



PROJECT RISHI
@ UCSD



Annual Report
2019-2020



Our Message

Due to the global pandemic, COVID 19, Project RISHI was unable to travel to India to execute these projects and report our findings. However, we are continuously working with and communicating through our nonprofit, CERDS, in order help the rural villagers of Vinayakapuram during this difficult time. Here we present a systematic review of all our projects and fundraising efforts of the year.

Contributions

This annual findings report is a compilation of the work of committee members and board members whose names are credited during the introductions of the various committees.

More Information

Please refer to our website ucsdprojectrishi.org for more information about Project RISHI UCSD's past and upcoming projects along with resources to donate to our cause. For inquiries please use the email rishi@ucsd.edu.



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Vinayakapuram

LOCATION Vinayakapuram Village, Vetapalem Mandal, Prakasam District, Andhra Pradesh, India



IMPORTANT DETAILS

Low income neighborhood

Roughly 300 families

Located near a large body of water



CERDS

Project RISHI @ UCSD has partnered with CERDS in order to be more informed and connected with the village of Vinayakapuram while also allowing us to increase our impact.

| Mission |

CERDS helps people to sustain themselves to overcome their socioeconomic problems by including them in the problem for overcoming the obstacles for sustained development and by inculcating attitudes for change.

| Objectives |

To educate people and make them conscious and concerned about self-reliance, social justice and cooperation, so that they may be prepared and equipped to work out for themselves and for others and keeping in further with their own human dignity and destiny.

To help, devise schemes and projects and help to execute them which will assist the country towards elimination of poverty and misery.

To promote all types of activities that are aimed at the integral development of persons and communities.

To channelize the energies of our people towards constructive national work in the social, educational and cultural fields in cooperation with Government wherever feasible.

To defuse useful knowledge such as social, spiritual and economical life of the country and the children become good citizens of the country.

| Team |

Srinivasa Rao Narra Founder & Executive Secretary
Oruganti Venkatarao Governor and President
Siva Ratna Kumari Gurram Vice President
Siva Parvathi Kanneganti Treasurer



Project Planning

The Process : GBM Layout

GBM #1: Our Methodology

Understand what kind of a demographic is impacted by the issue and how its related to the village specifically

Research the problem and how such issues have been addressed by others (like other NGOs or organizations)

Finance/Materials Reach out to sponsors and organizations that we can partner with; and how we can get access to the needed materials to execute our projects

Planning/Implementation Create the projects based on our research and coordinating with the NGO/village to implement them

Evaluate projects (current & past) to determine effectiveness in solving the issues they were designed for. Either we update/make changes to the current projects or we create new ones



Rough Introduction of New Projects

- ~ General Health Awareness
- ~ Reproductive Health
- ~ Women Empowerment
- ~ Nutrition
- ~ Surveying Projects

Methodology Handout

Project RISHI Methodology

Group Members' Name: _____



Understand Research Finance Implement Evaluate

1. **Understand** what kind of a demographic is impacted by the issue and how its related to the village specifically
2. **Research** the problem and how such issues have been addressed by others (like other NGOs or organizations)
3. **Finance/Materials** - Reach out to sponsors and organizations that we can partner with; and how we can get access to the needed materials to execute our projects
4. **Planning/Implementation** - Create the projects based on our research and coordinating with the NGO/village to implement them
5. **Evaluate** projects (current & past) to determine effectiveness in solving the issues they were designed for. Either we update/make changes to the current projects or we create new ones

The purpose of this worksheet is to familiarize yourself with Project RISHI's Methodology, which we encompass into every aspect of our project planning. One of UCSD Project RISHI's past projects was to address the issue of Diabetes in Anandwan, our former village.

Understand:

Research:

Finance/Materials:

Planning/Implement:

Evaluate:



GBM #2 : Understanding

Village Introduction

- ~ *Share photos if possible*
- ~ *Understanding the current issues in the village and who is affected and specifically how*
- ~ *More (updated) details from the NGO*

Committee Breakdown

- ~ *Have committee members choose top two committees at end*

GBM #3 : Intro to Committees

Icebreakers

- ~ *Share photos if possible*
- ~ *Understanding the current issues in the village and who is affected and specifically how*
- ~ *More (updated) details from the NGO*

Assignment: Committee Power points

- ~ *Understanding what kind of a demographic is impacted by the issue and how its related to rural villages specifically*
- ~ *Research the problem and how such issues have been addressed by others (like other NGOs)*
- ~ *At the end, include 2-4 project ideas based on the research you have conducted*
- ~ *Basic implementation strategies (seminar, workshop, competition, event, plays, videos, etc) as well as targeted audience/demographic*



GBM #4 : Presentations Round 1

Committee Presentations

~ *Each committee will present in front of the club as a whole*

Board + Committee Feedback

~ *Tell them if there are specific areas/gaps in research they need to address*

Assignment: Implementations

~ *Continue Research & start thinking about general implementation of finalized projects to solve researched issues*

GBM #5 : Presentations Round 2

Committee Presentations

~ *Each committee will present in front of the club as a whole*

~ *Present implementation strategies/methodology & what we (RISHI board) are looking for in terms of planning*

Assignment: "The How"

~ *Location*

~ *Duration*

~ *Targeted Demographic*

~ *Materials and Cost*

GBM #6: Presentations Round 3

Committee Presentations

~ *Each committee will present in front of the club as a whole*



~ Committees will present their project ideas; should have a rough draft of the document listing the general steps/timeline needed to implement the project

Assignment: Develop Budget

~ Includes material prices as listed on online sites with conversion to rupees

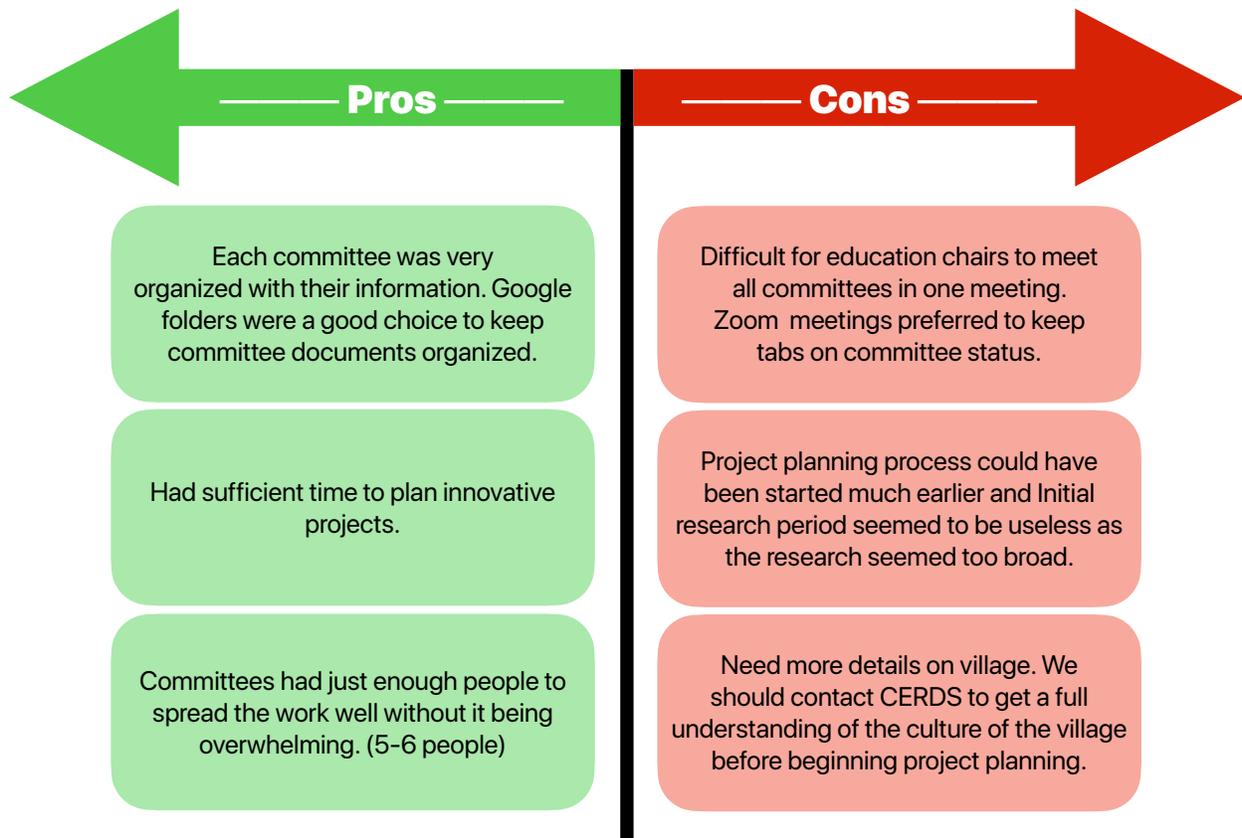
GBM #7: Final Presentations

Committee Presentations

~ Each committee will present their final solutions

~ Present budget along with final projects

Pros and Cons of Project Planning



Fundraising

Porto's Bakery and Cafe Tabling

Net Profit: \$255

Sold a selection of Porto's Bakery and Cafe while tabling on Library Walk.

Total Spent: **\$305**

- Total Earned: **\$560**

Net Profit: **\$255**

Miramar Tabling

Net Profit: \$1443

Tabled outside of Miramar grocery store with posters and pamphlets ready to hand out. Explained our cause to existing customers and asked for donations.

11/23/19 Earned: **\$978**

+ 2/1/20 Earned: **\$465**

Net Profit: **\$1,443**
(Venmo, Square, and Cash Combined)

Instagram Dare Challenge

Net Profit: \$629

Board members posted an Instagram dare card with dares and their corresponding values. Earned money through Venmo from followers and friends to complete dares and post on social media stories.

Net Profit: **\$629**
(Venmo)



San Diego's Rising Stars Talent Show

Net Profit: \$10

Hosted a talent show to raise awareness for Project RISHI and its goals. Included talented groups and individuals within the San Diego community and offered free entry, henna tattoos, photo booth pictures, and dinner to those who attended.

Poster Board Expenses: \$10

JBL Speaker for Raffle Drawing: \$130

Total Earned: \$150 (JBL Speaker Raffle Drawing Tickets)

Total Earned: \$150

- Total Spent: \$140

Net Profit: \$10

BLM South Asian Orgs Fundraiser

Net Donation: \$1443.22

Raised money for the #BlackLivesMatter Movement through Instagram and GoFundMe alongside other UCSD South Asian organizations. Venmo donations were matched 2:1 by a parent company and directly contributed to the ACLU Foundation, NAACP Legal Defense and Educational Fund, and Public Allies.

Total Raised by RISHI: \$1443.22



Committees



General Health



Reproductive Health



Women Empowerment



Nutrition



Surveying





Members: Manya Awal, Vikram Padala, Shyam Patel, Kush Patil, Sonika Ram



Goal: Aim to educate underprivileged children on basic hygiene, diabetes, etc. through seminars and workshops.



Projects: Moldy Bread Experiment , Glitter Passalong, Diabetes Activity Book, Albumin Urine Test, HIV/AIDS Seminar

General Health

Intent

Educate underprivileged children on HIV/AIDS, basic hygiene, and diabetes through seminars and workshops so that children do not fall ill due to inadequate hygiene practices. Awareness regarding basic hygiene would address a major issue of open defecation and diarrhea and HIV/AIDS awareness would address a previously ignored topic of sexual health because it was considered taboo.

Projects

Hygiene Education

1. Moldy Bread Experiment (7 day workshop)

- 6 group leaders - 42 students per leader
- Explain the importance of proper hygiene/etiquette
- 42 students will be split into 2 groups which will alternate daily.
- The 1st group will measure the amount of mold in cm. whereas the 2nd group will record the data with chalk onto the ground

Moldy Bread Experiment

1. Today, we will be doing a fun experiment to see the consequences of poor hygiene.
2. Everyone please get into 6 groups of 42 students. If we have more or less than the amount of students, then please spread out equally in 6 groups. (These will be your groups for the remainder of the exercise)
3. After getting into 6 groups, your group leader will give you further directions on what to do.
4. I will hand two pieces of bread that will NOT be touched this whole experiment and ask that one student puts (randomly pick) it in a ziploc bag. This will be the control and show us what happens to bread when it is left untouched. I want two people to label with sharpie the ziploc bags as Control and Untouched.
5. I'm bringing out 2 more pieces of bread and I want you guys to touch these pieces as much as you can but be careful not to rip it. I'll pass it along so all of you can touch it. Once everyone has done so, I want two more volunteers who will put them in different ziploc bags and label them Touched with Hands.
6. Now, I'm going to split you into two groups. The first group, I want you guys to go wash your hands with soap and water. The second group, I'm going to have you guys use hand sanitizer.
7. The 1st group will get two pieces of bread to touch and put in the ziploc bag and label as Soap & Water.
8. The 2nd group will get two pieces of bread to touch and put in the ziploc bag and label as Hand Sanitizer.
9. We should now have 6 pieces of bread in different ziploc bags, we will come back every school day and see the growth of the mold in each bread!
10. But to do this, we'll also have to record our data. Since there's 6 pieces of bread, and 2 samples of each type. You guys will be split into further groups the next day and track the growth of the mold. After 7-10 days, we will all look at the bread to see how much the mold has grown!

