



TOYBOX

Changing the world
for street children



CHETNA

EMPOWERING CHILDHOOD THROUGH INDIAN STREET GAMES

A manual for facilitators

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CONTENTS

• PREFACE.....	3
• OBJECTIVES OF MANUAL.....	4
• CHETNA'S EXPERIENCE.....	4
• WHAT IS LIFE SKILLS?.....	5
• INTEGRATION OF LIFE SKILLS WITH GAMES.....	6
• INSTRUCTIONS FOR THE EDUCATOR.....	7
INTER-PERSONAL SKILLS	
• CHASE THROUGH HUMAN CHAIN.....	8
• ICE-WATER.....	9
STRATEGIC PLANNING	
• DOG AND THE BONE.....	10
• HOW MANY.....	11
• SHORE AND OCEAN	12
LEADERSHIP	
• SIMON SAYS.....	13
• POSHAM PA.....	14
• GUESS THE LEADER.....	15
SELF-AWARENESS	
• STATUE.....	16
• STAPU.....	17
EFFECTIVE COMMUNICATION	
• BLINDFOLD.....	18
• CHASE WHILE CHANGING THE PLACE.....	19
DECISION MAKING	
• HIGH OR LOW.....	20
• KING, MINISTER, THIEF & SOLIDER.....	21
• COLOUR WHAT COLOUR.....	22
• NAME PLACE ANIMAL THING.....	23
COPING WITH EMOTIONS AND STRESS	
• DROP THE HANDKERCHIEF.....	24
• CHASE AND TOUCH.....	25
PROBLEM SOLVING	
• HIDE & SEEK.....	26
• SEVEN STONES.....	27
• CASE STUDIES.....	28





PREFACE

India is recognized globally for its rich culture, diversity, and heritage. In India, sports have played a vital role in uniting people from all walks of life. Street sports or local games in India are age-old games. The street games are still very popular and recognized amongst the children. These games have a rich culture and heritage value and were tools of passing on some ancestral knowledge.

The street games of India do not only emphasize serving the purpose of entertainment, but they were designed in such a way that they inculcate a lot of life skills. The street games sharpen observational skills, improves logical thinking, communication, negotiation skills, building strategy, concentration and gives knowledge of basic mathematics. The most intriguing fact about these local games is that they can be modified according to the region and do not discriminate against anyone based on castes, creed, religion, and gender thus encouraging communal harmony. These games are environment friendly and give a chance to learn about culture and history. Another vital fact is, it is suitable for all ages, so they increase the interaction between generations. These games are low-cost and can be played anywhere with minimal materials. Since these street games are outdoor games, they make one feel close to nature.

This manual is pilotage for the field educators. Through this manual field, educators can feel equipped for readily executing the games on the field. This manual contains the procedure of playing the twenty most popular and traditional street games in India. These games have been selected after rigorous research on the field by our team members. Some important life skill values are associated with each game. At the end of each game, there are motivational quotes by famous sports personality which strives to bring positivity in one's personal life.

OBJECTIVES OF THIS MANUAL

- To give a deeper understanding of local games that build life skills in children
- To support any educator/trainer who works with children in any part of the world.
- This manual is made on principles of “learning by doing” and contains:
- Methods of playing twenty popular local games
- Key Learnings. The content page shows the main life skill developed in each game, but there are also others (as per the Key Learning section in each game)
- CHETNA’s Experience
- Motivational quotes

FROM CHETNA’S EXPERIENCE....

Childhood Enhancement through Training and Action (CHETNA) has been working with Toybox on the project SURE (Sports for United Resilience) in Delhi for the past two years. Both organizations wanted to provide engaging opportunities to street-connected children and youth to develop resilience and other key life skills to support them to be able to deal with situations in their lives. Like many countries, India has several street games that are very popular and have been passed on from generation to generation like a legacy. Even in the 21st century, these games are so relevant and popular that they are played across all of India. These games have also become a sign to show unity across the country. These games do not have any negative impacts and do not discriminate on status, caste, creed, region, race, or religion.

CHETNA has used these street games in Delhi with street-connected children and youth in a limited space with minimum materials. From our experience, we found out that these games are extremely beneficial for children, and through these games, children developed many skills like leadership skills, communication skills, negotiation skills, team-building skills, etc., and it made them better decision-makers. Their learnings were not only limited to sports, but to life, and anecdotally appears to have contributed to children building resilience to tackle unforeseen situations from the pandemic.

These street-connected children and youth who are involved in the SURE project, have shown true resilience to overcome major crises faced during the pandemic in an organized manner not only in collecting food, supporting their peers and family, maintaining social distancing but also in spreading positivity and uplifting the spirits of their peers and families. We believe the qualities that have been inculcated in these children through sports played a contributing factor to them becoming warriors for fighting against the bad effects of COVID.



WHAT IS THE LIFE SKILLS

World Health Organization has defined life skills as, "*the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life*".

UNICEF, UNESCO and WHO list down the ten-core life skill as below

- 1. Self-Awareness:** Self-awareness refers to one's ability to recognize or be aware of emotions, beliefs, behaviors, and motivations, among other characteristics including one's strengths and weaknesses.
- 2. Empathy:** it is an ability to understand other emotions, sense the other person's mind, and imagining what someone else might be thinking or feeling.
- 3. Critical Thinking:** Critical thinking is the ability to think clearly and rationally, understanding the logical connection between ideas.
- 4. Creative Thinking:** the ability to think in different and unusual ways about problems, and find new solutions, or generate new ideas, coupled with the ability to assess information carefully and understand its relevance.
- 5. Decision making:** It is the process of gathering all the information relevant to the task, assessing the possible alternatives available, and taking the decision.
- 6. Problem-solving:** it is a series of the act from of identifying the problem, finding the cause of the problem, finding the possible solution and implementing the solution.
- 7. Effective Communication:** It is both verbal and non-verbal ways of exchanging information with the other person. While communicating effectively the person listens with full attention and understands it completely.
- 8. Interpersonal relationship:** It is a close relationship between two or more than two people engaged during the activity or in any other situation. Interpersonal skills are the behaviors and tactics a person uses to interact with others effectively.
- 9. Coping with Emotions-**Coping with emotions means recognizing emotions within us and others and being aware of how emotions influence behavior.
- 10. Coping with Stress:** One is being able to tolerate stress: to function reasonably well in stressful situations and get through them. ... The second part is recovering: getting back to normal when the stressful situation is over.

Source

INTERAGATION OF LIFE SKILLS THROUGH LOCAL GAMES/SPORTS

Below are steps presented to guide you through the integration of explicit strategies for life skills development through games.

