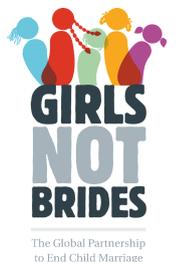


Khel Ek Seekh



**A Handbook for
Facilitators**



Khel Ek Seekh

A Handbook of sports-based games and activities
to enable facilitators to initiate dialogues on
gender with adolescents and youth

Name: _____



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Introduction

India has the highest number of child brides in the world – according to UNICEF¹ this figure is above 15 million girls! It is estimated that 27% of girls in India are married before their 18th birthday, while 7% are married before their 15th birthday. However, over the last decade, India has witnessed one of the largest declines in child marriage rates, from nearly 50% to 27%. While fewer Indian girls are marrying before the age of 15 years, rates of marriage have increased for girls between ages 15 to 18 years².

Child marriage – marriage before the legal age – is a human rights violation. Child marriage impacts girls disproportionately and denies them basic fundamental rights such as education, health and safety. Girls who are married before 18 years are more likely to experience domestic violence, be it physical, sexual and/or emotional. Moreover, child brides have restricted opportunities for educational attainment and access to economic opportunities³.

Though the causes of child marriage differ in various contexts and communities, one of the root causes of child marriage is gender inequality – the belief that girls and women are inferior to boys and men. Other factors such as lack of education, traditional practices, caste and/or religion, poverty and insecurity intersect with gender inequality to further perpetuate instances of child marriage. In India, factors that enable and perpetuate child marriages include gender norms, patriarchy, level of education, poverty and traditional customs⁴.

¹ <http://unicef.in/Whatwedo/30/Child-Marriage>

² National Family Health Survey – 4 (2015-16)

³ <https://www.girlsnotbrides.org/why-does-it-happen/>

⁴ <https://www.girlsnotbrides.org/child-marriage/india/>

Recently, sports and play has emerged as a viable and promising tool to tackle gender inequality and prevailing gender norms, thereby playing a role in reducing incidences of child marriage. Sports-based approaches have become a sustainable and effective method of changing the attitudes of various stakeholders towards child marriage, while providing opportunities and better futures for young girls. Sport has been observed to play a crucial role in challenging gender stereotypes around the roles of girls and women as well as promoting their mobility and agency.

Some key learnings of practitioners in India on using sports-based approaches in tackling gender inequality and child marriages⁵ include:

- Utilisation of sports in development programmes has shown effective results in breaking gender stereotypes and taboos. Girls are gaining the confidence to negotiate with their families and communities, and have received the opportunity to move out of the confines of their homes and learn in a safe environment. Moreover, sport has provided girls with the realisation that their aspirations are achievable.
- The impact of sport is not just at an individual level – changes have been seen happening in families and in communities as well, as well as within local institutions.
- Sport has emerged as a livelihood option for many girls, especially with a growing demand for female coaches, facilitators and sports professionals.
- Sport is an effective tool to mobilise diverse audiences – it is also a method that is very helpful in bringing together people from different backgrounds.
- Sport is a flexible tool for development programmes – depending on the type of constraints one is facing, programmes, activities and games can be designed to require low or no equipment, and can be conducted in limited as well as indoor spaces.

⁵ https://drive.google.com/file/d/1YalYcFJhpSy4_B-Glal6OJUz8tD51yTx/view

This handbook has been carefully prepared by Pro Sport Development in collaboration with *Girls Not Brides* to be utilised by grassroots facilitators working with adolescents and youth with the objective of tackling gender norms in order to end child, early and forced marriages. This handbook is a resource for facilitators which is accompanied by a specially designed three-day training workshop. This training workshop will equip facilitators with the appropriate skills to be able to utilise the various sports-based games and activities within the handbook to build skills of leadership, communication and team building as well as enhance gender equality among mixed gender groups of adolescents and youth.

This handbook provides a variety of outdoor games and activities based on different movement and sports skills which are intended to be delivered to mixed gender groups of adolescents and youth between the ages of 12 to 20 years. This handbook should be seen as a resource to be utilized within the overall framework of your programmes, be it as an entry point into schools and communities, in order to collectivize groups of adolescents and youth, to create a safe environment for girls and boys to interact and get comfortable with each other, to initiate dialogues based on gender as well as to inculcate soft skills of leadership, communication and team building in adolescents and youth.

The games and activities within this handbook have been divided into sections that focus on specific learning outcomes for adolescents and youth. These include:

- Teamwork & Coordination
- Effective Communication

- Leadership
- Initiating dialogues on gender

However, it should be noted that the games and activities within these handbooks can be utilised by facilitators as they deem fit, in order to be suitable for local contexts, to fit into existing programming and to be appropriate for the adolescent and youth groups they want to engage with.

Instructions for Facilitators

Pro Sport Development and *Girls Not Brides* believe that the games and activities within this handbook must be delivered following a value-based approach. Hence, facilitators must understand, familiarise themselves and incorporate the following important values within their sessions.

Equality:

'The state of being equal in terms of status, rights and opportunities'

Equality in the delivery of the activities is important because it gives everyone a fair environment and equal opportunity, allowing every participant to express themselves without being judged or discriminated against, therefore aiding them in reaching their full potential.

Ways of ensuring equality while delivering the activities:

- **Ensure that there is equal participation of everyone:** Give equal opportunities to all participants, irrespective of gender, ability, religion, caste or age, to participate in the games. Encourage all participants in the session to equally and actively participate in it, and ensure no one is left behind.
- **Respect for the opposite gender:** Ensure mixed-gender teams are created so that all participants encourage, respect and learn from the opposite gender.
- **Support or appreciation of each other's efforts:** Implementation of this aspect should be encouraged through cheering on fellow participants and promoting positive feedback between themselves during games.

- **Having mutual respect for each other:** Mutual respect between participants as well as participant-facilitator relationships should be reinforced during games and must be apparent during communication.

Fairplay:

'Respect for rules, teammates and opponents, as well as equal treatment of all concerned'

Fairplay allows participants to understand how to abide by social rules and encourages them to problem solve, stay focussed and be disciplined, as opposed to breaking rules. Inappropriate conduct can lead to consequences not only for an individual but for others around them. Influencing participants to play fair can lead them to develop qualities of cooperation, hard work and determination, as well as showing respect towards all participants, including team members, opponents, facilitators and referees/umpires.

Ways of ensuring fairplay while delivering the activities:

- **Congratulating opponents:** Respect between opponents could be initiated by teaching participants to shake hands with their opponents regardless of the outcome of the game.
- **Following rules for games:** Emphasise the importance of following rules through sporting and real-life examples. E.g. If a participant breaks the rules in football he/she could receive a red card, which would ban them from playing in the next game. This not only affects the participant but also the entire team.
- **Being honest and following rules:** These qualities could be promoted through various initiatives such as awarding participants points for honesty and good sporting spirit during games. Also, a player of the day or player of the match could be selected for displaying favourable attitude and positive

qualities throughout the session. Alternatively, points could be deducted from teams or individuals displaying inappropriate behaviour. These strategies will enable facilitators in reinforcing a fair environment.

Inclusion:

‘The act of including every participant, whoever they are, in an activity’

Inclusion provides participants with an enriched learning environment, which provides any participant, no matter what their age, ability, gender, religion or caste, the opportunity to learn and develop. Inclusion can lead to participants building new friendships, learning new ways to communicate with peers and discovering more about themselves as well as others from different backgrounds.

Ways of ensuring inclusion while delivering the activities:

- Everyone gets to participate in all games, irrespective of gender, age, ability, religion or caste. Either through playing or encouraging their team/peers, make sure each participant is involved physically and/or mentally in all games at all times.
- The facilitator listens to every participant’s suggestion: Communication between participants and coaches should be positive at all times. This will help encourage a participant’s confidence and enhance self-esteem.
- No participant is discriminated against: Participants should be treated equally and given an equal opportunity to participate and express themselves during games. (*Please refer to Pro Sport Development’s Child Protection Policy for more information regarding preventing discrimination against children*)

Creating a Positive Learning Environment:

‘A person feels comfortable and has a sense of rapport with their peers and believe they can be successful’

A positive learning environment ensures that each participant is given the opportunity to express themselves while listening, respecting and learning from others. The environment allows participants to self-discover and be creative through the use of positive encouragement and feedback.

Ways of ensuring a positive learning environment while delivering the activities:

- **Incorporate the three values above – Inclusion, Equality and Fairplay:**
These will give every participant the feeling of acceptance within peer circles, and therefore build their self-confidence.
- **Give every participant the opportunity to express their ideas and feelings:**
The facilitator should consider a participant’s ideas and suggestions, give added responsibility to individuals, and allow them to make decisions during the session.

Safety Precautions

It is important that facilitators take safety measures while conducting sessions. Ensuring that playgrounds or play areas are safe for games and activities is important as it helps to:

- reduce the chance of serious and/or frequent injuries.
- organise sessions that ensure the safety of participants.
- aid in deciding which activities and games are safe to participate in.

- provide participants with safety instructions prior to lesson.
- ensure that participants do not fear participation in sporting activities, due to lack of safety measures.