Day 2:

1. I'm going to split you into 2 groups. The 1st group will measure the amount of mold on each bread in cm, whereas the 2nd group will make a table on the ground with chalk.
2. The table will look like this (Show them this):

Day:																				
Measure of Mold (cm):																				

3. Please make a 2 x 10 table and have Day on the top left, and Measure of Mold in cm. On the bottom left.
4. Record the data that you measured today, we'll keep updating this day by day!
5. That's it for today, see you next time!

Day 3:

1. Record the measurements onto the table you created last time!
2. (Days 4-table filled, will repeat Day 3 steps)



2. Glitter Passalong

- Importance of washing hands effectively and to show how fast germs can spread
- Incentivize competition to see who can remove glitter off their hands the fastest in 30 seconds

Glitter Passalong

1. Everyone go wash and dry your hands in the sink or bathroom please!
2. We will be conducting a fun, cool experiment today! We'll start by giving each of you a small squirt of hand sanitizer.
3. Please spread a thin layer over your hands after getting the squirt.
4. Form a line next to a sink or trash can, and we will be going around to sprinkle glitter on one of your hands. In this experiment, the glitter represents the germs that we can't see normally or even feel.
5. After all of you have glitter on your hands, we're all going to clap our hands a few times. Can someone tell me what happens? The germs have moved! What if you touched your face or ate your lunch? Then what would happen? Where would the germs go?
6. Let's give everyone some high-five's, what happens now? What happened to the glitter (germs)?
7. We're going to hand out dry towels to everyone. As we give you them, try to rub off all the glitter.
8. What happens? Does the glitter come out easily? This is how germs act in real life. They're just as sticky and hard to get rid of.
9. Everybody get in lines next to the sink. We're going to try and get rid of all this glitter with cold water. Do you think it'll be easier or harder to remove the glitter? What does it mean for the germs?
10. What did you guys learn today?! How can we keep from sharing our germs with others?

Diabetes Education

1. Activity Book

- Powerpoint presentation to highlight types of diabetes, its symptoms and how to prevent it
- Activity log for students where they fill in the blanks, true/false and maintain a nutrition log to help track foods

Activity Book:

1. We're going to get into small groups of 4-7 children, so find your groups!
2. [Medical professional says this]
 - a. Does anyone know what diabetes is?
 - i. Type 1: Body does not make insulin
 - ii. Type 2: Body does not make insulin well
 - b. What are the symptoms of diabetes?
 - i. Increased thirst
 - ii. Increased urination
 - iii. Fatigue
 - iv. Weight loss
 - c. What are ways you can prevent or help treat diabetes?
 - i. Taking insulin
 - ii. Healthy diet
 - iii. Monitor blood sugar levels
 - iv. Exercise often!
3. Does anyone have any questions?
4. [Pass out activity books]
5. Does everyone have an activity book?
6. Open your books to the first page! You will see a table of the days of the week, activity, and the time. You are encouraged to do physical activity every day of the week to stay healthy!
7. Write down the physical activity you do this week, and also write down the amount of time you spend on the activity! Your teacher will check in with you daily and have you share with the class! Does anyone have any questions? [Have the teacher check in with them about their physical activity that they did and have them share it with the class daily.]
8. Now turn the page! It is so important to have a healthy diet and exercise, but also equally as important to rest up and recharge. You should take care of yourself and your health! Does anyone have any questions?
9. Feel free to color the next two pages with whatever colors makes you feel happy and relaxed! [During this coloring time, feel free to walk around to the different groups and engage in conversation, or answer any questions!]
10. Now turn the page to the nutrition log. You want to make sure you have a good diet, along with exercising! Draw any symbol (heart, star, etc.) of your choice in each box every time you eat veggies, fruit, protein, drank water, or exercised. Does anyone need help or have any questions?
11. Now, we are going to do a fun group activity! This is called healthy hands.
 - a. Make sure you all are in groups of 4-7
 - b. [Pass out paper and crayons]
 - c. On the paper you got, trace your hand with the crayons
 - d. When you are done, give each hand to us to cut out (or have adults cut out hands for the little kids)
 - e. Now, you will decorate your hand in any creative way you would like. For example, pictures, phrases, mottos, smiley faces!
 - f. When you finish decorating your own hand, decorate your wreath together in your groups!
 - g. Now, glue your paper hands onto the paper wreath
 - h. We will hang the wreaths up around the classroom to motivate you to be healthy individuals!
12. That's the end of this activity book! You all can keep this book, and if you turn the page you can see there are many more coloring pages for you to enjoy on your own at the end!
13. [Following couple of days for the teacher to review]
 - a. Discussion topics:
 - i. What is diabetes?
 - ii. What exercise have you done in the past week?
 - iii. Did you eat any healthy foods that you would like to share with the class?
 - iv. Why is being healthy important?



2. Albumin Urine Test

- *Inform at-risk individuals about the urine test*
- *Partner with a medical organization to perform urine tests on individuals at risk*
- *Collaborate with surveying group to see if individuals have symptoms*
- *Explain how to prevent worsening of symptoms:*
 - *Keeping blood pressure under control through medications like ACE or ARB's*
 - *Eating a diet low in salt, quitting smoking, and limiting alcohol can all lower blood pressure.*
 - *Keeping LDL low*

HIV/AIDS Seminar

- *2 hour seminar from HIV+ activists to middle school / high school students given based on gender*
- *Brochure with key points that students can take home with them to refer back too*
- *Powerpoint presentation in Telugu providing awareness on HIV and safe sex practices*
- *HIV Transmission Game with chocolates to show how not using condoms can result in the transfer of HIV (chocolates = HIV)*

HIV/AIDS

HIV Transmission Game - game must be explained to teacher beforehand

1. Hello kids, today we will be playing a fun and exciting game to learn about how quickly HIV can spread and some methods of prevention. Do you all know what HIV is? *Mini discussion with kids about HIV.* Can I get two participants to be partners and sit in the front of the room please? *Give each of these two participants a bag marked with an "M."*
2. Each of you are now getting bags that have an index card with instructions and a chocolate. Look at the card and follow whatever instructions are written, if there are any. Please do not share your card with your friends and other students. It is important to keep it a secret throughout the game!
3. When we begin, everyone please begin exchanging candy with other students. Make sure you write down on your index card the names of everyone you exchange a piece of candy with! You will all have 10 minutes. After we call time, everyone please return to your seat. Also, please don't eat the candy yet as it will mess with the game. Don't worry, after the game is done, you will be able to eat all the candy!
4. Can the person whose bag has a star (*) stand up please? *Student stands up.* You were the one person who started with the Cadbury chocolate, while everyone else had the 5 Star Chocolate. For the purpose of our game, this Cadbury chocolate represents HIV infection.
5. Now, let's see how much you shared this chocolate with your fellow students. Everyone please check your bags. If you have a Cadbury chocolate in your bag, please stand up!
6. Students, what happened is that when you exchanged your 5 Star Chocolate that you had originally for the Cadbury Chocolate from the "infected" student, you too became infected, and spread that around with other individuals causing multiple people to get HIV. However, it isn't as simple as that either, as you will see in a moment.
7. Now, everyone who is still seated, please check your index cards for the name of anyone still standing. *Ask participants to stand up if they see the name of someone who is standing on their index cards. Continue to ask participants to stand until everyone except the three participants with the "M" and the "A" on the bottom of their bags are standing.*
8. Can I get the students with the letter M on their bag to stand up? Now, these two students did not get the HIV infection because they represent M, a married couple, meaning they only shared candy with each other. Thus, they were not prone to getting the infection from the initial student with the candy.
9. Can I get the student with the letter A to stand up? This student also did not get the infection and had no chance of getting it because he did not participate and share candy with anybody, so there was no way he could've gotten the infection.
10. Now, everyone with a C written on their cards, please raise your hand. How many of you have a Cadbury chocolate in your bags? ... Kids, even though these kids had Cadbury chocolate in their bags, which means that they should've gotten infected, the C represents that these students used condoms, meaning they protected themselves from HIV infection even though they exchanged candy with an infected person.
11. Now, everyone with IC on your bag, please raise your hands. How many of you have Cadbury chocolate?... These students represent a group that used condoms, but when they used them, they used them improperly or incorrectly. Thus, they too are infected with HIV.
12. Students, please keep in mind that this activity contains an error because some of you may have received a Cadbury Chocolate (HIV infection) and then given it away again. By contrast, in real life, you cannot give away HIV. Once you have it, you can share it with others, but, you can never get rid of it yourself.
13. Also, please remember that this is a game. No one can become infected with HIV because he/she eats a particular kind of food nor by sharing or exchanging food.
14. Now, we will be having a short discussion to recap what we learned from this game.

Discussion Questions:

1. Did anyone notice anyone who did not stand up? Introduce the "abstinent" participant and the "monogamous" partners. Ask them how they felt not playing. How did the others feel when these people refused to exchange candy with them?
2. Why is it difficult not to participate when everyone else is participating?
3. How did the person with the Cadbury Chocolate (HIV infection) feel?
4. The one person whose bag had a star did not know he/she was "infected" with HIV. How could we have known ahead of time?





Members: Clifford Miranda, Treya Parikh, Emily Pekar, Saloni Shah, Eesha Tekriwal



Goal: Aim to educate underprivileged children on the tabooed topics of birth control, sex, and STIs, and menstrual education



Projects: Discussions, Video Presentation, Snakes and Ladders Trivia, STI Protection Bingo

Reproductive Health

Intent

The overall goal of the reproductive health projects were to introduce reproductive health projects to pre-teen and teenaged girls in a school setting. Knowledge about one's own body and healthy relationships are empowering and allow girls to grow up as women who are safe and in control of their reproductive health and decisions.

Projects

Day 1

1. Icebreakers
2. Intro Survey
3. Discussion about the female reproductive system

INTRO SURVEY

Yes (Y) and No (N) Questions:

Age: _____

1. Do you know how your body changes during puberty?	Y	N
2. Do you know the anatomy of your reproductive system?	Y	N
3. Do you know how a period happens?	Y	N
4. Have you ever talked about menstrual health with a doctor?	Y	N
5. Have you ever talked about menstrual health with a female relative?	Y	N
6. Have you ever talked about menstrual health with friends?	Y	N
7. Do you know what a pad is?	Y	N
8. Do you know how to use a pad?	Y	N
9. Do you know what a menstrual cup is?	Y	N
10. Do you keep track of your period?	Y	N
11. Do you know how long a regular period cycle is?	Y	N
12. Do you know if your period cycle is regular?	Y	N
13. Are you sexually active?	Y	N
14. Have you ever been touched when you don't want to be?	Y	N
15. Is it hard to say no to someone when you don't want to be touched?	Y	N

Open-ended Questions:

1. At what age did you have your first period?	
2. When was the last time you saw a reproductive health professional?	
3. Do you have any questions? Some we can go over?	
4. If you have started menstruating, what do you use to contain the bleeding and where do you get them? (For example a sanitary pad)	



Day 2

Continue talking about RS and puberty (hormonal and physical changes)

1. Video Presentation on reproductive cycle and puberty

2. Ovulation calendar

- Teaching how to make an ovulation calendar and how to track periods and ovulation for a healthy reproductive cycle and future birth control

Girls Reproductive Health Menstrual Calendar Activity:

Supplemental education for this activity: Mythri (Telugu): Menstrual Hygiene Management Video <https://www.youtube.com/watch?v=ePL8adXISdc> (before approximately 14 min)

- Important takeaways from this section:
- Explains the menstrual cycle and possible symptoms related to having your "period" especially in early years where menstruation can be inconsistent. Emphasizes the importance of finding patterns in the length of your period and how much blood is usual.
- Normalizes going to the gynecologist for medically related reproductive issues.
- Explains puberty and pregnancy generally, relating the ability to get pregnant to menstruation.
- Explains how sperm not meeting an egg, generally, results in menstruation. can vary in the first years of puberty.

If possible to stop at 14min between the 1st and 2nd section, or return to it after the video plays; we could demonstrate the videos approach to using calendars to establish patterns:

Summarize Video:

"As we see in the video menstruation happens when an egg is released from an ovary which causes the uterus lining to thicken. If it is not met with sperm, the uterus lining sheds and blood comes out of the vagina, commonly known as your "period. As hormones change during ovulation (when the egg is released) your temperature will rise, bringing other PMS symptoms."