Life skill developmental strategies in games session:

- You need to have a clear understanding of the life skills you want to focus on and find/adapt a game that focuses on developing that life skill.
- Examples of questions that can support you to recognize and develop your game session include: "What is your biggest goal as a facilitator?" "What do you want children to gain from this game session and their interactions with you
- "How are you promoting the physical and life skills development of children?"
- Critical and reflective thinking around such questions can support you to better understand how you behave in the sport/playing environment and what you can do to optimize the positive development of children.
- Please note that these games can be adapted to focus on other life skills.
- These games can also be adapted if using them with children living with disabilities – in this case, it is vital to make the rules the same for all.

Integrate the life skill during practice/the game:

- You should emphasize learning life skills during the game and not just in the debrief at the end of the game.
- You are not only addressing knowledge and fun but more importantly, behavior change.
- For example- If a child is cheating/misbehaving repeatedly during the game, you can stop the game for a few minutes and talk/ask about the fair play (without even naming the child).

Discuss and reflect on the life skill application and transfer to other contexts:

- You should discuss with the children how the life skill was applied during the game and what were their perceptions; for example:
- How did children use teamwork in this game?" "What did they feel when they were able to perform good teamwork with their peers?"
- You should provide children with the opportunity to reflect on how to apply this learning in other settings, for example: "How can children use teamwork in everyday life? "Can a child share an incident on how he/she acted as a team player in a daily situation?"

Create opportunities to facilitate life skills transfer:

- To facilitate learning transfer to other contexts, you can give children tasks to do after the practice/game, such as: in the following days trying to be a team player at home or in school, and then tell us how you did it during the next practice”.
- You can also make contact with the children’s parents/caregivers to give opportunities for them to support their child’s development of life skills at home, or with teachers to give them opportunities for development in school (e.g., organize group activities, ask for their help during physical education classes).
- You should facilitate children’s understanding (through asking questions and guidance) of the benefits of transferring life skills to their daily lives. For example:

If you manage your time better, how will that help you? Developing time management skills can help children to better organize and prioritize their daily tasks to be productive (e.g., not miss schools, education club).

If you are having a difficult time, what do you need to keep going? Developing resilience can help them to overcome difficult situations.

Where in life would it help you to be more focused? Developing focus can help them to perform better at school tests/education club tests etc.

INSTRUCTIONS FOR THE FACILITATOR

The below-enlisted instructions are applicable for all the field educators/trainers. Before initiating any game, the instructions should be read thoroughly and should be followed.

- Instructor should briefly explain the game and its rules to all the players.
- Instructor should ensure equal participation of all the players.
- Instructor should ensure that players must play the game fairly and in sportsmanship spirit.
- Instructor should make fair and just decisions in case of disputes.
- Before initiating a game, the instructor must carefully examine the playing ground and do a risk assessment; nothing should be there which can cause injury to the players.
- Instructor must ensure that the players should play within the prescribed boundary.
- The instructor must have had basic first aid training. For instance, in the case of fracture, deep cut, ligament tear, etc., the instructor must provide emergency support.
- Instructor should ensure that players wear sports shoes while playing.
- Instructor should have a first aid kit and a number of nearby hospitals handy.
- Instructor should arrange the materials required for the game.
- Instructor must initiate the points of discussion based on the field observation.
- Instructor should keep water and glucose for children and himself/herself.
- Instructor must have a session with the children to discuss what is a safe and unsafe touch in these games; back and arms are safe touches.

CHASE THROUGH HUMAN CHAIN

This game is played in a group, in which a chaser has to chase and tag other players – once caught, they form a human chain by holding each other's hands and chase the other players together like a chain.

KEY LEARNING'S

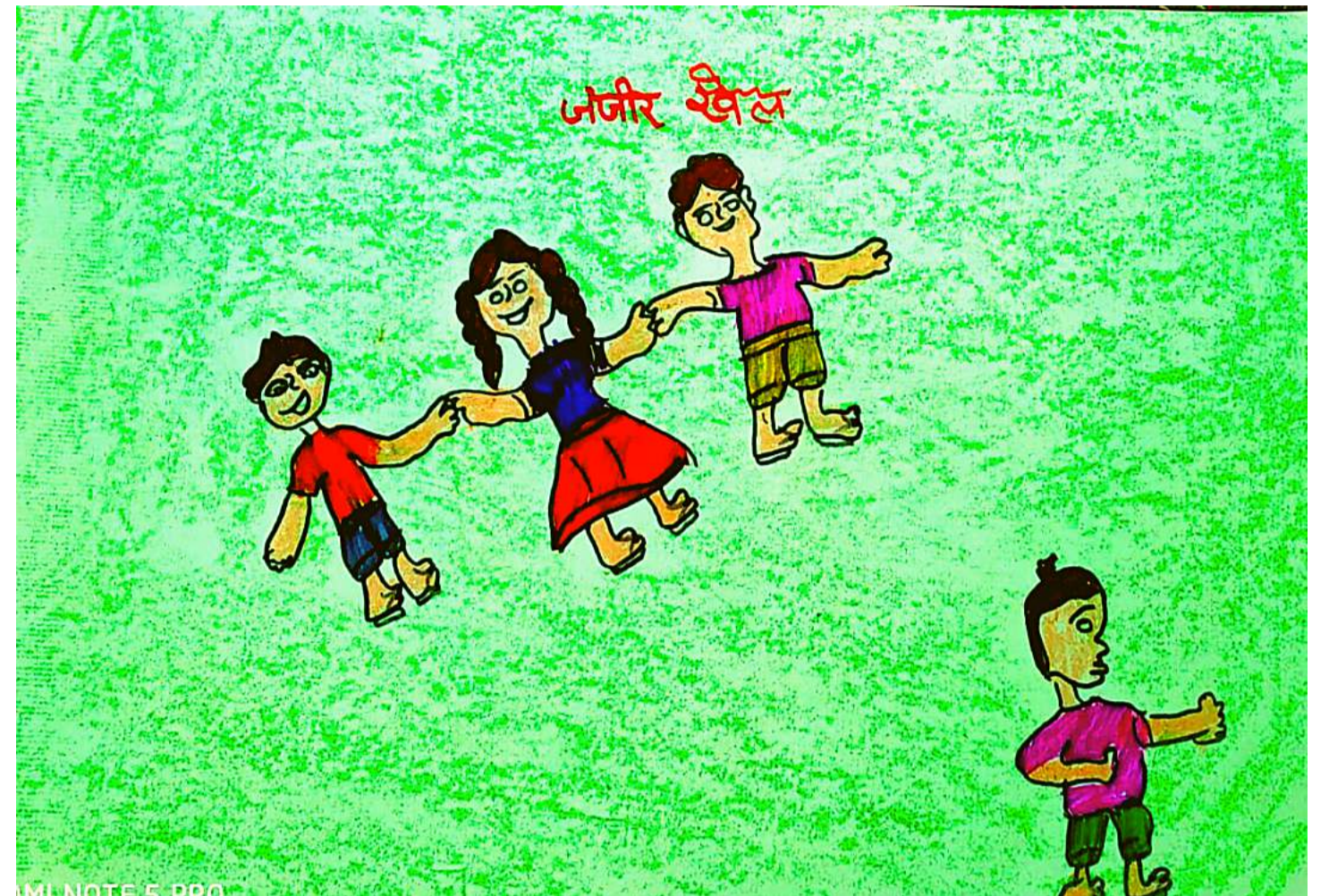
- 😊 Interpersonal relationships.
- 😊 Problem-solving skills.
- 😊 Effective communication.

