



PRIYA AND THE LOST GIRLS

COMIC BOOK
TEACHER'S GUIDE

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PRIYA AND THE LOST GIRLS



Read the comic book, "Priya and the Lost Girls" at
www.priyashakti.com/priya-lost-girls



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WELCOME

Priya is a new kind of superhero!

She has survived and risen above the violence and injustice of a rape inflicted on her simply for being a woman. Because of this injustice, she heroically seeks out and helps those that society would rather keep hidden in the shadows, including victims of trafficking, rape, and acid attacks.



In *Priya's Shakti*, we meet Priya and understand how she was transformed and empowered by the attack. In *Priya and the Lost Girls*, Priya rescues her sister and other young women who have been trafficked. In *Priya's Mirror*, she focuses on disfiguring acid attacks on women. Although these stories are all set in India, the themes of equality, justice, and overcoming adversity to empower women and girls are universal.

Sensitive Topics in the Classroom

These comics include sensitive content. The topics are not sensationalized or exaggerated, but the pictures and story address these issues directly. The comics may not be appropriate for all ages, all students, or all contexts. Only you can decide. If you are unsure, we suggest that you discuss this with your supervisor or principal. In some cases, it may even be appropriate to consult with parents.

Students themselves may react in different ways. Some students may be uncomfortable; other students may laugh or make inappropriate jokes. Some students may ask a lot of questions, whereas others may withdraw or remain silent. All these reactions are natural as students try to understand and discuss the story. It is important that you are prepared for this range of reactions so that you can maintain a supportive and comfortable learning environment for all students.

Organization of this Teacher's Guide

Since these materials are different from most materials used in language teaching, this Teacher's Guide is also different from others you may have used.

The first section contains a summary of the story of *Priya and the Lost Girls* and gives general teaching procedures for the most common activity types in the Student's Materials. The headings in this section correspond to the headings of the activity types. If you would like guidance for conducting these language activities, you will find it in this section.

Organization of this Teacher's Guide

This section also includes the teaching procedures for the *Learn how to Learn* tips. Some students may be able to read these tips on their own and learn from them, but other students may need some guidance.

The second section includes teaching tips. You may already know some of these tips, but others may be new to you. They are designed to support your general teaching practice when using the Priya comics as well as other materials.

The third section includes the teaching notes for specific pages of the comic. This section includes the discussion questions and suggestions for how to address the sensitive content of the story. This section is designed to help you lead your class through the sensitive content in a meaningful way. As noted above, some of the material and discussion ideas may not be suitable for all classes, and only you can decide what is appropriate for your students.

The third section also contains the answers to all the activities as well as options to extend some of the activities in the Student's Materials. These optional activities can be useful if you have more time or wish to offer additional language practice.

SUMMARY: PRIYA AND THE LOST GIRLS

Summary: *Priya and the Lost Girls* tackles the sensitive and important issue of human trafficking. Superhero Priya returns home to find that her sister Lakshmi has been sent north to cook and clean for wealthy families. Sensing something is wrong, Priya and Sahas fly north to Rahu, a city in the shadow of an active volcano. In Rahu, Priya encounters the city's evil king, also called Rahu. He taunts Priya and wounds her. Manidhari, a being that is half-human and half-snake, tries to treat Priya's wound, but a woman called Amrit scares Manidhari away. Amrit warns Priya to stay away from Manidhari and takes Priya to her home. Priya notices that when it is dark, young women fill the streets, calling men to private rooms. Priya discovers that Amrit manages these young women and profits from their visits with the men. Priya also learns that her sister Lakshmi is working for Amrit, but Lakshmi seems to be under a magic spell and isn't acting like herself. Trying to rescue her sister, Priya cooks their traditional family dishes, which helps Lakshmi to wake from the spell. Amrit then tries to poison Priya, but Sahas helps her to escape to the forest, where Manidhari lives. After healing Priya, Manidhari tells how Rahu stole the kingdom from her. Manidhari convinces Priya to defeat Rahu. When Rahu is defeated, the city returns to normal, and Lakshmi and the Lost Girls leave with Priya. Fearing rejection from their families, the Lost Girls are nervous about going home. Priya reassures them that they have done nothing wrong because they were forced into the work in Rahu, but most of the families and community members judge the women harshly. Priya defends the Lost Girls, and they 'jump into her heart', vowing only to return once people create a world that is safe for them.