Lead into activity:

"It can be helpful to use a menstruation calendar to help keep track of patterns in your menstrual cycle so you can keep track of how long your period or bleeding usually is and what bodily symptoms you might expect to feel such as cramps or bloating, soreness and exhaustion. Let's begin by creating a calendar for this purpose, using "normal" patterns given by the video to guide us."

Materials:

- Construction paper (x1)
- Computer paper (x3)
 - Template to follow: <https://www.wikibow.com/Sample/Calendar>
- Hole punch
- Yarn or Ribbon
- Markers/colored pencils/crayons (4)
- Black marker/pen

Instructions for Activity:

1. "Start with punching 3 holes on the long side of the construction paper and computer paper. Use the ruler to divide the three papers into 5 rows with 4 lines horizontally, and 7 columns with 6 lines vertically. With the construction paper underneath, use the yarn/ribbon to tie it to the paper through the holes *(however they want, this is a chance to be creative)*. Number the days of the month with the black pen for the 3 month templates (have them do the current month)."

Approximately 10-15 minutes on creating calendar; circulating for questions

2. "The first month will be an example of a "typical" cycle of 28 days as a template. With another color, number Day 1-Day 7 starting on the first day of the month; Day 1 usually is the first day of period flow."
3. "With another color, number Day 8 - Day 14, the end of the period to the start of ovulation. This is the day an egg is usually released from an ovary into a fallopian tube."
4. "With another color, number Day 15-Day 21, which is Pre-PMS. During this time, your temperature will rise and you can begin to have mood swings, tiredness and hunger pains."
5. "With the last color, number Day 22-Day 28, which is usually known as "PMS", where symptoms from the last week can continue. During this time, the body is preparing to get rid of the egg during the process we call our period, starting the cycle over"

Another 10 minutes, circulating for questions or clarifications.

6. "Use the stickers to reflect on how you are feeling day to day--happy, unsettled, short-tempered. With remaining space describe how your body feels day to day, such as: soreness, cramps, nausea, tiredness, emotionally sensitive, more hungry than usual. Really anything that you're feeling. Your cycle may change over time, and keeping track of the length of your period can help you know when to expect ovulation and PMS symptoms to address them and know what activities make you feel best."

Possible questions/answers:

Q: "How long does a period usually last?"

A: 3-7 days

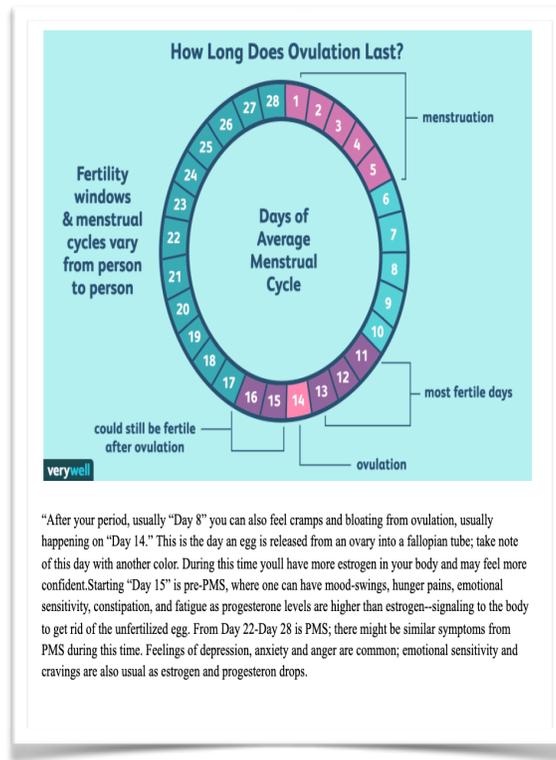
Q: "What is the usual length of a menstrual cycle?"

A: A menstrual cycle can last anywhere between 22 to 45 days, with 28 being the most common.

Q: "In early puberty, should you worry if you don't get your period every month?"

A: In early puberty, one may not menstruate regularly and this is normal for the first 2-3 years of puberty.





3. Snakes and Ladders Trivia

- Review game where the class plays snakes and ladders but in order to move on the board they must answer trivia questions about what was taught on this day

INSTRUCTIONS: SNAKES AND LADDERS

Materials:

- Snakes and ladders board game
- Question cards
- Counters

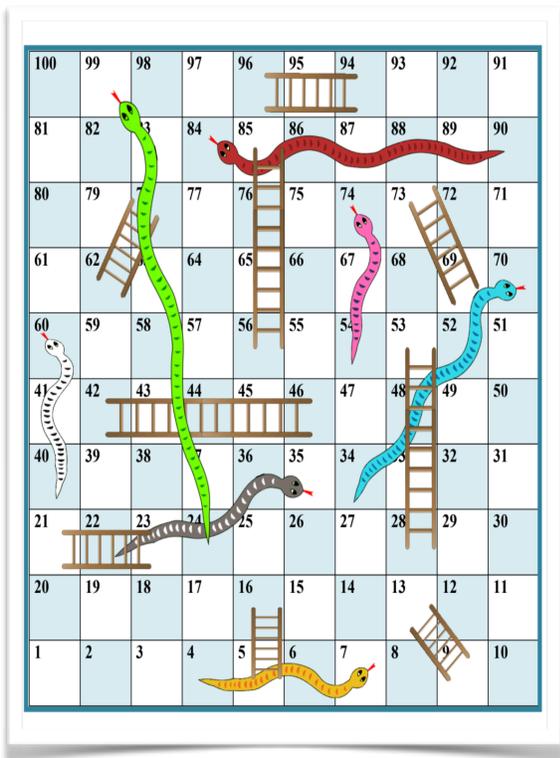
Instructions/Script:

1. Divide the class into groups of 5 after the video is completed.
2. Each group will be given 5 counters of different colors and a snakes and ladder board game
3. Instruct/interact with the students:
 - a. "Now that we have watched the video we're going to play a fun game! Has anyone here ever played snakes and ladders?"
 - b. "What you're going to do is roll the dice and then move your piece the amount of spaces that show up on the dice. If you land on a snake you have to pick up a question card and say it out loud to the group. Then you try to answer the question and then flip the card and see if you were right. If you were, you stay in that spot, but if you were wrong that you go down the snake. If you land on a ladder you again pick up the card and try to answer it, but this time if you get it right you get to go up. If you get it wrong you stay in the same spot."
 - c. "Keep playing until everyone reaches 100!"
 - d. "Any questions?"
4. As the students play this activity walk around with the translator in case the students have any questions or simply interact with them.

Instructions Translation:

- a. Video choosam kadha so ippadu game aadhamu. Yeveraina snakes and ladders aadhara inthaka mundhu?
- b. Em cheyali antey dice ni roll cheyali, ye number osthey anni sarlu move cheyali board paina. Snake paina perthey question card theesi answer cheyali. Right answer chepthey a spot lo ney undachu kani wrong answer chepthey kindhaki velalli a snake yekkada padhadi choosi. Ladder paina padthey question card theesi answer chey. Right answer untey paika ki vellochu kani wrong answer chepthey same spot lo undali.
- c. Continuous ga aadali andharu 100 varaku reach avali.
- d. Questions unnaya?





9-16 years old	1. Breasts grow 2. Hips grow 3. Hair growth in underarms/above vagina	1. Changing 1 pad/lot in 1 hour 2. Period longer than days 3. Feeling extremely tired 4. Smelly discharge
It can take up to 2-3 years	If we don't get pregnant, the lining of the uterus sheds.	Chemical reactions happen when the blood comes out and touches the air
1. Change pads/cloth every 6-8 hours 2. wash genital area and hands each time after using bathroom	Stomach pain, anger/irritation, depression, back/leg pain, tiredness	Drumstick leaf, green leafy vegetables, raggi, vegetables, & fruits
3-7 days	It stores all of the eggs	It carries the egg from the ovary to the uterus
Wash it with soap and dry it in the sun	Every 2-3 months	Cream/oil/powder

What age range do girls reach puberty?	Name 2 physical changes that happen during puberty.	What are 2 reasons you should see a doctor about your period?
How long does it take from starting for periods to become normal?	Why do we have a period?	Why can the blood smell bad?
Give 2 ways you can prevent bad smell and infections?	What are 2 symptoms caused by hormones?	Name 2 types of foods that are good to eat during your period.
How many days does a period normally last?	What does the ovary do?	What does the Fallopian tube do?
What is the process of releasing an egg?	What happens if the sperm and egg come together in the uterus?	What is the purpose of the uterine lining?
Ovulation	The egg is fertilized and the baby starts developing	The uterine lining has nutrients to help grow a baby

How should a cloth be cleaned?	When should the old cloth be switched out with a new cloth?	What can you apply when you get a rash from a cloth/pad?
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Day 3

STIs/Healthy Relationships/Consent

1. Safe sex discussion using reproductive health pamphlet

2. STI Protection Bingo Review

- game of bingo where the hints are different contraceptive and STI protection methods that the student learned about in the discussion and the bingo boxes are the names of these methods



Contraception and STI Protection Bingo

myfreebingocards.com

Safety First!

Before you print all your bingo cards, please print a test page to check they come out the right size and color. Your bingo cards start on Page 3 of this PDF.

If your bingo cards have words then please check the spelling carefully.

If you need to make any changes go to myfreebingocards.com/faq

Play

Once you've checked they are printing correctly, print off your bingo cards and start playing! On the next page you will find the "Bingo Caller's Card" - this is used to call the bingo and keep track of which words have been called. Your bingo cards start on Page 3.

Vitrual Bingo

Please do not try to split this PDF into individual bingo cards to send out to players. We have a tool on the website to send out links to individual bingo cards. For help go to <https://myfreebingocards.com/faq>.

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Have Fun!

If you have any feedback or suggestions, drop us an email on hello@myfreebingocards.com.

Bingo Caller's Card

Use your Bingo Caller's Card to call the bingo and keep track of which words you have already called.

Print two copies of the caller's card. Cut one copy up, fold the squares in half, and put them in a hat. To call the bingo, pull a square out of the hat, unfold it and read it out.

When you have called a word/number, tick it off on the second copy of the caller's card. You can use the second copy of the caller's card to check if a player has a winning card during a game.

Abstinence	Condom	Birth control shot	Withdrawal/ "pull out"
Female condom	Birth control pill	IUD	Morning After Pill
Vasectomy			

Bingo Card ID 001

Contraception and STI Protection

Birth control shot	IUD	Female condom
Birth control pill	Morning After Pill	Withdrawal/ "pull out"
Abstinence	Vasectomy	Condom

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3. Consent Discussion using pamphlet

4. Consent Skits Using scripts

- have students act out the different scenes in which consent is or isn't shown and discuss what went wrong and how to fix it in real life

SEXUAL ASSAULT SCRIPT 1

Setting: At home
Characters: Mom, Emmett, Jordan
Amarika: Intro
Paatralu: amma, Eswar, Raju

Mom: Emmett, food is ready! Come down to eat.
Amma: Eswar, Bhojanam cheyataniki kindaki raa.

Emmett: No thanks mom. I'm not hungry.
Eswar: vaddamma, naku akaliga ledu.

Mom: Are you ok? You sound a little weird.
Amma: emayindi neeku? Koncham thedaga unnava.

Emmett: Yes, I'm fine.
Eswar: nenu bagane unnanu.

Mom: Want some fanta?
Amma: koncham Fanta kavala?

Emmett: MOM!
Eswar: ANMMA!

Mom leaves.
Emmett makes a phone call.
Amma vellothundi.
Eswar oka phone call chesthadu.

Jordan: Hello. Thanks for calling the sexual assault hotline. My name is Jordan. Is there a name I can use for you? It doesn't have to be your real name.
Raju: Hello. Laingika vedhimpu sibiram ku call chesinanduku dhanyavaadamulu. Naa peru Raju. Mee peru cheppagalaraa? Mee asalu peru cheppanavasaram ledu.

Emmett: How about Matt?
Eswar: Ramu?

Jordan: Okay Matt. I'm glad you called. What's up?
Raju: Sare Ramu. Naku call chesinanduku santhosham. cheppandi.

Emmett: I don't know... It's probably nothing.
Eswar: Naku theleedu... Idi bahasa emi kademo.
Jordan: Something on your mind?
Raju: Nee manusulo edaina sare sankochinchakunda cheppu?

Emmett: Well, my swim coach keeps having me stay after practice. He said it'll help me make first squad. Yesterday he showed me some different stretches... and... he touched me down there.
Eswar: Nannu naa Swimming sir practice tharvatha kuda unchuthunadu. Naku modhati jattu loki velladaniki sahaayapadhadi ani cheppadu. Ninna konni vibhinna vistharanalu chupishanani cheppi...inka...naku kindha akkada muttukunmadu.

Jordan: I'm so glad you reached out. That really took a lot of courage, and I think I can help.