Before and during a session, facilitators must ensure that they have considered all the potential risks and hazards, and have taken appropriate action to ensure safety of the play area. Facilitators must survey the following risks and hazards in the play area, prior to the start of a session:

- playground surface
- play items and sports equipment
- steps and steep slopes
- obstacles (Eg. pillars, columns, walls etc.)
- weather
- protrusions and catch points
- litter

In addition to the safety precautions, the facilitators must also create a safe environment for the children in order to provide protection against harassment and abuse. The facilitator should be committed to the following guidelines:

- The welfare of the child is paramount.
- All children, whatever their age, culture, ability, gender, language, caste, racial origin, religious belief and/or sexual identity should be given to participate in all activities and programs in a fun and safe environment.
- All reasonable steps must be taken to protect children from harm, discrimination and degrading treatment and to respect their rights, wishes and feelings.
- All suspicions and allegations of poor practice or abuse must be taken seriously and responded to swiftly and appropriately.
- **Zero tolerance for any kind of abuse, harassment or exploitation of**

children⁶: Children will have equal rights to protection from abuse and exploitation irrespective of their age, culture, physical ability, gender, language, caste, racial origin, religious belief and/or sexual identity

COVID-19 Safety Guidelines

Given that the world is currently going through the COVID-19 pandemic, it is important that instructors adapt the handbook in line with the safety guidelines that have been issued by medical professionals. ⁷Considering that the virus spreads from close contact between individuals, the handbook has been developed using games and activities where physical distancing is possible. However, the instructors delivering the activities given in the handbook in-person will need to ensure that contact between participants and instructors is avoided.

- Further, the following hygiene guidelines should be followed to ensure that participants and instructors remain safe:
- It is preferable to conduct activities outdoors, since they will be better ventilated than indoor settings. Ensure availability to handwashing, alcohol-based hand sanitizers and hygiene facilities at multiple locations.
- Ask all participants to wash or sanitize their hands before and after the activity.
- Ensure that all participants are using face coverings and/or medical masks that cover both their face and nose.
- Ask participants to bring their own water bottles, and do not allow them to share their water with others.

⁶ POCSO or The Protection of Children from Sexual Offences Act (POCSO Act) 2012 was established by the Indian Government to protect children against offences like sexual abuse, sexual harassment and pornography. The act was formed to provide a child-friendly system for trial within which the perpetrators could be punished. Read more here: <https://protsahan.co.in/wp-content/uploads/2017/06/Understanding-POCSO.pdf>

⁷ These guidelines have been adapted from the World Health Organization's guidelines for sports federations and sport event organizer.

- Make disposable tissues available for all participants, and ensure that used tissues are disposed correctly.
- Do not allow participants to share towels, clothes, soap or other personal items with other participants.
- Avoid hand shaking, hugs, or any contact between participants – come up with new, creative ways of congratulating or expressing other emotions.
- Do not share equipment between participants. If equipment has to be shared, ensure that it is thoroughly sanitized before being handed over to a new participant.
- Conduct health checks for all participants and instructors, including a temperature check.
- Ask participants and instructors who are feeling sick or who have been in contact with a sick person to avoid attending the sessions.

Using Your Equipment

We acknowledge that there will always be a limitation with regards to the resources your organisation has. From not having enough equipment for a large number of participants to not having specific types of equipment; these deficiencies might create potential problems for you to implement these activities. We encourage you to think outside the box and use the existing equipment that your organisation has as a replacement for equipment that you might not have. Here are a few examples to get you started:

- hoops: lay 5 flat cones in a circle to create a hoop or draw in the playing surface using a stick.
- netballs: use dodgeballs or footballs.
- mini-hurdles: lay 3 tall cones next to each other.

- ropes: use chalk to mark floor, or make lines in sand.
- goals: cricket stumps or sticks to mark goal posts.

Conduct a thorough examination of the existing equipment your organisation already has available for participants to use. Follow the above examples by thinking outside the box of ways in which the existing equipment can be used in place of unavailable equipment.

Soft Skills Learning Outcomes

Below are some of the learning outcomes from the activities and games in this handbook relating to the three soft skills of Teamwork, Communication and Leadership, which facilitators must be familiar with.

Teamwork

‘Cooperative actions by members of a group or team to achieve a common goal’

Learning Outcomes:

Cooperation and coordination between teammates to efficiently achieve a common goal:

- Ensure the participants work together as a team towards common goals and outcomes.
- Get the participants to give their teammates positive encouragement and advice during the games.
- After the games, recap in what ways the participants worked together during the game and how could this be improved.

Helpful Tips for the Facilitator:

- Get the participants to work together as a team to win games.
- During the games, ensure the participants encourage their teammates, respect them, and develop camaraderie and co-operation.
- Encourage those who are shy to play and be a part of the team; encourage

the rest of the team to ensure shy individuals feel part of the team.

- Having facilitators on both teams could help the participants experience a team huddle, a team cheer and an atmosphere of team spirit. This can be integrated in the game by awarding the team that makes the most noise (by cheering their teammates) an extra point.
- It is important to discuss the different aspects the games focus on with the whole group so that the participants gain full understanding. This should be done through using the recap questions specific to that game.

Communication

‘The giving or exchange of information through speaking, writing, demonstration, listening or using some other medium’

Learning Outcomes:

Respecting and listening to other’s opinions and ideas:

- Get the teams to have a 1 minute discussion before games and ensure players listen and respect the suggestions and ideas their teammates put forward.
- The facilitator should encourage all team members to put forward their opinions.

Using verbal & demonstrative methods to communicate confidently and clearly with others:

- Ensure the participants are in constant communication with each other during the games. This can be done by getting them to encourage each other or use actions to communicate with a teammate.
- Tell the participants when communicating to keep their actions and words simple and clear so that their teammates can understand.

Helpful Tips for the Facilitator:

- Encourage participants to keep talking and communicating among their teams.
- Ensure that participants listen to their teammates and opponents.
- Encourage those who are shy to speak up.
- It is important to discuss the different aspects the games focus on with the whole group so that the participants gain full understanding. This should be done through using the recap questions specific to that game.

Leadership

'The ability of leading a group in different situations'

Learning Outcomes:

Taking responsibility and making appropriate decisions:

- Give the participants opportunities in the games to make decisions for their group.
- Ask questions to the participants regarding whether the decisions they made in the games were appropriate for the situation.

Setting an example for others:

- Ask the participants how their actions affected others on their team.

Promoting creativity (Getting the participants to be creative):

- Give the leaders the freedom to express themselves by giving them 1 minute before a game to suggest plans or give instructions to their team on how to approach the upcoming game.

Inspiring others through verbal and non-verbal communication:

- Give different participants the chance to lead the games and encourage them to set an example for their team through their words and actions.

Helpful tips for the Facilitator:

- Participants should be made leaders whenever possible instead of the facilitator always leading the game.
- Change leaders frequently as everybody should get a chance; alternate between girls and boys as leaders.
- Instruct and encourage other participants to follow the leader and their instructions.
- Provide opportunities for leaders to express themselves, and guide those leaders who are shy/ low on confidence.
- It is important to discuss the different aspects that the games focus on with the whole group so that the participants gain full understanding. This should be done through using the recap questions specific to that game.

Warm-Up and Cool-Down

The warm-up is an essential part of the session. All activities begin with a warm-up before participants are introduced to high intensity activities and games. A generic warm-up is recommended for all age groups.

Warm-up

Set-up a starting line and lay flat cones at 5 meters and 10 meters. Create a finishing/turning line at 10 meters. All participants line up next to each other on the start line and complete each exercise till the finish line. Create two lines of participants if the group is large.

Activities that the facilitator can use for the participants aged 12-20 years:

- Jogging x 30 meters
- High knees x 10 meters
- Hip flicks x 10 meters
- Side shuffle (each side) x 10 meters
- Backward running x 10 meters
- Hamstring sweeps x 5 meters
- Quad pulls (knee to chest stretch) x 5 meters
- Ankle pulls x 5 meters
- Kicks x 10 meters
- Hopping (each leg) x 10 meters
- Backwards bear crawl x 10 meters
- Front support sideways walk (each side) x 5 meters
- Running/sprinting x 50 meters

Adapt the warm-up according to the games and activities the participants are going to take part in during the session. Also, the duration of the warm-up

should depend on the age of the participants as well as the intensity of the games and activities in the session.

Cool-Down

A cool-down is extremely important at the end of the session as it ensures that the participants can recover well from the physical exertion during the session and avoid chances of future injury.

As on many occasions, there is not enough time for a cool-down at the end of the session, the following activities can serve as an effective cool-down for participants, which does not take a lot of time to complete:

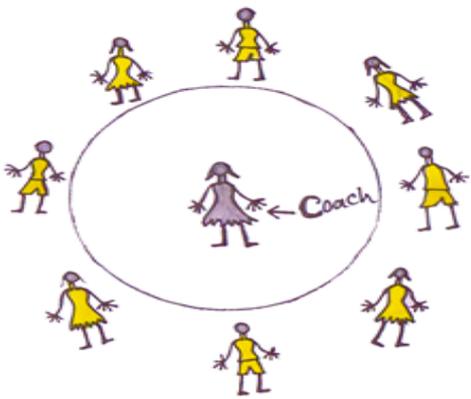
- Facilitator asks participants to pick up one piece of equipment scattered around playing area. Jog towards the equipment, and then walk back to the facilitator.
- Jog slowly or walk around the playing area before leaving for the next class.
- Perform 1 x hamstring, 1 x quadriceps and 1 x glute stretch before leaving, holding each for a minimum of 20 seconds.