MATERIALS REQUIRED:

- A coin to toss.

RULES=HOW TO PLAY?

- All the players should choose a chaser.
- The chaser will run after and touch the other players.
- As soon as the chaser touches a player, the player will have to hold their hand and form a human chain. The players will continue forming the chain until the chaser touches the last player.
- When all the players will be dismissed, then the player who was first caught by the chaser will become the chaser. The game continues as such.
- The players have to play the game within a pre-agreed boundary.
- If while touching (e.g., only back / arms) any player, the chain breaks, then that player will not be considered dismissed.



POINTS FOR DE-BRIEFING:

For chaser:

- When you were chosen as a chaser, how did you feel?
- What was on your mind when you tagged the first player and how did you manage to tag them?
- How did you communicate with each other to tag other players?

For players:

- How and why do you think you got caught by the chaser so soon?
- When the chain was getting long, how did you manage to communicate?
- If the chain broke, how and why?

For all the participants:

- What did you learn from this game?
- Where in real life could you utilize these skills?

“The strength of the team is each member. The strength of each member is the team.”

-Phil Jackson

ICE WATER

This is a group game, in which players must escape from getting caught by the chaser. This game is also known as Stuck in the Mud.

KEY LEARNINGS:

- 😊 Interpersonal relationship.
- 😊 Effective communication.
- 😊 Problem-solving skills.

MATERIALS REQUIRED:

- coin for the toss.

RULES=HOW TO PLAY?

- All the players must unanimously decide on a chaser.
- The chaser counts to 10 while the other players move around.
- The chaser then runs after to try to tag the other players. When touching any player, the chaser has to say “ice”.
- The player caught by the chaser has to stand still frozen like ice until another player comes and touches that player and says “water” to release them from that position.
- If the chaser can catch all the players, then the player who was caught first will become the chaser, and similarly, the game continues.
- The players should play the game within a prescribed boundary. If any player goes beyond the boundary then that player will be dismissed from the game and will become the chaser.
- The player who has been caught by the chaser cannot move from their position until another player comes and touches them and says “water”.



POINTS FOR DEBRIEFING:

For chaser:

- What were you thinking while counting
- How did you plan to dismiss other players?
- Just as you were repeatedly trying to dismiss the players, you did not lose courage and tried to dismiss everyone, in the same way, you should not lose courage in your personal life too. Why is it necessary to face any problem with courage?

For players:

- Just as in the game we helped our fellow team players when they were in need, why is it important to help each other in life?
- When the chaser was coming near, how did you manage to communicate with other players?

For all the participants:

- What did you learn from this game?
- Illustrate some real-life experiences where you can use these skills.

“It’s not whether you get knocked down; it’s whether you get up!” -Vince Lombardi

DOG AND BONE

This is a team game consisting of two teams, and an object such as a plastic bottle or a handkerchief which is designated as the “bone.” This game has various names and played differently in many places.

KEY LEARNINGS:

- 😊 Strategic Planning
- 😊 Self Awareness
- 😊 Decision making

MATERIALS REQUIRED:

- A Handkerchief / Plastic bottle
- White chalk or chalk powder to draw lines on the ground



RULES=HOW TO PLAY?

- Divide the players into two teams.
- Make a circle in the middle and at a distance of approximately 3-4 meters from the circle draw two straight lines on both sides (see drawing above).
- The players of both teams should stand behind the line.
- Players of both teams are each given a number. For instance, if a player is named as number 1 in a team, then a player of the opponent team will also be numbered as 1.
- The instructor will shout out a specific number, and each player with that relevant number will run towards the circle and try to pick up the handkerchief first, and then run back towards their own line without getting touched by the opponent. The team will score a point.
- The player of the opponent team that does not reach the handkerchief first, has to chase and touch the player while picking up the handkerchief before reaching their line to dismiss the player. If the opponent team manages this, they will score a point.
- Players should not hurt or injure each other while chasing or touching.

POINTS FOR DE-BRIEFING:

For all the participants:

- What did you learn from the game?
- Just as in the game you decided to grab the handkerchief at the right time, why is it important to take the right decision at a right time? What can be its benefits?
- Like in this game the focus of all the players was on winning for their team, similarly if we remain united in our daily life, what are its benefits? Why should we work as a team?
- Can you narrate any real-life incident where we can use these skills?

“It’s not whether you get knocked down; it’s whether you get up!” –Vince Lombardi.

HOW MANY?

This is a group game through which players will learn to work in a team and it will enhance their knowledge of basics mathematics.

KEY LEARNINGS:

- 😊 Strategic planning.
- 😊 Leadership skills.
- 😊 Effective communication.

MATERIALS REQUIRED:

- No materials are required in this game.



RULES=HOW TO PLAY?

- All the players should stand in a circle and unanimously choose a leader.
- All children will run in a circular motion (clockwise) in the circle shape.
- The leader will say “count number count”, and all the players in unison will say “as many as you want”.
- The leader will say a number, keeping in mind that the number should not exceed the total number of the player.
- As soon as the leader will say the number, players will immediately form groups according to the given number.
- The players who are unable to form a group according to the given number will be dismissed, the game shall continue with different sized groups forming depending on the number the chaser calls until there are only two people left who win.

POINTS FOR DE-BRIEFING:

For leader

- What problems did you face as a leader? How did you manage to cope with it?
- According to you, what are the skills a leader should possess?

For players

- How did you communicate with your team members?
- Why is effective communication vital?
- How did you feel when you were unable to form groups?
- What are the benefits of doing a task as a team? Please illustrate some real-life examples.

For all the participants

- What did you learn from the game?

