washing their hands.	

Assessment Approach 15: From the people saying they wash their hands with soap, ask them why they do so:

Number of people who know exactly why.	
Number of people who know partially why.	
Number of people who don't know why.	

Assessment Approach 16: From the people who know all or some of the right reasons ask them how you know?:

Number of people who know because the children told them.	
Number of people who know but not because of the children	

Assessment approach n°13+15+16: What do you usually do after going to the toilet?
In their answer:

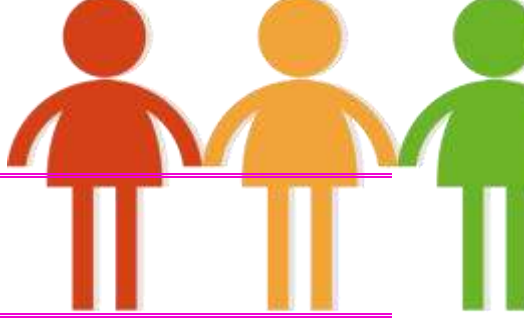
Number of people mentioning washing their hands with soap.	
Number of people mentioning washing their hands but don't mention using soap.	
Number of people not mentioning washing their hands.	

Assessment Approach 15: From the people saying they wash their hands with soap, ask them why they do so:

Number of people who know exactly why.	
Number of people who know partially why.	
Number of people who don't know why.	

Assessment Approach 16: From the people who know all or some of the right reasons ask them how you know?

Number of people who know because the children told them.	
Number of people who know but not because of the children	



SOCIAL COHESION

Gender discrimination

What is the problem?

However mentalities have changed a lot, girls and boys are still frequently considered differently in Indian society:

- **Regarding the opportunity to study:** In some families, priority is still given to boys to go to school and to study.
- **Regarding their competences:** Lots of people consider that there are occupations which can be done exclusively by men (ex: carpenter, taxi driver, cricket player…)
- **Regarding freedom of expression: It** is sometimes difficult for the girls to express their opinion and to speak freely, especially in public, and sometimes at home too.
- **Regarding free time, hobbies:** Above 15, many girls cannot play outside with their friends anymore and have more obligations to stay at home.

But this situation shouldn't be overstated and mentalities are changing: girls get more and more the opportunity to go to school and to study, many of them continue working after the marriage and even get involved in politics!

What do we want?

We want the children to understand that there are **no intellectual differences between girls and boys**. As there are no intellectual differences, there shouldn't be any division of the tasks between them.

Concretely, it means that:

- Girls and boys should be given the **same opportunity to study** and have the same chance to get a job is they are equally qualified. Girls shouldn't be forced to quit their studies or job when they get married.
- Girls and boys should be **both free to express** their opinions.
- Girls and boys should be given the **same free time** and the same opportunity to have hobbies.

When boys and girls are asked: "Who is more intelligent? Boys or girls?", the case that mostly happens is that girls say that they are more intelligent and that boys say that they are more intelligent. None of these points of view are right! It is important for them to understand that neither the boys nor the girls are more intelligent.

It will take time for the mentalities to change enough to reach these targets. Our responsibility is simply to make the children start thinking about this issue and start speaking to their parents who are the ones who take the decisions regarding these matters.

Girls and boys are of course different, not intellectually, but physically. But it is not a reason to consider them differently.

"Same Chances for Girls and Boys"

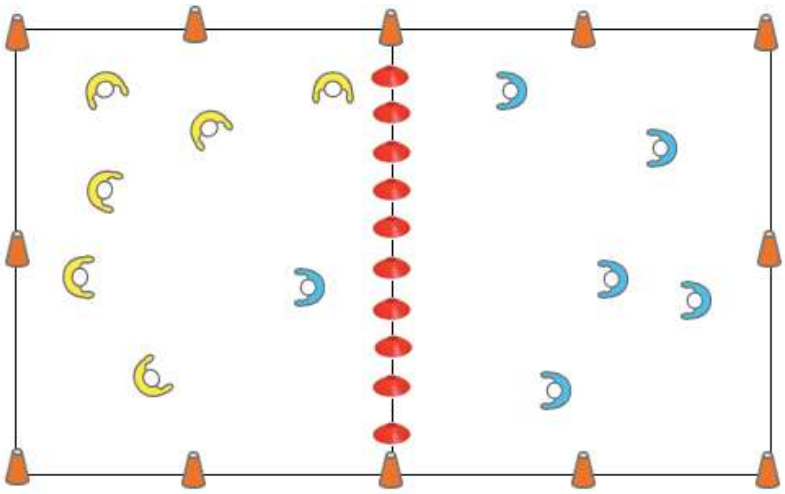
Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Show that it is difficult to succeed if you are not given the same chances than the others	10-30	6-14		70 min

Get organized

1 middle-size playground
10 - 30 children

Material needed:

- 12 big cones
- 10 flat cones
- 2 sets of team jerseys



How to play

- This is the classical Nondi/Langadi game. Let's call the teams A and B.
- One player A has to go on one leg to the opposite camp to touch the players B. The players B can move on two legs.
- The player A has 30 seconds to touch as many players B as possible. He/she gets one point for each player touched.
- Once the 30 seconds are over, one player B tries the same with the team A.
- All players of both teams must play this role once.

Target: Collect more points than the opponent team after everybody has played the catcher once.

- When a player A is attacking, players B have to stay inside their part of the playground. If they cross the limit, they are considered touched, and the player A gets one more point.
- If the attacking player puts the second leg on the floor, he/she looses the points collected during this round.
- The attacking player should just touch the opponents, not catch them. If he/she becomes too aggressive, he/she also looses the points.
- The attacking player can touch a single player as many times as he/she wants **but not twice in a row.**

Give a bracelet to each child. Once a child has finished his/her run, he/she should give back the bracelet to you. That way, you know who finished his/her run and who did not…

Add symbolism

Let's play the same game but change the names of the teams:

- Team A becomes "Sachin Tendulkar Team" (most famous Indian cricket player).
- Team B becomes "Kalpana Chawla Team" (first Indian woman in space).
- **1st step:** Kalpana Chawla team's playground becomes smaller. Without any further explanation, start the game.
- **2nd step:** Kalpana Chawla team's playground regains its initial size. But now, Sachin Tendulkar team's members can attack on two legs.

Variations (without symbolism)

- Each player of both teams is given a number from 1 to the number of players in the team.
- When the educator calls one number, the 2 players from each team having this number go touch the players of the opposite team.
- Many numbers can be called at the same time!

Variations (with symbolism)

Instead of playing the two previous steps, you can also play with the following rules (**one at a time!**):

- Kalpana Chawla's team members have to touch the other players with two hands.
- Kalpana Chawla's team members can only touch the back of the other players.
- Kalpana Chawla's team members have to follow all the previous rules at the same time: its playground is smaller, they have to touch the backs with two hands and the other team can attack on two legs.