ICE BREAKER GAMES

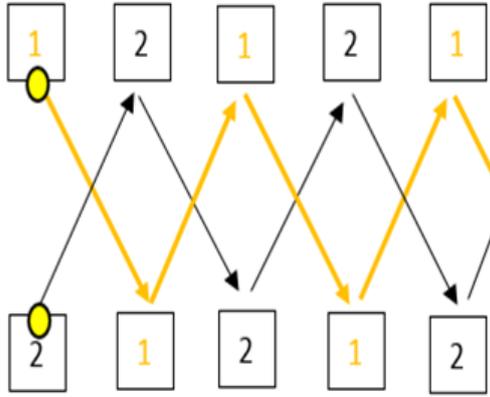
Milan

Learning Outcomes:	Participants familiarize themselves with each other and learn their names.	
Participants:	Two mixed gender teams of equal participants	
Equipment Needs:	1 football/ volleyball, 2 flat cones and a hand sanitizer spray	
Set Up:	<ul style="list-style-type: none"> • The facilitator forms two teams, with participants standing one behind another. • Teams face one another and stand 3-5m away from each other. • The first participant from team 1 starts with the ball. (Refer to Image 1) 	 <p style="text-align: center;">Image 1</p>
Steps:	<ul style="list-style-type: none"> • As the facilitator blows the whistle, the first participant from team 1 passes the ball to the first participant on team 2, and then runs to the back of team 1's line. (Image 2) • Before passing the ball, participants loudly shout out their names. • The participant from team 2 catches the ball, then passes the ball back to team 1 while shouting out their name and then runs to the back of team 2's line. (Image 3) • Each time a participant completes a pass s/he returns to the back of their team's line. • All participants follow the same process. • Ensure all participants sanitize their hands before and after the game. 	 <p style="text-align: center;">Image 2</p>  <p style="text-align: center;">Image 3</p>
Progressions:	<ul style="list-style-type: none"> • Once all the participants have introduced themselves through the game, repeat another round of the same game. • However, this time the facilitator informs the participants that instead of shouting out their names when passing the ball, the participants have to shout the names of the participant on the other team to whom they are passing the ball to. 	<p>De-brief Questions:</p> <ol style="list-style-type: none"> 1. Did the game help you in getting to know other participants? Why or why not? 2. Was it easy to remember others names? Why or why not? 3. Did you know the names of members of the opposite gender? Did this game help you familiarize yourself with them?

Sabke Saath

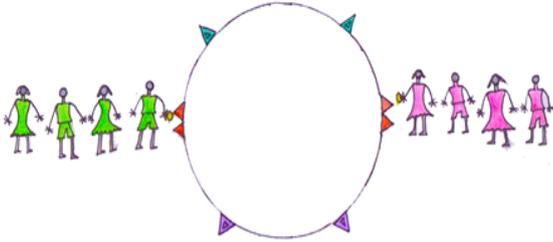
Learning Outcomes:	Participants familiarize themselves with each other, especially members of the opposite gender.	
Participants:	The whole group together	
Equipment:	Several flat cones and a hand sanitizer spray	
Set Up:	<ul style="list-style-type: none"> The facilitator creates a circle with the cones and stands outside of the circle. All participants spread out outside the circle. (Refer to Image 1)	 <p>Image 1</p>
Steps:	<ul style="list-style-type: none"> All participants will jog/run clockwise or anticlockwise around the circle, as per facilitator's command. The facilitator stops the group by calling out a number, e.g. "2" or "5" (depending on the size of the group). All participants rush to form groups of 2 or 5, as per the instructions from the coach. (Image 3) Those that cannot form a group are eliminated for one round. Ensure the game is played at a fast pace so that eliminated participants are not waiting outside too long. Ensure all participants sanitize their hands before and after the game. 	 <p>Image 2</p>  <p>Image 3</p>
Progressions:	<ul style="list-style-type: none"> After playing a few rounds of the game, instruct participants to form groups that contain both boys and girls. (Image 4) Change the speed and direction of running, and instruct participants to trot, jog or sprint. 	 <p>Image 4</p>
De-brief Questions:	<ol style="list-style-type: none"> During the first few rounds of the game if you observe participants forming groups of the same gender, ask them why they are doing so? Why were they not getting into mixed gender groups? If you observe them forming mixed gender groups, ask those groups why they were comfortable doing so? Ask participants that when they were asked to form mixed gender groups, how did they feel? Did they feel awkward or normal? Why or why not? 	

Zig-Zag Ball Relay

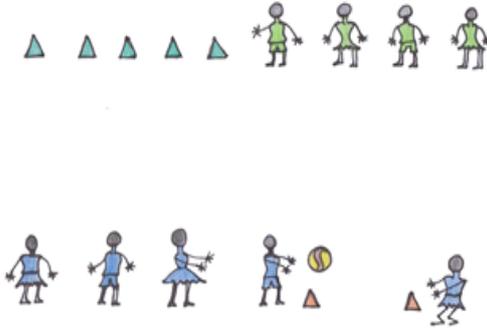
Learning Outcomes:	Participants familiarize themselves with each other and learn more about each other.	
Participants:	Two mixed gender teams of equal participants	
Equipment:	Any type of balls – tennis balls, footballs, rugby balls, dodgeballs, softballs – one ball per team and a hand sanitizer spray	
Set Up:	<ul style="list-style-type: none"> Participants arrange themselves in two lines facing each other, approximately 3m apart. Participants from Team 1 stand alternatively with participants from Team 2, as viewed in the image. Participants will find that they are standing opposite a participant from the other team. <p style="text-align: center;">(Refer to Image 1)</p>	 <p style="text-align: center;">Image 1</p>
Steps:	<ul style="list-style-type: none"> The first participants from each team are provided with one ball each. (Image 2) As the facilitator blows the whistle, the participants throw the ball to their team members standing in the opposite line. (Image 3) The second participant catches the ball and throws it to the next participant in the opposite line. However, before each participant passes the ball, they have to say something out loud about themselves, which is decided by the facilitator in advance, for eg. village they reside in, favourite food, favourite subject, favourite sport, etc. The ball travels in a zig-zag manner between lines. When the ball reaches the last person, that team wins. Repeat the game multiple times with participants sharing different things about themselves. Ensure all participants sanitize their hands before and after the game. 	 <p style="text-align: center;">Image 2</p>  <p style="text-align: center;">Image 3</p>
Progressions:	<ul style="list-style-type: none"> Have the teams vary how they throw the ball – underarm, overarm, sideways or bounce pass. Increase distance between participants to make the throwing and catching harder. Use different types of balls for the game, eg. smaller balls, larger balls, differently shaped balls, etc. Ask the participants their likes/dislikes that they would like to share or know from other participants in the group; play the game to learn new things about participants. 	De-brief Questions: <ol style="list-style-type: none"> Did the game help you in getting to know more about other participants? Why or why not? What was the most interesting thing you learnt about another participant? Can you remember some of the information shared by other participants? How much does the information shared impact your personal or social life on a daily basis?

TEAMWORK GAMES

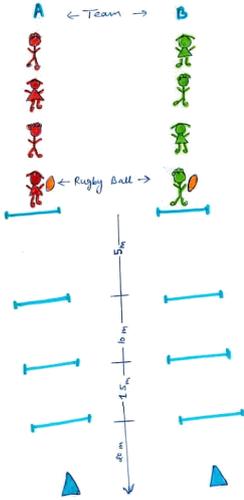
Gol Gol Pakkad

Learning Outcomes:	Participants learn to coordinate with each other effectively.	
Participants:	Two mixed gender teams of equal participants	
Equipment:	Several flat cones, 6 long cones -one tennis ball per team and a hand sanitizer spray.	
Set Up:	<ul style="list-style-type: none"> • The facilitator creates a large circle using flat cones; six long cones are spread out evenly along the circle, as per the image. • The two teams line up one behind another, diametrically opposite each other. • Ensure that participants in each team line up in mixed gender groups ie. one girl followed by one boy followed by one girl, etc. (Refer to Image 1) 	 <p style="text-align: center;">Image 1</p>
Steps:	<ul style="list-style-type: none"> • Participant 1 in each team starts with the ball. • As the facilitator blows the whistle, s/he sprints to the first cone (clockwise). (Image 2) • Participant 1 throws the ball to participant 2 (next in line) (Image 3) • Participant 2 catches the ball and throws it back to participant 1. • Participant 1 then sprints to the second cone, and repeats the process . • Once participant 1 has gone through all 4 cones along the circle, participant 2 starts the same process; participant 1 joins the back of their teams' line. • The first team to have all their players go round the circle wins. • Ensure all participants sanitize their hands before and after the game. 	 <p style="text-align: center;">Image 2</p>  <p style="text-align: center;">Image 3</p>
Progressions:	<ul style="list-style-type: none"> • After one round of the game, ask teams to strategize among themselves to come up with a plan to win. Ensure there is equal participation in the discussion of all genders. 	De-brief Questions: <ol style="list-style-type: none"> 1. What was the reasons behind teams winning or losing? What could each team have improved? Give 1 minute for discussion. 2. What strategies did the teams come up with after the first round? Did these help in improving the coordination within the teams? 3. During planning within the team, how important is it to keep in mind the ability of each participant of the team? Why? 4. Do girls and boys get a chance to work together in their daily lives? Why or why not?

