

Ishq and the



*Empowering boys and girls
to promote gender equality through cricket*

The Playbook



Introduction

What is the purpose of this playbook?

This playbook shares a programme of 6 games which are designed for young people aged 10 to 16, to be delivered by coaches, teachers and peer leaders. The games aim to:

- raise awareness of the issue of gender inequality
- build young people's understanding of their role in promoting gender equality
- empower young people to act every day to make their community more gender equal

How does it fit in to the Cricket Changemakers programme?

This playbook is the second part of the Cricket Changemakers program. The Cricket Changemakers programme is made up of three main activities:

1. Build the confidence and life skills of girls and boys through coaching cricket
2. Use workshops and games to empower boys and girls to act to make their community more gender equal
3. Make girls cricket more visible in the community by organising games and promoting through different media

Coaches, teachers, and peer leaders can also benefit from the "6Cs of Positive Youth Development through Cricket" Coaching Handbook for building players' confidence and life skills (part one of the programme).

Download it at:

cricketchangemakers.com/resources.

How did we design the programme?

The Cricket Changemakers are a group of 23 youth researchers in Morang and Saptari districts, Nepal.

We worked with students in eight government schools to understand the challenges girls face that stop them from playing cricket, and identified some key issues:

1. Unfair distribution of domestic duties and roles
2. Lack of support from some parents and teachers
3. Teasing and bullying of girls by boys at the cricket ground

This programme aims to make positive changes to promote girls' equal participation in cricket and wider community activities in Nepal.

Gender Inequality – the Facts

Health Problems for Young Girls: Many young girls in Nepal are getting married as children, having babies early, and are often hurt by their partners. More than 30 out of 100 girls are married before they turn 18.

School and Jobs: Girls between 15 to 24 years old don't go to school, work, or get job training as much as boys, even though they do well in other parts of school. They do not do as well as boys in school, especially in government schools.

Mobility Restrictions: In Nepal, there are rules and traditional roles that make life harder for women and girls. They are often not allowed to travel freely or be part of community activities. People believe these rules are important to keep a woman pure before she gets married and maintain her family's reputation.

Menstrual Restrictions: In Nepal, menstrual blood is considered impure, leading to various restrictions on women and girls during their menstruation.

Eve-Teasing: This is when women are bothered or touched in a bad way by men in public places. It is a big problem for women's safety and happiness.

Violence Against Women: There is increasing rates of gender-based violence in Nepal. This is a big problem for women's health and it's important to understand the cause of this to stop it from happening.

Making Changes: Doing activities together like plays or discussions helps communities talk about and fix problems with how women are treated. People are ready to make changes and stop behaviours that are harmful to women!

Restrictive gender norms affect boys and girls differently.

Challenges for Girls:

- They don't have many chances to learn or play sports, which stops them from developing fully.
- Getting married and having children too young can be dangerous for their health.
- They often feel bad about themselves and struggle with mental health because of the stress society puts on them and the fear of being harassed when they are out in their communities.

Challenges for Boys:

- They feel forced to act in 'tough' ways, which means they can't show their feelings or make their own choices freely.
- Stress from school and family expectations can lead to mental health problems.
- They are often pushed to do dangerous things to show they are 'manly,' which can lead to them harassing girls and being violent.

What can be done?

If you're a coach, teacher, or leader among your peers, you have a big chance to help change things for the better.

To make sports more fair for everyone:

- Give boys and girls the same chances to play cricket.
- Train everyone well and give them the same equipment and support.

To keep everyone safe and respected:

- Make sure everyone at training treats each other with respect.
- If someone is treated unfairly or harassed, deal with it right away.

To teach and support others:

- Learn more about how men and women are not treated equally in Nepal.
- Help each player get better and feel more confident.
- As a coach, use your role to teach your players why it's good when men and women are treated equally.
- Show how treating everyone the same helps all of us do better.
- Get involved in events that show why treating men and women equally is important.

To lead by example:

- Act in ways that are good for others to see and copy.
- Get your friends and people in your community, like other coaches, parents, and experienced players, to help support men and women being treated equally.