TEACHING PROCEDURES FOR THE ACTIVITY TYPES

Vocabulary Activities

- Ask students to read or read through the questions with the students. Discuss anything students don't understand.
- Do one of the items with the whole class or one of the students as an example. When students are familiar with the activity types, this may not be necessary.
- Ask students to do the activity on their own, in pairs or in groups.
- If students have difficulty, ask them to find the words on the pages of the comic and help them to use the context to determine the meaning.
- Check the answers by eliciting students' answers.

Comprehension Activities

- Ask students to read or read through the questions with the students. Discuss any language or concepts students don't understand.
- You may want to put the students in pairs or groups to do the activity.
- Give students time to read the page and do the activity, checking their answers with their partner or group.
- Ask students to check their answers in pairs, or check answers as a class. If an incorrect answer is given, elicit the correct answer from other students.
- You can extend comprehension activities by asking students to identify how or where in the comic they found the answer.
- For *True / False* comprehension activities, you can ask students to correct the false sentences or just identify the information that was false within the sentences.

Speaking / Discussion Activities

- Ask students to read or read through the questions with the students. Discuss anything students don't understand.
- Put students in pairs or groups to do the activity.
- Walk around and encourage students to use English. Do not worry about any errors that you hear if these errors do not interfere with communication. Speaking activities are opportunities for students to express themselves in English and develop strategies to understand others and make themselves understood.
- At the end of speaking activities ask pairs or groups to share the main points of their discussions.

Using Visual Cues

- Ask students to look at the pictures or pages. Elicit what they can see.
- You may want to ask different types of questions. For example, ask about the **characters**, including *What are the characters doing? What are their facial expressions?* Ask about the **artistic elements**, for example, *What colors does the artist use? What is large or small in the picture?* Etc. Ask about the **students' feelings or opinions**, for example *How does the picture make you feel? Do you see any links to other things you have seen already?* Etc.
- Ask students to read or read through the questions with the students. Discuss anything students don't understand.
- Ask students to do the activity.
- End by discussing students' answers or ideas as a class.

Learn about Language and Learn how to Learn

- The *Learn about Language* and *Learn how to Learn* boxes are designed as additional information for the students.
- Ask students to read or read through the information in these boxes. Discuss anything students don't understand.
- You may decide that you wish to provide additional practice in these areas with your students. There are optional activities provided if you wish to do so.

Making Predictions

- Ask students to read or read through the questions with the students. Discuss anything students don't understand.
- Ask students to look at the pictures or pages that are the basis for their predictions.
- You may want to put students in pairs or groups to discuss their predictions.
- If students have difficulties, direct their attention to parts of the picture or the text that they should think about to make a prediction.
- Do not confirm or correct students' predictions since they will be asked to revisit them later.
- Ask students to write down their own predictions or keep a class log of predictions for discussion later.

Critical Thinking Activities

- Ask students to read or read through the questions with the students. Discuss anything students don't understand.
- Ask students to look at the picture and read the text from the comic.
- Ask them to do the activity.

- Put students in groups to discuss their answers.
- If students have difficulty with critical thinking activities, help them by focusing their attention on the important information in the text or pictures. You may also ask them to think about their own experiences, other stories they have read, or what they know about other subjects.
- The key elements to help students think critically are highlighted in the teaching notes for each section.

Role Play

- Explain that in a role play, students act out what the characters would say to each other.
- Tell students to look at the picture to understand the context of the conversation between the characters.
- Remind students that they should think about what they know about the characters, including the things they have said, and how they behaved earlier in the comic.
- Point out that role plays are an opportunity to be creative and that there are no "correct" things to say.
- Put students in pairs or groups to do their role play.
- If students have difficulty getting ideas, help them by asking them questions related to the situation.
- If students have difficulty saying what they would like to, give them the English expressions or words. You may wish to write these on the board so that other students can benefit, too.
- Call on one or two pairs or groups to perform their role plays for the class.

TIPS FOR BEST TEACHING PRACTICES

The following are teaching tips that can be used with the activities accompanying *Priya's Mask* as well as with other learning materials. They represent best practices in English language teaching, reflecting the research and experiences of leading professionals in the field.

These teaching tips do not require additional materials or preparation, but as with anything new, you will find that they become easier the more you do them.

TIP Using warm-up

Warm-up activities prepare students to learn by asking them to remember what they already know about a topic. By activating background knowledge, of both the situation and the English used to describe it, students are better prepared to understand the new topics and language.