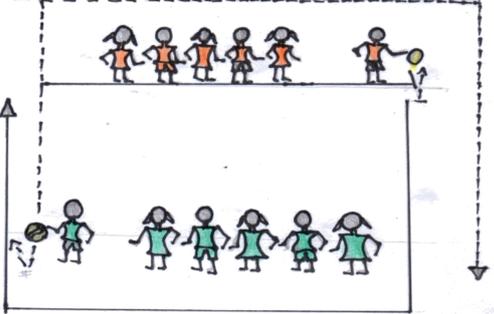
Gend Ko Harao

Learning Outcomes:	Participants learn to work together as a team towards mutual outcomes.	
Participants:	Two mixed gender teams of equal participants	
Equipment:	8 long cones, 1 tennis ball and a hand sanitizer spray	
Set Up:	<ul style="list-style-type: none"> • Team 1 forms a line with participants one behind another. • Participant 1 from team 1 stands 2 metres in front of the other participants, facing the team. Participant 1 starts with the tennis ball. • Team 2 lines up one behind another. • Arrange 5 cones (in one line) in front of team 2. (Refer to Image 1) 	 <p style="text-align: center;">Image 1</p>
Steps:	<ul style="list-style-type: none"> • As the facilitator blows the whistle, participant 1 in team 1 passes the ball to participant 2. • Participant 2 catches the ball and throws it back to participant 1. S/he then runs to the back of the line. (Image 2) • Team 1 counts the number of successful catches until all participants in the other team have finished their activity; if any catch is dropped it is not counted. • Simultaneously when the facilitator blows the whistle, participant 1 from team 2 jumps over each cone and returns back to the start to tag the next participant. (Image 3) • All participants of team 2 do the jumping course until the entire team finishes. When team 2 completes the jumping course, the facilitator shouts “STOP” and team 1 stops their catching drill. • Facilitator then swaps teams. • The team with the most number of catches wins. • Ensure all participants sanitize their hands before and after the game. 	 <p style="text-align: center;">Image 2</p>  <p style="text-align: center;">Image 3</p>
Progressions:	<ul style="list-style-type: none"> • After the first round of the game, ask teams to strategize ways in which they can improve their teamwork in order to win. • After the first round of the game, allow teams when catching to do so in any format they like, for eg. in a circle, in a square, etc. 	De-brief Questions: <ol style="list-style-type: none"> 1. What was the reasons behind teams winning or losing? What could each team have improved? 2. What strategies did the teams come up with after the first round? Did these help in improving teamwork? 3. What roles did girls and boys play within each team? Were these roles equal? 4. How did girls and boys feel when working as a team together?

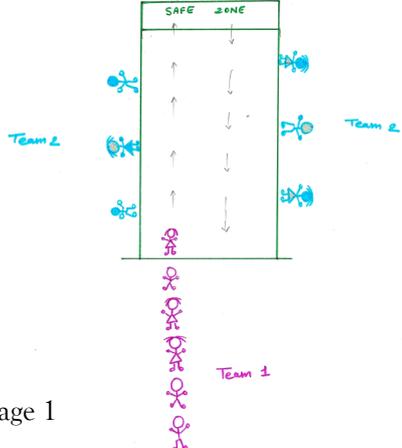
Pakkad Ke Bhag

Learning Outcomes:	Participants learn the value of working together as a team.	
Participants:	Multiple mixed gender teams of 5 participants per team	
Equipment:	1 football per team, cones and a hand sanitizer spray.	
Set Up:	<ul style="list-style-type: none"> • Set up a start and finish line 25m apart, using cones. • Participants on all teams stand one behind the other at the start line. • Spread teams out so that they are 5m apart from each other. • Place cones at 5m, 10m, 15m and 20m from the start line. • The first participants in each team starts with the ball. (Refer to Image 1)	 <p style="text-align: center;">Image 1</p>
Steps:	<ul style="list-style-type: none"> • As the facilitator blows the whistle, the first participants on each team run 5m with the ball and stop. (Image 2) • S/he holds the ball up in the air. • The second participants from each team then runs to the first participants, take the ball and run to the 10m mark. (Image 3) • S/he holds the ball up in the air. • The process is repeated until the last participant reaches the finish line. • The game is repeated in the opposite direction in a manner that all participants return to the start line. • The team to complete the process forward and backward first, receives 1 point. • Repeat the game; the team with the maximum points wins the game. • Ensure all participants sanitize their hands before and after the game. 	 <p style="text-align: center;">Image 2</p>  <p style="text-align: center;">Image 3</p>
Progressions:	<ul style="list-style-type: none"> • After playing a few rounds of the game, give each team 2 minutes to discuss a strategy in order to score a point. 	De-brief Questions: <ol style="list-style-type: none"> 1. How important was it to rely on your teammates to score a point? Why or why not? 2. Were you able to trust your teammates? Why or why not? 3. Do you believe that self-improvement is also very important for the team work? Why or why not? 4. Are there situations in life where you have to rely on others or work with others to complete a task? Give examples.

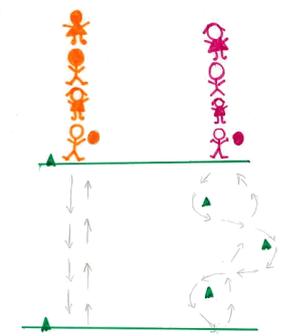
Dribble Relay

Learning Outcomes:	Participants learn to work together as a team towards mutual outcomes.	
Participants:	Two mixed gender teams of equal participants	
Equipment:	1 Football per team, multiple cones and a hand sanitizer spray	
Set Up:	<ul style="list-style-type: none"> • The facilitator marks out a square in the playing area using cones. • Teams line up with participants one next to the other on opposite sides of the square. • Participant 1 on each team starts with the ball. (Refer to Image 1)	 <p style="text-align: center;">Image 1</p>
Steps:	<ul style="list-style-type: none"> • As the facilitator blows the whistle, participant 1 from each team dribbles the ball on the outside of the square in a clockwise direction. • Once they return, they pass the ball to participant 2. • Participant 2 repeats the process, and passes the ball to participant 3. (Image 3) • The process continues till the team in which all participants dribble the ball first wins. • All participants use their hands to dribble the ball. • Ensure all participants sanitize their hands before and after the game. 	 <p style="text-align: center;">Image 2</p>  <p style="text-align: center;">Image 3</p>
Progressions:	<ul style="list-style-type: none"> • Before repeating the game, allow each team 2 minutes to discuss a strategy which can help them win the game. • In the repeat rounds of the games, ask the participants to dribble the ball with their feet. 	De-brief Questions: <ol style="list-style-type: none"> 1. Why did your team win or lose games? Give examples. 2. What strategies did your team discuss to win the game? Were these successful? Why or why not? 3. In your everyday lives, how can you work with others, especially those of the opposite gender, to achieve shared goals/ tasks?

Bacho Aur Maaro

Learning Outcomes:	Participants learn to coordinate effectively to achieve shared goals.	
Participants:	Two mixed gender teams of equal participants	
Equipment:	Two small footballs, flat cones, one striking implement (cricket bat, tennis racket, etc.) and a hand sanitizer spray.	
Set Up:	<ul style="list-style-type: none"> Facilitator uses flat cones to set up two throwing lines 10m apart. Create a starting line, and a safe zone line on either ends of the throwing lines. Team 1 is running and team 2 is throwing. Team 1 lines up one behind another at the starting line. Participants in team 2 spread out along both throwing lines with one football each on each side. (Refer to Image 1)	 <p style="text-align: center;">Image 1</p>
Steps:	<ul style="list-style-type: none"> The aim of the game for Team 1 is to run across to the safe zone line, and return back to the starting line without getting hit by the footballs. (Image 2) The aim of the game for Team 2 is to eliminate as many participants from Team 1 as possible by striking them directly below the waist when they run across between the start line and the safe zone. When the facilitator blows the whistle, participant 1 from the running team runs with the striking implement to the safe zone and back home. Participant 1 can use the striking implement to defend him/herself against the footballs being thrown. If a participant is hit while running, s/he cannot score a point for the team and returns back home and passes the striking implement to the next participant For every participant that returns home safely, the team scores 1 point. Once a participant on team 1 enters the safe zone, s/he cannot be eliminated. Once all participants have had a turn, teams swap roles. The team with the most points wins. Ensure all participants sanitize their hands before and after the game. 	 <p style="text-align: center;">Image 2</p>  <p style="text-align: center;">Image 3</p>
Progressions:	<ul style="list-style-type: none"> Allow more than one runner to run the course at the same time. (Image 3) Increase the number of small footballs that the throwing team has to eliminate participants from the running team. After one round of the game, ask teams to take 2 minutes to discuss a strategy in order to win most points for their teams and get most opponents out. 	De-brief Questions: <ol style="list-style-type: none"> As the running team, how did your individual performance impact the teams' performance? As a runner, how alert were you to the fact that your score contributes to the team score? As the throwing team, how did you work together to get the other teams' members out? Did your individual performance affect the teams' performance? How?