“Alone we can do so little, together we can do so much.”–Helen Keller

SHORE AND OCEAN

This is a group game that develops concentration and effective communication in the children. It is played with great zeal and enthusiasm by children.

KEY LEARNINGS:

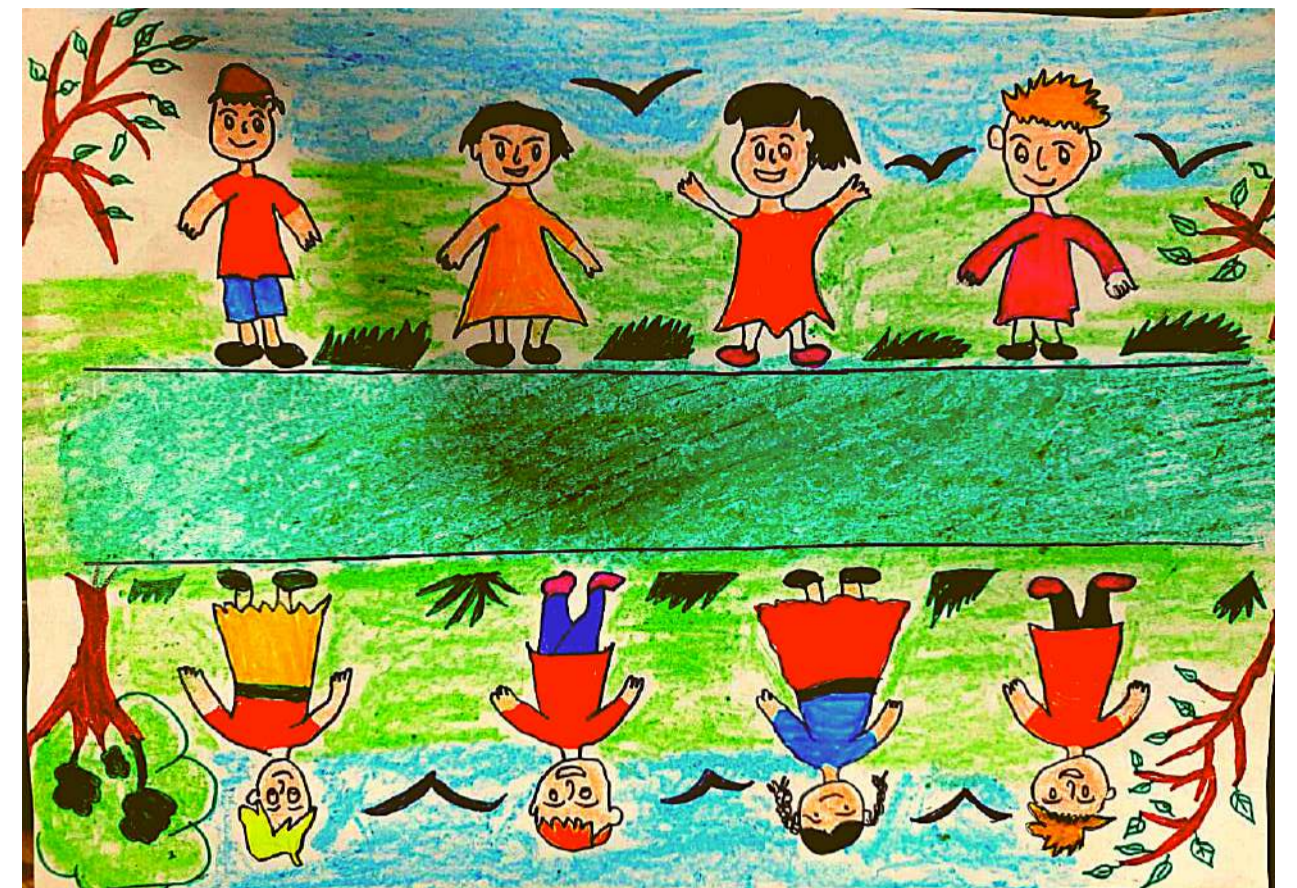
- 😊 Strategic planning.
- 😊 Effective Communication

MATERIALS REQUIRED:

- Chalk or rope

RULES=HOW TO PLAY?

- Players should identify a chaser.
- Players should identify two lines namely ocean and shore and they should stand behind the shore line.
- When the chaser says "ocean", all the players have to jump between two lines and when they say "shore" all the players will jump outside the lines.
- To increase the difficulty of the game, the chaser can say "ocean" or "shore" consequently.
- The players have to play this game keeping the instructions in the mind and the player, who will play according to the instructions till the end, will be the winner.
- The players who do not listen to the instructions properly and jump at the wrong place will be dismissed.



POINTS FOR DE-BRIEFING

For all the players:

- Some players were getting out because of not listening carefully to the chaser. Have there been any such incidents in your life when you have not heard or paid attention to something and due to that you have faced any problem?
- If there is any player who did not understand the game, then how important is it to ask again and understand it? Emphasis on communication.

“Competing is a privilege. Make the most of the opportunity by pushing yourself to the limit of your abilities.” –Tony LaRussa

SIMON SAYS/THE KING COMMANDS

This is a group game, in which players carefully listen and act like the leader which is designated as “Simon”. This is a fun ice-breaker game that is popular internationally.

KEY LEARNINGS:

- 😊 Leadership.
- 😊 Self-Awareness.
- 😊 Effective communication.

MATERIALS REQUIRED:

- No materials are required in this game.

RULES=HOW TO PLAY?

- All the players should stand in a circle and unanimously choose a leader to be “Simon”.
- The leader would stand in front of the players and tell the players what they must do:
- If the leader says “Simon says” before making and saying an action, then the players must act as the leader. For instance, if the leader says “Simon says “jump” (and makes that action), all the players must jump at the same time the leader says “jump”.
- If the leader only says “jump” without saying “Simon says” and any of the players follow the instruction, then that player will be dismissed and become the next “Simon”. Similarly, the game shall proceed.



POINTS FOR DE-BRIEFING

For leader:

- What are the qualities a leader should possess?
- Did you feel any stress as a leader? If yes, what was it? How did you manage to cope up with it?

For players:

- What qualities did you consider while choosing the leader? Do you think we should carefully think before choosing a leader?
- What was your strategy to remain in the game for as long as possible?

For all the participants:

- What did you learn from the game?
- Did all of you get a chance to become a leader? If yes, how did it feel? Why is it necessary to give leadership opportunities to every participant?
- Can you narrate any real-life examples where you can utilize these skills?

“Persistence can change failure into extraordinary achievement.”- Marv Levy

POSHAM PA

This game is played with 3 or more players. It is a popular traditional game in India.