Debate

QUESTIONS	ANSWERS
Sachin Tendulkar team, how was the game with the new rules? How did you feel? What about you, Kalpana Chawla team?	Everything was easier. It was fun. We felt stronger than the other team. It was awful, we were angry, frustrated because we knew that we could have done much better with the normal rules. They were unequal, unfair.
How can you describe these rules? What did each team symbolize in real life? So what do the rules represent in real life?	Kalpana Chawla team = the girls! Sachin Tendulkar team = the boys! The "rules" in the game represent the "opportunities" girls and boys have in real life.
So does the game correspond to the reality, to how the society actually is?	Yes! The game was unfair between the 2 teams and the society is also unfair between boys and girls. Indeed, usually, boys get better opportunities than girls. For example, they have better opportunities to go to school.
Back to the game, who decided who should get the more difficult rules? And in real life? Who decides?	The educator decided. In real life, the society decided long time ago that boys should have better chances than girls to study.
But what is the reason for that?	The society was considering and is still considering boys as being more intelligent than girls.
And what is your opinion about that? Are boys more intelligent than girls?	No! They have physical differences but it doesn't tell anything about their intellectual capacity.
How should girls be considered in comparison with boys?	They should be considered equally!

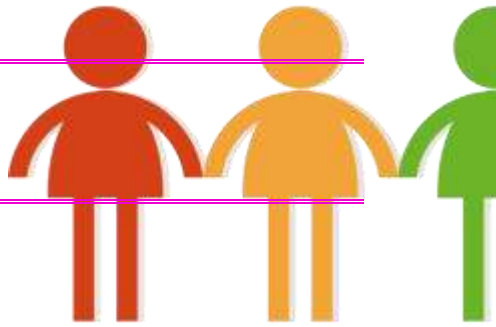
Extended debate topic

People in society have lots of prejudices about men and women. They think that boys should be like this and girls like that. They make a kind of definition of what a boy is and what a girl is.

But there is no "real boy" and "real girl". To be happy, you need to understand first what your tastes and interests are, not what the society expects from you. By finding out your tastes and interests, you create yourself your own personality.

SOCIAL COHESION

Collaboration



What is the problem?

Many children withdraw because they don't trust their schoolmates, their neighbours, their own friends, because they are afraid to get problems.

Sometimes, they even start to behave aggressively because they want to be respected from the others. To assert their status, they often pick on children younger than them. An aggressive behaviour can result in hitting or speaking roughly. Children can hit each other for playing, but maybe the child who is hit doesn't like it and feel bad about it. A blow, even a small one, is already an aggressive behaviour. It is the same thing about insults: even if the child says it for fun, the other one can be really offended.

In particular,

- they don't want to share their personal items because they are afraid that they might get broken or lost
- they don't want to help others when needed.

What do we want?

We want the children to understand that: "If you **respect** the others, they might respect you in return".

Moreover, respecting each other brings a good atmosphere in the group, so maybe, you can even become friends. Otherwise, you will stay alone.

If you have friends, you can **share your problems** with them, and they can **help** you resolving them.

For example:

- If you **help** someone in need, he/she will remember that and will help you back when you will need help.
- If you **share** some item with somebody, he/she will remember that as well and will lend you something back someday, instead of stealing it.

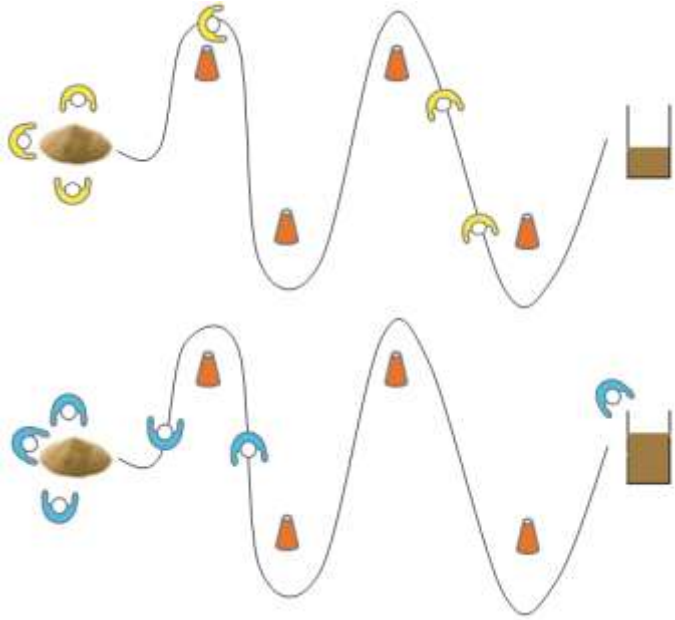
These 2 examples show you that you are stronger together than alone!

"Let's Share"

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Show the children that Cooperation = More efficiency	From 3	10-14		50 min

Get organized

1 big playground (100x50ft)
Few teams of minimum 3 players



Material needed:

Team jerseys

2 big buckets

Many small containers (for example plastic bottles cut on top)

Sand (enough to fill 2 buckets)

10 big cones

How to play

At the starting signal, 3 players of each team go at the same time and try to carry as much sand as they can to their bucket.

Target for both teams: bring more sand to their bucket than the opposite team in the limited time.

- All players have to bypass the cones.
- All players have to move on one leg (after dropping the sand, they can come back one two legs).
- When one player comes back, the next one starts.

Add symbolism

Let the players play the same game but let's differentiate them by giving each of them one "super power":

> Super power n°1: no need to bypass the cones
> Super power n°2: no need to go on one leg
> Super power n°3: they get a small container.

Equally attribute the super powers between each team and in one team (same number of players should get super power n°1 as n°2 as n°3).
Start the game, play it few minutes. Then stop it and explain that now, super powers can be shared. The only condition to share is to go together. But 3 players maximum at a time is still the rule.
After few minutes, the amount of sand gathered by each team is estimated. Several rounds can be played. In that case, don't forget to bring back the sand between the rounds.

Variations

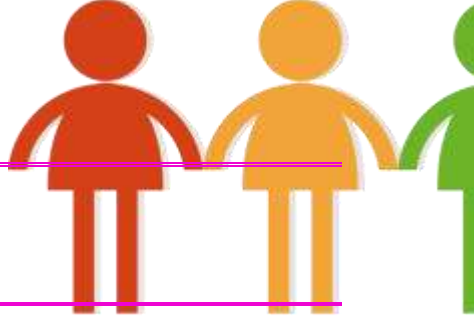
- If going on one leg is a safety issue, put another rule, like walking instead of running.
- Change the slalom.

Debate

QUESTIONS	ANSWERS
How did you think about sharing the super powers?	It made the game much easier. You could indeed put all the sand in the small container then go straight on two legs!
Was it complicated to share the super powers?	No, but you had to organize yourselves a little bit in order to have the 3 different super powers in the same group.
What do you think these super powers symbolize in real life?	They symbolize skills. Indeed, in real life, everyone has different skills.
So tell me, what do you think this game is trying to tell you?	We should all try to cooperate, to help each other, share our skills, because we are stronger together than alone. One day, your friend might need help, and the day after, it might be you!
If you help someone one day, do you think this person will help you in return?	It depends on the person of course but many people will remember that you helped them so they will also come to your help.
In the game, how did you feel to share your super power with your team mates?	It made you feel useful. You might experience the same feeling in real life! Putting your skill at the service of someone is often a pleasant feeling.
Some people get help by threatening others that if they don't help, they will face problems. Is that the same kind of help you have experienced in the game?	No, when help happens because of fear, then it is not sincere anymore and it might not last long. Better you forget about this kind of "help". Don't let people use you and disrespect you and don't that to others either.

