



Two days' Workshop for Volunteers How to use Sports for Physical and Mental Development.



No. of participants: 22 (11 volunteers and 11 teachers)

Venue: Pragma School, Raigarh , Chhattisgarh

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Introduction

The workshop was conducted in part of the program “[Mahamari Mein Masti](#)” (MMM) and the volunteer led sports-based project involving college students. A key aspiration in them is to improve their English for better job and career prospects. Monkey Sports collaborates with them for Mahamari Mein Masti, a program to be executed in two parts.

- a. Monkey Sports provides them with an online integrated course on English plus Social-emotional Skills.
- b. In return, the volunteers will be conducting SEL-based sports programs in schools in their own communities.

Through this two-day workshop, the volunteers were oriented about the program and about the organization along with practical session on how we can use sports to achieve the acquired outcomes of the program.

Background

Before the workshop, volunteer had already become part of the program by regularly attending the online English Course. An online invitation was shared through different social media platforms to spread the information about the program and interested people to apply for the volunteer opportunity. 30 individuals applied for the volunteering opportunity out of which 15 became a regular to the course. Two of the volunteers were out of station, so twelve members were invited for the workshop.

Along with volunteers, teachers were also invited on the second day for 2 hours. The details of which is highlighted below.

Agenda for the workshop

Day 1		
1	Registration	10:45-11:00 AM
2	Introduction	11:00-11:15 AM
3	About Monkey Sports	11:15-11:30 AM
4	Activity around physical and Mental Health	11:30-12:00 PM
5	Current Situation in Schools	12:00 - 12:30 PM
6	Activity for 360 Approach	12:30 – 01:00 PM
7	Lunch Break	01:00 – 01:30 PM
8	Our Approach	01:30 – 02:00 PM
9	Sports Session Structure	02:00 – 02:30 PM



10	Practical Session Demo	02:30 – 03:15 PM
11	Coaching Guidelines and Good practices	03:15 – 03:45 PM
12	Volunteers conducting sessions and Tea Break	03:45– 05:00 PM
13	Feedback	05:00– 05:30 PM
14	T-shirt and Handouts Distributions	05: 30 PM - 05:45 PM
Day 2		
1	Summary of Previous Day	09:30 -09:45 AM
2	Resource Mapping	09:45 -10:15 AM
3	Attendance Sheet	10:15 -10:30 AM
4	Assessment	10:30 -11:15 AM
6	Tea Break	11:15 -11:45 AM
7	Facilitation Skills	11:45 -12:15 PM
8	Roles and Responsibilities	12:15-12:30 PM
9	Demo Session	12:30 PM- 1:30 PM
10	Lunch	1:30 PM- 02:00 PM
11	Demo Session and Discussion	02:00 – 03:00 PM
12	Session and discussion with teachers	03:00 – 04:00 PM
13	Child protection Policy	03:00 – 04:00 PM
14	SEL Theory	04:00 – 05:00 PM

First Day

On the first day of the workshop, everyone came up by 11 am and we started the session with registration, introduction activity and then the history and work Monkey Sports has done till now. After that, a half an hour activity with the members was planned to help them reflect back on the experiences of their past (**All the activities are attached in the annexure**). Many experiences of the members came around fear and support. Some members shared that they imagined themselves sitting in the classroom with fear waiting for the teacher to come up and asking for the assignment.

There was a discussion on fear and support. Everyone agreed that they would have done better in life if they had received more support during childhood, however, many said that for children now a days, fear is required. Some said that children now a days are getting a lot of freedom, therefore a balance of fear and supports may be more helpful. The discussion ended on a note that we will be providing support to children during our session, and if the volunteers felt like using fear, they will hold themselves back and will discuss the challenge during the next meeting among everyone.



Volunteers reading through the session
document



First demo session with volunteers

After that, we discussed the current situation in school, where volunteers brought many experiences of how many of their friends dropped out of school and many who got married early and some who started consuming substances early in life. The facilitator pointed out that volunteers are among the successful and lucky ones who have the opportunity to go to college. Many children do not get this opportunity and then the facilitator linked this to the environment at home and school that impacts children on dropping out. The facilitator also brought out hard facts about the number of children who drop out of school and the impact of fear on a child development and its long-term consequences.