KEY LEARNINGS:

- 😊 Leadership.
- 😊 Critical thinking.
- 😊 Unity

MATERIALS REQUIRED:

- No materials are required.

RULES=HOW TO PLAY?

- All the players should choose two leaders.
- The leaders have to secretly decide their names based on any fruit or vegetable.
- The leaders have to make a gate-like structure by joining their hands and holding them high up together as shown in the picture.
- The players all get in a line (holding each other's waists) and while the leaders sing a song, the players in a line have to pass through the gate and then go around the leaders and back through the gate again.
- The players will be told the two vegetable names (but not which leader they are linked to). Any player who gets caught by the leaders will say which vegetable they choose to decide which team the player joins.
- Once all the players are caught one by one, two teams will be formed.
- Everyone has to hold the waist of their fellow player in front with both their hands and do not hold any other part of their body.
- The teams try to pull each other (tug of war/unity). The team which successfully pulls all opposite team members towards them wins.



POINTS FOR DE-BRIEFING

For leaders:

- What strategy did you make to include players in your team?
- How did you communicate with your teammates?

For players:

- Did you trust your leader?
- According to you, what qualities should a leader have?
- Did you join the team of the leader on whom you had trust? Why did you want to join that leader's team?
- Why is it necessary to work in a team?
- Do you think the leader's contribution to a team is important and why?
- Can you narrate a real-life experience where you can utilize these skills?

“Teamwork makes the dream work” -Bang Gae

GUESS THE LEADER

This is a group game, in which a chaser has to identify a secret leader amongst all the players. This game is known by several names and it is played universally.

KEY LEARNINGS:

- 😊 Leadership.
- 😊 Teamwork
- 😊 Strategic planning.

MATERIALS REQUIRED:

- No materials are required.

RULES=HOW TO PLAY?

- All the players should stand in a circle and choose a chaser.
- The chaser should stand 5-6 meters away from the group with their back turned while the players unanimously choose a secret leader. Leader should be chosen with the consent of all the players. All the players must get a chance to become a leader.
- After choosing a secret leader, the chaser has to stand in the middle of the circle.
- The leader will do various activities like jumping, clapping, dancing, etc and all the players will follow the leader. All the players have to copy the leader at the same time so that it becomes difficult for the chaser to identify the leader.
- The chaser will have three attempts at identifying the leader.
- If the chaser correctly identifies the leader then the leader will become the chaser, but if the chaser fails to do so then the players will reveal the leader and choose a new chaser and a new leader. Similarly, the game shall proceed.
- Leader must change their activity after 10 to 15 seconds.



POINTS FOR DE-BRIEFING

For all players:

- How did it feel to be a leader?
- What were the major challenges faced by you?
- What are the most essential qualities that a leader should possess?
- The way you concentrated to identify the leader. Why is it important to concentrate while doing any work?
- When you all were copying the leader, the chaser player was having a lot of difficulty in identifying the leader. Don't you think we should always do work in a team? Explain by giving a real-life example.

“Earn your leadership every day.”--Michael Jordan

STATUE

This is a group game, through which players will get an opportunity to discover their hidden talents and it also makes them self-restrained. This is a very popular game and is also known as “London Statue” in many countries.

KEY LEARNINGS:

- 😊 Self-Awareness
- 😊 To discover creativity
- 😊 Decision making

MATERIALS REQUIRED:

- No materials are required

RULES=HOW TO PLAY?

- The players should stand in a line facing a chosen leader.
- The chaser should stand at a distance from other players, close his/her eyes, and count till 10.
- While the chaser counts, players will run towards the chaser, and as soon as the leader says “10” all the players will freeze in their position.
- The player is out if the leader opens his/her eyes when he/she says ‘10’ and sees the player still moving.
- Players, who have become statues, should try not to move or laugh - otherwise, they will be dismissed from the game.
- The leader can also use words (e.g., jokes) or mimicry (without touching the player) that make the player laugh or move from their frozen positions, and then that player is out.
- The leader should not say any such thing which might hurt the sentiments of other players.

POINTS FOR DE-BRIEFING

For chaser:

- How did you use your creativity to dismiss other players?

For Players:

- How did you restrain your movement or restrain yourself from laughing?
- Do you think it is important to listen to only essential things in life and then reflect upon them? If yes, why?

For all the participants:

- What did you learn from this game?
- Illustrate any real-life incident where these skills can be utilized.



“Without self-discipline, success is impossible”-Lou Holtz

STAPU

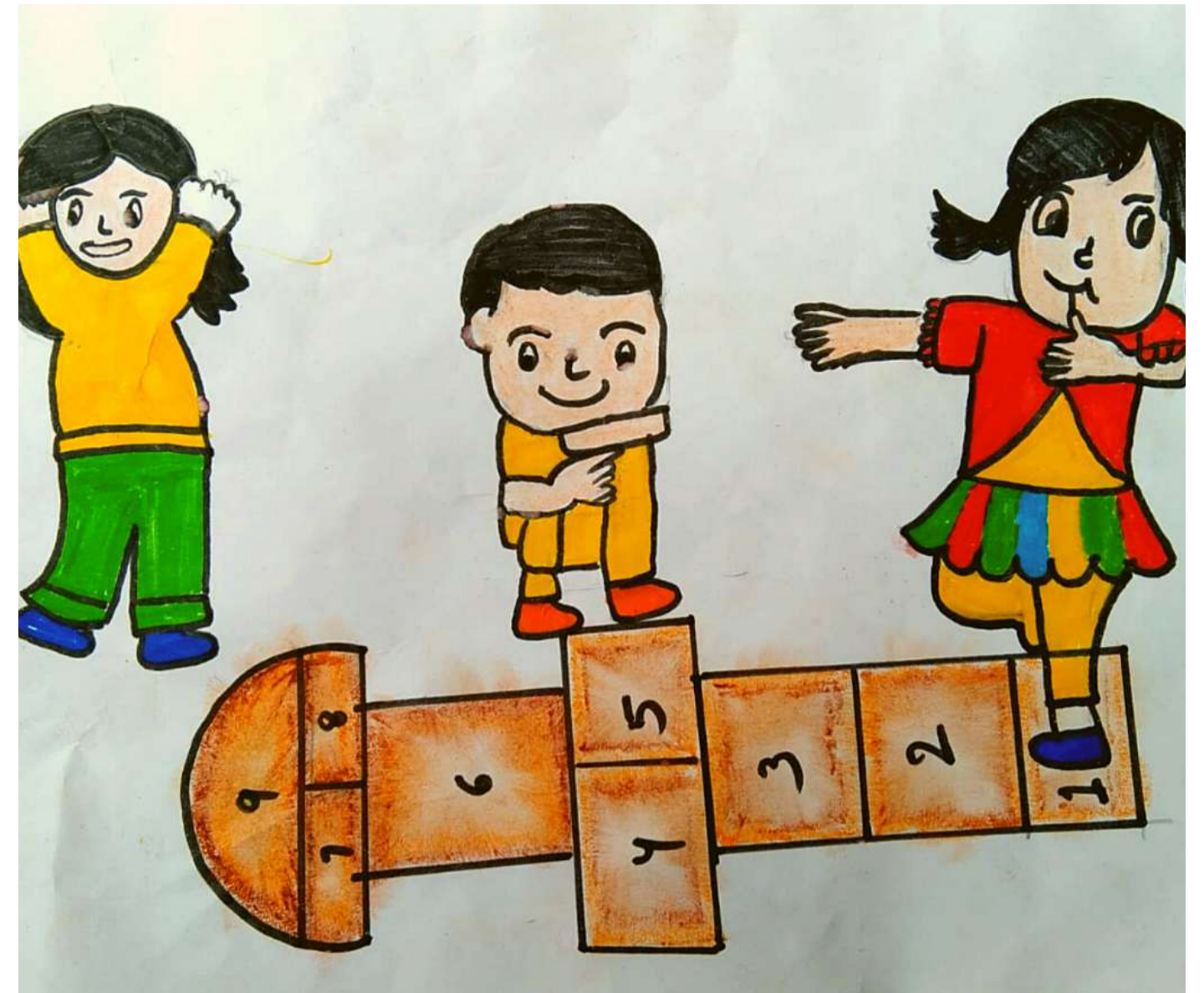
This game can be played either individually or in a group. It is a traditional game that helps in maintaining body balance and improves concentration ability.