Extended debate topic

What do you become when you cooperate with someone and start helping each other?
→ You become friends.
If you have friends, you can share your problems with them, and they can help you resolving them.
You are stronger together than alone!



SOCIAL COHESION

Caste equality

What is the problem?

In some places, different castes cohabit.

The different castes live in different parts of the village. It is difficult to define the relationships between several caste and rules that people follow.

However, it seems that people have the right to go from their part of the village to another part, but they will go most of the time if they have a specific reason:

- If they need to go to school and the school is located in another part of the village.
- If they have some work to do in another part of the village.
- If there is a special event organized in another part of the village, for example a sport event.

Moreover, there are some stereotypes about the other parts of the village, which creates hidden discrimination. These stereotypes have for consequence that some higher caste children don't want to play with lower caste children.

What do we want?

We would like to explain that if castes are considered differently and stereotypes about the different castes exist, it is because of **historical reasons** that don't have any logical justifications.

Nowadays, people still believe in these stereotypes and we would like them to disappear, by explaining that inhabitants of the different castes are all **human beings** and that human beings should be treated **equally**.

Finally, people should understand that if people **live and work together** instead of separated, it will bring more happiness to the whole village, it will make the tensions disappear and it will help the village to develop more efficiently.

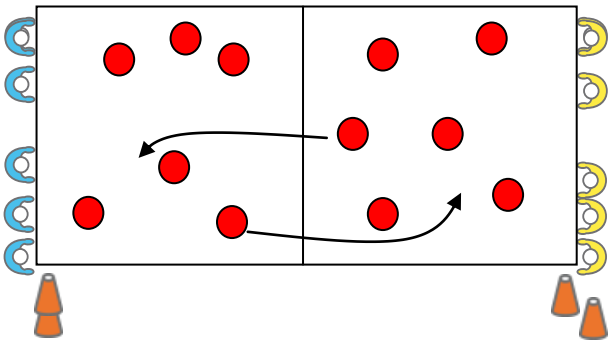
The Playdagogy games about this topic will be even more efficient if the children of the different caste are brought to play together.

"Can We All Throw the Balls?"

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Show that society is unfair towards some people for no reason	10-14	6-9		60 min

Get organized

1 small rectangular ground (30x30 ft)
2 teams of 5-7 children



Material needed:

4 cones and chalk powder

2 sets of team jerseys

1volleyball net, installed in a certain way so that no ball can go below it

12 plastic balls

How to play

Target for both teams: Have fewer balls than the opposite team at the end of the game. Indeed, when the time will be over, the balls will fall asleep. And balls snore when they sleep, don't you know that? Snoring is loud and annoys you, right? So the fewer balls you'll have, the less noise you'll have!

> To get rid of the balls, all players have to throw the balls over the net. In order to make the children understand simply that the balls have to go over the net, tell them that the balls need to fly to travel.

- At the beginning of the game, the balls are disposed equally on each ground. The players have to wait behind the back line like in the drawing. Only when the educator whistles, they can start running to take and make the balls fly.
- A player can make only one ball fly at a time.
- The ball has to arrive inside the ground limits, otherwise it will return to its starting point.

Add symbolism

It is the same game, but this time, each team is a village.

> Three players from one team cannot make the balls fly anymore. But they can still go and get the balls.
> The three players concerned play with this rule during few minutes.
> Then, they can play normally again, and three other players get this rule during few minutes too.
> When all players of the team have got this rule once, the same process is followed for the opposite team.

Variations

- Add more balls.
- Every time the educator whistles, the players have to stop moving. If one player continues moving, the educator brings one ball to his/her camp. This variation is good to make the children understand the use of the whistle.

Debate

QUESTIONS	ANSWERS
In the game, each team was considered as a village. What are the main targets of a village?	All members of the village want to live in peace, to be happy, to like each other. And they want their village to develop, to grow.
In the game, some players got a different rule: they couldn't make the balls fly anymore. What did you think of this rule?	It was unfair, because the other team didn't have this rule. And there was no reason for it!
What was your feeling when you were having this rule?	I still wanted to help my team, but I couldn't because of this rule. I felt frustrated.
Does the same situation happen in real life?	Yes, in some places, some people don't have the same rights than others. For example, they cannot go to the temple.
Should it still be like this or should we change? So tell me, what is the best thing for your village to be happy and to develop?	It should be change, because exactly like in the game, this is unfair and has no reason! Everybody should have the same rights, everybody should be treated equally.

Extended debate topic

Sometimes, when you are used to things being unequal between people, you don't see them anymore, because it became "normal" for you. For example, fishermen are less respected than taxi drivers. But it is not "normal".

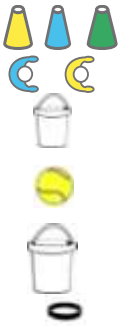
However, it is not because it is "normal" that it is fair so let's change that: everybody should have the same rights everywhere in the world. There is no reason to have more respect for some people than for others.

"No catching, no shooting!"

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Experience the frustration to be discriminated for no valid reason	10-14	10-14		50 min

Get organized

1 medium-size rectangular ground (100x60 ft)
2 teams of 5-7 children
Material needed:



3 cones of each colour

2 sets of team jerseys

3 small buckets

15 tennis balls divided equally between the 3 teams

3 big buckets

100 bracelets(or any small item) divided equally between the 3 teams

How to play

- The players placed behind the first cone are the scorers.
- The ones placed next to the small bucket are the throwers.

Target for each team: Be the first team to put all the bracelets in its big bucket.

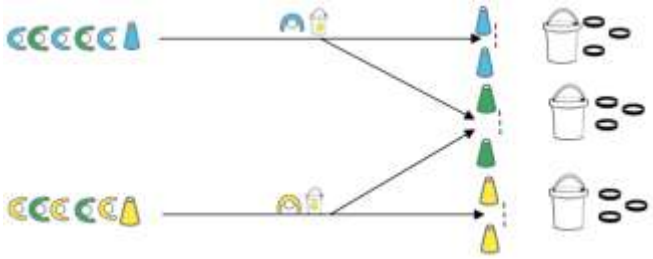
- To be able to put one bracelet into the bucket of his/her team, each scorer has to score a basket (the basket is the big bucket) with the tennis ball.
- To achieve that, the scorer starts from behind the first cone, runs towards his/her thrower, who throws him a ball. If he/she catches the ball, he/she runs up to the next 2 cones and shoots the ball from there.
- If he/she scores, he takes one bracelet and puts it into the same big bucket.
- Regardless of the result of the throwing, he/she brings the ball back to the small bucket, runs back to the starting point and does the same path again and again.

- If the scorer doesn't catch the ball from his/her teammate and the ball falls on the ground, he/she cannot continue to run towards the big bucket so has to put the ball directly back to the small bucket and return to the starting point.
- The scorer has to shoot from behind the line marked out by the 2 cones.
- If the player doesn't score but still puts a bracelet into the bucket, remove it **and one more bracelet** as a sanction. Be attentive!
- The scorers start one by one. As soon as the thrower has thrown one ball, the second scorer can start.