Remember, as a coach, you influence not just your players but also the people they know and even the larger community.

Your good actions spread out like waves, from you to your players, from them to their friends and family, and then to everyone around them.

Thank you being a Changemaker!



Programme Overview

	Theme	Purpose
1	Why do boys and girls get treated differently?	Players understand that the main reason boys and girls get treated differently is due to society's expectations and stereotypes.
2	Impact on Girls' Lives	Players understand that often these expectations and stereotypes limit girls opportunities, and stops them from being able to participate fully in activities including cricket.
3	Impact on Boys' Lives	Players understand that these expectations and stereotypes also limit boys, and makes them feel like they must be tough and hold power over girls to be "real men".
4	Changemaker Cricket	Players understand how change can happen in their community and society.
5	Together for Change	Players identify ways that they can work together with their peers to promote and make change in their community and society.
6	Make Change with Pride	Players are inspired by stories of others like them who have made change in their community through sport, and in particular cricket.
7	What did we learn?	Players and coaches reflect on what they have learnt and affirm that they will work together to make change happen in their community.

Materials you will need

For a group of 16 students, you will need:

- 2 x cricket stump sets
- 2 x cricket bats
- 8-12 x tennis balls or plastic balls
- 24 x cones
- 3 x batting tees
- 1 x pack colourful sketch pens
- A printed copy of the Ishq Playbook Printables (cards)
- A printed copy of the Ishq Playbook Printables (worksheets)

All print outs can be downloaded at cricketchangemakers.com/resources. If you are planning on running these sessions with more than one group, we recommend getting the Ishq Playbook Printables (cards) printed once and then laminating them.

You will need one copy of Ishq Playbook Printables (worksheets) for every 16 students you are working with. If you are working with a bigger group, use more equipment and print two copies of the Ishq Playbook Printables (worksheets).

Recommended structure

- Each session will last between 30 minutes and 1 hour.
- Coaches will deliver one game from the playbook per session, but you can plan other games and activities to go alongside them.
- For ideas for cricket-based activities, you can use the 6Cs of Positive Youth Development though Cricket playbook, available at cricketchangemakers.com/resources.

Session 1: Why do boys and girls get treated differently?

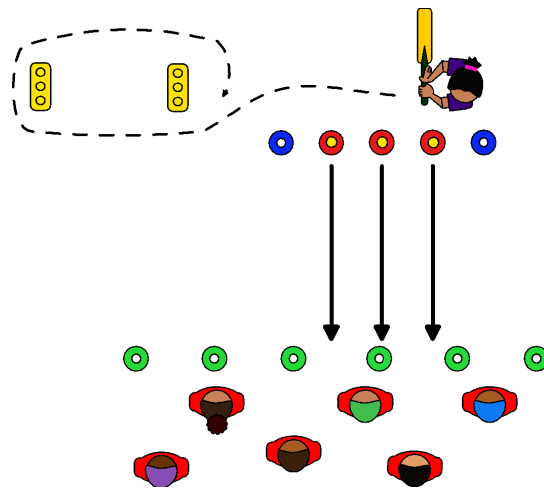
In this game, students start thinking about the different ways boys and girls are treated in the community. The role of the coach in this session is to explain that these differences are almost always not because of biology, but because of society.

Equipment

3 stump sets, 1 bat, 3 balls, 3 tees, 12 cones

Instructions

- Divide group into two teams.
- The batter hits the three balls off the cones towards the fielders, then starts to run around the stumps.
- The fielders cannot cross the safety line until the last ball has been hit. The fielders work together to return the balls to the cones.
- The batter stops running when the balls are returned. The number of times they have run around the stumps is added to the team score.
- Every batter in the team bats, then the teams switch.



Integrated Learning

Between innings, give each team a worksheet:
What do boys do / what do girls do

At the end of the game discuss their answers – what is the same and what is different? Why is there a difference? Answer: Discrimination and stereotypes from society.

Session Summary

At the end of the session emphasise to players that boys and girls get treated differently because of society, not because they are naturally different in terms of strength, intelligence, bravery and so on.