TIP Beyond drilling

Drilling vocabulary by asking students to listen and repeat is very common and can be an important part of language learning. Students need to hear, understand, and practice saying new vocabulary to help with good pronunciation. However, drilling vocabulary is only one small step in helping students learn new words. It is important to follow on with activities that give students the opportunity to use new vocabulary in meaningful and creative ways.

TIP Eliciting from students

Research shows that students learn better and are more engaged when teachers elicit answers from the class instead of giving them. This is because all students have to think about the answers, instead of simply receiving information passively.

TIP Ways of eliciting from students

Sometimes students are reluctant to speak or volunteer. Be ready to ask leading questions to help students. For example, if you are eliciting what is in a picture, you can ask questions such as, *Who can you see in the picture? How do you think they feel? What are they doing?* Etc. This will help students overcome a fear of being wrong or shyness about not knowing what to say.

TIP Reviewing items before doing the activity

Students need to understand what you want them to do before they read. Therefore, it is important to review the directions or questions for each activity before students begin it. You can do this in different ways, for example, asking students to read silently, reading the directions aloud for the class, asking students to review the items in pairs or groups, etc. before discussing any difficulties with vocabulary or meaning. It is useful to ask checking questions to ensure comprehension before you ask students to begin.

TIP Doing an example with the students

Depending on the level of your class, you may wish to do the first item in the activity as an example. It is important to encourage the students to be involved in this by asking them questions about where the information was found, how to determine an answer, or the meaning of key vocabulary to determine an answer. If your class has mixed abilities, you may wish to have more advanced students provide the example.

TIP Grouping students

It is useful to use different grouping strategies. You could ask students to work in pairs, or small groups, or you could divide the class into two or four, depending on the activity. You might also help students to support each other by asking more proficient students to work with weaker classmates.

TIP Using the board

You may want to use the board when eliciting answers or ideas from students. It can be especially helpful to do this when the answers or ideas will be used to do another activity, because students will have something to refer to or remind them of the discussion. Alternatively, you can have students come up to the board to write their answers or ideas. This will keep students engaged and more active.

TIP Reading quickly

It is important that students develop different kinds of reading skills. Some activities call upon students to 'read quickly'. In these activities, students are searching, or scanning, for a specific piece of information, so they do not need to read every word or sentence carefully. Encourage students to develop their scanning skills by setting time limits.

TIP Assigning group roles

When students work in groups, it is important that each student has a role. This ensures that all students remain involved and responsible for the group's success. You can give the roles of manager, secretary, timekeeper, and reporter. The manager makes sure that each person has a chance to speak and no one dominates the discussion. The secretary takes notes of the ideas or answers. The timekeeper makes sure that all questions or issues are discussed in the time given. Finally, the reporter presents the group's ideas to the class.

TIP Focus on meaning over form

We can think about language in two ways; meaning and form. Language form includes spelling, pronunciation, word order and word formation. The meaning of language is our message or reason for speaking or writing. Students can communicate effectively even with grammar, spelling, or pronunciation errors, although this can make it more difficult for them to be understood. We want students to improve their grammar, pronunciation, and spelling, but not if this discourages or prevents them from expressing themselves. If their message is understood, it is not necessary to correct their errors. The content and concepts in these materials are sensitive, so it is important that students feel comfortable trying to express themselves. When introducing or practicing new grammar and vocabulary, it is useful to correct errors of language form. However, in communicative activities, limit your error correction to those errors that prevent the student from being understood.

TIP Supportive error correction

Making mistakes is an important and natural part of learning, so students will inevitably make a variety of errors. As noted above, your error correction strategy should depend on the focus of the activity. In general, it is most important to correct errors of meaning; those that lead to misunderstanding. Avoid simply saying *No*, or *That's wrong*. Instead, give students an opportunity to self-correct. Say, for example, *Not quite. Try again*. Or you may repeat the error with a questioning intonation to help the student notice the error and self-correct, or to ask another member of the class to help.

TIP Making predictions

Asking students to make predictions before they watch, listen to, or read something helps them to activate what they already know and understand about a story or topic. Having some ideas in advance about what they will read or hear, reduces the amount of new information that they have to process, makes it easier for them to follow along, and makes it easier for them to understand new ideas, or vocabulary.

TIP Using pictures to support learning

Pictures in textbooks are often more than decorative. They help to make the textbook more interesting, and if you use them as part of your lesson, can also help learning. Draw students' attention to pictures before asking them to do an activity. You can ask students to predict what they will read or hear. Eliciting the language and characters they know as well as the meaning of the scene can prepare them to read and understand more effectively.