Add symbolism

This is the same game, but this time, one team doesn't have any thrower anymore.

To choose this team, ask one player of each team to place themselves around you. Then close the eyes, stretch one arm and turn on yourself for a while. When you open the eyes again, the team you are pointing with the finger will be the one which will have no thrower anymore. For the explanation, let's suppose that the green team was selected.



- Tell this team that they can go either in the blue line or in the yellow one but they can change during the game if they wish to.
- Change the blue and the yellow throwers from the first game.
- Explain the children that all the players are inhabitants of a village and that each team now is a caste.
- Each team continues to shoot their balls in the same bucket. It means that the green players have to make their move towards the centre after receiving the ball to shoot.
- Before starting the game, explain the 2 throwers that they have the right to favour their own caste by how they throw the balls.

Variations

- Move the shooting line to make the shooting easier or harder.
- Ask the scorers to shoot backwards

Debate

QUESTIONS	ANSWERS
Green players tell me, how did you feel during the game?	We felt angry at the yellow and blue throwers because they were not throwing the balls the same way for us as for their own team members. So we lost the game.
Do you think it was fair to put such a rule?	No, it was unfair, we didn't understand the reason.
You, blue and yellow players, what do you think?	*Children can answer many different things: they can say:* For us, it was great; we had more chances to win. *OR they could say:* We found the rule very unfair too. The game was better when every team was equal.
Why did I tell you that you were all inhabitants of a village and that your team was a caste of this village?	Because it is what can happen in a village that some people are treated differently because they are belonging to a different caste.
Do you have examples of unfair situations that people you know have lived? Or you maybe? Can you tell me the stories?	Listen to the answers and ask the other children to react. For example: go to the temple of the higher caste is forbidden for the lower caste.
In the game, it was a coincidence that I chose this team to get the difficult rules. Who chooses that in real life?	In real life, it is the society that fixes these unfair rules. Most of the time, these rules have been decided long ago but people still act the same way because they have been educated to follow these rules!
Would you like to change that?	Listen to the answers and ask the other children to react.

Extended debate topic

People can be discriminated for other reasons than because of their caste: for example for their job (some jobs are better considered than others), their skin colour, their gender, their physical appearance, their religion… Do you have examples? Do you know other reasons to discriminate people?

"Slow Down for No reason!"

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Show that when some people inside a community are discriminated, the whole community suffers from it	10-14	6-9		60 min

Get organized

1 middle-big rectangular ground (60x30 ft)
2 teams of 5-7 children

Material needed:

- 2+2 cones
- 2 sets of team jerseys
- 2 volleyballs

How to play

Target for both teams: Reach the back side cone before the other team.

- The first player of the line gets the ball. At the starting signal, he/she puts it behind his/her head to give it to the teammate behind him/her.
- Then, he/she goes around the cone in front of him/her and goes to the back of the line.
- The second player does the same: give the ball behind him/her, go around the cone and go to the back of the line, etc…
- The first team where one player touches the back side cone with the foot has won.

- The players can only **give** the ball behind them, not pass them or throw them.
- Before the starting signal, the first player of each team has to touch the cone with the foot.
- No walking with the ball is allowed. If a child is seen walking, the educator makes him/her make one step forward.

Add symbolism

It is the same game, but this time, each team is **a village**. The last cone to reach is called "**the cone of the well being**".
Flip a coin to select one team. Then ask the children of this team to place themselves around you. Then close the eyes, stretch one arm and turn on yourself for a while. When you open the eyes again, the person you are pointing with the finger has to remove the team jersey. From now on, this player has to move on one leg. Tell everybody that this player belongs to another **caste**.

All other players still have the same rules. **But they cannot overtake the player without shirt.**
After a while, a second player of the same team can get the same rule. He/she should be chosen the same way.

Variations

- Make the teams go slaloming (for the line which is going to the back side cone but also for the players to go around the front cone). For this variation, 10 more cones of each color are necessary.
- Make players pass instead of give. But if the ball touches the ground, the player who missed the ball has to take 3 steps forward.

Debate

QUESTIONS	ANSWERS
You, player with no shirt, what was your feeling when you were having this rule?	I still wanted to help my team to win, but I felt powerless, because I had other rules.
Who had to suffer from this rule? Only this player?	No, the whole team.
So, the rest of the team, how did you feel?	We felt frustrated too. This rule created tensions in the team.
The other team, how did you feel?	For us, things were easy; we were reaching the cone of the well being before the other team.
Why did I give this player this rule? Was that fair or unfair?	For no reason! Just to make things more difficult for him, and in consequence for the whole team. So it was unfair.
Why him/her and not another player? Think of how I chose him/her. Was that fair or unfair?	It was just a coincidence.
And in real life? Do people get unfair rules for no reason too? Do you have examples? Can you tell me the stories?	In real life too, some people are treated differently and there is no reason why THEY are chosen and not other people.
What is the consequence for a community when such things happen. Remember what happened in the game.	In the game, it created tensions and made the team loose. In the real life, it is the same: differences create tensions and are a brake towards well-being.

Extended debate topic

People can be discriminated for other reasons than for the castes: for example for their status in society, their religion, their skin colour, their physical appearance… All these are non-sense reasons too.

"Unequal Volleyball"

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Show that some people inside a village are discriminated, and that the whole village suffers from it	20-28	9-14		60 min

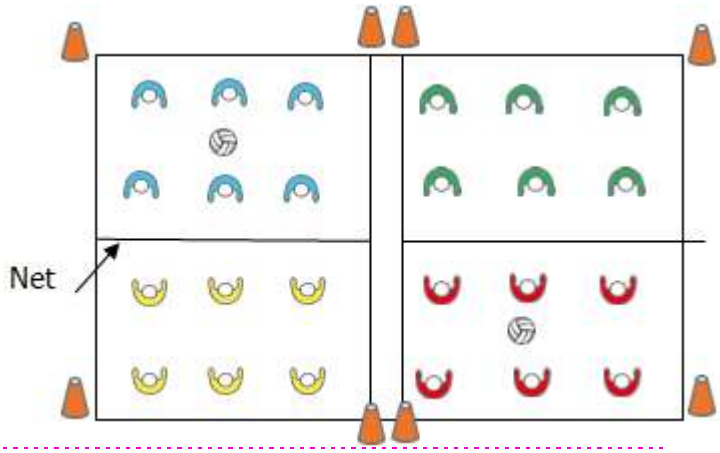
Get organized

1 big playground divided into 2 rectangular grounds (60x60ft)

4 teams of 5-7 children

Material needed:

- 8 cones or chalk powder
- 4 sets of team jerseys
- 2 nets (height adaptable)
- 4 volley balls



How to play

This is the classical volleyball game. The 4 teams play a tournament. Each game lasts 5 minutes.

Target for both teams: Score more points than the opponent team in the given time.

> To win a point, the team has to get the ball over the net in the opposite zone. If the ball touches the ground in the opposite zone, the team wins a point.