KEY LEARNINGS:

- 😊 Self-awareness
- 😊 Balancing and improve concentration
- 😊 Empathy

MATERIALS REQUIRED:

- A small stone.
- A piece of chalk for drawing blocks.
- A coin for the toss.



RULES=HOW TO PLAY?

- Using chalk, draw the stapu pattern as shown in the picture, and in each block write numbers from 1 to 8.
- Divide the players into two teams. Toss a coin to decide which team will go first.
- One player from each team will play against the other.
- One player throws a small pebble into block number 1 and hops with one leg into that block. They then pick up the pebble and throw it into the next number block, and hop into that block, and carry on going up the numbers.
- The aim is to hop into the block where your pebble is without touching the lines with the pebble or a part of your body.
- Whichever player reaches the highest number by throwing the pebble and hopping will win that game. Then the next two players (one from each team) will play.
- If the pebble falls on the line of the box when thrown, the player's foot touches the line while jumping or the player's folded leg touches the ground, then the player is dismissed.

POINTS FOR DE-BRIEFING

For all the players:

- Were you able to maintain balance while on one leg? What difficulties did you face while maintaining the balance?
- While planning and practicing to throw the stone in the correct block, many times we throw it in the wrong block or some other block. So, should we stop trying if we have trouble at the beginning of doing any work? Why?
- Just as all the players were playing this game with great enthusiasm; do you think we should show the same enthusiasm in doing every task? Why and how? Explain through giving real-life examples.

“The more difficult the victory, the greater the happiness in winning.”-- Pele

BLINDFOLD

This is a group game in which one player gets blindfolded and has to chase and touch other players. This is an age-old universally recognized game.

KEY LEARNINGS:

- 😊 Effective communication
- 😊 Strategic planning
- 😊 Problem-solving skills

MATERIALS REQUIRED:

- A light cloth for covering eyes

RULES=HOW TO PLAY?

- All the players should decide on a chaser.
- Blindfold the chaser with a soft cloth and spin the chaser five times to disorient them.
- While the other players scatter and run around the chaser, the chaser has to listen and then catch the players to dismiss them from the game.
- Once the chaser catches all the players, the player who was caught first becomes the blindfolded chaser. Similarly, the game will proceed.
- The chaser should be blindfolded.
- The game should be played within a pre-agreed boundary.
- If the chaser touches any player without being blindfolded then that player will not be considered dismissed.



POINTS FOR DE-BRIEFING

For chaser:

- How did you concentrate on the activities being done around you while your eyes were closed?
- What was in your mind when you were blindfolded? What major challenges did you face?

For players:

- How did you communicate with other players?
- Did you have trust in your fellow team players?
- If yes, then why is it important to have trust in life?

For all the participants:

- What did you learn from the game?
- Can you narrate any real-life incident where we can utilize the skills learned through this game?

“Only he who can see the invisible can do the impossible”-- Frank L. Gaines

CHASE WHILE CHANGING THE PLACE

This game is a group game, in which the chaser has to keep an eye on the players while they exchange their positions and has to catch or stands in their place.

KEY LEARNINGS:

- 😊 Effective communication
- 😊 Strategic planning

MATERIALS REQUIRED:

- No materials are required

RULES=HOW TO PLAY?

- All the players should stand in a circle at a distance of 2 meters from each other.
- The players must choose a chaser, who has to stand in the middle of the circle.
- All the players have to secretly exchange their positions without getting caught by chasers.
- The chaser can catch the players by catching the players while they are exchanging their places or if the chaser occupies the place before the player reaches, then that player will become a chaser and will stand in the middle of the circle. Similarly, the game shall proceed.
- Players should try to exchange their place with the player standing opposite to them.
- While changing places, players should not push other players.



POINTS FOR DEBRIEFING

For all the participants:

- What did you learn from this game?
- While exchanging places, was there coordination in the team?
- Explain the benefits of working together in a team.
- Were you all planning while changing your place? Why is it necessary to plan before doing any tasks? Explain through a real-life example.
- To derive better results why is it important to have effective communication?

“No matter how good you get, you can always get better and that’s the exciting part”– Tiger Woods

HIGH OR LOW

This is a group game, in which a chaser has to choose either a higher surface or lower surface and other players have to escape from stepping into the chosen surface. This is a popular and traditional game in India.

KEY LEARNINGS:

- 😊 Decision making
- 😊 Self-awareness
- 😊 Leadership skills

MATERIALS REQUIRED:

- A coin for the toss.

RULES=HOW TO PLAY?