Raju: Nuvvu nannu cherukunnanduku chaala santhosham. Anuduku nijanga chaalaa dhairyam kavali, inka, nenu sahayam cheyagalanu ankuntunna.

Emmett: Ok.
Eswar: Sare.

Jordan: What your coach did is called sexual abuse, and it's not your fault. Sexual abuse is when someone does something sexual to another person without that person's consent. It's not only wrong, it's against the law.
Raju: Nee sir chesindi laingika vedimpu, andulo nee thappemi ledu. Evaraina oka vyakthi marokari ishtam, prameyam lekunda vaarini laingikanga edaina cheshte danine laingika vedimpu antaru. Adi thappu, neram matrame kadu, chatta viruddham kuda.

Emmett: Ok, but I'm a guy. This isn't supposed to happen to me.
Eswar: Sare kani, nenu oka abbayini. Natho ila jarigundakudadu kadaa.

Jordan: Actually, sexual abuse can happen to anyone of any gender, and it's not supposed to happen to anyone. In fact, one in six guys are sexually abused before they turn 18, so you are not alone.
Raju: Nijanki, laingika vedimpu aredi ammayikaina abbayikaina jaragavachu kani asalu eivariki jaragakudanidi. Nijanki 18(paddenimidi) vayasulu opu abbayilo prathi aarugurilo okalulu ee samasya edurkuntaru, kabatti nuvvo ontarivi kadu.

Emmett: Wow! I didn't know it was so common but it's still really hard to talk about. I feel so stupid.
Eswar: ammol naku idi intha ekkuvaga edurkune samasya ani theleleedu, ayina kani ee vishayam gurinchi matladatam entha kashtam. Nenu chala thelivithakuvu vaadini.

Jordan: I know it's tough but please don't feel stupid. You did nothing wrong. And you know what? A lot of people feel too scared or ashamed to talk about it at all, and keeping a secret like that can cause a lot of pain. You showed real strength when you reached out.
Raju: Idi entha kashtamaina vishayamo naku theisu, ayina nuvvo alaa alochinchavaddu. Neeku oka vishayam thelusa? Chala mandi ee vishayam gurinchi charchinchadiniki chala bhayapadharu leda chala siggupadharu, kani ilanti oka vishayam dachipetadam chala bhadha kaligisthundi. Nuvvu nannu cherukoni nijamana bhalam chupinchavu.

Emmett: Ok but what do I do now?
Eswar: Sare, kani ippudu nenu emi cheyali?

Jordan: Contacting us was a great first step, but you might want to try to talk to an adult you trust so you can get some additional support. Do you have someone like that?
Raju: Mammalni cheradam nuvvo theesukunna modali dhairyamaina adugu, kani neeku baaga nammakamaina vyakthi evaritho untaro varitho matladitheye neeku avasaraina adhanapu madhathu dorukuthadi. Alantivaru evaraina neeku unnaara?

Emmett: Yeah, I think I can talk to my mom.
Eswar: unnaru, ma ammatho nenu matladochu ankuntunna.

Jordan: That's great. Just remember that what happened to you was not your fault, that you did nothing wrong, that this is more common than people think, and you are not alone.
Raju: Manchidi, Oka vishayam gurthu pettuko, neeku edatheye jarigundo andulo nee thappemi ledu, nuvvetuvanti thappu cheyiledu, andaru anukune danikanna chala saadharananga jarige vishayamidi, inka, nuvvo ontarivi kadu.



SEXUAL ASSAULT SCRIPT 2:

Setting: Friends hanging out and eating at school

Characters: Barb, Sarah, Kate

Amrta: Snehiturallu kallisi school vadda thinadam
Paatralu: Bhanu, Sarala, Kalyani

Sarah: Hey Barb! What's up? I've never seen you this sad on ice cream day.

Sarala: Enti Bhanu? emayindi? Nenepudu ninnu intha vicharamga chudaledu, adi kuda ice cream thine rojuna .

Barb: I don't care about stupid ice cream or any toppings.

Bhanu: Asal ee ice cream gurinchi nenu pattinchukunu.

Kate: But there are three flavors!

Kalyani: kani ikkada moodu ruchulu unnayi!

Sarah: Three flavors!!

Sarala: MOODU RUCHULU!!

Barb: It's just... Mr. Squall asked me to stay after school for the third time this week. And sometimes he gets a little too close.

Bhanu: adentante...mana Social sir nannu school tharvatha undamani idappude ee vaaram lo moodosari adagadam. Inka, konni saaru chaaia daggaraku vashadu.

Kate: Squirrelly Squall?

Kalyani: Udathamoham Social Sir aa?

Sarah: That guy's a total perv.

Sarala: Vaadu otti vedava.

Kate: Wait. Are you saying that Mr. Squall... I mean, are you worried that he might sexually assault you?

Kalyani: Aagu. Nuvvu chepthundi mana Social sir...ante, ninmaina laingikamga vedisthunnadani vichaaristhunnava?

Sarah: Kate! Shhhhhh! Can't we just talk about all the toppings?

Sarala: Kalyani! Shhhhhh! Menam kevalam ikkadunna anni ruchula gurinchi matladukunte poley?

Kate: I know it's uncomfortable to talk about this stuff but it's really important. My brother is a social worker and he told me about sexual assault. Basically, sexual assault is when someone does something sexual to another person without getting their permission first. That can include anything from touching someone's genitals, breasts, butt, inserting anything into any part of their body, or showing them something sexual when they haven't given their explicit consent.

Kalyani: Naku thelusu ee vishayam gurinchi charchinchukovadam ibbandikaramani, kani idi nijamga chaaia athyavasaramainadi.

Maa annayya oka samaja sevakudu, naku laingika vedimpu gurinchi intha vivaramga cheppadu. Evaraina oka vyakthi marokari ishtam, prameyam lekunda vaarini laingikamga edaina cheshte danine laingika vedimpu antaru, ante ee rakamga ayina mana angaalu, chaathi, venukabaagam lantivi mana sammathi lekunda muttukovadam, vaari anganni avathali vaariloki ekkadaina theakinchadam, leda vaari angaalanu avathali vaari spashitamaina sammathi lekunda vaariki chupinchadam laantivi. Iantidi thappu, neram matrame kadu, chatta virudham kuda.

Barb: Explicit consent?

Bhanu: Spashitamaina sammathi?

Kate: Explicit consent is a clear, voluntary agreement to do something. In this case, something sexual. A shrug or silence doesn't count. And you can't give consent if you're feeling threatened, or if you're drunk or high. If you consent to one thing, it doesn't mean you consent to everything. And, you can take it back at any time you change your mind.

Kalyani: Spashitamaina sammathi ante oka swachanda oppadam edaina pani cheyadaniki. Ee vishayam lo edaina laingikamga. Nissabdama undadam anedi leikkaloki radu. Alaagani ninnu bhayapetti, leda madhyam mathlu unnappudu, leda mathu padaardatu ichi, alantappudu nuvvinche sammathi lekkaloki radu. Edo oka vishayam lo sammathisthey annitiki sammathinchinathu kadu. Anthey kadu, Nuvvupudaina sare nee manasu marchukunnappudu aa sammathini venakiti theesukovachu.

Barb: Ok. But what do I do about Mr. Squall?

Bhanu: Sare kani, Mana Social sir vishayam gurinchi emi cheyanu?

Kate: If he assaults you in any way, first, remember that it's not your fault. No matter who you were with, or how you were dressed to feel guilty about, period. If anyone ever rapes you or hurts you in any way, get to a clinic, fast. Tell them what happened and they can help you take the steps to prevent illness, or pregnancy, and get you to the additional support you'll need. Most importantly, you should tell someone you trust, like your mom or school counselor. You can tell them face to face, over text, on the phone, or however you're most comfortable. Talking to us was a good start.

Kalyani: Oka vishayam baaga gurthupettuko, athanu ninnu ee rakamga laingikamga vedinchina, andulo nee thappu matram assalu emi ledu, edi emaina, eppudaina, nuvvu evarithu unna sare, nuvelanti battalu vesukunna sare, nuvvu thappu chesina bhaavana assalu pettukovaddu. Eppudaina evaraina evarainaina sare bhalaatkaaram chesthey, mottamodhata, ventane veejayinantha thondaraga doctor daggaraku vellali. Jarigindi vaariki vivarinchali, appudu vaalu tharvatha theesko valaina charyala gurinchi sahayam cheyagalani, ante etuvanti rogalu rakunda, leka garbham rakunda, inka aa paina adanapu sahayam edaina kavalsi vachina sare.

Athyavasaram ga, evaraina nammakamaina vyakthiki cheppali, mana thalithandurulaku kani, leda school lo unde counselor ki kani. Vallaki nuvvu mukhamukhi ayina, phone lo ayina leda neeku ela soukaryam ga unte ala theilyacheppali. Ippudu maatho maatladi manchi pani chesav. Adi nuvvu theerunkuna modhali dhairyamaina adugu.

Barb: Oh, I'm freaking out.

Bhanu: Ayyo, naku chaaia beduruga undi.

Sarah: Me too.

Sarala: Naku kuda.

Kate: It's normal to feel weird or scared about speaking up, especially if you know the abuser. But, it's brave to talk about sexual assault, or any unwanted sexual behavior that makes you feel uncomfortable. You'll be protecting yourself and other people too.

Kalyani: Ala ee vishayam gurinchi charchinchadam ante bhayapadam leda siggupadam saadhaarana, anduloni ala laingikamga vedinche vyakthi neeku thelisinavadathey. Kani, intha ibbandikaramga unna sare dhairyam koodabettukuni laingika vedimpu gurinchi leda anasaramaina laingika pravarthana gurinchi ayina sare dhairyam ga maatladi. Ala cheyadam valla ninnu nuvve kaapadukogalav, inka itharulanu kuda kaapaadagalav.

Barb: Thanks Kate. I think I should go talk to the counselor.

Bhanu: Chaaia dhanyavaadamulu Kalyani. Nenu mana school counselor tho maatladanukuntunna.

Kate: We're here for you, Barb, no matter what.

Kalyani: Bhanu, edemaina sare, neeku memu eppudiki vishayam thoduga untam. Maa maddhathu neeku eppudu untadi.

Sarah: Here, take one of my ice creams. Just not the chocolate!

Sarala: Idugo, naa daggara unna oka ice cream theesko, kani chocolate ice cream matram kadu!

5. Video Activity

- Show videos on a projector to the class and talk about the behaviors shown on the screen and how they are or aren't appropriate and what should have been done instead
- Talk about the importance of speaking up if this ever was to happen and providing information on the resources they can reach out too

6. End survey to analyze what has been learned





Members: Sanitra Ayer, Miguel Carias, Anjanei Dhayalan, Shreeya Malpani, Devaki Patel, Anika Sharma



Goal: Aim to empower women and young girls by educating them on the basics of business while encouraging them to pursue schooling.



Projects: Childhood marriage workshop, Role model and Leadership Day, Women as Business Leaders, Discussion of Periods, Human Trafficking/Rape workshop

Women Empowerment

Intent

The Women's Empowerment project was built to be accessible to women of all ages. The main goal is to deconstruct the idea of business as a masculine field, providing workshops on start-up skills, entrepreneurship, marketing, sales, and more. The hope is that these workshops will inspire the attendees to take part in business and even start their own, as well as empower these women and build confidence in their everyday lives.

Projects

Workshop on Childhood Marriages

- Introduction of leaders
- Reading of a poem by Rupri Kaur, who immigrated to Canada with her parents from India when she was 4 years old
- Discussion of poem among parents and their daughters
- Discussion on video

Schedule

Day 1:

- Introduction of leaders and background of child marriage
- Poem reading
- Discussion
- Explanation of poem
- Video
- Discussion

Day 2:

- NGO Speaker
- Survey

Day 1: translate to English Telugu

Introduction of leaders and background of child marriage:

- Hello everyone! Our names are _____, _____, & _____. We are (insert ages), and are currently studying _____, _____, & _____ at the University of California, San Diego. We are here to speak with you all about a topic that may be heavy at some points, but is so important and needs to be discussed - getting married too young. 27% of girls in all of India are married before the age of 18, which is about 3 out of every 10 girls. That means that out of every 10 girls, there is a chance that 3 of you will be married very soon. We are not here to persuade you to change your beliefs or family traditions. We understand and see that your traditions have been passed down through generations and carry immense value within your community. However, we want to show you that marriage does not mean a girl or a woman cannot continue to lead her life as before. We want to encourage parents and in laws to educate your daughters and motivate them to earn for herself and her family.
- In India the legal age of voting is 18, as brains are developed enough to make decisions. Studies have also proven that the female brain continues to develop until the age of 21. These things show us that a woman cannot be ready to have a healthy household any earlier in their age.