TIP Checking answers

Students will be more engaged if you use a variety of answer checking techniques. For example, you may elicit answers from volunteers or call on individual students to share their answers. It is often useful to put students in groups or pairs to compare and discuss their answers and then elicit responses from the groups.

TIP Praising students

Learning a language can be intimidating. Students may feel shy or embarrassed about making mistakes especially when they create original work or perform in front of their classmates. Be sure to acknowledge this and encourage them by praising their efforts. Even if you are correcting students, be sure to acknowledge their efforts and praise them.

BEFORE YOU READ

A. Warm-up

- Ask students if any of them have ever heard of Priya and her tiger Sahas. If they have, ask them to tell the class what they know about her.
- If students are not familiar with Priya and Sahas, direct their attention to the cover of the student's book. Ask them to describe the picture, focusing on Priya and Sahas.
- Explain that Priya is a young woman who fights for justice and the common good.

B. Critical thinking

See the teaching procedures for critical thinking activities at the beginning of this guide.

- If students have difficulty, ask them to look at the picture of Priya. Ask them to think about how she is standing, and if this is the way a confident person stands. Ask them to read her speech in the bubble. She tells others they are powerful.

OPTION:

Ask pairs or groups to brainstorm other adjectives to describe Priya. You can make it a game and ask teams of students to race to create the longest list of words.

OPTION:

Ask students to write sentences about Priya using the adjectives they chose. Encourage them to use *because* in their sentences.

C. Vocabulary

See the teaching procedures for vocabulary activities at the beginning of this guide.

ANSWERS

anxious - confident
interesting - boring
strong - weak
cowardly - brave
typical - unusual

OPTION:

Ask pairs or groups to choose one word from each pair and write a sentence for it. Tell them to leave the key word out of the sentence so that another pair or group can guess which word best fits in the blank. Give students time to write their sentences and then swap their sentences with another pair or group to guess the answers. Walk around, helping as necessary. Ask volunteers to share some of their sentences with the class.

D. Predicting

See the teaching procedures for predicting activities at the beginning of this guide.

WHILE YOU READ

Page 4

A. Using Visual Cues

See the teaching procedures for vocabulary activities at the beginning of this guide.

POSSIBLE ANSWERS

- 1 The town is in a valley between the mountains.
- 2 There is rain in the valley because there is green grass, but the mountains are not green.
- 3 People might work on farms. There aren't any factories or large office buildings. It isn't a big city.

B. Comprehension

See the activity teaching procedures.

ANSWERS

- 1 All the people are male or older women.
- 2 She went to work.
- 3 She's going to look for her sister.

C. Critical thinking

See the activity teaching procedures.

- If students have difficulty, ask them to think about how people speak to each other in a respectful way.
- Then, tell them to read what Priya and her parents say. Ask if this is similar to the examples of respectful speech that they thought of.

Page 5

A. Using Visual Cues

See the activity teaching procedures.

B. Comprehension

See the activity teaching procedures.

ANSWERS

1 T 2 F 3 F 4 T 5 F

C. Vocabulary

See the activity teaching procedures.

ANSWERS

1 B 2 A 3 D 4 C 5 E/F 6 F/E

D. Making Predictions

See the activity teaching procedures.

Pages 5-6

A. Making predictions

See the activity teaching procedures.

B. Making predictions

See the activity teaching procedures.

ANSWERS

Sentences 3 and 5 are true

C. Connect to your world

- Ask students what they think about the relationship between Priya and Lakshmi.
- If students don't have siblings, ask them to think about other sibling relationships within their extended family or groups of friends.

D. Using visual cues

See the activity teaching procedures.

OPTION:

The tree in the picture is important to Priya and Lakshmi. Ask students to describe a place that is important to them. Encourage them to give details about the appearance of the place, as well as why it is important.

Page 7

A. Using visual cues

See the activity teaching procedures.

POSSIBLE ANSWERS

- Accept all answers students can explain.
- 1 Lakshmi feels frightened, tired, miserable, sad, etc.
 - 2 The shapes and colors are frightening, angry, harmful, etc. Students may have many reactions to the picture.

Learn about Language!

See the activity teaching procedures.

B. Vocabulary

See the activity teaching procedures.