Be Informed!

Society creates gender roles and expectations of how boys and girls should behave and what they should be allowed to do. Often this leads to discrimination, particularly against girls.

Many of the ways that boys and girls are treated differently are due to stereotypes that exist because of society, for example people think that women are more naturally caring than men, but in reality this is because society expects them to be more caring.

Session 2: Impact on Girls' Lives

This game explores the harmful effects of gender discrimination and stereotypes on girls' lives and how it stops them participating in sports. The role of the coach in this session is to help players see that both discrimination and stereotypes can stop girls from playing.

Equipment

2 or more stump sets, 6 or more balls, 10 or more cones. The bigger the group, the more cones / balls.

Instructions

- Divide the group into 2 equal teams
- Place the stump sets side-by-side 10m from each group, with a line for each group to stand behind. Each team starts with 3+ tennis balls.
- On the shout of go, the players start throwing at the stumps. The coach removes stumps and balls that are hit and puts them next to the team that hit them.
- Fielders cannot cross the line of cones, coaches should nudge balls back of the line that get stuck in between the lines of cones. The winner is the team that knocks the most stumps over.

Integrated Learning

Between rounds, ask players to discuss: What stops girls from playing cricket?

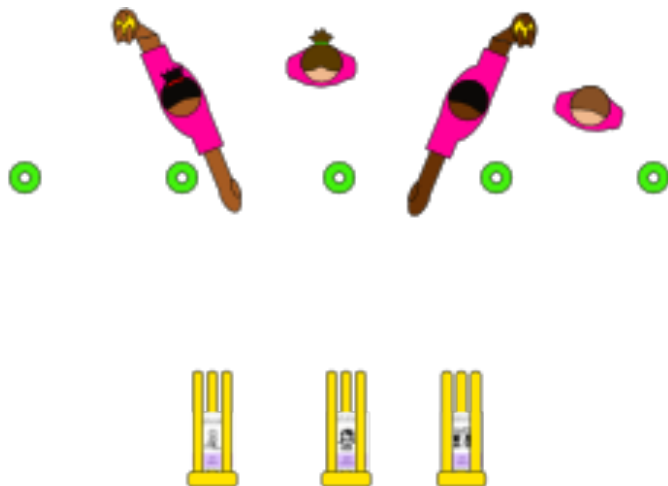
Use the WHAT STOPS GIRLS cards to review their answers, asking them to decide if they think it is TRUE or NOT TRUE:

NOT TRUE - STEREOTYPE

- Girls are not interested
- Girls are too weak to play
- Cricket is a sport for boys only

TRUE - DISCRIMINATION

- Girls have to stay at home and do the chores
- Boys tease and bully girls when they are playing
- People harass girls as they are walking to the ground
- There are less opportunities for girls to play
- Parents and teachers are not allowing them to play



Add the cards onto the stumps and explain we need to get rid of these stereotypes and discrimination from our community. We will start symbolically by throwing the ball at them! Give extra points for hitting the cards.



Be Informed!

When you discuss each card, ask players why these things stop girls from playing.



Session 3: Impact on Boys' Lives

In this game, players will explore the harmful effects of gender norms on boys, and discuss positive ways to “be a man”. The role of the coach in this session is to emphasise that being able to express your emotions, showing respect to all, build healthy relationships, and rejecting aggression and violence are all ways to be a man in a positive way.

Equipment

12+ balls, 12+ cones, 3+ stumps

Instructions

- Divide the group into equal teams, 3-8 per team. One member of the team stands behind the stumps as the “wicket keeper”.
- The person at the front of the line bowls the ball at the stumps, and then becomes the wicket keeper.
- The wicket keeper collects the ball and runs to the back of the line, passing the ball to the next bowler.
- Give players points for landing the ball into the square or hitting the stumps.
- Give players extra points for hitting the POSITIVE attitudes and behaviours, which they can remove from the box and collect for their team.

Remind players to keep their arm straight when they are bowling.

Integrated Learning

Share the BOYS GENDER cards with players – ask them if the statements are HARMFUL attitudes and behaviours or POSITIVE attitudes and behaviours.

