



Myrtle Social Welfare Network  
Funded by UNICEF

# BUILDING BACK SMILES...

Workshop on Puppetry





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**Myrtle Social Welfare Society**  
**19 (34), North Street, VP Colony, Ayanavaram**  
**Chennai – 23**



## Building Back Smiles...

### Introduction

Children are indeed the future citizens of our country; they need to be equipped with certain skills and knowledge that would enhance their development. Myrtle Social Welfare Network (MSWN) along with UNICEF aims to instill in the children affected by tsunami certain basic values that will help recover from the trauma and help others in their community in doing so.

### Formation of trained cadre of children

Myrtle Social Welfare Network has conducted 55 muppet performances in the tsunami affected villages, schools and orphanages in the districts of Cuddalore, Kanyakumari and Nagapattinam in collaboration with UNICEF. The responses to these programmes were tremendous and the children wanted more of such though provoking performances in the village. Hence MSWN planned to train the children in the



community to perform their own shows on the various social issues so that that these sensitization programme in the villages will be sustainable. These children will form a trained cadre who will be a lasting resource in the community.

A three days non residential workshop on puppetry was planned to be organized by MSWN funded by UNICEF. 9 programmes were planned of which 3 were to be in Cuddalore, 3 in Nagapattinam and 3 in Kanyakumari District. The partner organization of UNICEF took the responsibility of identifying the children with the help of the community volunteers. Children of the age group 10- 17 were selected for the training process and each training was conducted for 14 children of which 7 were girls this initiative provided equal opportunity for the girl children in the community.

### **The objectives of the workshop on puppetry**

- To create a cadre of children who would be a catalyst of change in their community
- To provide Psycho Social Support through the children for the others in the community by the muppet show
- To empower the children by providing them with social thought
- To promote public and social awareness among children so as to change their mindsets and to inculcate positive attitudes in them.
- To build skills that would inculcate personal confidence that would enable the children to assume leadership skills
- To promote children participation to develop a practical methodology to face challenges in the real life situations.
- To teach puppetry as a medium of communication communicative strategy that would help them to express their ideas and views.
- To sensitize the children about a social thinking and concern.

### **Training Methodology – Workshop on puppetry**



The Child to Child approach methodology is adopted for the training on puppetry as it is participatory in nature. This practical methodology not only promotes children's participation but also help them to work together and help each other. The training builds trust as it caters to a non-threatening internal (sessions) as

well as external (community) environment. The children learn a lot of values and good habits through these workshops and the final performance by the children also helps the community imbibe some of these values so that the development process of the children is sustainable.



### **Expected outcomes of the Training – Myrtle envision that...**

- That children can take action to improve their own lives, that of their families and communities
- Children can participate in planning, implementing and evaluating activities
- Children will be able to set their own priorities about the issues they wish to work on, adults by seeing the performance of their children will eventually facilitate and provide opportunities for children in the quest of sensitization
- Children will grow up to be caring and responsible citizens
- They will learn certain values, behaviours and mannerism that will help them in their future
- Children will learn to work in groups, as team, accepting and understanding each others views and ideas.

### **The workshop – Building back better...**

The workshop on puppetry is usually conducted on the weekends as the children so that the children will not have to miss school. On the third day of training which usually fall on Monday, the children will go to school and in the evening, after a lovely tea they return to the training venue with great enthusiasm for the final preparation, rehearsal for the village performance.