ANSWERS

- | | |
|-------------|---------------|
| 1 watch out | 2 watch over |
| 3 watch out | 4 watched for |

OPTION:

Put students in groups and ask each to think of as many phrasal verbs as they can. Alternatively, you can give a set of phrasal verbs and ask students to use them in sentences. You may wish to let them use dictionaries if your students can benefit from this.

OPTION:

For more advanced students, give a common verb that is often part of a phrasal verb, e.g. *cut, drop, turn or break*.

Page 8

A. Using visual cues

See the activity teaching procedures.

ANSWERS

- 1 Priya is frightened. The other woman is tired or sad.
- 2 Priya meets the woman outside the city of Rahu. She is turning into stone.

B. Comprehension

See the activity teaching procedures.

ANSWERS

- 1 She is going north. The place is called Rahu. She is going to find her sister.
- 2 The air smells strong and bad. Priya says, "Your poor tiger nose" to Sahas.
- 3 The woman is turning to stone.
- 4 The woman wants water.

OPTION:

Ask students to use the answers to the comprehension questions to form a short summary of the page, either orally or in writing. Encourage them to use longer and more complex sentences. For example, *Priya is going north to Rahu to find her sister. When she gets there, the air smells bad, and it bothers Sahas' nose. Priya sees a woman turning to stone. The woman wants water.*

Learn how to Learn!

See the activity teaching procedures.

C. Vocabulary

See the activity teaching procedures.

ANSWERS

- | | |
|-------------|--------|
| 1 adjective | 2 verb |
| 3 noun | 4 verb |

D. Vocabulary

See the activity teaching procedures.

ANSWERS

A 1 B 3 C 4 D 2

E. Vocabulary

See the activity teaching procedures.

ANSWERS

1 turn into 2 sulphur
3 harsh 4 squeeze

OPTION:

Ask students to use the vocabulary from Activity C in original sentences.

Page 9

A. Using visual cues

See the activity teaching procedures.

B. Comprehension

See the activity teaching procedures.

ANSWERS

1 A 2 A 3 C 4 B 5 C

C. Critical thinking

See the activity teaching procedures.

- If students have difficulty, ask them to think of Sahas as a person who is providing care to someone in need. Ask *How would that person feel? Why? What would the person say?*

ANSWERS

Sahas might say,
"I'm sorry this happened to you."
"I hope you feel better."
"Don't worry. I can help you."

Page 10-11

A. Using visual cues

See the activity teaching procedures.

POSSIBLE ANSWERS

Accept all answers students can explain.

- 1 The city of Rahu and its king are dark, fiery and dangerous.
- 2 He is an evil king. He looks dangerous. He hurts Priya.

Learn how to Learn!

See the activity teaching procedures.

B. Making inferences

See the activity teaching procedures for Comprehension.

ANSWERS

Sentences 3, 5 and 6 can be inferred from the page.

Sentences 1, 2 and 4 cannot be inferred for the following reasons:

Sentence 1 - We don't know that Rahu is intelligent.

Sentence 2 - Priya says she has never heard of Rahu before, so we can infer that he is not famous and not known throughout the world.

Sentence 4 - Priya says Rahu is disgusting and that she will fight anyone who harms a woman, so we can infer that she does not want to get along with Rahu.

C. Role Play

See the activity teaching procedures.

Pages 12-13

A. Using visual cues

See the activity teaching procedures.

B. Comprehension

See the activity teaching procedures.

ANSWERS

Sentences 2, 3 and 4 are true.

OPTION:

Ask students, *Which people are sentences 1, 4, and 5 about?* Sentence 1 is about Priya. Sentences 4 and 5 are about Amrit.

C. Critical thinking

See the activity teaching procedures.

- If students have difficulty, ask them to think about what they know about each character so far. For example, Mandihari knew Priya's name even though they had never met.

D. Vocabulary

See the activity teaching procedures.

ANSWERS

The picture shows the literal meaning of the language. Sahas is jumping into Priya's heart.

Pages 14-15

A. Using visual cues

See the activity teaching procedures.

- Accept any answers that students can explain. Students may notice that there are many women standing alone in the street. The women are dressed in bright colors, but they do not appear to be happy, and they are leading men into small private rooms.
- Depending on your class, you may wish to draw students' attention to this and that it is not open and not hidden. Students may have an opinion about this. Try to make sure that they express opinions respectfully, and know that people often become prostitutes because they have no other way to earn a living, or are forced to do this work.