After that we discussed the 360 approaches of working with children. We discussed how children's life is impacted by their families, communities, peers and school. Everyone agreed that children are not born with a certain character and mostly learn that from their environment. It helped us to bring the conversation to our earlier conversation, where many pointed out that children are very notorious nowadays and therefore, we need to use fear. The facilitator pointed out this observation that children are notorious because of their surroundings. We need to understand children's surrounding to help them through our program.

After that, we took a one-hour lunch break and one of the volunteers had to leave the workshop to take his father the hospital who was not feeling well.



Next, we discussed how through the Mahamari main Masti program we are trying to tackle different issues children are facing. The discussion went around the SEL program with children and interaction with parents which the volunteer will be doing. The courses for teachers that will be conducted by the facilitators of Monkey Sports. Next, the facilitator took all the volunteers outside to conduct a sports session. The practical session helped the facilitator to talk about the different parts of the session such as the ice-breaking activity, warm-up, main game and reflections. The facilitator also talked about the importance of each of these areas.

Then, the facilitator distributed a 4-week session planning to each volunteer to read and prepare for the session. After that, one of the volunteers conducted the session and then was provided with feedback such as not showing your back to children while talking, keeping eye contact, keeping all children in the peripheral angle, and explaining the game through demos. Along with that, a list of good practices and coaching guidelines was discussed and a handout of the same was provided. After the discussion, more demo sessions were conducted. In the end, volunteers received a t-shirt and everyone left around 5:30 to come for the discussion the next day.

Second Day

The second day's session started with the previous day's summary and then an activity to map resources in their community. The purpose of the activity was to have a holistic view of the community and to understand the people who can help in furthering our cause. Volunteers were divided into four groups and each group had 10 minutes to prepare and 5 minutes to give the presentation. The activity went around 30 minutes during which a lot of useful discussions happened (such as mention of Self-help group, Anganwadi workers, school teachers, parshad, Mukhiya). After that, the discussion moved to the attendance sheet which was self-explanatory and then to the assessment of children. The facilitator emphasized the importance of conducting the assessment so that coaches can track their success. We also had a demo run of the assessment where one volunteer acted as children and the other asked question. Feedback was provided to the volunteers as he was moving quickly through the questions. It was pointed out that each question needs to be well explained to the children and each assessment may take around 15- 20 minutes.



After the tea break, an activity around facilitation skills was conducted the purpose of which was to send the message that we can force children into our thought of action, telling them what is right and wrong. Instead, we should act as support and guide to ensure self-learning. We also had a discussion on the different roles and responsibilities that each volunteer needs to do during the program.



Activity on Facilitation Skills



Discussion around child protection policy

Few of the volunteer who did not get an opportunity to conduct the session gave a demo. All were provided with the feedback and then given the child protection policy to read and sign. Then we had a lunch break, after which all the teachers joined us in the workshop. With teachers, we conducted one and half hour sports session and then had a discussion on Social Emotional Learning theories (Self Control, Social Skill, Team Work, Self-Awareness). Teachers insisted on playing more games, so we had to go back outside to keep playing the game. It is how we ended the session and the two days' workshop and teacher appreciated their time spent with us

Video link to more photos: <https://www.youtube.com/watch?v=ezVvTROq45E>

Thank you!!!



Annexure:

Activity to understand physical and mental health of participant during childhood (45 mins)

प्रतिभागियों को समझाएं कि वे अतीत में जाकर अपनी कल्पनाओं का प्रयोग करने जा रहे हैं।

आँखें बंद रखना मुश्किल हो सकता है, लेकिन यह महत्वपूर्ण है।

प्रतिभागियों को अपनी आँखें बंद करने और आराम करने के लिए कहें।

उन्हें कुछ गहरी साँस अंदर और बाहर लेने के लिए कहें।

उन्हें कुछ गहरी साँस अंदर और बाहर लेने के लिए कहें, और जब वे साँस छोड़ते हैं, तो अपनी कुर्सियों में और पीछे जाने के लिए कहें।

धीरे-धीरे शांत स्वर में पढ़ें:

कल्पना कीजिए कि जब आप छोटे थे और स्कूल में थे।

कल्पना कीजिए कि आप सुबह जल्दी स्कूल जा रहे हैं। आपके आसपास क्या हो रहा है? अपने आसपास के लोगों पर ध्यान दें। वे कौन हैं और क्या कर रहे हैं? (कुछ सेकंड के लिए रुकें)