Ball Ke Sath Bhago

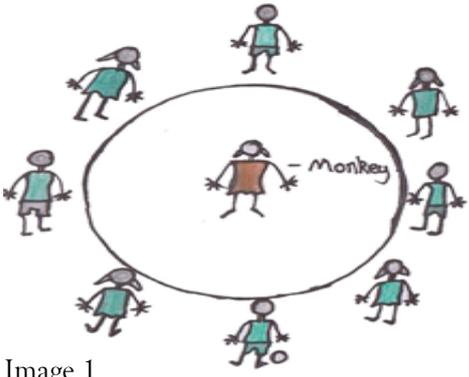
Ball Ke Sath Bhago		
Learning Outcomes:	Participants learn to imbibe a sense of team spirit.	
Players:	Multiple teams of equal mixed gender participants per team.	
Equipment:	One football per team, several flat cones and a hand sanitizer spray.	
Set Up:	<ul style="list-style-type: none"> Facilitator prepares a start and finish line 15m apart. Teams line up alongside each other on the start line. Participants in the teams line up one behind each other. (Refer to Image 1)	 <p style="text-align: center;">Image 1</p>
Steps:	<ul style="list-style-type: none"> When the facilitator blows the whistle, the first participants from all teams dribble the ball with their hands to the finish line and return to the start line. (Image 2) Once the first participant comes back, the second participant takes the ball from them and is allowed to go. (Image 23) Participants that have finished their turn sit down. The team that has all the participants sitting down first wins the relay. Ensure all participants sanitize their hands before and after the game. 	 <p style="text-align: center;">Image 2</p>  <p style="text-align: center;">Image 3</p>
Progressions:	<ul style="list-style-type: none"> After the first relay game, ask the participants to discuss within their teams how they can promote team spirit within their teams, and demonstrate the same while playing the game. 	
De-brief Questions:	<ol style="list-style-type: none"> Ask the participants how they were able to promote team spirit within their teams? Did this improve their performance as a team or as individuals? Why? Ask the participants what they understand by team spirit? Why is it important for a team? In daily lives, are there instances when team spirit helps in achieving outcomes? Give examples. 	

COMMUNICATION GAMES

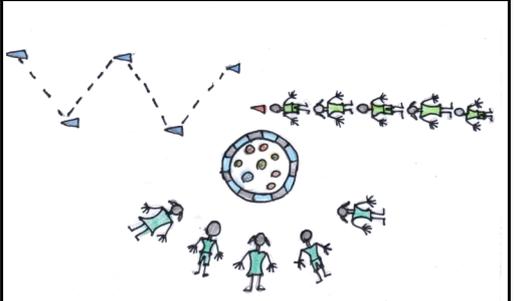
Das Pass Handball

Learning Outcomes:	Participants learn to communicate within a team.	
Participants:	20 Participants of mixed gender	
Equipment:	10 bibs, 1 handball /small football ,40 flat cones and a hand sanitizer spray.	
Set Up:	<ul style="list-style-type: none"> Facilitator sets up a 10 x 10 metres square using flat cones. Split the participants into two equal teams of mixed gender. Distribute bibs for one team to wear, the other are without bibs; this will help distinguish the teams. When the facilitator blows the whistle, the game starts with one of the team members holding the ball. (Refer to Image 1)	 <p style="text-align: center;">Image 1</p>
Steps:	<ul style="list-style-type: none"> The aim of the game for each team is to make 10 successful passes (and 10 catches). (Image 2) <ul style="list-style-type: none"> When passing the ball between themselves, participants cannot move. If a team loses the ball by taking it out of the playing area, the ball goes to the other team. If the ball falls to the ground, the other team gets possession of the ball. If the other team intercepts a pass, they then have the opportunity to complete 10 passes When a team gets to 10 passes they receive 1 point. The first team to 3 points are the winners. Ensure all participants sanitize their hands before and after the game. 	 <p style="text-align: center;">Image 2</p>
Progressions:	<ul style="list-style-type: none"> After the first round, the facilitator makes two rules changes and informs these to the participants: <ol style="list-style-type: none"> When passing the ball, the passer has to shout the name of the receiver loudly. If the name is wrong or if they pass the ball to another participant, then the ball goes to the other team. When passing the ball, participants must ensure that they pass to a team member of the opposite gender. Failure to do so will mean the ball goes to the other team. The facilitator makes the participant play another round of the game with both rule changes together, or one rule change at a time. 	De-brief Questions: <ol style="list-style-type: none"> In the first round of the game, what did the team that won do better? What could the team that lost have done better? Why? After the first round of the game, did it become harder to pass among each other or easier? Why or why not? Why is it important to communicate with the opposite gender? Do you get opportunities to do so in your everyday lives? Why or why not? How many times did you motivate your teammates to communicate within game? Why is this important?

Beech Ka Bandar

Learning Outcomes:	Participants learn to communicate using different mediums.	
Participants:	Groups of 8-12 players	
Equipment:	1 football per group ,cones and a hand sanitizer spray.	
Set Up:	<ul style="list-style-type: none"> • The facilitator marks a circle using cones; all participants in the group stand outside the circle. • The facilitator nominates 2-3 participants to be in the middle of the circle, i.e. the monkeys. Ensure both girls and boys are selected. • The ball starts with any participant standing outside the circle. <p>(Refer to Image 1)</p>	 <p>The diagram shows a large circle drawn on the ground. In the center of the circle is a stick figure labeled 'monkey'. Around the circle, there are eight other stick figures representing players, standing outside the circle. One player is holding a ball.</p> <p>Image 1</p>
Steps:	<ul style="list-style-type: none"> • Participants communicate between themselves and pass the ball by keeping it away from the monkeys. (Image 2) • The monkeys try to intercept the ball and take possession away from the group. (Image 3) • The participant to lose possession of the ball becomes the next monkey. • The game carries on as monkeys in the middle change. • Ensure all participants sanitize their hands before and after the game. 	 <p>Image 2</p>  <p>Image 3</p>
Progressions:	<ul style="list-style-type: none"> • After a few rounds of the game, introduce a rule change: the participants standing outside the circle cannot speak and need to find different ways to communicate. However, the monkeys inside the circle can speak. • After another few rounds of the game, introduce another rule change: the participants standing outside the circle must pass the ball to a participants of the opposite gender. Failure to do so means they become a monkey. 	
De-brief Questions:	<ol style="list-style-type: none"> 1. Was it important for the participants outside the circle to communicate with each other? Why or why not? 2. Was it important for the monkeys to communicate with each other? Why or why not? 3. After the first round of the game, when participants outside the circle were not allowed to speak, in what ways did you communicate with each other? 4. In what ways do we communicate in our daily lives? Why is communication in our daily lives important? What kind of challenges do you face during such kind of communication? 	

Bikhre Hue Ball

Learning Outcomes:	Participants communicate effectively within a team to achieve shared objectives.	
Participants:	Two mixed gender teams of equal participants	
Equipment:	Multiple Balls, 1 hoop, 8 cones and a hand sanitizer spray	
Set Up:	<ul style="list-style-type: none"> • Set out the cones in a zig-zag course. • Place all balls in a hoop next to the zig-zag course. • Team 1 is running, while Team 2 is fielding. • The participants in Team 1 line up one behind another in front of the zig-zag course. • Team 2 spread out around the playing area. (Refer to Image 1)	 <p style="text-align: center;">Image 1</p>
Steps:	<ul style="list-style-type: none"> • When the game starts, the first participant in Team 1 empties the hoop by throwing all balls in any direction inside the playing area. (Image 2) • Participants are allowed to throw the ball using an underhand throw only. • S/he then proceeds to run along the zig-zag course by touching (with hand) all the cones there and back. (Image 3) • Participants on Team 2 collect all the scattered balls and return them to the hoop. • Once all the balls are back inside the hoop, the participant from Team 1 stops running. • If participant 1 touches 7 cones, Team 1 records 7 points. • Once every player on Team 1 repeats the activity, teams swap roles. (Image 4) • The team with the most points wins. • After explaining the rules of the game to the participants, allow them 2 minutes to discuss a strategy within their team. • Ensure all participants sanitize their hands before and after the game. 	 <p style="text-align: center;">Image 2</p>  <p style="text-align: center;">Image 3</p>
De-Brief Questions:	<ol style="list-style-type: none"> 1. Did the fielding team communicate with each other when collecting the balls? Why or why not? 2. Was there any communication within the running team? Why or why not? 3. How did communication within teams decide the result of the game? Give examples. 	 <p style="text-align: center;">Image 4</p>