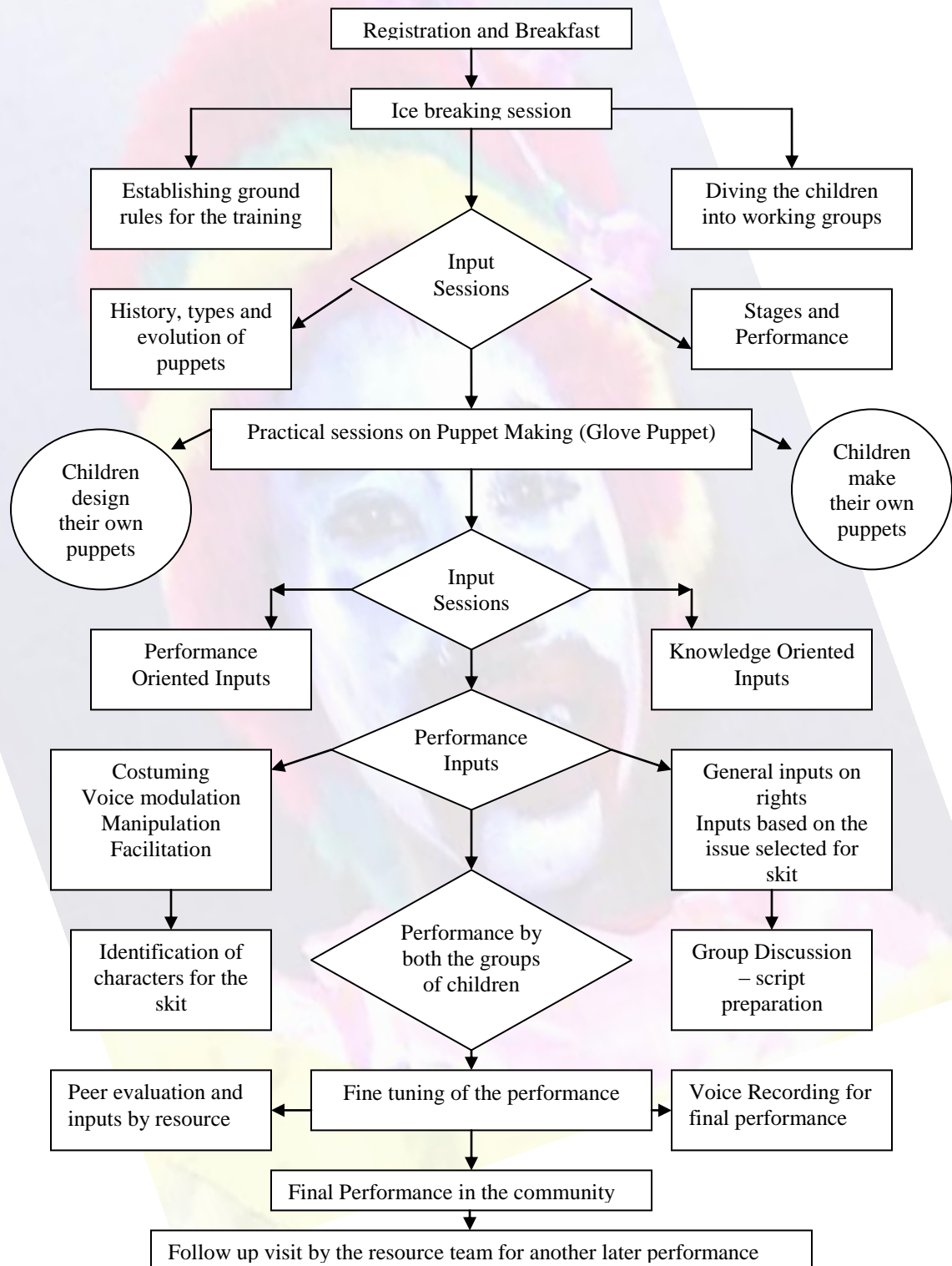
### **Features of the workshop**

- 3 days non residential workshop for the children in the community
- Equal participation of girl children ensured
- The workshop are organized on weekends so as that the children will not miss school

- 14-16 children are trained in each of the training programme
- Of the 16 children, 2 children will be trained exclusively as navigators both for the puppet and for hosting the performance, 4 children are trained for clowning and the rest will be involved in the skit and puppet performance
- In order to shatter the existing gender defined role – Myrtle not just involves girl children in the training process but also ensures equal participation of girl children in the clowning training and act.
- The children will be split into 2 groups; each of the groups will be trained in script writing and performance. For every training 2 skits portraying social issues will be produced
- The children identify the social issues that they want to sensitize the community. They have a brainstorming process on the social issues, followed by script writing process.
- Some of the social issues made into skits by the children are:
  1. Importance of education for girl children
  2. Elimination of child labour
  3. Health and Hygiene
  4. Protection for children against exploitation
  5. Education for differently -abled children
  6. Combating infanticide
  7. Mental infanticide and superstition
- The children were given a lot of training to fine tune performance before the final performance in the community
- Each of the training will be followed by performance in the community
- There will be a follow up of the training where by the resource team will go back to the community and conduct an informal evaluation of the following performances of the children
- The children were given inputs on personal hygiene, soaps were provided for them to wash their hands before and after food, the children followed these meticulously