अब अपना ध्यान अपनी ओर मोड़ें। याद रखें, आप बच्चे हैं। तुम्हें कैसा लग रहा है? क्या आप अच्छा या बुरा महसूस कर रहे हैं? जो कुछ भी भावना है उसका अन्वेषण करें। जैसे-जैसे आप स्कूल के करीब पहुँचते हैं, आप क्या महसूस कर रहे हैं, इसका वर्णन करने के लिए शब्दों के बारे में सोचें। (कुछ सेकंड के लिए रुकें)

अब आप कक्षा में एक डेस्क पर बैठे हैं। कक्षा कैसी है? आपकी कक्षा की दीवारें कैसी दिखती हैं? वे आपको कैसा महसूस कराते हैं? (कुछ सेकंड के लिए रुकें)

कल्पना कीजिए कि आपके शिक्षक आ रहे हैं। यह आपको कैसा महसूस कराता है? क्या आप कक्षा के लिए तत्पर हैं? क्या होता है जब आपको उत्तर नहीं पता होता है? क्या होता है जब आप गलत व्यवहार करते हैं? (कुछ सेकंड के लिए रुकें)

कक्षा के बाहर टहलें। स्कूल के मैदान की तस्वीर। यह आपको कैसा महसूस कराता है? (कुछ सेकंड के लिए रुकें) आप स्कूल में कैसा महसूस करते हैं? क्या आप वहाँ आकर खुश हैं? (कुछ सेकंड के लिए रुकें)

क्या आपके पास अपनी समस्याओं को आवाज़ देने का कोई तरीका है, या आप उन्हें अपने तक ही सीमित रखते हैं? क्या दूसरे बच्चे आपको धमकाते हैं? क्या आप स्कूल में सुरक्षित महसूस करते हैं? (कुछ सेकंड के लिए रुकें)

Activity To understand 360 approach (30 Minutes)

Ask the group to sit in a circle. Select one volunteer to sit in the middle of the circle. Ask participants sitting in different places to share what they can see in the face of the person sitting in middle?



(Some will say one side of ear, half nose, one side of cheek etc.)

If we need to see the entire face of the volunteer what needs to be done?

It is necessary to take a 360 degree turn

Development requires a multi-stakeholder approach and can be successful in keeping with local traditions, economies, and needs of the community

Activity on Resource Mapping

Before any intervention, it is necessary to do resource mapping as it will help us in knowing our community better. It will help us in knowing the socio-economic condition of our community. These resources may be available to stakeholders who have already been identified? It will help to mobilize stakeholders for better utilization of the resources. Ask the participant to list down the resources from the community and map them on the chart paper.

Ask each group to prepare a resource map of the community. The map should show the main roads, residential areas, playgrounds, hospitals, schools, shops, water resources, manuals, Panchayat office, police station, religious places, schools or colleges etc.

Encourage participants to think about why and how these resources are useful.

Give each group 10 minutes to prepare the map. Once the maps are ready, give each group 2 minutes to present it in front of the group. Use the example below to help the CYLs understand what aspects of their map they should highlight.

Facilitation Skills

Step 1: Tell the group that you need volunteers who can demonstrate how to feed someone a sweet.

Allow three-four people to demonstrate different ways of doing this. Ensure that at least one person opens the sweet, unwraps it and feeds it to the other person.

Step 2: Place another toffee on the palm of your hand and ask any two people to volunteer for the activity. Tell one of them that he/she has to ensure that the other person eats the toffee, but without touching the toffee or the other person.

Alternatively, you can do this yourself, by asking the following series of questions:

Do you like sweets?

Have you ever eaten a toffee?

What was that experience like? Did you enjoy it? What did you like about it?

Would you like to eat a toffee now?

Were there any differences between how each person ensured that the other ate the toffee?

What were these?

(In the first case the facilitator was feeding the person, but in the second case the participant helped himself and didn't need the facilitator to feed him.)

Which of these do you think was the most effective one and why?



Explain to the group what that the act of feeding is similar to the act of teaching, while the act of encouraging and motivating the other person to eat the toffee is similar to the act of facilitation.