ANSWERS

The city does not look like a nice place to live. These are possible reasons students may give:

There is a smoking volcano overlooking the city.

The city has volcano channels running through the streets.

The air looks dusty and hot.

There aren't any families or children in the city.

Women appear to be entertaining men in private rooms.

- For question 2, students may say that most families would not want to live in a city with Rahu a volcano nearby, or that has an open attitude toward sex work.
- Question 2 may also lead to discussion of the goods for sale in the shops. There are no school supplies or things that are appropriate for children.
- For question 3, remind students of the woman who was sent out of Rahu and rescued by Priya. This woman wanted Priya to help the other women in Rahu. This shows that these women did not choose to become sex workers and are not happy.

Pages 16-17

B. Comprehension

See the activity teaching procedures.

ANSWERS

1 She sees channels for the volcano lava to flow through.

2 She follows her because she thinks Amrit may be able to help her find Lakshmi.

3 The city is orange because of the volcano and its lava.

A. Using visual cues

See the activity teaching procedures.

B. Comprehension

See the activity teaching procedures.

ANSWERS

True sentence: 3

C. Critical thinking

See the activity teaching procedures.

- These questions may lead to discussion about sex trafficking and prostitution in Rahu. Remind students that people often become prostitutes because they have no other way to earn a living, or they may be forced physically into this work.

OPTION:

Ask students to make their own true or false sentences about the story from these two pages. Put students in groups or ask the class to determine which sentences are true or false.

C. Critical thinking

See the activity teaching procedures.

- Amrit is complicated. She works as a pimp, profiting from sex work. However, she sees this differently. She says, "We are worshippers of Rahu. Our worship is pleasing men." This shows that perhaps Amrit has been brainwashed in some way. This does not excuse her, but it shows she might not be happy with her situation and says these things to herself to justify her actions and prevent herself from being cast out of Rahu and turned to stone. Thus, some students may see Amrit as a victim as well as a pimp. Other students may strongly believe she is a very bad person.

D. Vocabulary

See the activity teaching procedures.

ANSWERS

This expression is figurative. Pure salt would not taste very good and it would not convince anyone to be loyal. The expression means that people will be more likely to help you or be loyal to you if you feed them delicious food.

OPTION:

Ask students to think of or find other idiomatic expressions with the word salt and use them in a sentence or short paragraph. If students do not have access to resources in English, ask them to think of the idioms in their first language and try to find the English equivalent. Possible idioms in English:

to be worth one's salt

the salt of the earth

take something with a grain of salt

rub salt in one's wounds

go pound salt

Pages 18-19

A. Using visual cues

See the activity teaching procedures.

B. Comprehension

See the activity teaching procedures.

POSSIBLE ANSWERS

- 1 food / cooking
- 2 food / cooking / meal
- 3 name
- 4 shocked / confused / upset / sad
- 5 wrong / not right

C. Critical thinking

See the activity teaching procedures.

- The problem the woman had in her village was a rape. Depending on your students, it may be appropriate to check that they understand the seriousness of rape, i.e., that it is more than unwanted or inappropriate comments or touching, which are also highly offensive.
- Some students may agree that if a woman goes out alone or in tight clothes that she is at fault or asking for trouble. If students have this opinion, it is important to ask them why they believe this. Encourage them to think critically about whether women who are alone really want to be raped or if they may be minding their own business and have reasons for being out alone, for example, going to or from work, carrying water, collecting firewood, visiting a sick relative, responding to an emergency, etc.
- Encourage students to think about why the women think that it was the woman's fault and not the man's. Encourage them to think about issues of self-control. Depending on your students, you may ask them to think about whether men who rape women are interested more in sex than in having power or control over women.
- With any sensitive content, it is important to avoid pressuring your students to speak if they are uncomfortable or embarrassed.

D. Speaking

See the activity teaching procedures.

- Depending on your students' language level as well as their maturity to process sophisticated concepts, you might ask if Lakshmi is crying because she is sad or angry. She may be sad about her life now, but she may also be angry at her parents for sending her to Rahu, even if they didn't know what would happen to her. Similarly, Lakshmi may be angry at Priya because Priya's rape may have influenced her own life's course.

POSSIBLE ANSWERS

Lakshmi remembers her childhood when she tastes food Priya made from her mother's recipe. This memory makes her cry. Students may have different ideas about why this makes Lakshmi cry.

E. Role Play

See the activity teaching procedures.

