



**Kadam Badhate Chalo Phase 2:  
Sports Leadership Workshop Report  
16-18 January, 2017  
Cholapur, Varanasi**



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## **Background**

The Kadam Badhate Chalo (KBC) Phase 2 Sports Leadership Workshop started off at Najafgarh, New Delhi where the youth came out in good numbers to learn leadership skills through the medium of sports. The Najafgarh workshop left a positive impact in many of the participants and some of them even underwent a change in attitude during the three day workshop.



Carrying forward the aim of making KBC a youth led program, a constant development is required in empowering the youth with the skills that will make them competent and provide them confidence to do public events in sports, arts, drama, cultural or any other areas of their interest and spread awareness about issues like VAW and gender inequality. This may help the youth leaders to further activate other local youth and community members to join them and spread awareness in their communities.

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## Context

After delivering the KBC Phase 2 Sports Leadership Workshop in Najafgarh, Delhi the next destination was Cholapur Block of Varanasi. Therefore, **PSD** (Pro Sport Development) organized a 3 day workshop in collaboration with **PRIA** (Society for Participatory Research in Asia) and **MFF** (Martha Farrell Foundation) along with the local partners **SSK** (Sahbhagi Shikshan Kendra) at Cholapur. This workshop was attended by 44 (20 male and 24 female) youth participants in the age group of 14-24 years. The workshop was led by PSD trainers Tempa Hansdah and Gurmeet Kaur with the support of local partner trainers of SSK, Shabeena Khatoon and Khushboo Verma.

Cholapur is a small and serene village, 19kms from Varanasi. Looking from the outside, the tranquility of the place fills your heart with joy. But, hiding beneath this calmness are the issues like verbal abuse, open defecation, Violence against Women (VAW) and Purdah. Sahbhagi Shikshan Kendra (SSK) has been working from last 5 years with the youth in Cholapur village to spread awareness about the aforementioned problems. The youth representatives Jalina Begum, Satish and Nisar Khatoon have been associated with SSK since then.



According to the local partners SSK, phase 1 of the KBC program had a positive impact in the village, both at community as well as individual levels. Earlier, there was no communication between girls and boys due to social repression.

On the one hand, the boys have full freedom to express themselves in society where as on the other, girls have to face restrictions to even study in school. KBC phase 1 introduced a dialogue between the youth, especially among girls and boys. The use of sports as a medium brought together the opposite genders and taught them to work together as a team and challenge their traditional mindset about girls and boys not being equal in every field. Some of the people in the community have also become aware about KBC program and they think of it as a platform where youth can learn something and not engage in socially un-acceptable activities. Shabeena Khatoon, the trainer at SSK mentioned, *“Aaj KBC phase 2 ke liye yaha kuch aise ladkiya aayi hai jinke gharwale aaj bhi Purdah mein yakeen rakhte hai aur unka yaha aana hi ek bahut bada impact hai”* (There are few girls in today’s workshop whose families still believe in Purdah and their presence here today is itself a big impact of the KBC program).



## Processes

### Day 1: 16<sup>th</sup> January, 2017

The KBC Sports Leadership workshop was held in an open field in Cholapur owned by an acquaintance of the local partners SSK. The first day of the KBC workshop started late at 11:15AM because the PSD trainers had to identify the right space on the field as well as clear that space from stones and bushes. The first session began with the welcome of the participants. PSD's trainers briefed them about the KBC program and gave them a summary of upcoming activities. Since most of the participants had attended KBC phase 1 workshop, the PSD trainers asked them to share their experience and learnings. The participants shared a common view about the phase 1 workshop and appreciated the aim and vision of the KBC program. The PSD trainers talked about how KBC phase 2 will take the mission of KBC phase 1 to the next stage and that the participants will now learn to become effective sports trainers.