## The process of the workshop





### The highlights of the workshop

The workshop proved to be very useful for the children because the children were able to develop in a holistic manner

- The children were able to display their creativity especially in the designing of glove puppets
- The children with all their enthusiasm both girls and boys sat to stitch the puppets. It made them realize that stitching is certainly not a woman's thing.....
- The workshop promoted in the children a sense of critical thinking, they were effective peer evaluators when they were asked to critically analyze the performance of their counterparts in the training process
- The children learnt to work together as a team. The team building exercises encouraged them to do so
- The children learnt to take up responsibility. They were able to execute the responsibilities entrusted on them. In every workshop the children were divided into clowning committee, announcement committee, games committee and skit committee
- The workshop instilled in the children a lot of discipline. The teams were awarded points for discipline, punctuality and team work. This motivated the children to keep up the expectations
- Some children emerged as strong, challenging, motivated child leaders. Many children were able to shed their inhibitions, Priya a 12 year old from Nanamedu village from Cuddalore District was able to host a whole cultural performance in her village that was appreciated by the whole community





- The workshop was evaluated by the children and impact assessment was carried out by the community after the performance of the children in their village
- The children promised to be role models for the other children in the community and vouched to adopt the walk-talk policy
- The children in the valedictory session took vows to be role models in the community
- The follow up provided by the resource team proved the fact that the workshop a sustainable intervention. The children were a catalyst of change in their community



### **Making a difference – A case study on violence against a defenseless child**

Sahaya kinnson (12) was one of the vibrant participants in the puppet workshop; he was active and wore a beaming smile. This child had faced a lot in life and the smile in his face was just a mask to hide his untold misery. Sahaya Kinnson was studying in 5<sup>th</sup> grade in St. Mary's Primary School. He had an ambition to be an engineer but has no hope for doing so as his 'family' is not supportive.

Sahaya Kinnson lost his mother Rose Mary, Sister Shamili and his brother Shajan in the tsunami. His father Antony abandoned him, his brother Sagaya John Tennson and his sister Shalini, he remarried and got settled in another village and his whereabouts was unknown. These 3 children were forced to live with their maternal aunt in Arokyapuram, Kanyakumari District. His maternal uncle is a fisherman and often Sahaya Kinnson is forced to accompany his uncle to the seas. His maternal aunt ill treats Sahaya Kinnson and his siblings, he is often beaten up.

Kinnson shares, “I cry all day and night... when I start to tuition or to school my aunty asks me to do some work or the other. I am beaten up for the crime I did not commit, I like to go to school but I don’t know for how long I can do so, I have to depend on my aunt and uncle for everything.... I cry all day...”



In the puppet training that was conducted in Kolachel, Kanyakumari District, Kinnson was one of the participants. The Myrtle team understood his problem and decided to help him, they had interaction with his aunt and uncle, his school teachers, the parish priest of the church in his village as well as the other members of the puppet club (the other 13 in the puppet workshop). The other children were given responsibility to take good care of him and extend their support. The children promised to do so and there emerged a beautiful bonding between the children. Sahaya Kinnson beams “For the first time in the puppet workshop I laughed all day long...”

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### **People’s opinion**

The people from the villages and observers were satisfied with the training programme; they shared their comments with the Myrtle team.

- “I should appreciate the children for their hard work especially on the last 3 days. The way these children demanded their rights and expressed their views on child labour had a lasting impression on all of us. We thank the agencies who have provided our children with a splendid training” said Mr. V. Vijayaragavan, Counselor, Nanamedu, Cuddalore District.
- “I was enthralled to see the children conducting puppet performance. For the first time I became aware of the rights of children. The children conveyed a lot of facts through humour and



it had a lasting impact on the children. The children were passionate and everyone appreciated the performance of the children.” Says G. Naeswari, Nagercoil, Kanyakumari District.

- “The humour element in the shows of the children had a drastic impact on the people, especially the people were proud of their children... and were proud to accept the information conveyed to them by their own children” – Antony Christlin, Nagercoil, Kanyakumari District.