Poem Reading translate to English Telugu

- We would like to share a poem written by a woman named Rupri Kaur. She immigrated to Canada with her parents from India when she was 4 years old. She has become famous because of her poetry books that have become very popular all around the United States, Canada, and other places in the world.
- Her poem goes (translation pending):
"I do not want to have you
to fill the empty parts of me
I want to be full on my own"

I want to be so complete
I could light a whole city
And then
I want to have you
Cause the two of
Us combined
Could set it
On fire"

Discussion translate to English Telugu

- We would now like all the parents here to turn to their daughters and explain what this poem means.
- Allow discussion for about 5 minutes
- Would anyone like to share what this poem meant to them?

Explanation of poem translate to English Telugu

- If no one wants to share one of the other leaders answer - there should be some conversation about how Rupri does not deny the fact that a woman should have a partner, but instead explains that if the woman is "complete" or "successful" in her dreams, aspirations, wants and so is the man, then they can conquer a whole city.
- Make the point that every person in the world deserves love but being successful together allows for respect, happiness, and a healthy marriage - things that would not be present if both parties were not successful beforehand.

Video:

<https://www.youtube.com/watch?v=5ixybtmrfFc>

Discussion: translate to English Telugu

- In the first video shown - if Chitti studied and became a doctor and then got married, would her family be better off?
- In the second video - couldn't the man's daughter do the same things he stated as his expectations?
 - He stated that he wanted his son to go to the United States and study.
 - Can anyone give one reason as to why a woman would not be able to do this?
- What would happen in this world if there were no more women?



Women As Business Leaders

- **Lemonade Stand 101**

- ~ *Day 1: Small lesson on the basics of starting a business, preferably taught by a speaker, otherwise follow the lemonade stand 101 guide, How can you make business profitable? Make posters/ small flyers and pass them around and inform people you will be selling your good/ service and why people should buy theirs*
- ~ *Day 2: Set up Stands and sell lemonade*

- **Shark Tank**

- ~ *Have women brainstorm a business idea in small group using the resources accessible in the village*
- ~ *Have them construct a formal plan which includes the following: description of product/ service, demographic of desired market, base price and retail price, sales plan.*
- ~ *Proposals will be presented to a panel of judges. The most innovative and feasible business plan will win the competition.*

Discussion of Periods Taboo

- **Padman Screening**

- ~ *Visually shows a social activist fighting against the taboo around periods; easy to understand movie & speaks to people's emotional side*
- ~ *After the movie, there will be a casual discussion on how the women relate to the movie, and what they learnt from it*

Human Trafficking/Rape

- **Circle of Trust Activity for Victims**

- ~ *Have a professional facilitate this activity where women demonstrate how different questions concerning sexual abuse has effected them by taking a step farther out of the circle, demonstrate common experiences and build trust so that these issues can be more openly discussed*

- **Self-Defense Class**

- ~ *Workshop that gives women the tools to protect themselves in a dangerous situation and encourages them to spread this knowledge to the rest of their community*



Day2
Project Rishi: Women Empowerment Project (Human Trafficking/Rape)

Target Audience: 2 Groups; Young Girls (8-17) & Women (18-35)

Focus: To offer women a space to share, recognize, and be informed about issues relating to trafficking and rape violations. Also, to provide women ways of combating this issue both in an emotional manner and physical manner in the undesired case of sexual assault.

Circle of Trust Activity:

Have a group of volunteering women able and willing to participate in the activity gather together in a circle facing outward. The only "item" needed is a room with sufficient space to perform the activity.

- Divide the participating women into groups divided by age. Have the younger girls/women participate in the activity at one time, and then have the older group of women participate in the same activity at a later time.
 - ◆ By a later time, it could be on the next day that the previous circle group participated or could be simply later that same day.
- **Get in contact with someone who is licensed or certified to host a series of questions that will be asked to the group of women.** She will possibly begin by asking very simple and safe questions, and as the activity progresses, the questions can get a little more serious/personal.
- As each woman participating in the activity answers yes to a question, she takes one step away from her previous point on the circle. At the end of the activity,

each woman recognizes how far she's moved away, opening the discussion to how much women in the villages/world are impacted by issues of sexual abuse.

Questionnaire for Circle of Trust

Begin with volunteers about 10-15. Ask them to form into a circle standing shoulder to shoulder.

Initiate loose conversation asking them about general information like name etc while also explaining the activity. Each question is followed by a small discussion on the question.

1. Were you younger than 18 when you were married?
2. Is the age difference between spouses greater than 5?
3. It has been over a year since you met your parents.
4. Children are not a shared responsibility with the most burden on you.
5. Your spouse helps you with everyday activities.
6. Decisions in your household are taken only by your spouse.
7. There are consequences if things are done differently from the spouse.
8. You sometimes fear for you/ your children's safe

Email to Prajwala - NGO aiming to fight sex trafficking in Andrapradesh (<https://www.prajwalaindia.com>)

Hello X,

We are an organization called Project RISHI, a student-run non-profit organization promoting sustainable development of rural Indian communities at the University of California, San Diego.

As part of our outreach, we partner with NGOs working in rural areas to help address important issues and this year we are partnered with an NGO called CERDS which serves a coastal village called Vinayakuparam, near Vetapalem (Prakasam Dist), Andhra Pradesh. We are reaching out because your organization's mission resonated with one of our initiatives this year which aims to

empower women by facilitating discussion about domestic violence. We have conducted research and compiled a list of questions and a general outline to conduct a circle of trust activity both of which are attached in this email. However, we think the activity can be even more effective if we had an expert conducting the activity. Therefore, we would be grateful if an individual from your organization who has prior experience leading such discussions could volunteer their time to be a part of our initiative. We believe a person with a working knowledge of the local community and culture would allow for better communication and reach. So please let us know if you'd be interested in collaborating with us and if we could possibly arrange a meeting to discuss this further.

Sincerely,

UCSD Project RISHI

Self-Defense-Workshop:

- Gather a group of women (ages: 12 and older) to participate in a small self-defense workshop/class. First, acquire a room/space to hold this workshop/class that will provide sufficient space for the class to run accordingly.
- Contact and acquire someone who is certified/qualified for teaching self-defense maneuvers to be able to teach the class.
- Open up the class by introducing those running the activity and hold a small discussion about why learning these self-defense procedures are important.
- Have women practice self-defense techniques such as these listed below





Members: Swati Agarwal, Megha Aepala, Trisha Ahuja, Shashank Coorapati, Aaron Ferrer



Goal: Aim to teach children and families to incorporate important vitamins and nutrients in their diets as a way to also prevent onset of illnesses.



Projects: Children Workshop, Food Mural, Family Counseling Session, Diabetes Prevention Pamphlet

Nutrition

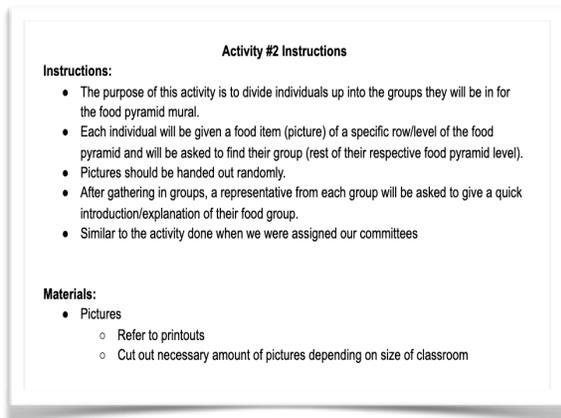
Intent

The Nutrition Committee was built to teach individuals the importance of certain nutrients and minerals within one's diet. This committee specifically targets children with the hope these healthy eating practices are implemented earlier on in one's life. Additionally, this committee targets families with the goal that meal planning can be done with more background knowledge on important nutrients.

Projects

Children Nutrition Workshop

- **Video Activity and Discussion**
 - ~ Learn about and discuss a healthy diet. A Telugu Video Presentation was made describing the important nutrients and minerals necessary in an individual's diet
- **Intro Game**



- **Food Pyramid Mural**
 - ~ Groups of kids will be assigned a pyramid level that they will paint on a community wall to create a food pyramid mural for healthy eating

Family Counseling Sessions

- **Analysis Worksheet**
 - ~ Ask families what their diets are by following worksheet format



~ Use this to systematically review the diets of families and what main vitamins/ nutrients are missing that can be incorporated

• Diabetes Prevention Pamphlet

Project RISHI | How To Reduce Your Risk of Diabetes 2?

What is Type 2 Diabetes?

A chronic condition that affects the way the body processes blood sugar (glucose)

With type 2 diabetes, the body either doesn't produce enough insulin, or it resists insulin.

SYMPTOMS

- Increased thirst
- Swelling of extremities and face
- Frequent urination
- Hunger, fatigue, and blurred vision.
- High Blood Pressure
- Blurred vision
- Tingling, numbness, or pain in the hands or feet
- Weakness
- Itching
- Dry Skin
- Muscle twitching
- Irregular heart beat

Who is at risk of Eating Disorders?

- Having pre-diabetes, which means you have blood sugar levels that are higher than normal but not high enough to be called diabetes
- Being overweight or having obesity
- Being age 45 or older
- A family history of diabetes
- Having high blood pressure Having a low level of HDL (good) cholesterol or a high level of triglycerides
- A history of diabetes in pregnancy Having given birth to a baby weighing 9 pounds or more
- An inactive lifestyle
- A history of heart disease or stroke Having depression
- Having polycystic ovary syndrome (PCOS)
- Having acanthosis nigricans, a skin condition in which your skin becomes dark and thick, especially around your neck or armpits
- Smoking





Type 2 Diabetes

Preventative Measures

What Foods Should be Avoided?

- **Sodas:** both sugar sweetened regular soda and diet soda raise blood sugar
- **Refined sugars** (donuts, pastries, cakes, cookies, scones, sweets, candy)
- **Processed carbs** (white bread, pasta, chips, saltines)
- **Trans fats** (anything with the word hydrogenated on the label) such as butter "spreads," some mayonnaise "spreads" some salad dressings, packaged sauces, bakery goods
- **High-fat animal products** (red meat, fatty cuts of pork, bacon, sausage)
- **High-fat dairy products** (whole milk, cream, cheese, ice cream)
- **High fructose corn syrup** (in soda, candy, packaged convenience food)
- **Artificial sweeteners** (in processed foods labeled "diet")
- **Highly processed foods** – novelty sweets, candies, chips, kettle corn,

How can I prevent or delay getting type 2 diabetes?

If you are at risk for diabetes, you may be able to prevent or delay getting it. Most of the things that you need to do involve having a healthier lifestyle. So if you make these changes, you will get other health benefits as well. You may lower your risk of other diseases, and you will probably feel better and have more energy.

<p>Get more physical activity</p> <p>There are many benefits to regular physical activity. Exercise can help you. Lose weight, lower your blood sugar, and boost your sensitivity to insulin — which helps keep your blood sugar within a normal range. Research shows that aerobic exercise and resistance training can help control diabetes.</p>	<p>Fats</p> <p>Fats are useful in slowing down the absorption of carbohydrates. Dairy and specifically fermented dairy such as yogurt, appears to decrease risk of other health complications. Fat also contributes to feelings of satiety and can play a role in managing overeating and carbohydrate cravings.</p>
<p>Fiber</p> <p>Fiber may help you. Reduce your risk of diabetes by improving your blood sugar control, lower your risk of heart disease, promote weight loss by helping you feel full. Foods high in fiber include fruits, vegetables, beans, whole grains, and nuts.</p>	<p>Proteins</p> <p>Protein not only keeps blood sugar stable, but it also helps with sugar cravings and feeling full after eating (satiety). Protein can come from both animal or plant sources; however, animal sources are also often sources of unhealthy saturated fats. Good protein choices include: Beans, Legumes, Eggs, Fish, and seafood. Organic, dairy products</p>
<p>Whole grains</p> <p>It's not clear why, but whole grains may reduce your risk of diabetes and help maintain blood sugar levels. Try to make at least half your grains whole grains. Many foods made from whole grains come ready to eat, including whole bread, pasta products, and cereals. Look for the word "whole" on the package and among the first few items in the ingredient list.</p>	<p>Vegetables</p> <p>Leafy green vegetables are extremely nutritious and low in calories. They're also low in digestible carbs, which raise your blood sugar levels. Spinach, kale and other leafy greens are good sources of several vitamins and minerals, including vitamin C. This increases vitamin C intake, reduces inflammatory markers, lowering blood sugar levels for high blood pressure. In addition, leafy greens are good sources of the antioxidant, which can protect your eyes from macular degeneration and cataracts, which are common diabetes complications.</p>





Members: Megha Aepala, Miguel Carias, Simar Dadra, Victor Lee, Kush Patil



Goal: Aim to understand the demographics of the village to aid with future projects.