To mix up the youth group well, the PSD trainers started with a couple of icebreaker activities: 'Straddle Ball' and 'Down and Out'. Despite being a part of KBC phase 1, few of the participants did not know each other well as they hadn't been attending the SSK meetings regularly. Most of the participants understood the purpose of the game really well but



few of the participants seemed lacking in interest for the game. To tackle this situation, PSD's trainers went separately to the two groups and encouraged them to make strategies to win this game which ensured two things; one, that the participants became active and competitive and second, that each group started working together as a team. After the game, PSD's trainers asked the participants what they learned from these two games to which Indu Kumari replied, "*Ladka Ladki ek samaan, sabko shiksha sabko gyan*" (All boys and girls are equals and should get same education and same knowledge), which was followed by a huge round of applause.

The icebreaker activities were followed by a session on the Roles and Responsibilities of a KBC Sports Trainer. For this activity, the participants were asked to form groups such that each group had an equal number of boys and girls. Each group then had an open discussion on the attributes a good trainer should possess. Afterward, each group shared their points they thought were

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essential for a good trainer. Apart from the points given by the participants, PSD's trainers added some more important qualities a good trainer should possess and asked the participants to keep in mind these qualities for the entire duration of the workshop as well as try to implement them in everyday life.



In the next session, the KBC game manuals (indoor and outdoor) in Hindi were distributed to each group.

The aim of this session was to get the participants acquainted with the game manuals and its benefits while conducting the games as a Sports Trainer. Each group was asked to select games from the manual based on the scenario they were provided by the trainers. The participants were facing few difficulties in the understanding of the activity, so to resolve it, PSD's trainer helped each group individually and explained them the activity. After each group selected games from the manual based on their scenarios, every group had to send one member to present the rationale behind the selection of the games. Afsar, a 20 year old female participant during her presentation mentioned, *"Humare group ne 'Team Relay' game select kiya hai kyuki humara scenario team work tha aur iss game mein sab log khel sakte hai na ki 'Down and Out' ke jese jisme ek ek player out ho jata hai"* (Our group has selected 'Team Relay' game because our scenario was Team Work and this game will involve all the participants to display team work unlike 'Down and Out' where once you are out you have to sit out). As a result of this activity, the participants displayed effective team-work in analyzing the KBC manual and selecting the games. The participants then headed for a lunch break at 02:00 PM.

The post lunch session began with a discussion on the STEP protocol of planning and organizing an activity. In this session, the PSD trainers first discussed the STEP protocol with the participants, and then asked them to prepare a STEP protocol sheet for any game of their liking from the games manual. The participants were well acquainted with these games because of KBC phase 1 so they found the activity relatively easy. The PSD trainers emphasized on thinking like a sports trainer while learning as well as putting yourself in the given scenarios while filling the sheet. One of participants, Sonam Bano, represented her group and thoroughly explained the STEP sheet and was applauded by the participants and the trainers. Another interesting situation happened when one of the groups sent their least interactive member to present the STEP sheet. On being asked by the PSD trainers that why did they send her? The group replied, *"Hum chahte*


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hai ki wo apna darr door karey aur koshish karne se hi Atmabal badega uska” (We want her to speak and get rid of her fear so that she gains confidence). This fellowship was highly appreciated by the PSD trainers and also encouraged the other participants. As a result of this exercise the participants became aware of the following:

1. The tools a trainer requires to organize/ plan before implementing a sports activity.
2. The improvisation a trainer has to make according to the availability of resources that are space, time, equipment and people.
3. The games should be selected according to their learning objectives and not according to the level of ease by which it can be conducted.