### **Hall of Fame**



Sumathi, Puthallam, Kanyakumari District, a participant in the Workshop exercises her right to expression to the media

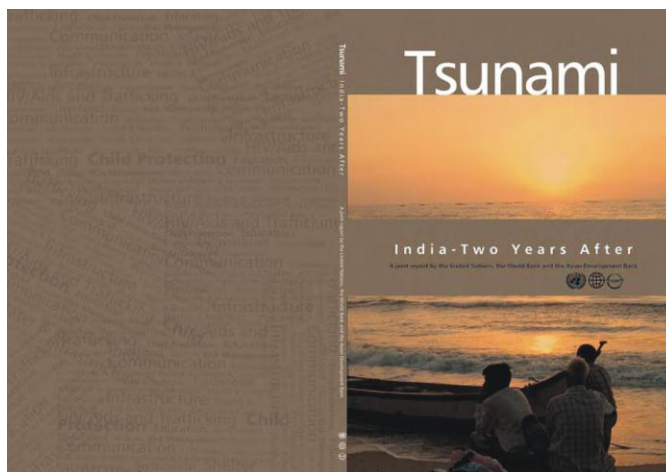
### **Conclusion**

The three days workshop provided a lasting experience for the children. They had developed a lot of skills that equipped to face any crisis that may come along their way. Most of all they had understood the legal provisions that provides them safety. These children are a cadre in their community who will be catalysts of change...

## UNICEF supported MYRTLE “Workshop on Puppetry” activities in

### *Tsunami- India-Two Years After: A joint report by the United Nations, the World Bank and the Asian Development Bank*

<http://www.un.org.in/untrs/reports/Two Year Report final.pdf>



#### United Nations Coordination and Joint Programming

Following the post-Tsunami rapid assessment and analysis conducted by the Joint Assessment Mission (JAM), the United Nations Country Team in India continued to work in the spirit of close inter-agency cooperation to design a joint programme – the UN Tsunami Recovery Framework. Participating agencies included UNICEF, UNDP, WHO, ILO, FAO, UNFPA, UN and UNESCO. At the national level, a Tsunami Steering Committee was established to oversee the immediate relief efforts, mobilise resources to fund the Recovery Framework and direct the operational team working in the affected areas, i.e. the UN team for Tsunami Recovery Support (UNTRS).

As much as possible, the UN team for Tsunami Recovery Support, striving towards operating with one programme and one programming process, as one team and under the guidance of one leader, applied the UN Reform guidance developed by the UN Development Group Office (UNDGO) to filter the Process.

#### One team

During the emergency relief stage, the UNTRS was comprised mostly of seconded UN staff and consultants. While

the programme moved from immediate relief to longer term recovery, a team of professionals was put in place. During the course of 2005, a joint UN Office and a UN coordination unit were established in Chennai from where the India Tsunami Recovery efforts are coordinated. The team was completed with the arrival of the UN Tsunami Coordinator in March 2006.

#### One Programme

The UN Recovery Framework is the 'one' programme that outlines the expected results and the systems efforts in Tsunami recovery between January 2005 and end 2008. The Recovery Framework is made up of 10 mostly joint projects, and was prepared in March 2005 based on the findings and analysis of the JAM. Joint Annual Work-plans were developed for each project, outlining the annual outputs, activities and the division of work among agencies.

Apart from 'one programme' and one joint UN office, the UNTRS agencies aimed to create a system of common operational services. UNDP was selected as the 'administrative agent' for the UNTRS. As a result, UNDP, ILO, FAO,

and components of WHO, UNICEF and UNFPA funding have been pooled in UNDP accounts. The common services approach was only partially successful, as some of the agencies managed their funds separately.

#### One leader

The UN Tsunami Coordinator joined in March 2006 to head the UN Tsunami recovery team in India. The role of the UN Tsunami Coordinator is mainly to facilitate and establish a coordination mechanism with the team and among all stakeholders to ensure effective planning, implementation and monitoring of the UN Recovery Framework. Furthermore, his role is to inform UNTRS donors and other key stakeholders, including the UNCT Tsunami Steering Committee, on programme plans and achievements. Unique office

The joint UN office and the UNTRS are in many respects unique in the world. Experienced agencies in this new UN set-up have been positive but not without challenges. However, if the willingness of UN agencies to work together exists, these challenges will be manageable. This has been the case within the UNTRS.