- All the players should stand in a circle and choose a chaser by tossing a coin.
- The other players have to ask the chaser “what do you choose: higher or lower?”
- If the chaser chooses a lower surface, then all the players have to move to the higher surface and vice versa.
- Players cannot stand still in one position; they have to keep running and exchanging their place.
- The chaser has to chase and touch the players while exchanging their place or while stepping into the chaser’s chosen area.
- If a player gets caught by the chaser while changing their place then that player becomes the chaser. Similarly, the game will proceed.
- If the chaser then chooses a “higher or lower surface” and catches any player standing on their chosen area then that player will be dismissed.
- Players should play the game within the prescribed boundary.

POINTS FOR DE-BRIEFING

For chaser:

- What was your strategy to dismiss the players?
- Just as focused on catching the other players in your area, similarly why is it important to concentrate on any important task in life?

For players:

- As in this game, the areas were divided as higher or lower surface, how do you perceive this distinction in society?
- Is it important to maintain equality in society?
- The way we were focusing on saving ourselves while playing, what are the benefits/disadvantages of focusing on ourselves with work or studying or life?
- Discuss any real-life incidents where we can utilize these skills.



“Always make a total effort, even when the odds are against you.”-Arnold Palmer

KING, MINISTER, THIEF, AND SOLDIER

This game is played with 4 players, and players get an identity of king, minister, thief, and soldier. The soldier has to identify the thief. This is an ancient game of India.

KEY LEARNINGS:

- 😊 Decision making
- 😊 Problem-solving
- 😊 Critical thinking

MATERIALS REQUIRED:

- 4 pieces of paper, a pen, and a notebook.

RULES=HOW TO PLAY?

- Make 4 pieces of paper, and each should have 1 of these written on it: King (1000), Soldier (500), Minister (800), and Thief (0).
- Fold each paper, shuffle them, and each player picks one.
- Players should not reveal their identity, except the player with the king on the paper has to ask, “Who is my minister?”, and the minister shall raise the hand and identify the thief from the other two remaining players.
- If the minister, identifies the thief correctly then their points will be retained.
- If the minister couldn't identify then they have to surrender their points to the thief; they will have to exchange their paper with the thief and the scores will also change.
- The game will begin again and continue similarly. The numbers on each piece of paper should be counted to see who wins. The player who scores the maximum points at the end of the game will be the winner.

POINTS FOR DE-BRIEFING

For all the participants

- What did you learn from this game?
- How important it is to make responsible decisions even when in unforeseen situations?
- Is it important to observe things around us?
- What are the benefits of doing any work through careful observation?
- Narrate any real-life example where these skills have proven or would prove helpful.



“When you’ve got something to prove, there’s nothing greater than a challenge.”-Terry Bradsha

COLOUR WHAT COLOUR?

This is a group game, in which the players will learn colors and enhance their listening capabilities. This game has several versions and is also known as Origami Fortune teller which is played internationally.

KEY LEARNINGS:

- 😊 Decision Making
- 😊 Effective communication
- 😊 Empathy



MATERIALS REQUIRED:

- No materials are required to play this game

RULES=HOW TO PLAY?

Before the game, the players should decide who the chaser will be.

Decide where the chaser will stand (should be at a distance from other players).

All the players will ask the chaser “what color do you want?” the chaser can choose any color and the players have to run to an item in their surroundings of that color. For instance, if the chaser says “color red”, then all the players will run to touch an item around them that is red.

The players can help each other to find an item of that color to touch.

If the chaser catches any of the players before touching a red-colored item, then that player will now become the chaser. The game will proceed the same as steps. Players should not push each other while running.

The players must play the game within the pre-agreed boundary.

Players must choose a referee amongst them, to avoid color disputes.

POINTS FOR DE-BRIEFING

For chaser:

- What made you choose that color?
- Did you make any strategy for dismissing the players?

For players:

- What was in your mind when the chaser said the color?
- What immediate action did you take?

For all the participants:

- What did you learn from the game?
- Did you help each other to identify items of the color stated by the chaser? If no, then would it have helped?
- Is it necessary to work in a team to derive better results?
- Can you narrate a real-life example where you can utilize these skills?

“Coming together is a beginning, staying together is a process, and working together is a success.” –Henry Ford

NAME PLACE, ANIMAL, THING

All the players write the name of a person, place, animal, or thing from a single selected letter. This popular traditional game is also known as Scattegories. Children should know basic reading and write for this game.

KEY LEARNINGS:

- 😊 Self-awareness
- 😊 Critical thinking
- 😊 Time management

MATERIALS REQUIRED:

- A pen and paper for each player

RULES=HOW TO PLAY?

- All the players should draw four columns on paper and name each column as a person, place, animal, or thing (as shown in the image above).
- A letter is given to all the players. All the words for each column must begin using that letter. For instance: if the letter “A” is given, then the name of a person- Amit, place-Ambala, animal- alligator, thing- art.
- More letters will be given to the players and the same task is completed.
- As soon as any player completes all the columns for all the letters, they have to say stop and count till 20 and then all players have to stop writing.
- For every correct answer that no one else has, the player gets 10 points. If players get common answers then they get 5 points. There are no points if the player is unable to fill in the column or words are misspelled.
- At the end of the game, the player who scores the maximum points will be declared the winner.



POINTS FOR DE-BRIEFING

For all the participants:

- What did you learn from the game?
- Why is it important to do tasks in a limited period?
- Can you narrate any real-life examples where these skills can be helpful?

“If you spend too much time thinking about a thing, you’ll never get it done.”- Bruce Lee

DROP THE HANDKERCHIEF

This is a group game that can be played either indoor or outdoor. Through this game, players will learn better planning and it will also enhance their concentration. It is a popular traditional game and is also internationally recognized. There are several songs sang while playing the game, according to the region and preferences song can be sung.

KEY LEARNINGS:

- 😊 Coping with emotions
- 😊 Strategic Planning
- 😊 Self-awareness

MATERIALS REQUIRED:

- A handkerchief

RULES=HOW TO PLAY?

- All the players should sit in a circle and unanimously choose a chaser and give them a handkerchief.
- The chaser walks/runs around the outside of the circle, quietly drops the handkerchief behind any of the players sitting in the circle, and keeps walking/running.
- The players try to be aware if the handkerchief has been placed behind them. The players can't turn around to look for the handkerchief; they can only use their hands.
- The player, behind whom the handkerchief has dropped, has to chase the chaser around the circle and try to catch the chaser before they sit in their space.
- If the chaser is caught by the player or the player occupies the space they were previously sitting first, then the chaser will again become a chaser.
- If the player is unable to catch the chaser before they reach their spot, then the player will become the chaser and the game will proceed similarly.
- The players should not injure each other while chasing.