- Each team has the right to make 2 passes maximum before throwing back the ball to the opposite zone.
- A player cannot touch the ball twice in succession.
- The ball cannot be caught, only hit.
- **But if some players don't have the level to only hit the ball, they can be allowed to catch it and then throw it in the air and hit it. This rule is essential for the game to be interesting and fair for everybody.**
- The players who know how to hit the ball don't have the right to catch it!
- All parts of the body can be used to touch the ball, except the legs and the feet.
- To serve, the player must be behind his/her back line.
- If a player cannot make a service, he/she can pass to a teammate.
- A team keeps serving as long as it wins the point. If it loses a point, then the opponent team gets the service.
- In each team, the players change their position clockwise when they get back the service.
- A point can be won whether the team is serving or not.

Add symbolism

It is the same game, but this time, each team is a village. The players are the inhabitants of the villages and each point scored represents a "development point". **Every time a point is scored, you have to use this expression: "One development point!"**

> Three players from one team (and same on the other playground) will get three a different rule from the other players: if they score a point, it is not counted.

> The three players concerned will play with this rule during some minutes.

> Then, they can play normally again, and three other players get this rule during the same length of time.

> When all players of the team have got this rule once, the same process is followed for the other 2 teams.

Variations

- If the girls don't touch the ball often enough, put the following rule: in each team, at least one girl has to touch the ball before throwing it back to the other team.
- If some players find it too difficult even to just catch the ball, allow one bounce before catching it.
- If the players don't move enough, ask them to go around a cone placed behind the back line every time they have touched the ball, and then go back on the field to continue playing.
- To put fun in the game, make the players play with two balls (one bounce is then allowed for each ball).

Debate

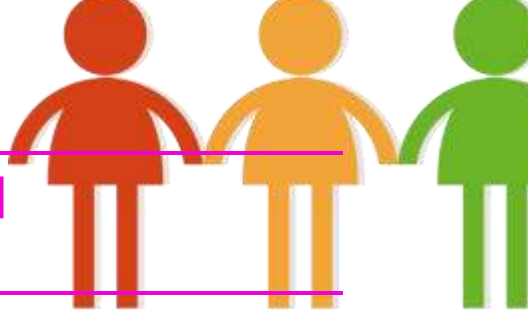
QUESTIONS	ASSESSMENT
In the game, each team was considered as a village. What are the main targets of a village?	All members of the village want to live in peace, to be happy. They also want to develop economically, in order to improve their living standard, quality of life and health.
In the game, some players got a different rule: they couldn't score points anymore. What did this rule represent in real life?	It represents an inequality.
What was your feeling when you were having this rule? Can you make the link with the village with you being one of the members?	You still wanted the team to win, but you couldn't contribute because of this rule. Now considering that you a member of the village, you wanted to contribute to its development, but you were limited because of this inequality!
In the game, was there any reason given when the inequalities were attributed? How is it in the case of a village?	No. In the game, it was simply organized in a way that all players get an inequality at least once. In a village, they are attributed on the basis of religious, historical, traditional (…) reasons.
How was the team spirit once these inequalities were attributed?	It created tensions. You still wanted to win, but it was difficult because you were not all at the same level anymore like in the first game.
How is your village? Are there inequalities too?	Depends on the village… The children will answer accordingly to the situation in their village.

Extended debate topic

In the game, it is not because you are all equal that you are going to win for sure.

In the real life, it is the same: it is not because we are all equal that the village will develop right away, especially regarding the economical side. There are lots of other points that are relevant: education, infrastructures, organization of the village (we all have different skills, different interests, so who does what?). This organization criterion can actually be compared to the game case: to win the game, the team has to be organized and players have to know their skills and weaknesses and the ones from their team-mates.

But equality is a pillar for development.



SOCIAL COHESION

School drop out

What is the problem?

Some children stop going to school or never went to school.
The two main reasons are:

- The children are not willing to go to school.
- For this specific problem, there are various reasons to explain it:
  - because they have friends who already dropped out and who incite them to drop out and to drink, smoke, hang out instead;
  - because they are afraid of their teacher because he/she might favor other children for gender reasons, cast reasons or else.
- The children are not given the opportunity to go to school:
  - because their parents force them to work or to beg (only in Pondicherry area) instead of going to school. This happens mainly also because the parents are illiterate and didn't understand the importance of school themselves.
  - because they failed at the exams and must quit. They might be various reasons for this case too: school was too difficult, the child had concentration troubles or the child didn't have the opportunity to study at home because the familial context was not conductive.

What do we want?

We would like the child to understand the importance of school: school provides various **skills** to **succeed** in life. Many children are already aware of that but might not know all the benefits of school. So we want to encourage the children to continue going to school or to go back in case they dropped out.

But the move is not easy to make, especially when the parents are against school (only Pondicherry area). In that case, we would like the child to go and speak to some **councillor**, a person of confidence (an educator for example), who would help him/her to find a solution.

However, if the child was ejected from school because he/she failed at the exams, then we want him/her to understand that he/she can have other opportunities, like starting a training programme (Sharana proposes a carpenter training programme).

Moreover, even if the child didn't drop out him/herself, we would like him to help friends of his/hers who dropped out. By helping, we mean advising him/her to go to speak to a person of confidence.

We certainly don't want the children to believe that a child who dropped out is a bad child. This shouldn't become a moralizing debate. As described before, there are many different circumstances that can bring a child to drop out.

This is extremely important. If the child understands through the debate that he/she is a bad child, he/she could get ashamed him, lose self-confidence and never manage to go and speak to a councillor. As a consequence, his/her situation could get even worse.

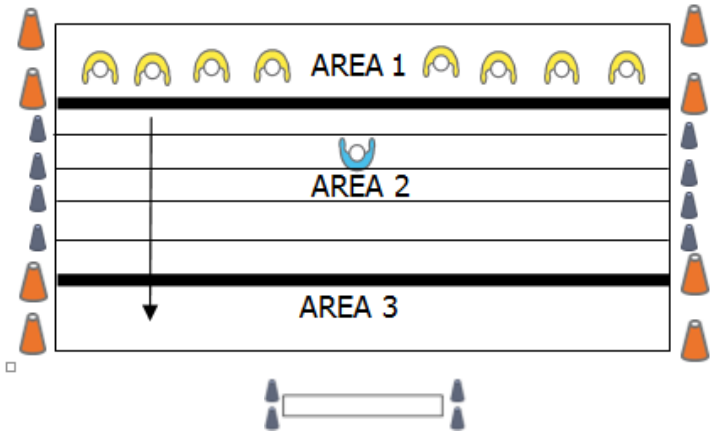
"School is so useful!"

Pedagogical target of the game:	Number of children:	Age group:	Type of game:	Duration:
Raise the awareness of the children about the importance of school and that the drop out puts their future in danger.	10-30	6-14		45 min

Get organized

1 big playground (160*100ft)
10-30 children
Material needed:

- 4 cones of 1 colour, 8 of another and chalk powder
- 2 soft balls (For the game with symbolism about the issue)
- 4 hoops (For the game with symbolism about the issue)
- No shirt is necessary.