The UN Special Envoy for Tsunami Rehabilitation, Mr. Bill Clinton, visits the Tsunami-affected area in Tamil Nadu in December 2006

**Page-14: Photo- The UN Special Envoy for Tsunami Rehabilitation, Mr. Bill Clinton, Former US President and MYRTLE trained puppet cadre Children with Muppets**

#### PSYCHOSOCIAL CARE

and youth volunteers were trained to address the special needs of children. A range of methods such as play activities, workshops, or puppet shows, were used to deal with issues of psychosocial care. The UN also supports the Sana Shiksha Abhiyan (SSA) – a government programme for universalisation of elementary education to provide multiple intelligence programme that covers overall development of children by giving them musical or life skills training for example. TKCRS engaged in training the affected community identified individuals requiring further care, and provided follow up care.

In Kerala, the State Mental Health Authority (SMHA), with the Director of Medical Education and the Director of Health Services, were the focus point for implementing the programme. Clinical psychologists and social workers were made available to support individuals in need of specialised care. A targeted intervention programme provides capacity building for faculty, both in schools and District Institutes of Education and Training (DIET) has been started through PEV (PCL) NGO in Kerala in 6 districts in Kerala.

The UN collaborated with the Department of Social Welfare, Government of Kerala and People's Council for Social Justice (PCJS), an NGO, to address psychosocial and child protection issues in the three worst affected districts.

In Andhra Pradesh, the State Mental Health Authority (SMHA), in collaboration

with the UN was in charge. The social workers and a nodal psychiatrist in each district supported the work of the CLWs. The programme continues with UN support and includes training of school teachers as well as alcohol abuse prevention.

In the Union Territory of Pondicherry, the Jawaharal Nehru Institute of Postgraduate Medical Education and Research (JIPMER) was the UN partner. These workers provided support to the affected community identified individuals requiring further care, and provided follow up care.

In the Andaman & Nicobar Islands, severely traumatised Tsunami affected children remain a concern for UNICEF, the only UN-agency present on the islands. 2,000 teachers were trained on psychosocial support. 600 of them were middle school teachers and educators to teach life skills to adolescents. Doctors and paramedical staff from primary and community health centres were trained to identify trauma-induced illnesses. This was key in building an effective referral service for children who need specialised care. UNICEF supports children and young people also through life-skills and child rights awareness programmes.

**Community Level Workers trained**  
In all, 13,000 CLWs were trained and assisted a total of 275,000 affected people. 52,000 people received additional counselling. Through various support programmes in all the affected areas,



The children stage puppet shows, not only for fun, but also to spread messages to other children

120,000 children were reached. The district authorities continue to use the services of CLWs for various social support and disaster preparedness programmes.

**Networking, linkages and public-private-NGO partnerships established**

The psychosocial programme was made possible through the active participation of various Government departments, UN-agencies, the private sector, NGOs and other partners. A network has been established and can be called upon in the future for various situations where technical support is required.

#### Training manuals and modules

During the last 8 months, substantial number of training materials and manuals were developed. Among others, a facilitator's manual, a handbook for field workers, various pamphlets, a manual for helping children and adolescents as well as a training manual for prevention and management of alcohol abuse have been made available.

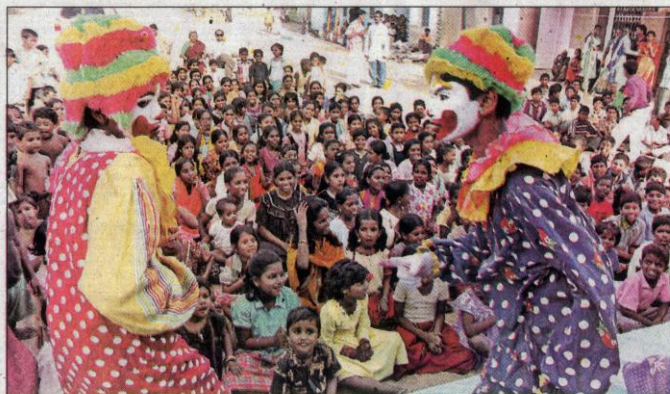
#### Introduction of telemedicine

SCARF has introduced telemedicine (Telemedicine is the delivery of medical treatment from a distance, using information and communication technologies). There is a dearth of trained mental health professionals and telemedicine is an option for providing expert consultation in a disaster situation.