Running Tic-Tac-Toe

Learning Outcomes:	Participants learn to communicate with others while trying to problem solve.
Participants:	Two teams of 4 mixed gender participants per team
Equipment:	Several flat cones, chalk, 5 hoops, 5 long cones and a hand sanitizer spray.
Set Up:	<ul style="list-style-type: none"> • Facilitator creates one tic-tac-toe design for both teams using flat cones or chalk. • Facilitator sets up a starting line 10-15m away from the tic-tac-toe design. • Facilitator divides the participants into 2 teams of 4 mixed gender participants each; team members line up one behind another. • Team 1 is provided 5 long cones. • Team 2 is provided 5 hoops. (Refer to Image 1)
Steps:	<ul style="list-style-type: none"> • When the facilitator blows the whistle, the first participant from each team sprints to the tic-tac-toe design and places their tall cone/hoop inside any one square. (Image 2&3) • Once the first participant has returned, the second participant on each team is allowed to sprint to the tic-tac-toe design to place their tall cone/hoop inside an empty square. • Participants can only place one object in one square. • This process is repeated until one team can place three tall cones/hoops in a straight line, to win the round. • The game is a draw if neither team can place three tall cones/hoops in a straight line. • Ensure all participants sanitize their hands before and after the game.
Progressions:	<ul style="list-style-type: none"> • Teams face their back at all times to the tic-tac-toe design so that they are unaware regarding the situation of the game. When it is their turn they have limited time to evaluate and place their tall cone/hoop to win the game. • After playing a few rounds of the game, the facilitator asks the teams to discuss a strategy amongst themselves which will allow them to communicate better in order to try and win the game.

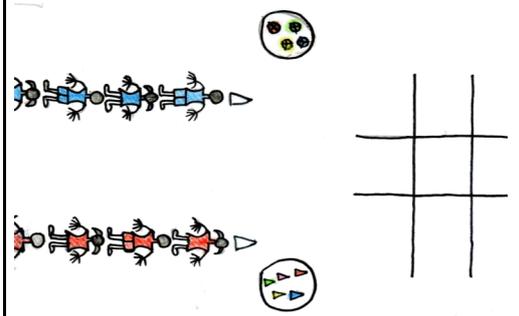


Image 1



Image 2



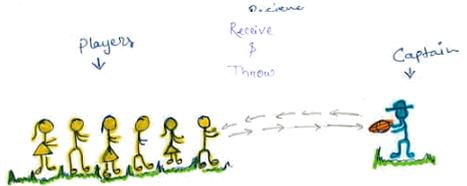
Image 3

De-brief Questions:

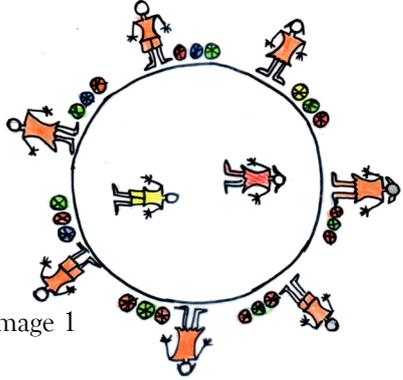
1. How difficult was it to communicate with your team members to try and win the game? Why?
2. What did your team do in order to improve communication with team members to win the game? How did the pressure during the game impact communication? Give examples.
3. In daily life, how important is it to communicate effectively in groups to solve common problems?

LEADERSHIP GAMES

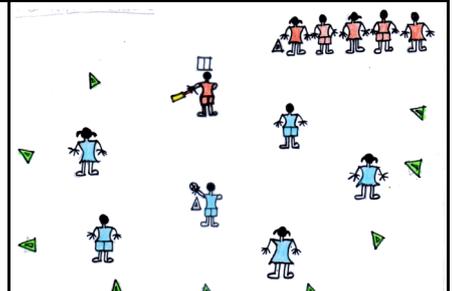
Kaptaan Ki Gend

Learning Outcomes:	Participants get opportunities to lead their peers.	
Participants:	Multiple teams of 6-8 mixed gender participants per team	
Equipment:	1 football per team and a hand sanitizer spray	
Set Up:	<ul style="list-style-type: none"> Nominate one participants in each team to be the captain; ensure both girls and boys are chosen as captains. All other participants line up one behind the other 5m away from the captain. The captain starts with the ball. (Refer to Image 1)	 <p style="text-align: center;">Image 1</p>
Steps:	<ul style="list-style-type: none"> The captain throws the ball to the first participant in the line in each team. (Image 2) The participant catches the ball and returns it back to the captain. The participant then moves to the end of the line and sits down. The captain repeats the process with all participants in the line. (Image 3) Once all the participants are sitting down, repeat the process with new captains. Encourage participants to pass the ball between them as fast as possible without dropping the ball. Encourage captains to communicate with players, e.g. 'high pass, to the right, to the left, low pass'. Ensure all participants sanitize their hands before and after the game. 	 <p style="text-align: center;">Image 2</p>  <p style="text-align: center;">Image 3</p>
Progressions:	<ul style="list-style-type: none"> After a few rounds of the game, get teams to play against each other. When the facilitator says go, then each team repeats the above activity, however, the first team to have all players sitting wins. Before each round of the competition, ensure that captains get 2 minutes to provide instructions to their teams. Swap captains after each round of the game. 	De-brief Questions: <ol style="list-style-type: none"> Was it easy or hard to be a captain? Why or why not? What did the captain need to ensure in order for their team to win? What qualities were desirable in the captains? Do we use these qualities in our everyday lives? Have participants got a chance to captain before? Why or why not? (Ask girls and boys separately)

Neta Ko Bachao

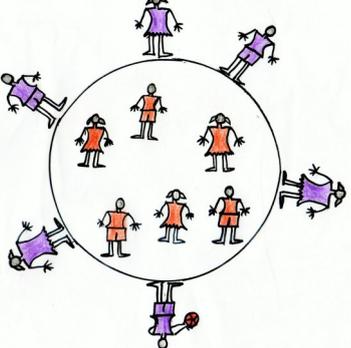
Learning Outcomes:	Participants learn to work in mixed gender pairs. Participants get the opportunity to lead members of the opposite gender.	
Participants:	Whole group together	
Equipment:	Multiple footballs, 20 flat cones and a hand sanitizer spray	
Set Up:	<ul style="list-style-type: none"> • The facilitator prepares a circle using flat cones. • One participant is selected as ‘The President’; another participant is selected as their ‘Bodyguard’; ensure one is a girl and the other a boy. • The President and the Bodyguard stand in the center of the circle. • Other participants stand around the circle with 2 balls among them. (Refer to Image 1)	 <p style="text-align: center;">Image 1</p>
Steps:	<ul style="list-style-type: none"> • When the game starts, participants try to eliminate The President by hitting him/her with the balls. (Image 2) • The President is eliminated if the ball touches him/her below the waist. • The Bodyguard is allowed to block any ball thrown at The President. (Image 3) • The President is only allowed to dodge. • Both The President and the Bodyguard are allowed to move anywhere inside the circle, other participants are not allowed to enter the circle. • Participants are allowed to go inside the circle to retrieve stranded balls. • As soon as The President is eliminated, the Bodyguard now becomes the new President, and a participant from the circle becomes the new bodyguard; ensure that the replacement is the same gender ie. if a boy gets out, a boy replaces him. • The old President joins the circle and becomes a participant. • Ensure all participants sanitize their hands before and after the game. 	 <p style="text-align: center;">Image 2</p>  <p style="text-align: center;">Image 3</p>
Progressions:	<ul style="list-style-type: none"> • Provide the President and Bodyguard 1 minute before each round to create a strategy to defend themselves inside the circle; allow the President to set the strategy for the Bodyguard to defend themselves. • Increase the number of balls used to eliminate the President. 	De-brief Questions: <ol style="list-style-type: none"> 1. Was it easy or hard to be a President/Bodyguard? Why or why not? 2. What strategies did the Presidents set? Did the Bodyguard have a say in these? Did they follow the strategies? 3. How did it feel to be led by a girl or boy? Have you ever been led by a peer from the opposite gender? When? What was your opinion of the same?