How to play

At the beginning of the game, there is 1 catcher (the blue player on the drawing); all the other players are runners (the yellow players on the drawing).

Target for the runners: reach the area 3 without being touched by the catcher.

Target for the catcher: prevent the runners to reach the area 3 by touching them.

- When a runner is touched by a catcher, he/she becomes catcher him/herself.
- When nobody is running in the area 2 anymore, the remaining runners try to go back to the area 1. And so on: area 1 -> area 3 -> area 1… Every round gets harder for the remaining runners, as there are always more catchers!

- Catchers have to stay in one box marked out by 4 cones: If many catchers decide to stay in the same box, they have to hold their hands. 3 players maximum can stay in one box.
- When a runner becomes catcher, he/she has to wait for the next round to choose his/her box and to begin to touch the remaining runners.
- If the players who stay in the same box let go of each other's hand, the players touched after remain runners.
- Runners have to run through the area 2 to the area 3. If they go out of one of the side boundaries, they become automatically catchers.
- The **catcher(s)** should just **touch** the runners, not **catch** them. At the other side, the runners must stop their run immediately when they have been touched.

The winning player(s) is/are the last one(s) being touched.

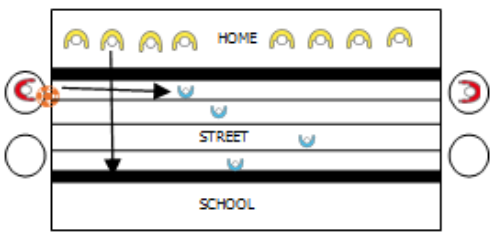
Add symbolism

Let's change the names of the areas: area 1 becomes the home, area 2 the street and area 3 the school.

New elements are also introduced:

- The red players = teachers, educators from Sharana…
- The foam ball = their helping hand

Zone of shooting



Let's play the same game.

- The 2 initials catchers are the both who have been touched first during the previous game.

- The red players are the 2 last players being touched in the previous game. They can make catchers become runners again by touching them with a foam ball (in the legs or arms, be careful with the head) when they are in the shooting zone. They can move from a zone to another one.
- When a catcher becomes runner again, he/she has to join the runners' group but he/she can be touched again by the catchers.

Remark: This is possible that this step lasts for the same time than the first step (10minutes) if the red players find it difficult to touch the catchers with the ball. If so, organize a second turn.

If the red players regulate the number of catchers, it can last for a long time.

Variations

- Instead of moving on one box, the catchers can be asked to move on one line.
- Instead of moving normally, the educator can ask the players to make original moves: cat's move, frog's move… Let your imagination (but also the one from the children) run free!!
- Only the catchers have to make the original move. Runners can move normally.
- Only the initial catcher can move to touch the runners. "New" catchers should stay where they have been touched and can only move one leg from the place they are staying to touch the runners. The other leg stays anchored into the soil. For this variation, you can remove the lines.

Debate

QUESTIONS	ASSESSMENT
Who symbolized the catchers in real life? In the game, you had to join the group of catchers if one of them touched you. What does it symbolize in real life? In real life, why is it tantalizing to drop out?	The catchers symbolized the children who dropped out from school. It symbolizes that the children who dropped out from school convinced you to drop out too! Because it could be funnier to be free than to sit on a school bench.
What do you think about school?	School teaches you many subjects and the knowledge you acquire will enable you to get the job you want. Thanks to your job, you will earn money. But school also makes you become open-minded and helps you to have a respectful behaviour towards the others.
What will happen if you drop out from school?	You won't benefit from this education anymore, and when you will become an adult, you won't have the knowledge and the experience necessary to have a successful life.
Why have red players been chosen like that in the game?	They were the ones who hadn't dropped out from school during the first step. It means that they realized the importance of school and their efforts have paid off. Now they have grown old and want to help the current children to follow the same path.
These red players could make the catchers become runners again. What does it represent in real life?	If you dropped out from school, it is not too late to rectify this mistake. You just need to be advised by an adult (the red player!) you trust: an educator or social worker from Sharana, your teacher… Don't hesitate to go to him/her and explain your problems.

Extended debate topic

There are many reasons why children can drop out from school.

They can be afraid of the teachers, because they favour some children for gender reasons, cast reasons… They can also be afraid to go to school because of the English language.

Sometimes also, their family situation is difficult (ex: alcoholic father who beats the mother). So the children don't want to stay in this unpleasant family climate and drop out from home and as a consequence from school. Sometimes also, the children drop out because their parents force them to do so, because they want them to work (help on the cultivation field, help at the tea shop…). If it happens to **you**, don't keep these problems to yourself. Go talk to the educators. They will help you to find solutions not to ruin your life.

If it happens to **some of your friends**, incite them to go talk to somebody as well.

SPORT GAMES

When children need to play just for fun!

Castle attack

Number of children:	Age group:	Duration:
12-30	6-14	30 min

Get organised

An open space


2 sets of team shirts


12 cones+ 5 5 big cones


2 soft balls


1 stop watch

How to play

In the drawing the players in red are the 'conquerors' and the players in green the 'heroes'.

All players split themselves around the circle made by the flat cones. The circle should be about 15-18ft radius at least. Two players come to the centre; they are the 'heroes'.

Target for conquerors: Hit the cones with the balls.
Target for the 'heroes': Prevent the balls from hitting the cones.

- Heroes can use any part of their body to prevent the ball from hitting the cones.
- Heroes can pick up fallen cones if they catch a ball before it bounces.
- The round ends when 4 or 5 cones are fallen. Two other players become the heroes and the first two join the conquerors.
- The game ends when everyone has been a hero once. The pair that lasted the longest, wins.

- The heroes can't step in between the cones and must go around them to block the balls.
- If hero A caught the ball before it bounces, hero B cannot pick up a fallen cone for him/her.
- Heroes can't throw or direct the ball that they haven't caught. They should let the ball be after it has hit them or the cones. If they interfere then the educator strikes one more cone.
- The conquerors aim from around the circle. They can get in the circle only to fetch the ball.
- If a conqueror hits the cone from inside the circle and a cone falls then it isn't counted and can be put back by the hero or the educator.

Variations

- To ensure participation of all and avoid all conquerors to rush on the ball in the middle of circle, give each conqueror a certain number of bracelets (10 for example). And keep a bucket. Each time a conqueror has thrown the ball, he/she must get rid of one bracelet in the bucket. Once a conqueror doesn't have any bracelet anymore, he/she cannot throw the ball anymore.
- Increase number of balls if it is too hard to hit the cones. Similarly number of cones can be increased.
- Allow the heroes to only use their legs, and body with their hands behind their back.
- If the heroes catch a ball and cones aren't fallen then they can throw it as far as they can to earn some time. But if a cone is fallen and they catch a ball they must pick up the cone instead of throwing the ball.

Circle ball

Number of children:	Age group:	Duration:
10-30	8-14	30 min

Get organised

An open space

2 equal teams

1 soft ball

2 sets of team shirts

At least 8 cones

How to play

In the drawing, the red team is the Attacker and the yellow team is Evader.

Target for the Attackers: Earn points by hitting the Evaders with the ball.
Target for the Evaders: Avoid the ball touching you when the Attacker throws.