**Page - 35: Photo-Workshop on Puppetry, Children doing Rehearsal for community performance.**



## Workshop on Puppetry – Press release



குமரி மாவட்ட தன்னார்வ நலக்குழுமம் மற்றும் யுனிசெப் நிறுவனம் சார்பில் மேலமணக்குடியில் கனாமியால் பாதிக்கப்பட்ட குழந்தைகளுக்கு மனித உரிமை குறித்து பொம்மலாட்டம் மூலம் பயிற்சி அளிக்கப்பட்டது.

படம்: மதன்சூமார்

**பொம்மலாட்ட  
பயிற்சி**

நாளை நமசிவாய, ஆக 30 நாளை அபராதவாகத் தேசந்திர மொழில் சந்தக வாய் அப்படியும் ஸ்ரீமதி உதயாவுடன் கனாமியம் பாதிப்பில் உட்பட்ட பகுதியில் உள்ள சிறிய அணுகுக் பல்வேறு பற்றிநிலை அமைதி வருகிறது. இப்படி குரூரி மரபில் தன்னாபாய வாய்வு குழு மத்தியில் இணைத்து கனாமியம் பாதிப்பில் உட்பட்ட மேலமணசுலகு சிறுவர், சிறுமி கண்களுக் புகுத்தகனசு 3 நாள் பாம் மரபால் பற்றிநிலை புகுத்தகனசு த்தியது. மணசுலகு மத்திய த்தகனசு ஸ்ரீமதி, தன்னாபாய வாய்வு குழு தன்னாபாய சிவாய, சிவாய பூதிபாய உட்பட்ட கண்களுக் கொண்டனர். பற்றிநிலை மரபில் சிறுவர், சிறுமிகள் தேற்ற த்தகனசு கற்றுகொண்டதை த்தகனசு பற்றிநிலை கண்களுக் செய்த காட்டி பாராட்டலை வருகிறது.

Dinakaran  
Date: 30-08-2006  
Kanyakumari dt.

**சனாமியால் பாதிக்கப்பட்ட சிறுவர்களுக்கு பொம்மலாட்ட பயிற்சி**

நாண்கோவில்,  
ஆக.30-  
குமரி மாவட்டத்தில்  
கனாபியால் பாதிக்கப்  
பட்ட சிறுவர்களுக்கு  
பொருள்நட்டப் பரிசீலி  
அளிக்கப்பட்டது.

பயிற்சி முகா

கனாமியால் பாதிக்கப்பட்ட மக்கள் மத்தியில் துன்பமும், துன்பமில்லாத வாழ்வுமும் ஏற்படுத்தும் விதமாக கனாமியால் பாதிக்கப்பட்ட மக்களுக்கு செஷல் சமூகநல அலுவலர் உதவியுடன் கனாமியால் பாதிக்கப்பட்ட மக்களுக்கு அளித்த உதவி.

கடலூரில் 3 பயிற்சி  
களையும், நாகப்பட்டினத்  
பயிற்சி முகாம்களையும்  
உள்ளது. இதேபோல கும  
ரத்தில் குளச்சல் மற்றும்  
பகுதிகளில் இந்த பயிற்சி

முதல் 18 வாரம் வரை  
வருவதாக தெரிவித்துள்ள  
மற்றும் இரண்டு மாதங்களு  
யானால் முழுதும் பெரும்ப  
வது மாதம் கிடைக்கக்கூ  
டா. இதற்கு ஒத்திருக்க  
வது முழுதும் எளிதில்  
மிகவும் வலுவாக உள்ளது.

இதன் பெரும்பகுதி  
தான் 3 மாதங்களுக்கு  
முன்பு மார்ச் முதல்  
தான் துவக்கி. இது  
தான் இரண்டு மாதங்க  
ளுக்கு முன்பு இருந்த  
பெரும்பகுதி. இது  
பெரும்பகுதி மார்ச்  
தான் துவக்கி. இது  
தான் இரண்டு மாதங்க

தமிழக அரசு இதைத் தடுத்ததால் வெளியே செல்ல முடியாமல் போனதாக கூறியுள்ளார்.

பொம்மலாட்டம்  
ஒவ்வொரு பொம்  
யின் மூலம் சிறு  
பிள்ளை என்று பொருள்  
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சொம்மல சசிதானந்திரிபு

மேலாட்ட கள், சிறு 14 பேர்	நாடகம் அதில் சிறுவர்கள்
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பாதி தனத  
த ரிஷயி-  
கிள்.