STEP प्लानिंग शीट	
तिथि: 16/04/2017	खेल: लीच में बंदर
स्थान / स्पेस: कैसी जगह चाहिये? क्या यह जगह सुरक्षित है?	समय: कितना समय चाहिये?
खुली मैदान चाहिए जो सुरक्षित हो वहाँ गढ़े केकड़, ईंट, पत्थर, कांटे इत्यादि नहीं होना चाहिए वहाँ का स्थान समतल होना चाहिए ताकि खेलने में आसानी हो। और यह जगह सुरक्षित है।	2 घण्टे।
उपकरण: आपको क्या चाहिये और कितना चाहिये?	प्रतिभागी / पार्टिसिपेंट्स : आपके पास कितने प्रतिभागी हैं? उनकी उम्र क्या है? वे कहाँ से हैं?
हमें बॉल चाहिए समूह के आवश्यकतानुसार कम से कम समूह पांच से छः होना चाहिए और प्रत्येक समूह में 5-6 लोग होने चाहिए तथा प्रत्येक समूह में एक-एक बॉल चाहिए।	हमारे पास प्रतिभागियों के 4-6 समूह हैं। बिनकी उम्र 18-24 साल के बीच की है। प्रत्येक समूह में तीन लड़के व तीन लड़कियाँ हैं। वे स्थानीय क्षेत्रों से हैं।







STEP sheet filled by Sonam's Team

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The last session of the day, which taught participants about the steps of delivering a game, started around 3:00 PM. This session mainly focused on the first two steps to be followed by trainers to effectively conduct activities. PSD's trainers asked the participants to practically conduct various steps of game delivery to enhance their practical understanding. For example, during the setup of the game one of the groups had some error in their setup, on reviewing their STEP sheet trainers found out that they had filled the STEP sheet incorrectly. So, the trainers explained them how the activities are interconnected and why it is important to follow all the steps correctly. At the end, PSD's trainers asked few recap questions on Day 1 and seeing the prompt responses from participants, it was evident that they had become aware about the planning and organization behind conducting a game.

### **Day 2: 17<sup>th</sup> January, 2017**

When the PSD team arrived at the workshop location at 09:45 AM on Day 2, they were amazed to see the volunteers of SSK and some of the participants clearing the field from bushes and stones. PSD's trainers appreciated their efforts and applauded them for their work.

The first session of Day 2 started at 10:00 AM with a recap of Day 1 activities. Participants were asked a few questions regarding the STEP protocol. At first, the



response was very low so PSD trainer Tempa Hansdah encouraged the participants by saying; *“Jitna zyada hum aapas mein baat karenge utna zyada hum ek doosre se seekhenge”* (The more we interact with each other, the more we will learn from each other). The recap session slowly became interesting and every participant showed active involvement by the end of this session.

In the next session, the PSD trainers decided to have a challenge for all the participants. So the trainers played an interesting game with the participants to teach them an important characteristic of a sports trainer i.e. Use of 3 techniques for effective communication viz. Verbal, Visual/Demo and Drawing/Writing. Three volunteers were selected to play this game. Each Volunteer was asked to demonstrate one game with the use of only one of the 3 techniques of communication. Jagdish had to demonstrate verbally, Jainab had to use the demo or visual representation and



Afsar had to display using only writing or drawing. The participants found it really challenging to complete the task and therefore understood the significance of using all the three techniques of communication as a sports trainer. This is what the 3 volunteers had to say:



**Jagdish:** “*Ye challenge kaafi alag aur acha tha, mein agar sabko dekh key ishare karke dikha pata toh bahut asaan ho jata*” (It was a different kind of challenge. If I could show them using gestures then it would have become much easier).

**Jainab:** “*Ye challenge difficult toh tha hi par entertaining bhi tha. Mujhe lagta hai mene bahut acha kiya. Thodi galatiyaan jo mene ki agar mein bol sakti toh who galtiyaan nahi hoti*” (This was a difficult yet entertaining challenge. I think I did really well. The few mistakes I made could have been avoided if I was allowed to speak).

**Afsar:** “*Bahut hi mushkil hui, Mujhe samajh nahi aa rha tha ki ye log mene jo likha hai wo samajh paa rahe the ya nahi*” (It was a very difficult challenge. I could not know if the participants understood the game while I was writing).