Lagataar Cricket

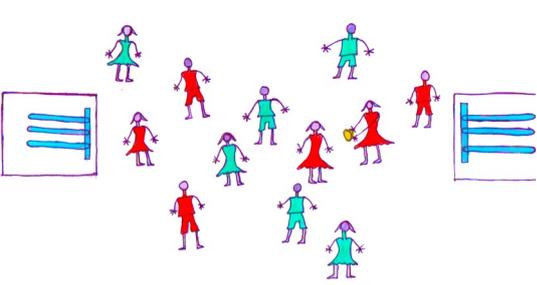
Learning Outcomes:	Inspiring others through verbal and non-verbal communication. Taking responsibility and making appropriate decisions.	
Participants:	Two mixed gender teams of 8 to 12 participants per team	
Equipment:	1 set of stumps, 1 bat, 1 ball, cones and a hand sanitizer spray	
Set Up:	<ul style="list-style-type: none"> • Set up cones 5m on each side of a set of stumps. • Set one a cone 10m in front of the stumps for the facilitator, who will be the bowler for both teams. • One team is fielding, while the other team is batting. (Refer to Image 1)	 <p style="text-align: center;">Image 1</p>
Steps:	<ul style="list-style-type: none"> • Appoint two captains for each team (one girl and one boy); the fielding captains are to set the field while the batting captains are to select the batting line-up. • The batting captains advise their team on strategies for scoring most runs. (Image 2) • The fielding captains advise their team on strategies for fielding the ball and getting it back to the facilitator as quickly as possible. • The bowler bowls each ball in an underhand manner that it reaches the batsman on one or two bounces. • Every time a batsman hits the ball they have to run around any of the side markers (set up 5m beside the stumps) and get back to the crease before the ball is returned to the bowler; even if the batsman misses the ball, they have to run around the cone. • The bowler is allowed to bowl as soon as the ball is returned back to him/her. • The batsman scores 1 run for the team every time s/he returns to the crease. (Image 3) • Each batsman faces a maximum of 6 balls, after which they retire automatically. • Batsmen may be dismissed by being bowled, caught or hit -wicket. • The facilitator should encourage the captains to discuss strategies and come up with ways of either scoring more runs or getting the batting team out. • The facilitator should encourage the captains to encourage their teams and players in creative manners. • Change captains every innings. • Ensure all participants sanitize their hands before and after the game. 	 <p style="text-align: center;">Image 2</p>  <p style="text-align: center;">Image 3</p>
De-Brief Questions:	<ol style="list-style-type: none"> 1. As a captain, did you feel responsibility for your team? Why or why not? 2. As a captain did you consider the suggestions from any of your team members regarding tactics while batting or bowling? Why or why not? 3. Were the rest of the players from the team satisfied by the captain's strategies? Why or why not? 4. Did the strategies work for the teams? If so why did they work? 	

TEAMWORK & COMMUNICATION GAMES

Circle Dodgeball

Learning Outcomes:	Participants learn to communicate effectively within a team to achieve goals.	
Participants:	Two mixed gender teams of equal participants	
Equipment:	One small Football , flat cones and a hand sanitizer spray.	
Set Up:	<ul style="list-style-type: none"> • The facilitator creates a large circle using flat cones. • Team 1 stands outside the circle, but cannot step inside the circle. • Team 2 stands inside the circle. (Refer to Image 1)	 <p>The diagram shows a large circle formed by flat cones. Inside the circle, several figures representing Team 2 are standing. Outside the circle, several figures representing Team 1 are standing. One figure from Team 1 is shown in the process of throwing a ball towards the circle.</p>
Steps:	<ul style="list-style-type: none"> • The aim of the game is for the team standing outside the circle to eliminate the team standing inside the circle by throwing the ball underhand. (Image 2) • Participants can be eliminated if they are struck by the ball under the knee. • The team inside the circle must try to dodge the ball thrown at them. (Image 3) • The throwing team can pass the ball to a teammate before throwing the ball. • Teams swap once all participants inside the circle are eliminated. • The team that eliminated participants in a faster time, win the game; facilitator to keep time. • Ensure all participants sanitize their hands before and after the game. 	 <p>A photograph showing a group of people playing Circle Dodgeball on a grassy field. A person in a yellow shirt is in the process of throwing a ball towards a person in an orange shirt who is inside the circle. Other participants are visible around the circle.</p>
Progressions:	<ul style="list-style-type: none"> • After one round of the game, facilitator to ask teams to discuss strategies that can help them win. In particular, ask them how they can improve communication amongst themselves for a better outcome. • In subsequent rounds of the game, facilitator can increase the number of balls to two. • In subsequent rounds of the game, facilitator can give limited time to finish the game. • In subsequent rounds of the game, the team inside the circle must defend in pairs holding hands like a chain; each pair to have one girl and one boy. 	De-brief Questions: <ol style="list-style-type: none"> 1. How was the communication within your team in the first round? 2. Did your communication improve after the first round? What strategies worked, what did not? 3. How did you overcome the limitation of time pressure? 4. When defending in pairs, did you communicate within your pairs? Why or why not? 5. In daily life, do you pass any relevant information with peers? Do you check information shared to improve your communication?

Haath se Hockey

<p>Learning Outcomes:</p> <p>Participants:</p> <p>Equipment:</p> <p>Set Up:</p> <p>Steps:</p> <p>Progressions:</p>	<p>Players learn to coordinate effectively within a team. Players learn to communicate within a team environment.</p> <p>Two mixed gender teams of equal participants</p> <p>1 pair of stumps, 1 tennis ball or small football, cones and a hand sanitizer spray</p> <ul style="list-style-type: none"> • Mark out a playing area about 20m x 10m using cones. • Set up three stumps on each end of the playing area, like goals. • Both teams spread out in the playing area. (Refer to Image 1) <ul style="list-style-type: none"> • Similar to hockey or football, participants must make passes between teammates and score points by hitting the stumps with the ball. (Image 2) • Participants cannot move with the ball. • Participants cannot snatch the ball away from others or make contact with other participants. • If a participant drops a catch, the ball goes to the other team. • If a team tries to hit the stumps but misses, the ball goes to the other team. • There should an area around the stumps that is coned and marked as an exclusion zone. Participants can aim the stumps from outside this area. (Image 3) • Ensure all participants sanitize their hands before and after the game. <ul style="list-style-type: none"> • After the first few goals in the game, ask the teams to take 2 minutes to discuss a strategy in order to make them more efficient in scoring goals. • After the first few goals in the game, the facilitator can change the rules to enable greater coordination and communication within teams: <ul style="list-style-type: none"> I. The team with the ball must make a minimum of 5 successful passes before aiming for the stumps. II. Each team must alternate passes between genders ie. Girl to boy to girl to boy, etc. III. Only girls can aim for the stumps. • Failure to follow any of these rules means the ball goes to the other team. 	 <p style="text-align: center;">Image 1</p>  <p style="text-align: center;">Image 2</p>  <p style="text-align: center;">Image 3</p> <p>De-brief Questions:</p> <ol style="list-style-type: none"> 1. How did the teamwork and communication change after the first few rounds of the game? Why? 2. Did the change in rules enable better teamwork and communication? Why? 3. How well did the boys accommodate the girls within the teams? Did they pass to the girls? 4. Why or why not? Does this happen in daily life as well? Give examples.
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Bina Net Volleyball

Learning Outcomes:	Participants learn to use verbal & demonstrative methods to communicate confidently and clearly with others. Participants learn to coordinate effectively within a team.
Participants:	Teams of 6 mixed gender participants per team
Equipment:	1 volleyball per 2 teams, several flat cones and a hand sanitizer spray.
Set Up:	<ul style="list-style-type: none"> • The facilitator prepares volleyball courts 3m x 12m in size using flat cones, without the net in the middle. • 2 teams spread out on each half of the court. (Refer to Image 1)
Steps:	<ul style="list-style-type: none"> • The game starts when one team throws the ball across to the other team. • Any participant on team 2 catches the ball. • Participants then have to make 2 passes between themselves before throwing the ball over to the other team. (Image 2) • Participants have to throw the ball across to the other side in a manner that it is over waist-height. (Image 3) • If the ball goes out of bounds or a participant drops a catch, the opponent team wins the point. • The team that reaches 7 points first wins. • Swap teams so that all teams play against each other. • Ensure all participants sanitize their hands before and after the game.
Progressions:	<ul style="list-style-type: none"> • After one round of the game, ask the teams to discuss among themselves how they can improve their coordination and communication to win more points. • After one round of the game, facilitator can change a couple of rules as below: <ul style="list-style-type: none"> ⇒ Ensure that passes are made between different genders ie. Boy has to pass to girl and girl to boy. ⇒ Instead of 2 passes between a team before sending the ball to the other team, ask each team to pass the ball to all members of the team before sending the ball to the other team.

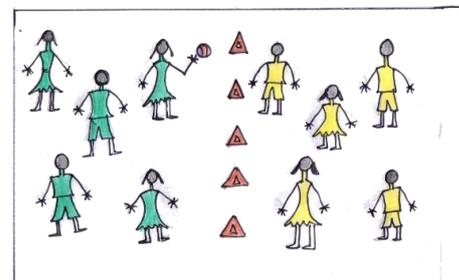


Image 1



Image 2



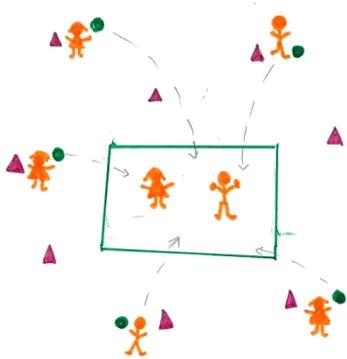
Image 3

De-brief Questions:

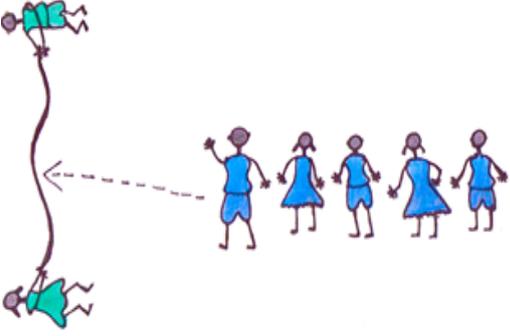
1. What were some ways in which you communicated with other members of your team? Did this help in your team coordination? Why or why not?
2. Were you able to communicate clearly and confidently with other members of your team? Why or why not? In our daily lives, is it sometimes difficult to communicate clearly and confidently with others? Give examples.