சிக தொலை  
தனில் நாடக  
டினார்தன்.  
மணங்குடி

தனலம்பை துரு  
தொ. கீரி  
மா.வட்ட. துரு  
குழும தனல  
செயலாளர்  
நிகழ்ச்சியில்  
னர்.

சமுதாயம்  
இந்த பயிற்சி  
சமூக நல அ

[illegible]

நாதி நிலத்துக்களை  
வைத்தான். குரூரி  
என்றால் தலையாழ்வு  
தான் சகோதரி சொசி,  
அப்பாவு அ.கி.வேள்  
கலந்து கொண்டான்.

ய நலனில்...  
கயி குறித்து மொழில்  
யுமயப்பைச் சேர்ந்த  
கங்கள் பதிவு செய்யப்பட்டன  
மார்க்கும்கொது சமுதாய நலனில்  
சிறுவர்களுக்கும் பங்குண்டுள்ள  
பது திருமணமாகிற்று என்னார்.

Dinathanthi  
Date: 30-08-2006  
Kanyakumari dt.

கண்ணியாசுபரி

திங்கள் கிழமை, 28 ஆகஸ்ட், 2006

சிறுவர்கள், இளம் பெண்களுக்கு நம்பிக்கை ஏற்படுத்த  
சுனாமி பாதித்த கடலோர கிராமங்களில் கலைப் பயிற்சி

[illegible]

A black and white photograph showing a group of people, likely students, sitting at desks in a classroom or laboratory setting, engaged in an activity.



சகலவீர துடைப்பெற்ற மண்புலனா...  
வலமுடி சிறுவர்களுக்கான பொருள்

சிறுவர்களின் கதை வலமும் எ...  
பொருள்வாட்டம் சிறுத்தும்...  
வருது பயிற்சிகள் அளிக்கப்படு...  
றும்.

அன்புடன் பயிற்சி பெற்றவொரு...  
சிறுவர், சிறுவர்கள் தலகம் வெ...



தமிழக மக்கள்

[illegible]

தற்போது அவற்றில் இருந்து சிற்றுவாரமாக சிறப்பர்கள், வாராந்திரம் பதவத்திற்கு, இளைஞர்கள் என்னிடம் கொடுக்க பல்வேறு பணிகள் அளிக்கப்படுகின்றன. கணமியால் பாதிக்கப்பட்ட இளைஞர்களுக்கு பொருத்தமான பணி ஏற்படுத்து அவர்கள் சிறப்பாக கணமியை பாதித்த கிராமம்

குறிப்பிட்ட வயதுடைய சிறுவ சிறுவர்கள் தோஷ செலவாகப்படுகிறார்கள். அவர்களுக்கு முகத்தில் பொம்மை செய்வதைத் தவிர்த்துப் பழக்கத்தை மாற்றுவதற்கு சிறுவர்களின் பெற்றோர்கள், சமூக கிழிப்பணிகள் செய்கிறார்கள் என்பது முன்னாள் சிவகாசி மாவட்டத்துணைக்கட்சிப்படுகிறது. அதைப் பற்றித் தெரிந்து கொள்ளு

பெண் கல்வியின் முக்கிய  
வம், பெண் கல்வி கொணை, ஆர்த்த  
பாஸியல் கொடுமை, ஆர்த்த  
பாதுகாப்பு, மூட நம்பிக்கைகள்  
குடிபுர்த்து கதாரம், ஆட ஆட

மண்பாண்ட ஓவியக் கலை  
இதுபோல வளர் இளம் சித்  
டுக்கான மண்பாண்ட  
கலைய் பழிற்சியை, கன்னியா  
மாவட்ட தன்னார்வு நல  
குழுமும், சேய் தி சிவ்ஸ் ர்  
வையும் இணைத்து நடத்தி வ  
றுக.

இதுபோன்ற நிகழ்வுகள் மீள மக்களின் மனங்களில் நம்பிக்கையை ஊற்றிடுவதில் சைக்கிள் அணிகள் து வாழ்வில் மாற்றத்தை ஏற்படுத்த வேண்டும் என்பதில் அண்மையு எதிர்பார்ப்பு.

Dinamani  
Date: 28-08-2006  
Tirunelveli edition.