Projects: Hygiene Survey, Diabetes Survey, Mental Health Survey, HIV/AIDS Survey

Surveying

Intent

The Surveying Committee was established in order to assess the efficacy of the current projects while also examining other demographics which may merit attention for the future years. The surveys are constructed through extensive research and knowledge of cultural sensitivity and translated to the native Telugu script. The aim of this committee is to analyze these specific patterns and trends while avoiding biases, specifically social desirability bias.

Projects

Hygiene Survey

- **Demographics:** *Underserved children [5+], and Parents*
- **Purpose:** *To understand the prevalence of good or bad hygiene within the specified demographic. We can use this information to create projects that target proper hygiene in the future*
- **Benefits of Good Hygiene:**
 - ~ *Reduces the chance of infection and illness*
 - ~ *Good relationships with others*
 - ~ *Increased personal pride and standards*
 - ~ *Noticed by someone that you may be attracted to*
 - ~ *Remaining fit, healthy & strong Increases your self-esteem*
- **Method of Distribution:** *Nutrition Children Workshop*



English Version:

Surveying: Hygiene

Demographics: Underserved children [5+], and Parents

Guidelines:

This survey will be administered through a written procedure. We will conduct random walks throughout the village and go to houses, and schools to get this data. The UCSD student will give a brief intro (next) about what we are doing. Afterwards, the survey (which is written in Devanagari Script) will be given to the villagers if they give a nod. The villagers should complete the survey by themselves while the student waits patiently, the whole process should take approximately 5 minutes per person, maybe a little bit longer for surveying children.

Brief Intro:

Hi! We are students from abroad and are hosting different types of projects in the village to help the community. For the planning of our future projects, we are surveying you guys to get a better understanding of how we can help for next year! Would you be interested in helping us help you? We do not understand Telugu, so please respond with nodding your head as a yes or shaking your head for a no. Great, here is the survey below. It will only take 5 minutes of your time, please hand it back to me when you're done. Thank you for your time!

Survey:

1. On a scale of 1-10, how clean would you consider yourself?
a. 0-3 b. 4-6 c. 7-10 d. 11+
2. How many times a day do you wash your hands?
a. 0-3 b. 4-6 c. 7-10 d. 11+
3. Do you wash your hands before eating food? After?
a. Yes, before and after b. Only before c. Only After d. I don't wash my hands
4. Do you use soap to wash your hands?
a. Yes b. No
5. Do you wash your hands after using the toilet?
a. Yes b. No
6. Do you wash your hands as soon as you get home?
a. Yes b. No
7. How many times a day do you brush your teeth?
a. I don't brush my teeth b. Once a day c. Twice a day d. 3 times a day
8. When do you brush your teeth? Select all that apply.
a. Morning b. Afternoon c. Evening d. Night e. I don't brush
9. How often do you change your toothbrush?
a. Every 3 months b. Every 6 months c. I don't change my toothbrush/I don't remember
10. What toothpaste do you use?
a. Crest b. Spirelene c. Neem d. Other

11. How often do you floss in a month?
a. 0-3 b. 4-6 c. 7-10 d. 11+
12. How often do you go to your dentist in a year?
a. 0-3 b. 4-6 c. 7-10 d. 11+
13. How many times a day do you have a bath/shower in a month?
a. 0-3 b. 4-6 c. 7-10 d. 11+
14. How often do you change your clothes?
a. Daily b. Weekly c. Monthly
15. How often do you wash your clothes?
a. Daily b. Weekly c. Monthly
16. Do you use a Deodorant/Antiperspirant? Which one do you use?
a. Yes, I use _____ b. No, I don't use one

Benefits of Good Hygiene

- Reduces the chance of infection and illness
- Good relationships with others
- Increased personal pride and standards
- Noticed by someone that you may be attracted to
- Remaining fit, healthy & strong
- Increases your self-esteem

Telugu Version:

Surveying: Hygiene

Demographics: Underserved children [5+], and Parents

Guidelines:

This survey will be administered through a written procedure. We will conduct random walks throughout the village and go to houses, and schools to get this data. The UCSD student will give a brief intro (next) about what we are doing. Afterwards, the survey (which is written in Devanagari Script) will be given to the villagers if they give a nod. The villagers should complete the survey by themselves while the student waits patiently, the whole process should take approximately 5 minutes per person, maybe a little bit longer for surveying children.

Brief Intro:

Hi! Menu kunnee students US ninchee ochammu. Mee village kee sahaayam chaysay dhaanikee ochammu. Bhavisyattu lo memmu projectulu chayyabhottunaamu. Dhaanikhee memmu okka sarvey chhesthunammu. Ee sarvey meeru chaysthey, maaku sahaayam cheythaaru. Maaku idhee chaysthaaru? Maaku Telugu raadhu, andhukhe meeru ee sarvey kee oppukontey, mee thalaa oopandee. Challa thanks. Idheego, maa sarvey. Aidhu nimushallo aipothadhee. Aipoyinaaka, maaku ichese. Challa thanks!

Survey:

1. 1-10 స్కేలులో, దమ్ములని మీరు ఎంత శుభ్రంగా తాచిస్తారు?
2. రోజుకు ఎన్ని సార్లు చేతులు కడుక్కోతారు?
a. 0-3 b. 4-6 c. 7-10 d. 11+
3. ఆహారం తీసుకోవడానికి ముందు చేతులు కడుక్కోవా? తరువాత?
a. అవును, ముందు మరియు తరువాత
b. ముందు మాత్రమే
c. త్వరిత
d. నేను చేతులు కడుక్కోను
4. చేతులు కడుక్కోవడానికి మీరు సబ్బును ఉపయోగిస్తున్నారా?
a. అవును
b. లేదు
5. మీరు బాములకే ఉపయోగించిన తర్వాత చేతులు కడుక్కోవా?
a. అవును
b. లేదు
6. ఇంటికి రాగానే చేతులు కడుక్కోవా?
a. అవును
b. లేదు
7. రోజుకు ఎన్ని సార్లు పళ్ళు తేమకొవాలి?
a. నేను పళ్ళు తేమకొను
b. రోజుకి ఒక్కసారి



c. రోజుకు రెండు సార్లు
d. రోజుకు 3 సార్లు

8. మీరు ఎప్పుడు చాలా బాధపడతారు? ఎక్కువగా ఎప్పుడు? ఎందుకంటే.
a. జడయం
b. మద్యం
c. పొయలం
d. ఇతర

9. మీ బాధలకు మీరు ఎంత తరంగా మారుతుంటారు?
a. ప్రతి 3 నెలలకు
b. ప్రతి 6 నెలలకు
c. నేను నా బాధలకు మారుతున్నాను / నాకు గుర్తు లేదు
d. నేను ఏ బాధలకు మారుతున్నాను?

10. మీరు ఏ బాధలకు ఎక్కువగా బాధపడతారు?
a. కష్టం
b. పనిలేకపోవడం
c. మనం
d. ఇతర

11. మీరు నెలలో ఎంత తరంగా బాధపడతారు?
a. 0-3
b. 4-6
c. 7-10
d. 11+

12. సందర్భంలో మీరు ఎంత తరంగా మీ బాధలకు మారుతుంటారు?
a. 0-3
b. 4-6
c. 7-10
d. 11+

13. నెలలో మీకు రోజుకు ఎన్నిసార్లు పొయలం / పొయలం చేస్తారు?
a. 0-3
b. 4-6
c. 7-10
d. 11+

14. మీరు ఎంత తరంగా మీ బాధలకు మారుతుంటారు?
a. రోజువారీ
b. వారానికి
c. నెలవారీ

15. మీరు ఎంత తరంగా మీ బాధలకు బాధపడతారు?
a. రోజువారీ
b. వారానికి
c. నెలవారీ

16. మీరు బాధపడడంతో / బాధపడడంతో బాధపడతారు? మీరు ఏది బాధపడతారు?
a. బాధపడడం, నేను బాధపడతాను
b. లేదు, నేను బాధపడతాను

మంచి చరిత్రకథల యొక్క ప్రయోజనాలు

- సంక్రమణ మరియు అనారోగ్యం యొక్క అవకాశాన్ని తగ్గించండి
- ఇతరులలో మంచి సంబంధాలు
- వ్యక్తిగత అవకాశం మరియు ప్రమాణాలు పెరిగాయి
- మీరు ఆకస్మాత్తుగా బాధపడతారు ఎందుకంటే గమనించడం
- పేద, ఆరోగ్యకరమైన & బలంగా ఉంది
- మీ ఆరోగ్యకరమైన ముందుకు

Mental Health

- **Demographics:** 18+ females → Women Empowerment Committee
- **Purpose:** To understand the prevalence of mental health problems, any pertaining stigmas within this community, and to determine any risk factors of poor mental health. We can use this information to create projects that target improvement of mental health and coping mechanisms in our future projects.
- **Benefits of Good Hygiene:**
 - ~ Higher self-esteem
 - ~ Better sleep
 - ~ More energy
 - ~ Stronger resilience
 - ~ Greater motivation and pleasure
- **Method of Distribution:** Women Empowerment Committee

English Version:

Surveying: Mental Health

Demographics: [18+ females → Women Empowerment Committee]

Guidelines:

This survey will be administered through a written procedure. We will conduct random walks throughout the village and go to houses, and schools to get this data. The UCSD student will give a brief intro (next) about what we are doing. Afterwards, the survey (which is written in Devanagari Script) will be given to the villagers if they give a nod. The villagers should complete the survey by themselves while the student waits patiently, the whole process should take approximately 5 minutes per person, maybe a little bit longer for surveying children.

Brief Intro:

Hi! We are students from abroad and are hosting different types of projects in the village to help the community. For the planning of our future projects, we are surveying you guys to get a better understanding of how we can help for next year! Would you be interested in helping us help you? We do not understand Telugu, so please respond with nodding your head as a yes or shaking your head for a no. Great, here is the survey below. It will only take 5 minutes of your time, please hand it back to me when you're done. Thank you for your time!

Survey:

Answer with Yes or No ...

1. How old are you?
2. Do you have an occupation? If so, what is it?
3. Are you married, if so how old were you when you were married?
4. Did you get separated/ divorced in the last year?
5. Did your spouse die in the last year?
6. Did you have any problems with your significant other in the past year?
7. Did you face any major financial problems in the last year?
8. Did you face any natural disaster or stolen livestock or death of livestock, or crop failure or forced migration leading to loss of income or property?
9. Did you experience any major crime or were a victim of a major crime such as robbery, assault/beatings, murder/attempted murder, sexual violence?
10. Do you feel confident asking for help from a close friend or family?

11. Do you think that people with mental health illnesses are at fault for their condition?

Over the last 2 weeks, how often have you been bothered by the following problems?

Answer with Never, rarely, sometimes, often always...

- a. Feeling nervous, anxious or on edge?
- b. Not being able to stop or control worrying?
- c. Trouble relaxing?
- d. Trouble concentrating on things, such as reading the newspaper or watching television?
- e. Becoming easily annoyed or irritable?
- f. Feeling afraid as if something awful?
- g. Lost interest in aspects of life that used to be important to you?
- h. Poor appetite or overeating?
- i. Trouble falling or staying asleep, or sleeping too much?
- j. Do you ever feel hopeless that things won't get better?
- k. Do you ever feel sad for long periods of time?
- l. Does it take great effort for you to do simple things?
- m. Do you find yourself resorting to substance/ alcohol in order to cope?

This survey has been administered in order to evaluate the mental health of this village. This will help us propose projects that are targeted towards the root causes of these illnesses. Therefore, it is important that you answer honestly so that we may serve our purpose effectively. Anonymity will be retained and you will not have to identify yourself by name on this survey.

Benefits of Mental Health:

- Higher self-esteem
- Better sleep
- More energy
- Stronger resilience
- Greater motivation and pleasure



Telugu Version:

Surveying: Mental Health

Demographics: [18+ females → Women Empowerment Committee]

Guidelines:
This survey will be administered through a written procedure. We will conduct random walks throughout the village and go to houses, and schools to get this data. The UCSD student will give a brief intro (next) about what we are doing. Afterwards, the survey (which is written in Devanagari Script) will be given to the villagers if they give a nod. The villagers should complete the survey by themselves while the student waits patiently, the whole process should take approximately 5 minutes per person, maybe a little bit longer for surveying children.

Brief Intro:
Hi! Memu kunnee students US ninchee ochammu. Mee village kee sahaayam chaysay dhaanikee ochammu. Bhavisaytu lo memmu projectulu chayyabottunaamu. Dhaanikee memmu okka sarvey cheshunammu. Ee sarvey meeru chaysthey, maaku sahaayam cheythaaru. Maaku idhee chaysthaaru? Maaku Telugu raadhu, andhukhe meeru ee sarvey kee oppukontey, mee thalaa oopandee. Chaalla thanks. Idheego, maa sarvey. Aidhu nimushallo aipothadhee. Aipoyinaaka, maaku ichese. Challa thanks!