In the next session, the remaining steps of how to conduct a game were demonstrated practically by the PSD trainers. This session mainly focused on the importance of asking feedback questions after conducting the activities so that the learning behind the activity is understood by the participants. It also aimed at the importance of adding progressions in the game to make it more interesting and challenging. It was also made clear that the questions to be asked must not be generic but specific to how the participants play the game, so that the learning outcome of the activity is clear and will also make the session more interactive. One of the participants, Shabana Bano, was selected to demonstrate the ‘Team Relay’ game to a group of participants. She was unclear in her demonstration which resulted in the wrong delivery of the game. PSD’s trainers explained the roles and





responsibilities to her one more time and gave her constructive feedback. She requested the trainers to give her another chance to improve her game delivery, so she was given another chance and this time she did a much better job and was more confident than the last time.



The next session started at around 12:00 PM after a short tea break of 10 minutes. The motive of this session was to have a discussion about two-way communication and why it is an important quality a trainer should possess. The PSD trainers asked the participants to mention the qualities they observed in them in the last two days. This made the session interactive. The PSD trainers mentioned that it is important for a leader to make sure that exchange of information happens between the participants and the leader so that there is a constant learning between the two.

The next session to follow was on the importance of adding progression to the games. The participants were asked to select any of the outdoor games from the manual which they wanted to lead. During this activity, Afsar astonished the PSD trainers while leading the ‘Team Relay’ game. She added a progression in the game according to which each team will form a boy and girl pair and one person in each pair will be blindfolded. Although, she faced a lot of challenges in conducting this progression but the creativeness she showed was well appreciated by the PSD trainers. This is what she had to say, *“Mene KBC phase 1 mein Aankh pe Patti wala khel khela tha toh mene socha kyu na uss khel aur iss khel ko mila kar ek naya khel khela jaye. Mene kaafi galatiya ki kyuki mein ache se planning nahi ki thi ki kese game khilana hai”* (I had played the game ‘Blindfold Course’ in KBC phase 1 so I thought to mix up it with ‘Team



Relay’ and make a progression. I made a few mistakes because I did not plan well before implementing the game). This way she learnt that how planning and organization is also necessary besides being creative. The participants then headed for a lunch break at 01:25 PM.

In the post lunch session the excitement among the participants was very high as they were about to play some outdoor games. The PSD trainers conducted a few games like ‘Line-up’, ‘Beat The Ball’ and ‘Team Relay’ with the youth group and showed them the stepwise implementation of the games and also asked the participants to observe them and how they conduct each game as it will benefit them on day 3 of the workshop. For example, in the ‘Line-up’ game, PSD trainer Gurmeet Kaur added a progression according to which the participants had to line up in the order of their village name, number of siblings, age, etc. At the end of the game she explained that with the help of this progression, every participant came to know more about each other. At the end of each game, PSD trainers asked debriefing questions to all the participants to make them understand the learning outcomes.

In the last session of the day, PSD trainers decided to make use of the open field by playing the game of ‘Captain’s Continuous Cricket’ with all the participants. The aim of this activity was to make the participants aware of the challenges faced in leading a game with a large number of participants and demonstrating effective leadership skills. The game was played in a competitive spirit and the match ended on a serious note as it turned out to be a close competition. The PSD trainers were prompt to bring the situation under control by adding a quiz to resolve the tension between the two teams. The quiz covered the questions about the roles and responsibilities of a trainer and at the end of the quiz every participant understood the essential qualities of a sports trainer.



### **Day 3: 18<sup>th</sup> January, 2017**

Day 3 started at 09:30 AM with a 5 minutes yoga session led by the PSD trainers to warm up the participants as it was a cold morning. After the warm up session, a recap session was conducted to refresh the learnings of the two days. The PSD trainers asked the participants some quick questions to which they responded very well and seemed ready to lead the activities individually.