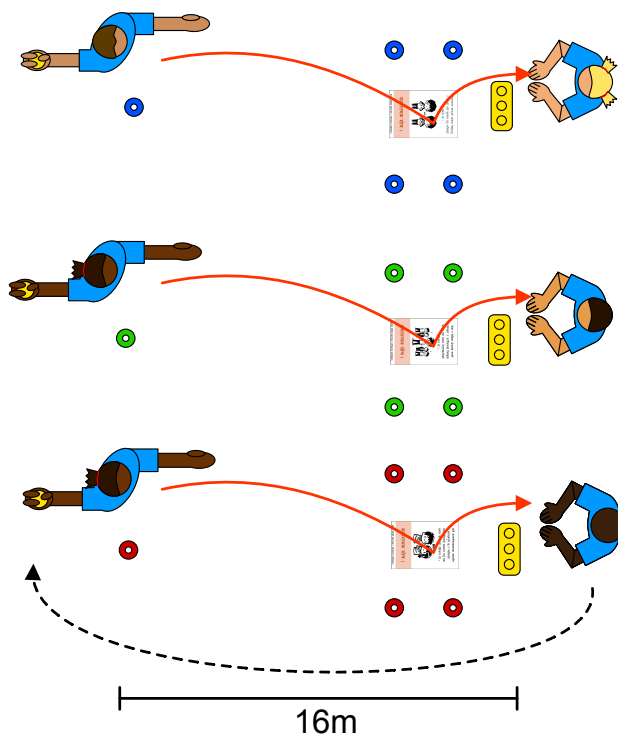
Take the HARMFUL attitudes and behaviours and discuss:

- what impact they have on our community
- what we can do to remove these attitudes from the community

Take the POSITIVE attitudes and behaviours and discuss:

- what impact they have on our community
- what we can do to build these attitudes in ourselves and the community

Take the POSITIVE attitudes and behaviours and add them inside the box for Aiming for Positive Behaviours. Explain that this game is now not about how strong we can be, but our focus and discipline, and that our aim is to collect the POSITIVE attitudes and behaviours.



Be Informed!

What is Positive Masculinity?

Positive masculinity is a concept that emphasizes the positive aspects and expressions of masculinity, highlighting traits and behaviours in men and boys that are constructive, inclusive, and beneficial to both individuals and society.

Session 4: Changemakers Cricket

This game helps start a discussion about how change happens, and the importance of each person in challenging negative gender norms and advocating for girls' rights to participate in activities like cricket. The role of the coach is to inspire players to believe that they can make change through a ripple effect.

Equipment

1 stump set, 1 bat, 1 ball, 1 tee, 10 cones

Game Description

- Divide group into two teams - fielders and batters.
- The fielders nominate one wicket keeper who stands behind the stump to the side of where the batter is hitting. The remaining fielders stand behind the lines of coloured cones which represent different levels of our society:
 - Closest cones (blue) – friends and family (1 point)
 - Middle cones (yellow) - local community (2 points)
 - Furthers cones (red) - wider society (4 points)
- Batters go one at a time. The batter hits the ball off the cone towards the fielders - their aim is to get the ball past the lines of cones - they get more points the further they can get the ball. They can get a bonus run by running to the smaller pair of cones (green) and back before the ball is returned to the wicket keeper.
- The batter stops running when the balls are returned. The number of times they have run around the stumps is added to the team score.