Survey:
అప్పుడు లేదా కారు అని సమాధానం ఇవ్వాలా ..

1. మీ వయస్సు ఎంత?
2. మీకు వ్యక్తి అందా? అలా అయితే, అది ఏమిటి?
3. మీరు ఏదానూ చేసుకున్నారా, అలా అయితే మీరు ఏదానూ చేసుకున్నప్పుడు మీ వయస్సు ఎంత?
4. మీరు ఇటీవల ఏదీదోయారు / ఏదాకూలు చేసుకున్నారా?
5. గత సంవత్సరంలో మీ జీవిత భాగస్వామి ఉందోయారు?
6. గత సంవత్సరంలో మీ జీవిత భాగస్వామికి మీకు ఏమైనా సమస్యలు ఉన్నాయా?
7. గత సంవత్సరంలో మీకు ఏదైనా ఆరోగ్య సమస్యలు ఎదురయ్యాయా?
8. గత సంవత్సరంలో మీ పంటలు, ఆదాయం లేదా ఆస్తికి మీకు ఏమైనా సమస్యలు ఎదురయ్యాయా?
9. మీరు ఏదైనా వ్యక్తి నోనాన్ని అనుభవించారా లేదా కేసీ, డా. / కేళ్లదం, వాళ్ళు / వాళ్ళాయర్లు, లైంగిక హింస వంటి వ్యక్తి నోనానికే బాధించారా?
10. సన్నిహితులు లేదా కుటుంబం నుండి సహాయం కోరడం మీకు సమస్యకా అందా?
11. మానసిక ఆరోగ్య అవారోగ్యంతో బాధపడుతున్న వ్యక్తులు వారి బతికే తప్పని అని మీరు అనుకుంటున్నారా?

గత 2 వారాలలో, ఈ క్లిండ్ సమస్యలతో మీరు ఎంత తరచుగా బాధపడుతున్నాడు? ఎప్పుడూ, ఆరుమూ, కొన్నిసార్లు, తరచుగా లేదా ఎప్పుడూ సమాధానం ఇవ్వండి ...

- a. నాదీ, ఆక్షుత లేదా అయిన ఉన్నారా?
- b. చింతించటం ఆపలేకపోతున్నారా?
- c. ఏదానూ తీసుకోవడంలో ఇబ్బంది అందా?
- d. వాళ్ళవల్ల దండం లేదా లిటివిజన్ చూడటం వంటి విషయాలు దృష్టి పెట్టడంలో ఇబ్బంది అందా?
- e. సులభంగా కేవలం లేదా ఏదాకూ మారుతున్నారా?
- f. ఏదో భయకరంగా ఉన్నట్లు భయపడుతున్నారా?
- g. మీకు ముఖ్యమైన జీవిత అంశాల్ని అడ్డంకి కేల్సోయారా?
- h. పలువురినీ ఆకలి లేదా అరగింపు ఉందా?
- i. ఏదీవడం లేదా నిద్రపోవడం లేదా ఎక్కువ నిద్రపోవటం ఇబ్బంది?
- j. విషయాలు తీసుకోవడం మీరు ఎప్పుడైనా నొర్రుకొనా దిండుతున్నారా?
- k. మీరు ఎప్పుడైనా ఎక్కువ కాలం బాధపడుతున్నారా?
- l. మీరు నిరసన పనులు చేయడానికి గొప్ప ప్రయత్నం అవసరమా?
- m. మీరు తరలించడానికి మర్నం / మారకడవ్వాలను ఆశ్రయిస్తున్నారా

ఈ గ్రామం యొక్క మానసిక ఆరోగ్యం అందూ నేయడానికి ఈ సర్వే నిర్వహించబడింది. ఈ అవారోగ్యం యొక్క మూల కారణాలు అర్థం చేసుకున్న ప్రాజెక్టులను ప్రతిపాదించడానికి అది మాకు సహాయపడుతుంది. అందువల్ల మీరు మా ప్రయోజనాన్ని సమర్థవంతంగా అందించడానికి మీరు సహాయంగా సమాధానం ఇవ్వడం వారి ముఖ్యం అనుకుంటున్నారా అలాగే అటువంటి మరలూ ఈ సర్వేలో మీరు మీరే వారు గుర్తించాల్సిన అవసరం లేదు.

మానసిక ఆరోగ్యం యొక్క ప్రయోజనాలు:
ఉన్నత ఆర్థికంగా
మంచి నిద్ర
ఎక్కువ శక్తి
అభివృద్ధి స్థితిస్థాపకం
గొప్ప ప్రతిపాదనలు అందించడం

Diabetes

- **Demographics:** *Adolescents – Young Adults; Older people*
- **Purpose:** *Diabetes is a serious illness that can cause major organ damage, and if left untreated, it can have fatal consequences. The purpose of this survey is to help us understand the comprehension of diabetes in the village and help the other committees run their planned projects.*
- **Benefits of Early diagnosis:**
 - ~ *Better Quality of Life*
 - ~ *Longer life span*
 - ~ *Less medical expenses because less medical complications*
- **Method of Distribution:** *General Health Awareness Committee*



English Version:

Surveying: Diabetes

Demographics: [Adolescents - Young Adults; Older people]

Objective: Diabetes is a serious illness that can cause major organ damage, and if left untreated, it can have fatal consequences. The purpose of this survey is to help Project Rishi understand the comprehension of diabetes in the village and help the other committees run their planned projects.

Guidelines: This survey will be administered through a written procedure. We will conduct random walks throughout the village and go to houses, and schools to get this data. The UCSD student will give a brief intro (next) about what we are doing. Afterwards, the survey (which is written in Telugu Script) will be given to the villagers if they give a nod. The villagers should complete the survey by themselves while the student waits patiently, the whole process should take approximately 5 minutes per person, maybe a little bit longer for surveying children.

Brief Intro: Hi! We are students from abroad and are hosting different types of projects in the village to help the community. For the planning of our future projects, we are surveying you guys to get a better understanding of how we can help for next year! Would you be interested in helping us help you? We do not understand Telugu, so please respond with nodding your head as a yes or shaking your head for a no. Great, here is the survey below. It will only take 5 minutes of your time, please hand it back to me when you're done. Thank you for your time!

Hi! Memu kunnee students US ninchee ochammu. Mee village kee sahaayam chaysay dhaanikee ochammu. Bhavisyattu lo memmu projectulu chayashottunaamu. Dhaanikhee memmu okka sarvey chesthanammu. Ee sarvey meeru chaysthey, maaku sahaayam cheythaaru. Maaku idhee chaysthaara? Maaku Telugu raadhu, andhukhe meeru ee sarvey kee oppukontey, mee thalaa oopandee. Chaalla thanks. Idheego, maa sarvey. Aidhu nimushallo nipothadhee. Aipoyimaaka, maaku ichese. Challa thanks!

Survey:

1. What is your sex?
 - a. Male b. Female
2. What age group are you categorized under?
 - a. 0-12
 - b. 13-18
 - c. 19-35
 - d. 35+
3. Do you have high blood sugar levels?
 - a. Yes

- b. No
4. When were you last tested for high blood sugar?
 - a. Within a few weeks
 - b. Within a few months
 - c. Within the last year
 - d. More than a year
 - e. Never
5. Do you know what diabetes is?
 - a. Yes
 - b. No
6. Do you know the health risks associated with diabetes?
 - a. Yes
 - b. No
7. Have you been diagnosed with diabetes?
 - a. Yes
 - b. No
8. If yes, then which type?
 - a. Type 1
 - b. Type 2
 - c. Prediabetes
 - d. Gestational Diabetes
9. Does your family have a history with diabetes?
 - a. Yes
 - b. No
10. When were you diagnosed with diabetes?*
 - a. Within a few weeks
 - b. Within a few months
 - c. Within the last year
 - d. More than a year
 - e. Never
11. Do you take insulin injections?
 - a. Yes
 - b. No
12. Are taking any other form of medication? If yes, please write the name of the medicine(s).
 - a. Yes; name of medication _____
 - b. No
13. Do you exhibit any of the common symptoms of diabetes? Select all that apply:
 - a. Excessive thirst
 - b. Frequent urination
 - c. Blurry vision
 - d. Fatigue
 - e. Other: _____
14. What is the availability of proper medication in your area?
 - a. High availability

- b. Mild availability
 - c. Low availability
 - d. No availability
15. What is the availability of urgent care in the case of an emergency?
 - a. High availability
 - b. Mild availability
 - c. Low availability
 - d. No availability
16. Would you be willing to undergo an albumin test if your symptoms match and/or you are diagnosed with diabetes? (The urine albumin test measures the levels of the protein albumin in your blood and is a key detector of kidney disease.)
 - a. Yes
 - b. No
17. Do people treat you differently when they discover your illness?
 - a. Yes
 - b. No
18. Do you know about the different food groups and the healthy amount of each you should eat per day?
 - a. Yes
 - b. No
19. What type of food do you eat on a typical day?
 - a. Please list the foods that you eat: _____



Telugu Version:

Surveying: Diabetes

Demographics: [Adolescents - Young Adults; Older people]

అధ్యక్షుడు: దయాబిటిస్ అనేది తీవ్రమైన అనారోగ్యం. ఇది విస్తృత అంచనానాటికి భారీ కలిగిస్తుంది మరియు చికిత్స చేయకపోతే, అది ప్రాణాంతక పరిణామాలను కలిగిస్తుంది. ఈ సర్వే యొక్క ఉద్దేశ్యం ప్రాథమికంగా మధుమేహం యొక్క అవగాహనను అభ్యుదయం చేయడం మరియు ఇతర కమిటీల వారి ప్రాధాన్యతలను అంచనా వేయడంలో సహాయపడటం.

Guidelines: This survey will be administered through a written procedure. We will conduct random walks throughout the village and go to houses, and schools to get this data. The UCSD student will give a brief intro (next) about what we are doing. Afterwards, the survey (which is written in Telugu Script) will be given to the villagers if they give a nod. The villagers should complete the survey by themselves while the student waits patiently, the whole process should take approximately 5 minutes per person, maybe a little bit longer for surveying children.

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Hi! Memu kunnee students US ninchee ochammu. Mee village ke sahaayam chaysay dhaanikke ochammu. Bhavisyattu lo memmu projectulu chayyabhotunamu. Dhaanikke memmu okka sarvey chesthunammu. Ee sarvey meeru chaythey, maaku sahaayam cheythaaru. Maaku idhee chaysthaaru? Maaku Telugu raadhu, andhukhe meeru ee sarvey ke oppukontey, mee thalaa oopandee. Chaalla thanks. Idhego, maa sarvey. Aidhu nimushallo aipothadhee. Aipoyinaaku, maaku ichese. Challa thanks!

Survey:

- మీ లింగం ఏమిటి?
 - Male
 - Female
- మీరు ఏ వయస్సులో వర్గీకరించబడ్డారు?
 - 0-12
 - 13-18
 - 19-35
 - 35+
- మీకు రక్తంలో చక్కెర స్థాయిలు ఎక్కువగా ఉన్నాయా?
 - అవును
 - తొబ్బులువు

- అధిక రక్తంలో చక్కెర కోసం మీరు ఎప్పుడు పరీక్షించారు?
 - కొన్ని వారాల్లో
 - కొన్ని నెలల్లో
 - ఏపరీ సంవత్సరంలోనీ
 - సంవత్సరానికి పైనా ఎవరీ
- దయాబిటిస్ అంటే ఏమిటి? మీకు తెలుసా?
 - అవును
 - తొబ్బులువు
- దయాబిటిస్ కోసం బంధం ఉన్న ఆరోగ్య ప్రమాదాలు మీకు తెలుసా?
 - అవును
 - తొబ్బులువు
- మీకు దయాబిటిస్ ఉన్నట్లు నిర్ధారించారా?
 - అవును
 - తొబ్బులువు
- అవును అయితే, ఏ రకం?
 - టైప్ 1
 - టైప్ 2
 - ప్రదయాబిటిస్
 - గర్భధారణ మధుమేహం
- మీ కుటుంబానికి దయాబిటిస్ తరతరం ఉందా?
 - అవును
 - తొబ్బులువు
- మీకు ఎప్పుడు దయాబిటిస్ అందని నిర్ధారణ అయింది?
 - కొన్ని వారాల్లో
 - కొన్ని నెలల్లో
 - ఏపరీ సంవత్సరంలోనీ
 - సంవత్సరానికి పైనా
 - ఎవరీ
- మీరు ఇన్సులిన్ ఇంజక్షన్లు తీసుకుంటారా?
 - అవును
 - తొబ్బులువు
- మరేదైనా మందులు తీసుకుంటున్నారా? అవును అయితే, దయచేసి మందుల (ల) పేరు రాయండి.
 - అవును; మందుల పేరు _____
 - తొబ్బులువు
- మీరు దయాబిటిస్ యొక్క సాధారణ లక్షణాలను ప్రదర్శిస్తారా? వర్ణించి అన్నింటినీ ఎంచుకోండి.
 - అధిక దాహం
 - తరచుగా మూత్ర విసర్జన
 - మబ్బు, మబ్బు గ నెపిందడం
 - అలసట
 - Other: _____
- మీ ప్రాంతంలో సరైన మందుల లభ్యత ఏమిటి?
 - అధిక లభ్యత
 - తరచుపాత్ర లభ్యత