**GAMES TO
PROMOTE
UNDERSTANDING OF
GENDER**

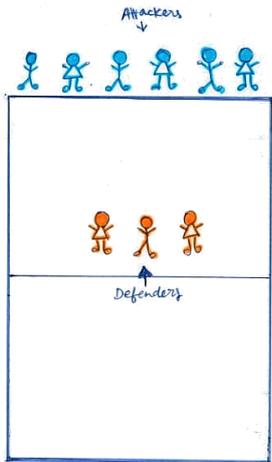
Shootball

Learning Outcomes:	Participants learn to interact within mixed gender pairs.	
Players:	Whole group together	
Equipment:	Multiple footballs & several flat, long cones and a hand sanitizer spray.	
Set Up:	<ul style="list-style-type: none"> Facilitator makes a rectangle in the middle of the playing area using flat cones. Facilitator lays long cones randomly around the rectangle at various distances from the rectangle, i.e. cones at 2m, 5m, 7m, 8m, and other distances around the rectangle. Lay more cones than participants. Select 2 defenders who start inside the rectangle by holding their hands; ensure one girl and one boy form a pair. All other participants, the attackers, start with a football and start behind any cone in the playing area. (Refer to Image 1)	 <p style="text-align: center;">Image 1</p>
Steps:	<ul style="list-style-type: none"> When the facilitator blows the whistle, attackers attempt to shoot their balls in a manner that it lands inside the rectangle. (Image 2) Attackers loop the ball in the air, like a basketball shot. Defenders hold each others hand to make a chain and block the balls from falling inside the rectangle. Defenders cannot step outside the rectangle. Defenders cannot kick a ball once it lands inside the rectangle. Defenders cannot catch a ball, they can punch/slap to block a ball from landing inside the rectangle. (Image 3) Every time an attacker is successful, s/he scores 1 point. Every time an attacker is not successful, s/he retrieves the ball, finds a new cone and tries again. Attackers must shoot from one of cones. Swap defenders often; ensure that they comprise of one girl and one boy; ensure all participants get a chance to defend. Ensure all participants sanitize their hands before and 	 
Progressions: De-brief Questions:	<ul style="list-style-type: none"> After swapping a few defenders, allow each defending team to strategize for 1 minute before starting the game. Encourage them to discuss what roles each will play to defend the rectangle. <ol style="list-style-type: none"> How comfortable did you feel working with the opposite gender as the defender? Why or why not? How often do you get the chance to work with members of the opposite gender? Why or why not? Give examples. When defending, did you think about boundaries of your teammate? In everyday life, do we think about boundaries of the opposite gender and for ourselves? 	

Saap Se Bacho

Learning Outcomes:	Initiate a discussion with participants about gender-based stereotypes.	
Participants:	Whole group together	
Equipment:	One skipping rope, two cones and a hand sanitizer spray.	
Set Up:	<ul style="list-style-type: none"> The facilitator gets the group in a line, with boys and girls standing one after another. Two volunteers from the group kneel (or crouch) on the floor, holding the opposite ends of the skipping rope, which should be stretched out reasonably taut. The line of participants stand 5 meters behind the skipping rope. (Refer to Image 1)	 <p style="text-align: center;">Image 1</p>
Steps:	<ul style="list-style-type: none"> The facilitator should make the group play two rounds of the game, in which each participant gets at least one turn each. The object of the game is for the participants to jump over the skipping rope without touching it, while the volunteers wiggle rope at a slow speed. (Image 2) After jumping over the rope, each participant has to shout out a word according to the instructions of the facilitator. Rounds of the game: <ul style="list-style-type: none"> ⇒ In round 1, facilitator asks each participant to shout out one word* they associate with a girl after they jump over the rope. ⇒ In round 2, facilitator asks each participant to shout out one word they associate with a boy after they jump over the rope. ⇒ The facilitator notes each of these words shouted out by the participants on a whiteboard. ⇒ The participants cannot repeat any word already shouted. ⇒ The facilitator should move the game at a fast pace. Ensure all participants sanitize their hands before and after the game. 	 <p style="text-align: center;">Image 2</p>
De-Brief:	<ul style="list-style-type: none"> After the two rounds of the game, the facilitator gets the participants to sit down in a group. The facilitator then puts the responses of the participants in front of them, and asks them to take 2 minutes to read the same. Thereafter the facilitator interchanges the labels boys and girls, and discusses with the participants which words still apply to each group. The facilitator ends the session with a discussion around gender-based stereotypes and how they can be harmful to all genders. 	<p><i>*This word could be a trait, role, characteristic or adjective that describes the group.</i></p> <p>Note: The de-brief of this game will depend upon the understanding of gender-based stereotypes by facilitators and participants, and the comfort in discussing the same in mixed gender groups.</p>

Bulldog

Learning Outcomes:	Initiate a discussion with participants about gender-based stigmas.	
Participants:	Whole class together.	
Equipment:	Several flat cones and rugby balls, footballs and a hand sanitizer spray.	
Set Up:	<ul style="list-style-type: none"> Facilitator prepares a rectangular grid of 30m x 20m, with a line in the middle, using flat cones. Select 3 attackers while other participants are runners. Attackers line up on the center line of the playing area. Runners line up on one side of the playing area. (Refer to Image 1)	 <p style="text-align: center;">Image 1</p>
Steps:	<ul style="list-style-type: none"> When the facilitator blows the whistle, runners run from one side of the court to the other side trying not to be tagged by the attackers. (Image 2) Attackers try to tag the runners by touching them. If the runners are tagged by the attackers, they join the attackers, if not they run to the opposite end of the court. The game continues until there are no runners left. Ensure all participants sanitize their hands before and after the game. 	 <p style="text-align: center;">Image 2</p>
Progressions & De-Brief:	<ul style="list-style-type: none"> After a couple of rounds of playing the game, change the rules such that the attackers have to: <ul style="list-style-type: none"> ⇒ Only catch female runners ⇒ Only catch male runners After each round of playing the abovementioned games with alternate rules, get the group together to discuss the following: <ul style="list-style-type: none"> ⇒ What are some stigmas attached with females/ males in your community or in society in general? ⇒ What impact do these stigmas have on females/ males? What impact does it have on the opposite gender? ⇒ What can we do about ending these stigmas? 	<p><i>Note: The de-brief of this game will depend upon the understanding of gender-based stigmas by facilitators and participants, and the comfort in discussing the same in mixed gender groups.</i></p>

Ball Se Baccho

Learning Outcomes:	Initiate a discussion with participants about gender-based violence.
Participants:	Groups of 6-10 mixed gender participants
Equipment:	1 small-sized football per group, several flat cones and a hand sanitizer spray.
Set Up:	<ul style="list-style-type: none"> • Prepare a play area of 15m x 15m for each group, using flat cones. • Nominate 5 taggers. • One tagger starts with the ball. • One participant is the runner. • Taggers spread out within the playing area. (Refer to Image 1)
Steps:	<ul style="list-style-type: none"> • The runner is allowed to run and move in the play area freely, i.e. running, walking, jogging or hopping. (Image 2) • Taggers are allowed to pass the ball between them by throwing, bouncing or rolling it. • Taggers are not allowed to move while holding the ball. • The aim of the game is for the 5 taggers to tag the free runner while working as a team. • Taggers cannot throw the ball to tag the runner. They have to touch the runner with the ball to tag him/her. (Image 3) • The runner is not allowed to touch the ball at any point in time, e.g. kick the ball out of a tagger's reach when it is being rolled from tagger to tagger. • Once the runner is tagged, chose a new runner. • Allow all participants to be runners. • Ensure all participants sanitize their hands before and after the game.
De-brief:	<ul style="list-style-type: none"> • After playing several rounds of the game, wherein all participants get a chance to be taggers as well as runners, asks the participants to imagine the following: <ul style="list-style-type: none"> ⇒ When you were playing the game, think of the time you were the runner. How difficult was it to dodge the taggers? Why? ⇒ Now imagine that the taggers were members of society– your family, friends, village/ community, etc. With this in mind, think of the types of violence that are perpetuated on you by society– this need not be a personal story but can be general types of violence perpetuated by society on various individuals. ⇒ Provide both girls and boys to provide instances of violence they might have experienced or know of. ⇒ Facilitator to end the activity by discussing the various forms of violence perpetuated on girls and women, why this occurs and what youth can do to tackle this?

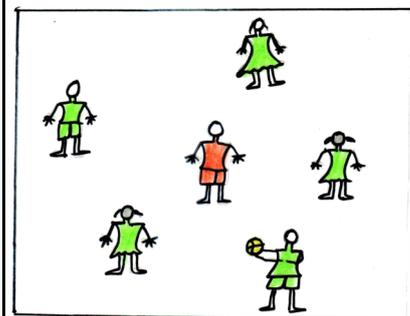


Image 1



Image 2



Image 3

Note: The de-brief of this game will depend upon the understanding of gender-based violence by facilitators and participants, and the comfort in discussing the same in mixed gender groups.



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