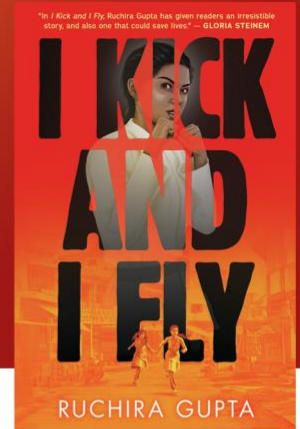


Ruchira Gupta

AUTHOR ARTIST ACTIVIST

Teaching Guide



Pre-Reading Activities:

1. **Research:** Encourage students to research the issue of human trafficking before reading the book. This could include statistics, survivor stories, and global efforts to combat trafficking.
2. **Vocabulary:** Introduce key vocabulary terms related to human trafficking, such as exploitation, coercion, and vulnerability. Have students create flashcards with definitions and examples to aid in their comprehension of the book.
3. **Pre-Reading Questions:** Ask students to brainstorm questions they have about human trafficking before reading the book. These could include questions about the causes of trafficking, the impact on survivors, and the efforts to prevent trafficking.

During-Reading Activities:

1. **Journaling:** Have students keep a journal while reading the book, reflecting on their thoughts and feelings as they progress through the story. Encourage them to connect the characters' experiences to the broader issue of trafficking.
2. **Character Analysis:** Ask students to analyze the main characters, Heera and Rini Di, using textual evidence to support their observations. What motivates these characters? How do their perspectives on trafficking differ?
3. **Literary Devices:** Identify and analyze the use of literary devices in the book, such as symbolism and foreshadowing. How do these devices enhance the reader's understanding of the themes and issues in the book?
4. **Group Discussions:** Organize small group discussions around specific topics, such as the role of media in combating trafficking or the impact of trafficking on communities. Encourage students to share their perspectives and listen to others with an open mind.

Post-Reading Activities:

1. **Creative Writing:** Have students write a reflection piece on their learning from the book, including their thoughts on the characters and their experiences, as well as their newfound knowledge on the issue of human trafficking.
2. **Advocacy Campaign:** Assign students to work in groups to create an advocacy campaign on human trafficking, using the information they learned from the book. This could include creating posters, writing letters to local representatives, or organizing a community event.
3. **Research and Presentation:** Have students research a specific aspect of human trafficking, such as the connection between poverty and trafficking, and create a presentation to share with the class.

4. Guest Speakers: Invite guest speakers, such as local activists or survivors, to speak to the class about their experiences and insights on the issue of human trafficking.

Teachers guide to discuss new terms

1. Bodily Autonomy: Heera's story centers around her struggle to assert control over her own body and make decisions about her own life. Start by asking students what they think it means to have bodily autonomy, and why it is important. You can then discuss specific moments in the book where Heera asserts her autonomy, such as when she refuses to participate in the beauty pageant or when she fights off an attacker. Ask students to reflect on times when they have felt a lack of control over their own bodies or decisions, and how they responded.
2. Martial Arts: Heera's journey towards self-defense and empowerment is deeply connected to her training in martial arts. You can start by discussing the benefits of martial arts beyond just physical fitness, such as building confidence and discipline. Ask students if they have ever tried martial arts, and what they gained from the experience. You can then delve into specific martial arts techniques described in the book, such as the "heel kick" and "elbow strike." Have students research and practice these moves and discuss how they might be applied in real-world situations to defend oneself.
3. Intersectionality: One important aspect of Heera's story is the intersection of her gender, caste, and economic status. Ask students to reflect on how these different factors impact Heera's experiences and opportunities. You can also explore how these factors intersect in their own lives or in current events. For example, how do gender and race intersect to create different experiences for women of color? How does class impact access to resources and opportunities?
4. Social Responsibility: One of the central themes of the book is the idea that we all have a responsibility to help others in need. Ask students to brainstorm ways they can use their own skills and resources to help others, whether it's volunteering at a local organization or using social media to raise awareness about a particular issue. Discuss the impact of small actions and encourage students to think about how they can create a ripple effect of positive change.

Teachers guide to discuss child trafficking using I Kick and I Fly

Pre-reading Activities:

1. Discuss with students what they know about child trafficking. Ask questions such as:
 - Have you ever heard of child trafficking before?
 - What do you think child trafficking is?
 - Do you know anyone who has been affected by child trafficking?
2. Introduce the author and the book. Provide some background information about Ruchira Gupta and her work against human trafficking, as well as a brief summary of the book.

3. Ask students to research more about child trafficking in their own country or region. Have them present their findings to the class.

Discussion Questions:

Chapter 1: The Girl

1. How does Heera's life change when she is expelled from school? How does she feel about it?
2. How does Mai help Heera return to school? What risks does she take?
3. How does Heera's martial arts training help her return to school?

Chapter 2: The Shelter

1. Why do you think Rini Di started the hostel? What challenges does she face in running it?
2. How does Rini Di help Heera and the other girls in the hostel? What resources does she provide them with?
3. Why do you think Rini Di teaches Kung Fu to the girls? Do you think this is effective?

Chapter 3: The Champion

1. Why do you think Rini agrees to train Heera? What challenges does she face in training Heera?
2. What happens when Heera wins a medal? How does it help her regain her confidence?
3. How does Heera's martial arts training help her fight against trafficking?

Chapter 4: The Advocate

1. What inspires Rini Di to become an anti-trafficking advocate? How does she use her privilege to help others?
2. How does Rini Di's advocacy work impact Heera's life? What resources does she provide Heera with?
3. How can young people be advocates against trafficking? What actions can they take?

Chapter 5: The Survivor

1. How does Mira Di's experience of trafficking change her? How does she cope with her trauma?
2. What kind of support does Mira receive from her family and friends? How does this help her finally?
3. How can we support survivors of trafficking in our community? What resources are available?

Post-reading Activities:

1. Have students research more about the different organizations and NGOs mentioned in the book, such as Apne Aap. Have them create posters or presentations to raise awareness about their work against trafficking.
2. Have students write reflective essays on the book, discussing what they learned and how it impacted their understanding of trafficking and gender-based violence.
3. Invite a guest speaker from a local anti-trafficking organization to talk to the class and answer questions.

These are just a few ideas for teaching "I Kick and I Fly" by Ruchira Gupta. Teachers can adapt these activities to fit their own teaching styles and student needs and should feel free to add additional activities or assessments as necessary.