- Every time a player from the Evaders is hit by the ball or steps outside the circle, the Attackers earn 1 point.
- Each team gets a fixed number of minutes (Suggestion: 5mins) to earn points then they switch roles.

- Attackers can't aim the opponent's face or neck.
- The ball has to hit a player directly to score a point; once the ball has bounced even if players are hit, the attackers don't get any point.
- An attacker cannot take more than 5 seconds to throw the ball. Evaders touched on a throw that took longer than 5 seconds don't result in points.

Variations

- Add another ball.
- To prolong the game allow the team inside to head the ball to defend themselves.
- To ensure safety allow only under hand throws if a soft ball isn't available.
- If Evaders catch the ball, they don't give any point to the attackers and can throw the ball back as far as they can to win some time.
- Evaders are eliminated when they are hit by the ball or cross the line that defines the circle. Then,

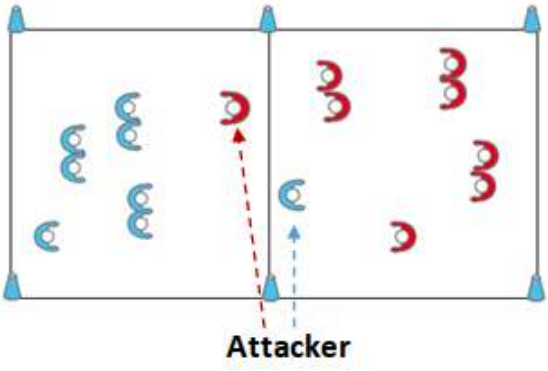
  1st Possibility: One Evader can come back in the game if a team mate catches the ball.
  2nd Possibility: Evaders are allowed to head the ball, but if an attacker catches the ball before it touches the ground, the evader who headed the ball is eliminated. But If nobody catches the ball before it touches ground, then the last eliminated evader comes back in the game.

Jodipura

Number of children:	Age group:	Duration:
8-30	8-14	20-40 min

Get organised

An open space
2 equal teams
2 sets of team shirts
6 cones



How to play

Target for attackers: Collect points for the team by touching as many opponents as many times as possible when they are not holding a team mate's hand/In contact with a team mate.
Target for the other players: Avoid being touched by the attacker either by holding a team mate's hand/keeping physical contact with a team mate or by moving away from the charging attacker.

Insist on the fact that a good strategy is for the players to help each other by running to their team mates being run after and by taking their hands.

> Each team will send a player to the opponent's box as an 'Attacker'. Put in place a system so that the attackers always face a team with an odd number of players, otherwise, attacking is not possible. For example, if both teams have an even number of players (case of the drawing) then either make both teams send an Attacker at the same time or ask the team being attacked to have a player waiting (of course, it will be a different player for each round).
> The aim of the attackers is to earn as many points as they can in the given time. (Suggestion: 1minute)

- Players can't step outside the box; if they do the attacker earns a point.
- There is no restriction as to how many times an attacker can touch a single player but it can't be continuous.
- If three players are holding hands/in physical contact with each other then the attacker can touch any of them and earn a point for his/her team.
- Players can't obstruct the attacker by getting in the way on purpose.

Variations

- If there are impair numbers of players in each team:
  1st possibility: The teams don't send their attackers at the same time anymore but alternately.
  2ndpossibility: Players should stand in threes instead of a pair. In that case if the attacker touches anyone who is not part of a threesome he/she will earn a point.
  3rd possibility: Send two attackers at the same time. They have to hold hands and can earn points only if they are together.
  4th possibility: Send two attackers at the same time but attackers can hunt separately.
- Decrease the size of the court, and allow the attacker only to hop either one or two legs while the opponents are allowed to run.
- The crazy time: by shouting "Crazy time!", the instructions are reversed: now, the attacker can touch only players standing in pair and not the ones standing alone. By shouting "Normal time", the instructions become as usual again.

Kabaddi

Number of children:	Age group:	Duration:
8-30	8-14	20-40 min

Get organised

An open space
2 equal teams
2 sets of team shirts
6 cones
1 stop watch

How to play

In the drawing, all the blue players are the defenders. Similarly the players in red will be defenders when a player in blue will be 'raider'.

Target for the 'Raider': Eliminate players by touching them or cross the 'bonus' line to earn points.
Target for the defenders: Avoid being touched by the 'raider' or catch him.

- Each team will send a player to the opponent's box alternately. (In the drawing, the red team has begun.)
- Each player has 30 seconds for his 'raid'.
- The players have to go in rotation.
- A player once eliminated can come back when an opponent is eliminated either during a 'raid' or gets caught during his/her own raid.
- If a 'raider' stays longer than 30 seconds in the opponent's box he is eliminated.
- The 'raider' cannot be caught anymore if any part of him/her crosses the half line.
- If defenders are touched by the raider they shouldn't leave their box immediately but can try to catch the raider.
- Once the 'raider' leaves successfully all players who touched him or were touched by him are eliminated.

Game can end in two ways:

- When all the players are eliminated in one team
- or when the time - that was decided before the game - is up.

In the first case, the team that successfully eliminates the other wins. For the second case follow the points system suggested below:

- Crossing the bonus line when half or more players are defending= 1point
- Raider eliminating a player= 2 points
- Defenders catching a raider= 4points
- If the entire team is eliminated before the time is up= 10 points

- Catchers are not allowed to choke, slap, gouge, bite, scratch pinch the raider. They are only allowed to grab him/her with their arms aroundthe waist and chest or the thighs.
- Both Raiders and defenders are allowed to partially step outside the court but have to keep one foot in the court.
- The raider is 'out' only when the referee says so; until then he is allowed to attempt an escape.
- Players have to let go of the 'raider' immediately after the referee declares him 'out'.

Variations

- Allow two players to 'raid' together. Both raiders have to return successfully, if one is caught both are eliminated. Other possibility: If one escapes, both are free.
- Change the shape of the ground into a circle. The bonus line can either become a curve or remain a straight line.
- Eliminated players can stand around the edge of their half but only behind the bonus line. From there, they can help team mates catch the 'raider' without stepping inside. When the 'raider' tries to escape, the defenders who held him from outside can pursue him only till the 'bonus' line. They can't cross that line, if they do the raider is free to go. In the case when the eliminated defenders successfully hold the 'raider' back, all those who helped can come back in the game.
- Players have to 'raid' while hopping on one leg.

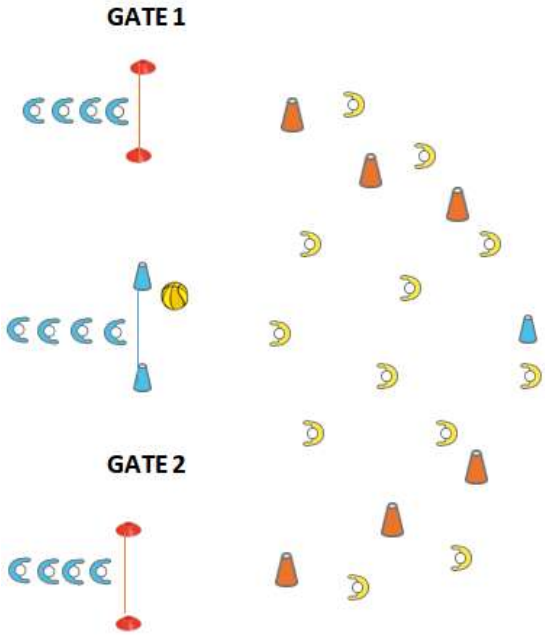
To ensure equal participation from all players, give each player bracelets. They remove one and give to the educator after every raid. Thus the game ends when every player has run out of bracelets. In this case there is no elimination but points are counted when a player is touched or caught.