Integrated Learning

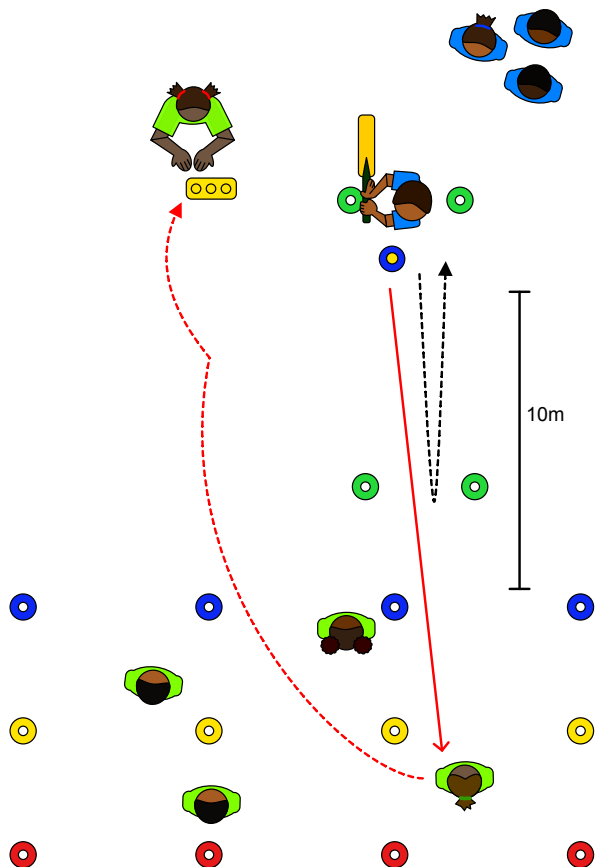
Either after the first round or at the start of the game, explain the significance of the different coloured lines:

- Us Together (two hands on the bat and hit it hard) – we are stronger when we work boys and girls together – if we tried to hit the ball with just one hand it wouldn't go very far!
- Our Friends and Family (first line) – the people nearest us are the easiest people to share our message to. If we

get these people to join us in our change, we can reach further.

- Our Community (second line) – when we work with our family and friends, it is easier to change our community.
- Our Society (third line) – when our community works together, it is easier to change society.

Discuss what message they'd like to spread about promoting gender equality – you can even write the message on the ball!



Session 5: Together for Change

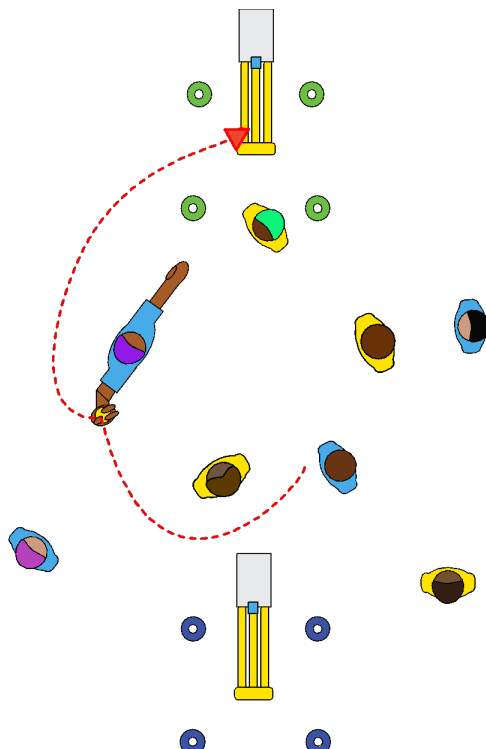
The aim of this game is to raise awareness of players about actions they can take day-to-day to promote gender equality. The coach's role is to tailor the discussion according to the group, so for example for a group of all boys emphasising that they can also challenge harmful behaviours by their peers, or for a mixed group emphasising how boys and girls can work together to make change.

Equipment

1 ball, 2 stumps, 8 cones per group
(approximately 12 per group)

Instructions

- Split each group into two teams.
- The aim is to hit the stumps, which is the target. Players cannot move with the ball in their hand and cannot go into the square of cones.
- They must throw the ball with an underarm throw, passing amongst themselves to try to score. The team who hits their target the most times wins



Integrated Learning

- Take a break to discuss the session topic:
- “How can we work together to help girls play sport?”
- Ask the players to write their answers on sheets of paper. If they have not yet included them, encourage the group to consider the following:
 - Know and advocate for girls’ equal right to play
 - Encourage parents and teachers to allow them to play
 - Support girls with household tasks and duties
 - Refrain from teasing and bullying
 - Call out friends or others when they tease or bully
 - Help them with friendly advice and support when girls are practicing
- Thread these sheets onto the stumps (see image). Play the game again, giving bonus points for hitting the sheets target.