- అధిక రక్తంలో చక్కెర స్థాయిలు ఎక్కువగా ఉన్నాయా?
 - అవును
 - తొబ్బులువు
- అధిక రక్తంలో చక్కెర కోసం మీరు ఎప్పుడు పరీక్షించారు?
 - కొన్ని వారాల్లో
 - కొన్ని నెలల్లో
 - ఏపరీ సంవత్సరంలోనీ
 - సంవత్సరానికి పైనా
 - ఎవరీ
- దయాబిటిస్ అంటే ఏమిటి? మీకు తెలుసా?
 - అవును
 - తొబ్బులువు
- దయాబిటిస్ కోసం బంధం ఉన్న ఆరోగ్య ప్రమాదాలు మీకు తెలుసా?
 - అవును
 - తొబ్బులువు
- మీకు దయాబిటిస్ ఉన్నట్లు నిర్ధారించారా?
 - అవును
 - తొబ్బులువు
- అవును అయితే, ఏ రకం?
 - టైప్ 1
 - టైప్ 2
 - ప్రదయాబిటిస్
 - గర్భధారణ మధుమేహం
- మీ కుటుంబానికి దయాబిటిస్ తరతరం ఉందా?
 - అవును
 - తొబ్బులువు
- మీకు ఎప్పుడు దయాబిటిస్ అందని నిర్ధారణ అయింది?
 - కొన్ని వారాల్లో
 - కొన్ని నెలల్లో
 - ఏపరీ సంవత్సరంలోనీ
 - సంవత్సరానికి పైనా
 - ఎవరీ
- మీరు ఇన్సులిన్ ఇంజక్షన్లు తీసుకుంటారా?
 - అవును
 - తొబ్బులువు
- మరేదైనా మందులు తీసుకుంటున్నారా? అవును అయితే, దయచేసి మందుల (ల) పేరు రాయండి.
 - అవును; మందుల పేరు _____
 - తొబ్బులువు
- మీరు దయాబిటిస్ యొక్క సాధారణ లక్షణాలను ప్రదర్శిస్తారా? వర్ణించి అన్నింటినీ ఎంచుకోండి.
 - అధిక దాహం
 - తరచుగా మూత్ర విసర్జన
 - మబ్బు, మబ్బు గ నెపిందడం
 - అలసట
 - Other: _____
- మీ ప్రాంతంలో సరైన మందుల లభ్యత ఏమిటి?
 - అధిక లభ్యత
 - తరచుపాత్ర లభ్యత

HIV/AIDS

- **Demographics:** *Middle-Aged Adults (21-45)*
- **Purpose:** *To understand and analyze stigmas related to HIV/AIDS and overall knowledge of the topic within the village . We can use this information to create projects that target the removal of existing stigmas and increase in the overall knowledge around the contraction of HIV/AIDS*
- **Consequences of HIV/AIDS:**
 - ~ *Being diagnosed with HIV can lead to multiple effects on a person's health and their body which can include, but are not limited to; severe headaches, swollen lymph nodes, myalgias/muscle pain, fevers, and more.*
 - ~ *People with AIDS become more vulnerable to infections such as tuberculosis, pneumonia, and toxoplasmosis*
 - ~ *One can also begin to experience negative effects as a result of the antiretroviral treatment such as tiredness, high blood sugar levels, nausea, and fever*
 - ~ *Being diagnosed with the disease could take a toll on a person's financial life as they have to begin paying for different forms of treatment and may have to take a leave off work until the disease potentially gets better*
- **Method of Distribution:** *Reproductive Health Committee*

English Version:

Surveying: HIV/AIDS

Demographics: [Middle-Aged Adults (21-45)]

Guidelines: This survey will be administered through a written procedure. We will conduct random walks throughout the village and go to houses, and schools to get this data. The UCSD student will give a brief intro (next) about what we are doing. Afterwards, the survey (which is written in Devanagari Script) will be given to the villagers if they give a nod. The villagers should complete the survey by themselves while the student waits patiently, the whole process should take approximately 5 minutes per person, maybe a little bit longer for surveying children.

Survey:
Demographic Questions: Age, Gender, Sex, Residency, etc.

- What is your current age?
- What gender do you identify yourself as?
- What is your sex assigned at birth?
- Where do you currently reside?
- What is your current occupation? Or are you currently not working?

- Do you know what HIV stands for?
- Do you know what AIDS stands for?
- What is AIDS in reference to HIV?
- How many people are currently infected with HIV in India alone? (Choices offered)
- What are the ways that HIV can be transmitted?
- What are effective ways to prevent the transmission of HIV?
- Do you know anybody who has HIV/AIDS?
- What available resources are you aware of that can help those infected with HIV?

- Do you believe there is a stigma(s) against people who have been diagnosed with HIV/AIDS
- In what locations/places do you believe people are more susceptible to facing discrimination or stigmatization?
- Do you feel that there are enough places for people with HIV/AIDS to receive treatment for the disease?
- Do you think people infected with HIV are willing to get treatment?
- What do you feel can be done to reduce the number of stigmas that exist against those who suffer from HIV/AIDS
- Are there any questions or concerns you may have in regard to the issues surrounding HIV/AIDS in India and in other parts of the world?

Consequences of HIV/AIDS:

- Being diagnosed with HIV can lead to multiple effects on a person's health and their body which can include, but are not limited to; severe headaches, swollen lymph nodes, myalgias/muscle pain, fevers, and more.
- People with AIDS become more vulnerable to infections such as tuberculosis, pneumonia, and toxoplasmosis.
- One can also begin to experience negative effects as a result of the antiretroviral treatment such as tiredness, high blood sugar levels, nausea, and fever.
- Being diagnosed with the disease could take a toll on a person's financial life as they have to begin paying for different forms of treatment and may have to take a leave off work until the disease potentially gets better.



Telugu Version:

Surveying: HIV/AIDS

Demographics: [Middle-Aged Adults (21-45)]

Guidelines: This survey will be administered through a written procedure. We will conduct random walks throughout the village and go to houses, and schools to get this data. The UCSD student will give a brief intro (next) about what we are doing. Afterwards, the survey (which is written in Devanagari Script) will be given to the villagers if they give a nod. The villagers should complete the survey by themselves while the student waits patiently, the whole process should take approximately 5 minutes per person, maybe a little bit longer for surveying children.

Guidelines: I sarvė vr̥itap̥ir̥vaka vidhānam dvāri nirvahin̄ cabad̥utundi. I d̥t̥t̥ānu pondad̥ānik̄i m̄ēmu gr̄āmam̄ antaḥ yād̄i c̄chika nadakalanu nirvahist̄ānu mariyu ilaku mariyu p̄āḥak̄ālalaku veḷāmu. UCSD vidyār̄thi m̄ēmu ēni c̄st̄unnāmanē d̄ini gurin̄ ci sank̄s̄ipta paricayān̄ni (tadupari) ist̄ānu. Taruvāta, sarvė (idi d̄evanāgar̄i lipilō vr̄āyabād̄indī) gr̄āmastulu sam̄mat̄is̄t̄ē ist̄ānu. Vidyār̄thi ḥp̄ikaḡā eduruc̄ustunnappuḍu gr̄āmastulu svayāngā sarvė p̄ūrti c̄yāli, mottam̄ prakriya vyakt̄iki sumāru 5 nimisālu pattāli, pillalanu sarvė c̄yād̄ānik̄i kon̄ cem samayam̄ pad̄utundi.

Survey:

Demographic Questions: Age, Gender, Sex, Residency, etc.

- మీ ప్రస్తుత వయస్సు ఎంత?
- మిమ్మల్ని మీరు ఏ లింగంగా గుర్తించారు?
- పుట్టినప్పుడు మీ నెక్క ఏమిటి?
- మీరు ప్రస్తుతం ఎక్కడ నివసిస్తున్నారు?
- మీ ప్రస్తుత వృత్తి ఏమిటి? లేదా మీరు ప్రస్తుతం వని చేయలేదా?

- హెచ్ఐవి అంటి ఏమిటో మీకు తెలుసా?
- ఎయిడ్స్ అంటి ఏమిటో మీకు తెలుసా?
- HIV కి సంబంధించి AIDS అంటి ఏమిటి?
- బారతదేశంలో మాత్రమే ప్రస్తుతం ఎంత మందికి హెచ్ఐవి సోకింది? (ఎంపికలు అందించబడ్డాయి)
- హెచ్ఐవి వ్యాప్తి చింతే మాగ్గాలు ఏమిటి?

- హెచ్ఐవి సంక్రమణను నివారించడానికి సమర్థవంతమైన మార్గాలు ఏమిటి?
- HIV / AIDS ఉన్న ఎవరైనా మీకు తెలుసా?
- హెచ్ఐవి సోకిన వారికి సహాయపడే ఏ వనరులు మీకు తెలుసా?
- హెచ్ఐవి / ఎయిడ్స్ తో బాధపడుతున్న వ్యక్తులపై కళంకం (లు) ఉన్నాయని మీరు నమ్ముతున్నారా?
- ఏ ప్రదేశాలలో / ప్రదేశాలలో ప్రజలు ఏవక లేదా కళంకాన్ని ఎదుర్కొనే అవకాశం ఉందని మీరు నమ్ముతారు?
- హెచ్ఐవి / ఎయిడ్స్ ఉన్న వారికి ఈ వ్యాధికి చికిత్స పొందడానికి తగినంత పులాలు ఉన్నాయని మీరు భావిస్తున్నారా?
- హెచ్ఐవి సోకిన వారు చికిత్స పొందడానికి సిద్ధంగా ఉన్నారని మీరు అనుకుంటున్నారా?
- హెచ్ఐవి / ఎయిడ్స్ తో బాధపడేవారికి వ్యతిరేకంగా ఉన్న కళంకాల సంఖ్యను తగ్గించడానికి మీరు ఏమి చేయగలరు?
- బారతదేశంలో మరియు ప్రపంచంలోని ఇతర ప్రాంతాలలో హెచ్ఐవి / ఎయిడ్స్ కు సంబంధించిన సమస్యలకు సంబంధించి మీకు ఏవైనా ప్రశ్నలు లేదా అందేదేనంటే ఉన్నాయా?

HIV / AIDS యొక్క పరిణామాలు:

- హెచ్ఐవి తో బాధపడుతున్నది ఒక వ్యక్తి ఆరోగ్యం మరియు వారి శరీరంపై బహుళ ప్రభావాలకు దారితీస్తుంది, వీటిలో ఇవి ఉంటాయి, కానీ వీటికి చిరమితం కాదు: తీవ్రమైన తలనొప్పి, వాపు, కేషరం కణుపులు, మైయాల్జియాస్ / కండరాల నొప్పి, జ్వరాలు మరియు మతిచిచ్చి.
- ఎయిడ్స్ ఉన్నవారు కఠినమైన, న్యూమోనియా, లాక్స్ ప్లాస్మాస్మోసిస్ వంటి ఇన్ ఫెక్షన్లకు గురవుతారు.
- అలసట, అధిక రక్తంలో చక్కెర స్థాయిలు, వికారం మరియు జ్వరం వంటి యాంటిబోడీలతో చికిత్స పరిధిగా ప్రతికూల ప్రభావాలను కూడా అనుభవించవచ్చు.
- ఈ వ్యాధి తో బాధపడుతున్నప్పుడు ఒక వ్యక్తి యొక్క ఆర్థిక జీవితాన్ని దెబ్బతీస్తుంది, ఎందుకంటే వారు వివిధ రకాలైన చికిత్సల కోసం ఎక్స్ ట్రావేజ్ ప్రారంభించాల్సి ఉంటుంది మరియు వ్యాధి మరుగయ్యే వరకు సలవు తీసుకోవటం ఉంటుంది.



ACKNOWLEDGEMENTS

We, Project RISHI at UCSD, would like to first thank our donors and sponsors for making our projects possible. Without adequate funding, we would be unable to grow our impact within these rural villages. Next, we would like to thank CERDS for serving as an important resource of communication and knowledge in regards to Vinayakapuram. Despite being unable to implement our projects this year, we have been communicating with CERDS in order to provide the villagers with important supplies necessary during the COVID19 related circumstances.

Lastly, we would like to thank our committee members for their perseverance and patience in being able to complete such detailed and creative projects that will serve as the foundation of the 2020-2021 year projects.