POINTS FOR DE-BRIEFING

For chaser:

- How did you plan to get the position of the player?
- A chaser can repeatedly become a chaser, why is it important to cope up with our emotions?
- Why is it important to face our failures in the same manner as we face our winnings?

For players:

- What did you learn from the game?
- As in this game, we plan about how to catch the chaser and focus on the handkerchief, similarly, it is important to know where planning is required and why we should do planning?
- By focusing all our attention on the handkerchief, we can solve the problem, so similarly what are the other tasks that require our focus and why we need to focus while doing any work? Explain by giving a real-life example.



“Enjoy the game and chase your dreams. Dreams do come true.”SachinTendulkar

CHASE & TOUCH

This is a group game in which the players escape from getting caught by the chaser. This game is also known as 'Tig'.

KEY LEARNINGS:

- 😊 Coping with stress
- 😊 To teach strategic planning
- 😊 Self-awareness

MATERIALS REQUIRED:

- A coin for the toss

RULES=HOW TO PLAY?

- All the players should decide on a chaser.
- The chaser chases and tries to catch all the players to dismiss them from the game.
- Players run (in pre-agreed boundaries) to try to escape from being caught.
- Once all the players are caught by the chaser, the player who was first caught will become the chaser. Similarly, the game shall proceed.
- Any player who will go beyond the pre-agreed boundary will become the chaser.
- Players should not push each other while chasing.



POINTS FOR DE-BRIEFING

For chaser:

- How did you cope up with the pressure of dismissing all the players?
- Why is it important to have patience in completing any task efficiently?

For players:

- What did you learn from this game?
- Were you all able to protect yourself from the chaser?
- How did you plan to escape from getting caught? Why do we need to do planning before doing any tasks?

“Virtue lies in the struggle, not in the prize”- Adam Gilchrist

HIDE AND SEEK

This is a group game in which a chaser closes their eyes and counts to 20 out loud while the other players hide; the chaser has to look for all the other players.

KEY LEARNINGS:

- 😊 Problem-solving
- 😊 Strategic planning
- 😊 Leadership

MATERIALS REQUIRED:

- No materials are required in this game.

RULES=HOW TO PLAY?

- All the players should unanimously choose a chaser.
- The chaser closes their eyes and loudly counts until the decided number (usually 20).
- Players should play the game within a pre-agreed boundary.
- While the chaser counts all the players hide.
- The chaser has to seek all the players, while the players have to touch the chaser without being caught.
- The chaser has to say “I spy you” when catching any player, whereas the players have to touch the chaser before the chaser says “I spy you” to dismiss the chaser.
- The game will continue until the chaser seeks all the players or until the chaser is touched by the other players. After the chaser has found all the players, the first player who was caught will become the chaser. However, if the chaser fails, then they will again become a chaser. Similarly, the game will proceed.



POINTS FOR DE-BRIEFING

For chaser:

- What major challenges did you face?
- How did you manage to cope with the stress of dismissing all the players?

For players:

- What did you learn from this game?
- Did repeated failure make you feel disappointed? What should we do when we face failures in life?
- How did you plan to dismiss the chaser before getting caught by them? Why is it important to do planning?
- Can you narrate any real-life experience where these skills can be utilized?

**“When you’re good at something, make that everything”
– Roger Federer**

SEVEN STONES

This is a group game; it is one of the most popular traditional games in India.

KEY LEARNINGS:

- 😊 Problem Solving
- 😊 Strategic planning
- 😊 Leadership

MATERIALS REQUIRED:

- 8-9 small stones.
- Coin.
- One medium-sized ball

RULES=HOW TO PLAY?

- Divide the players into two teams.
- Draw a small circle in the center and pile the stones on top of one another inside the circle.
- Toss a coin to see which team goes first.
- A player of the first team to play tries to knock over the stones with a ball from a distance of approximately 2 meters. Then another player in that team will try to knock the pile. Each team will get 3 chances to knock over the pile of stones.
- If the players are unable to knock down the stones within three tries, then they will be dismissed.
- While knocking down the stones, if only a few stones are disrupted then players can restack the stones.
- If the first team manages to knock over all the stones, the first team throws the ball to hit all the opposition players below their knees. Meanwhile, the opposition team aims to restack the stones before the other team hits all their players out.
- If the team successfully restack all the stones without losing their players from being hit by the opponent team, then that team will score a point and will get a chance to knock down the stones.
- However, if they fail to do so then the opposite team will gain a point and they will get a chance to knock down the pile of stones again.
- Players should play the game within a pre-agreed boundary.

POINTS FOR DE-BRIEFING

For all the participants:

- What did you learn from this game?
- How do you cope with failures in life?
- Is re-building vital, if yes then why and how?
- Why is it important for us to protect ourselves from the external forces which restrict our growth or progress?
- What are the qualities of a good leader?
- Explain any real-life examples where these skills can be utilized?



“When people throw stones at you, turn them into milestones”- Sachin Tendulkar

SOME CASE STUDIES OF HOW GAMES BUILD RESILIENCE IN CHILDREN...

A 14-year-old Shyam* resides in the slums of West Delhi with his six family members. Due to his father's ill health, the burden of supporting his family is on him and his mother. They both worked as rag pickers. During the lockdown, they were in a hand-to-mouth situation. But he did not lose hope. Like his favorite sport cricket which builds leadership and confidence. Shyam* contacted the in charge of the shelter home and made food available not only for his family but for the whole community until lockdown uplifted.

Hailing from Uttar Pradesh*, 14 years old Nisha* lives with her 4 family members in West Delhi. Her family history is distressing, her father and an elder sister expired. Her mother and brothers bear the financial expenses of the family. During the pandemic, as her favorite sport kho-kho teaches her to work in a team and take the lead, she successfully implemented that in her personal life too and overcame turbulent times in a better manner. She not only helped other children in continuing their studies but also built resilience in her family members to tackle any situation.

A 12-year-old Shanu* has eight family members. His father works as a labor and his mother is a homemaker. He is a beneficiary of the SURE project and captain of the kabaddi team (the most popular traditional game of India). He did miraculous work in rescuing people who were going to their native places by walking. He consoled them by telling them they are not alone in this battle and moving away is not a solution instead they should stay in their homes and protect themselves from the virus.

Neha* with her eight family members resides in Raghuveer Nagar*, West Delhi. Her father is a truck driver and her mother is a homemaker. She is our beneficiary and her favorite sport is kho-kho. She has become a self-aware and confident person, during the span of lockdown she made her community members aware of the preventive measures of COVID and made them follow the social distancing during food collection. Sports have inculcated leadership and communication skills in her.



NOTES FOR EDUCATOR

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