- Some students may believe that the woman's rape was her fault and that Rahu is protecting her since she has been shamed. Point out that the men who committed the rape were responsible for their own actions and encourage these students to try to see the situation from the point of view presented in the materials, i.e., that Rahu is not protecting the women, and the rape was not the woman's fault.

A. Using visual cues

See the activity teaching procedures.

POSSIBLE ANSWERS

Students' answers will vary, but may include fear, anger or sadness.

B. Comprehension

See the activity teaching procedures.

- The answers to these questions may lead to discussion of sensitive topics. Lakshmi mentioned Priya's earlier rape, which she refers to as Priya's abuse. Students may wonder about or want to discuss the abuse that Priya had previously suffered.

ANSWERS

- 1 She says that people think badly of her because of what happened to Priya.
- 2 She wants to stay because no one thinks badly of her in Rahu.
- 3 She tells Amrit that Priya is not her sister and she wanted to make sure that Priya believed her.

C. Critical thinking

See the activity teaching procedures.

- If students have difficulty with this question, encourage them to think about what probably happened to Priya when she came home. The comic does not discuss this, but students should be able to imagine what happened based on Lakshmi's statement "Here no one thinks badly of me."
- Depending on the students' cultural background, you can also ask them to look for some of the comments the women of Rahu have made about being in Rahu, for example, on page 19, "The outside world is dangerous," and "You made a good choice by coming here. Rahu will keep you safe."

D. Role Play

See the activity teaching procedures.

- If students have difficulty getting started, ask them to look at the picture of Priya and Lakshmi to get some ideas about their feelings and emotions in that moment.

E. Making Inferences

See the activity teaching procedures.

ANSWERS

Sentences 1, 2 and 4 can be inferred.

Sentence 1 - Lakshmi knows that Amrit has sent other women away to their deaths outside Rahu.

Sentence 2 - Lakshmi is still angry about her situation and blames Priya for her own rape and her parents sending her to Rahu.

Sentence 4 - Lakshmi knows that Amrit is dangerous.

Sentence 3 - This is not likely. Lakshmi was crying when she remembered her old life and she never shows that she is happy with her life, although she seems to tolerate it.

Pages 22-23

A. Using visual cues

See the activity teaching procedures.

B. Comprehension

See the activity teaching procedures.

ANSWERS

1 chooses / wants 2 drink
3 dizzy 4 Sahas

C. Critical thinking

See the activity teaching procedures.

- If students have difficulty, ask them to think about whether Lakshmi is acting like herself (no). Then, elicit what Amrit says about Lakshmi (She 'sang the same song of not wanting to do this...').

D. Vocabulary

See the activity teaching procedures.

ANSWERS

1 vial / fumes 2 dizzy / elixir 3 vomit

E. Vocabulary

See the activity teaching procedures.

ANSWERS

A 3 B 1 C 2

Pages 24-25

A. Using visual cues

See the activity teaching procedures.

B. Comprehension

See the activity teaching procedures.

ANSWERS

1 helps 2 weak 3 forest
4 help 5 Manidharit

Learn how to Learn!

See the activity teaching procedures.

C. Comprehension

See the activity teaching procedures.

ANSWERS

1 but 2 but 3 and
4 but 5 and

D. Vocabulary

See the activity teaching procedures.

ANSWERS

1 E 2 B 3 A 4 D 5 F 6 C

Pages 26-28

A. Using visual cues

See the activity teaching procedures.

B. Comprehension

See the activity teaching procedures.

ANSWERS

1 T 2 F 3 T 4 T 5 F 6 F

Learn how to Learn!

See the activity teaching procedures.

C. Vocabulary

See the activity teaching procedures.

ANSWERS

1 B 2 A 3 C 4 A

D. Speaking

See the activity teaching procedures.

E. Critical thinking

See the activity teaching procedures.

- If students have difficulty, ask them to think about whether their answer would be different if they didn't know what happened to Manidhari and Paatal.

Pages 29-31

A. Using visual cues

See the activity teaching procedures.

B. Comprehension

See the activity teaching procedures.

ANSWERS

1 B 2 A 3 G 4 E
5 D 6 C 7 F

C. Vocabulary

See the activity teaching procedures.

ANSWERS

1 H 2 B 3 F 4 C 5 D, E 6 G, A

D. Role Play

See the activity teaching procedures.

- If students are having difficulty getting started, ask them to think about the first time Priya and Rahu met and what they said to each other.
- Ask students to look at the picture of Priya and Rahu to imagine their feelings and emotions in that moment.