Before putting the participants to the leadership test, the PSD trainers decided to play some of the games from the manual with the participants and asked the participants to carefully observe the steps they follow to deliver the games. The following games were played by the participants:

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‘Bull Dog’, ‘Not in my House’, ‘Dragon Tail’ and ‘Hand Hockey’. The PSD trainers followed all the 8 steps of game delivery during these games. They also encouraged the participants to give suggestions on how distinctly they can do these activities. This triggered some interesting ideas from the participants. For example, In ‘Dragon Tail’ during the debriefing session one of the participant Sonali suggested, *“Jaise filmo mein saanp ke do sar hote hai hum iss mein bhi dragon ke do sar bana sakte hai”* (Like in movies snakes have two heads we can also add a progression of in which two participants will be two heads of the dragon). In another example, during ‘Hand Hockey’ game one of the participants, Noor Afsa suggested, *“Iss game mein hum aisa kar sakte hai ki sirf ladka aur ladki hi aapas mein ball paas kar sakte hai”* (We can add a progression in this game according to which the ball should be passed between participants of opposite gender). All these ideas of progression were extremely appreciated by the PSD trainers and the session was brought to an end with a short tea break.



After the short break, the participants went through a Multiple Choice written Quiz. Each participant was asked to pair up with the opposite gender. Each pair was given a quiz sheet which had 10 multiple choice questions about all the topics covered in the three day training. The purpose of this quiz was to check for the understanding of the participants and correct their remaining doubts about all that they had learnt. At the end of the quiz, each pair was asked to exchange their answer sheets randomly with other pair of participants and the correct answers were narrated by the PSD trainers to all the participants. Once again, this time the participants were rated with marks out of 10 and it created a sense of competition among them. PSD trainers took the situation under control and explained the participants that the quiz is to be treated as a revision and not as a competition. The participants then headed for a lunch break at 12:30 PM.



After lunch, the practical assessment of participants began at 01:00 PM. In this session, some of the participants were identified by the PSD trainers who displayed leadership traits throughout the workshop. These participants were then asked to select the games they wanted to deliver and

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gave them 3 minutes each to plan the game before execution. All the identified participants were exceptional during the game delivery. They all followed the 8 steps of game delivery and completed the entire activity within the stipulated time. The PSD trainers evaluated these participants while encouraging them and providing constructive feedback. These identified leaders were given a recap of their game delivery in which the PSD trainers talked to them individually and discussed positive and improvement points. This activity ensured that these youth leaders have the ability to deliver these games around the aims of the Kadam Badhate Chalo mission. One of the participants Noor Afza, who wasn't shortlisted for the leadership assessment, seemed a little disappointed during the assessment. The PSD trainers noticed this and gave her a chance to lead the activity and to everyone's surprise she delivered the game brilliantly. During her assessment she expressed, *"Mujhe bahut acha laga ki mujhe chance mila. Mein soch rahi thi ki mera naam kyu nahi liya gaya games lead karwane mein, par aapne mujhe chance diya mere liye bahut badi baat hai"* (I felt really happy that I got a chance to lead the activity. I was disappointed when my name was not in the shortlisted participants but still I got a chance to lead is a big achievement in itself for me).



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## **Impact & Lessons**

Most of the participants that attended the Kadam Badhate Chalo phase 2 Sports Leadership workshop were part of the phase 1 sports camp as well. Hence, the participants had quite a bit of knowledge about the aims of the KBC program. The participants showed a steady growth during the entire three days of the workshop and experienced the transition from being a participant to leading the games as a sports trainer. The workshop had a constructive impact on the youth participants of Cholapur. They were seen discussing the games and the progression ideas with each other on day 3 after their assessment. Some of the participants were even seen discussing how they will perform some of the games with their community members during the monthly meeting in the village.

## **Challenges, What Worked and Way Forward**

1. Challenges: Following challenges were faced during the workshop:
  - a. The location of the workshop was an open field which had no shade and had a lot of stones and bushes. The area that had shade was on the rare side of the field and there was some construction going on in that area. So, the setup had to move from one part of the field to other part every time an activity was conducted.
  - b. Because of the open field, PSD's trainers could not deliver any indoor games.
  - c. The marking system in the written quiz and practical assessment created a sense of competition between the participants which was hard to control.
2. What Worked: The simplification of Hindi language in the game manuals and the written quiz sheet helped the participants understand the games pretty well. As a result of this they were able to understand the games and instructions easily.
3. Way Forward: The marking system will be removed from the written quiz and the participants will be asked to keep the marks obtained in the practical assessment confidential.

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