Session Summary:

At the end of the session ask players to commit to doing one of those actions before the next session, and remind them of their role as Changemakers, showing others a more gender equal way to behave.

Session 7: What did we learn?

The aim of this session is to encourage players and coaches to reflect on what they have learnt from the sessions and recap what they will do to promote gender equality.

Equipment

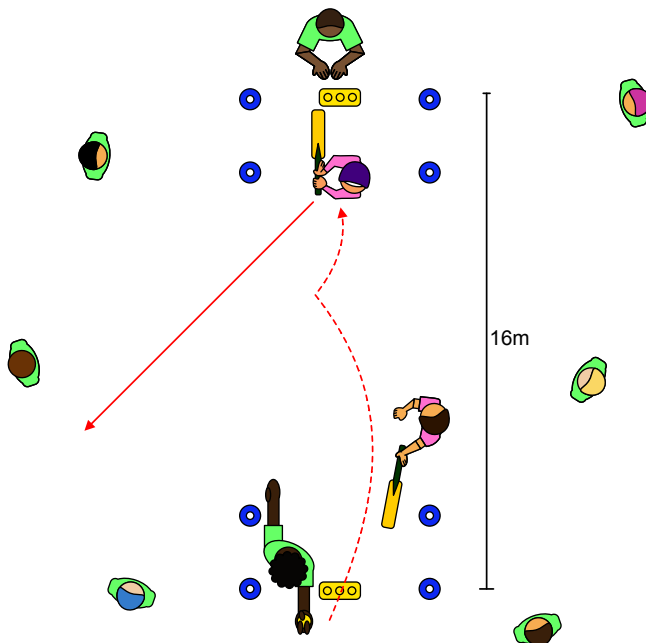
2 stump sets, 2 bats, 1 balls, 18 cones per game (16 players per game).

Instructions

Split the group into 2 teams. Pairs cricket is an adapted format of cricket. Key rules are:

- Batters bat in pairs.
- They score runs in the normal way (running between the wickets, from wides/no balls, hitting boundaries).
- If a batter is out, 5 runs are deducted from the score but the batter is not out. The batter who was not out faces the next ball.
- Each pair bats for 2 overs, and then a new pair comes to bat.
- Bowlers each bowl one over.
- 2 runs are awarded for a wide or a no-ball, and the bowler doesn't have to re-bowl the wide/no ball except in the final over of the innings.

The team with the most runs wins!



Integrated Learning

Give each team a copy of the “What do we learn from cricket?” sheet and some sketch pens, and ask them to complete the sheet during their batting innings while they are waiting to bat.

Incentivize teams to create the best poster by offering bonus runs for the best text and design!



Session Summary:

At the end of the session ask the teams to present their posters. Ask both teams to recall what action they can take to make change. If possible, take a photo of their posters to share to our reflections page: cricketchangemakers.com/reflections

If available, provide each player with a copy of the “Ishq and the Cricket Changemakers” comic book.

Finally, as a coach: Reflect on the group sessions – what went well, what didn't go as well? Let us know! Go to cricketchangemakers.com/reflections to give your feedback.

"Ishq and the Cricket Changemakers: The Playbook" is a practical guide to using cricket to encourage boys and girls to treat each other as equals and work together for a more gender equal society. It is full of games for 10 to 16-year-olds. These are not just fun activities - they teach young people about fairness and help break down the stereotypes and discrimination that limit what boys and girls can do.

Inside, you will find:

- A clear guide to six games that are part of the bigger Cricket Changemakers effort.
- Information on how stereotypes and discrimination unfairly limit boys and girls in Nepal.
- Steps on how to run these games in a way that's safe and welcoming for everyone.
- Stories about people who've used cricket to make a positive difference in their towns.

Come with us to make sports a place where every young person, boy or girl, can play without discrimination, and where their achievements help build a world that is fair for all!

This playbook was made with the help of Cricket Without Boundaries, the Nepal Cricket Foundation, and Sabal Nepal, as part of a research project with the Liverpool School of Tropical Medicine.