Pages 32-33

A. Using visual cues

See the activity teaching procedures.

B. Comprehension

See the activity teaching procedures.

ANSWERS

1 lava 2 weak 3 sorry
4 will not 5 dungeon

Learn how to Learn!

See the activity teaching procedures.

C. Writing

See the activity teaching procedures.

ANSWERS

- 1 is brought, P, does the action: Sahas, receives the action: Priya
- 2 banished, A, does the action: Manidhari, receives the action: Amrit
- 3 was taken, P, does the action: the female Naagas, receives the action: Amrit
- 4 will not, A, does the action: the world, receives the action: the women

D. Making predictions

See the activity teaching procedures.

Pages 34-37

A. Using visual cues

See the activity teaching procedures.

B. Vocabulary

See the activity teaching procedures.

ANSWERS

1 C 2 E 3 F 4 A 5 B 6 D

C. Comprehension

See the activity teaching procedures.

ANSWERS

- 1 They don't think they will be accepted. They tell Priya that she speaks of fairy tales.
- 2 The women are scorned, ridiculed, treated like lepers, and cursed at.
- 3 They are not innocent. Some of the men went to Rahu. The women of Rahu recognized them.
- 4 She gets very angry and is ready to fight with the women.

D. Making predictions

See the activity teaching procedures.

Pages 38-40

A. Using visual cues

See the activity teaching procedures.

B. Comprehension

See the activity teaching procedures.

ANSWERS

- 1 She roars because Sahas jumps into her heart. The people froze because they heard the roar of her tiger heart.
- 2 She got bigger because all the women who escaped from Rahu jumped into her heart.
- 3 She is angry with women, too. She says women protect their own daughters, but they don't protect other girls. She wants mothers to stand with them.

C. Critical thinking

See the activity teaching procedures.

Question 1

- If students have difficulty, ask if they remember when Sahas did this and why. Remind them Sahas did this to be with Priya in spirit when he was unable to be with her in Rahu, and he did this again when she needed help to stand up for the women.

Question 2

- If students have difficulty, ask them to retell the story on the pages in their own words and then think about Priya's speech, eliciting that You in her speech refers to the people in front of her and the larger society, and us refers to the women who were trafficked to Rahu as well as all women who have suffered in this way.

OPTION:

Ask students to think about figurative and literal meanings to identify examples of each on the pages, for example, Priya talks about You in her speech, and she means the people literally in front of her, but she also means the larger society or community, so this is also a figurative meaning. Ask students to discuss their ideas in groups and then share them.

Pages 41-43

A. Vocabulary

See the activity teaching procedures.

ANSWERS

- | | | | |
|-----|-----|-----|-----|
| 1 F | 2 B | 3 H | 4 C |
| 5 E | 6 A | 7 D | 8 G |

B. Using visual cues

See the activity teaching procedures.

C. Comprehension

See the activity teaching procedures.

ANSWERS

Sentences 3 and 4 are true.

D. Critical thinking

See the activity teaching procedures.

AFTER YOU READ

A. Speaking

See the activity teaching procedures.

- Ask students if their beliefs or understanding about prostitution or sex trafficking have changed from reading the comic. Encourage students who feel comfortable to share their ideas.

B. Critical thinking

See the activity teaching procedures.

- Ask students to focus on the facial expressions as well as the text. While her parents may not have known for sure, they had heard bad things about the place.
- Encourage students to think about why some families may be vulnerable to traffickers, for example, they may need money to survive, they may believe the lies of the traffickers, or they may not have heard the bad stories about the places the traffickers are from.

OPTION 1:

Traffickers reached Lakshmi because families in their town needed money, so they sent their girls to work in jobs they thought were honorable. However, young people from middle class or wealthy families can also be trafficked. Ask students to think of ways young people from more advantaged backgrounds can be trafficked, for example, through social media or the internet.

C. Project

OPTION 1:

- This option can be done by groups, pairs or individuals.
- Depending on your class, you may want to do preliminary research and identify several organizations for your students to choose from. You can give the names of the organizations and then have students answer the questions to create a poster.
- If your class is more advanced, ask your students to identify the organizations on their own.

OPTION 2:

- This option is best done in groups.
- Depending on your class, you may want to focus groups' efforts on different audiences, for example, one group focuses on parents, another focuses on schools, another on business and transportation workers, etc.
- If possible, ask students to interview community members to generate content for their posters.

NOTES



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