Long ball

Number of children:	Age group:	Duration:
6-30	8-14	50 min

Get organised

An open space
2 equal teams
1 volleyball
2 sets of team shirts
3blue cones
6 red cones (more cones can be added)
4 flat cones



How to play

In the drawing, the blue team is the attacking team and the yellow team is fielding.

Within the attacking team, the players in the centre with the ball are the batters and the ones behind the gates 1 and 2 are the runners.

NOTE: The cones should be placed in such a way that if the ground is split into two, divided at the centre with the single blue cone at the end of the ground then there should be equal number of cones on each side.

- The batter will hit the ball with the fist.
- The fielders will collect the ball and knock down as many cones as they can before the runners cross their respective 'gate'.
- The runners have to run around the single blue cone and back through the other 'gate' before the fielders knock the cones down.

Points count:

The number of cones standing after the runner has crossed the 'gate' will be the total points for the batting team.

After all the batters from the attacking team have batted, a changeover will take place. The attacking team will field and the fielding team will now attack.

- Fielders can run only to fetch the ball. A fielder cannot run with the ball, but has to pass to a team mate.
- A batter can only hit forward.
- Runners can start only after the ball has been hit. If they start early the cones on their side are all counted as 'hit' and the batting team will earn no points from that runner.

Variations

- For the fielders: vary the spread of the cones.
- Make a number of passes compulsory before they hit a cone.
- For the batter: vary the hitting restrictions, i.e. hitting in 180 degrees range, kicking.
- For the runners: vary the distance of the blue cone to make the game more challenging or add restrictions like benches or hurdles.

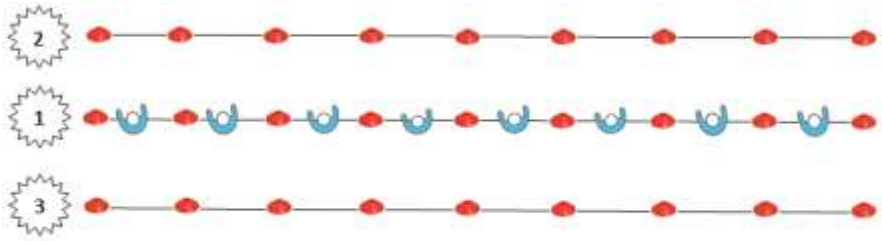
1,2,3,4

Number of children:	Age group:	Duration:
5-40	8-14	20 min

Get organised

A large space

30 flat cones



How to play

Target for everyone: Jump to the appropriate line according to the number announced by the educator

- At the beginning of the game, all children stand on line 1.
- Explain what number stands for what command.
  - 2= Jump to the line 2
  - 1 = Jump back to the line 1
- Announce the commands and let the children get familiar with them. After few minutes, add the following commands, one by one.
  - 3= Jump to the line 3
  - 4= Jump and do a half turn (if 4 is called again, then do again a half turn).
  - 5= Do a full turn on spot
- For the major part of the game the children follow these commands and try to get them right as much as they can.
- Once the children are familiar, announce that players who are unable to follow the command join the educator and announce commands in turn. They can give any of the five commands.
- The last player standing is the winner.

- The players must stand quietly so that they can hear the commands clearly.
- The following cases count as "Unable to follow":
  - A player doesn't follow the right command (follow another command and quickly correct doesn't count as right).
  - A player takes too much time to follow the command (You should define what "Too much time" means).
  - A player doesn't jump on the line (too far or not far enough) or doesn't turn enough when commands 4 or 5 are called.
  - For the players who got eliminated and have to shout a command in turn, they should let enough time between each command for the jumping players to react.

Variations

- To increase the level of difficulty: Increase the number of commands. Here are a few examples:
  - 6= Jump forward only on left leg (if 6 is called again, then jump back on 2 legs).
  - 7= Jump forward only on right leg (if 7 is called again, then jump back on 2 legs)

Let your imagination find more commands!

- Give more than one command at once, ex: 1 and 4 or 1 4 and 2
- Set a time limit and all the players who survive at the end of it are winners.

Dynamic xo

Number of children:	Age group:	Duration:
6-30	8-14	20 min

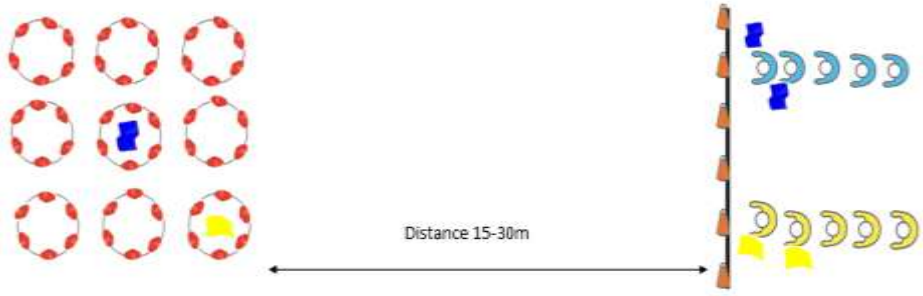
Get organised

An open space

2 equal teams

2 sets of team shirts

3 more shirts of each colour



How to play

Target for both teams: Make a row of 3 shirts anyhow, diagonally, or straight.

- When the whistle blows, one player from each team will run towards the rings.
- On reaching the rings they must drop a team shirt wherever they like and run back.
- When player one returns and tags his team mate, the next player goes.
- After the first three players have placed the jerseys, remaining players will only shift the jersey to try and put three in a row.
- The game goes on into a second or third round if there is no winner after one round. In the second round the players will run and move the team shirts.
- The game ends when one team has successfully arranged three jerseys in a row.

- Players must wait for their team mate behind the line.
- Only when one player tags the other can the next player start
- Players can't obstruct each other, if they do so their chance is disqualified and whatever jersey they moved is put back in its former place.
- Players can move only one jersey in their chance.
- Opponents can wait for the other member to place/move their jersey and then place theirs. But if both wait for more than 10 secs then both lose their turn.

Variations

- If there are many players, increase the number of rings and jerseys to make a 4X4 grid and the target is to have 4 jerseys in a row.
- Make the children hop on one leg to the grid of rings and back. They can switch legs after dropping the jersey if they wish to.
- Increase or reduce the distance between the rings and the starting line, as suited to the group of children.

I hope you have enjoyed reading this manual!

Please, tell us about your actions!

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Seeds of Change:

Helping children become Actors of Change

Manual 2017

Edited and la... Charlotte YELNIK | Prospective & Coopération / AdHocVerbis