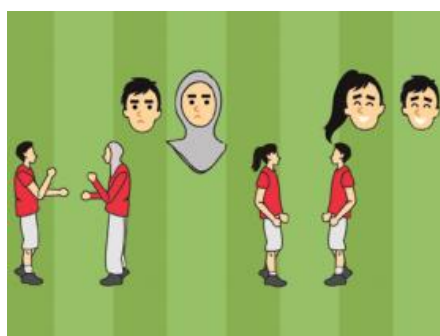


S4D Activity SDG 5: “Emotional Mirror”

This example S4D Activity shows how sport can be used to strengthen the competence of change of perspective and empathy in relation to gender equality. More teaching and learning materials (manuals, training sessions etc.) related to the topic of “Sport for Gender Equality” can be found [HERE](#).

Category S4D Activity ¹	Phase	Duration	Target Group	Setting	Equipment/Materials
Running Game	Warm-up	15 min.	All Ages	Open field	Whistle

S4D COMPETENCES ²	
LIFE COMPETENCES/SKILLS Self-competence: Change of Perspective and Empathy	SPORTING COMPETENCES Motor competences: coordination Technical competences: Moving body parts precisely Tactical competences: Act in a creative way, observe partner with precision
Learning Objectives Life Competences	Learning Objectives Sporting Competences
<i>After the training session children/youth are able to:</i> ... identify their own attitudes, stereotypes and actions concerning gender and sexual orientation as well as put themselves in the position of others. ... comment on behavior that shows solidarity towards those who differ from their own personal or the community’s gender expectations and roles. ... take into account that all players may have specific needs regarding hygiene, clothing, sexuality, nutrition.	<i>After the training session children/youth are able to:</i> ... demonstrate and copy moves with precision. ... act in a creative way to demonstrate the emotional changes. ... observe their partner closely and understand their partners movements.



Description
<ul style="list-style-type: none"> • Tell players to run around. While players are running around, give different warm-up exercises for example high knees, skipping, rotation of arms etc. • After some time blow your whistle and tell the players to get together in pairs and face each other. • Give commands to change emotions (e.g. from sad to happy, from angry to friendly, from bored to excited). • Person A in each pair starts to express this emotional change through body language (facial expression, movements, gestures) in slow motion. At the same time, person B imitates all movements of person A.

¹ Reference: <https://en-yalla-nela-b-guidebook-for-active-and-healthy-communities>, p. 79

² S4D Competences should be part of every S4D Activity and S4D Training Session. Please find [HERE](#) a collection of S4D competences children and youth can gain through their participation in S4D Activities and Training Sessions related to *Gender Equality*. To get an idea how we define *S4D Competences, Life Competences/Skills, Sporting Competences* and *Learning Objectives*, please have a look in our [Glossary](#).

S4D Activity SDG 5: “Emotional Mirror”



- When the change in emotions is complete, person B continues to turn it around: for example, she/he changes from happy to sad, and person A has to imitate.
- When all pairs are done, tell participants to start running again or announce a warm-up exercise.
- You can give the participants 4-5 different emotions during the activity.

Variations

- Players can also come up with their own emotions without the guidance of the facilitator.
- You can also use this activity as a cool-down activity by adapting the exercises or changing from running to walking.

The Reflection in 4 Steps

Coaches can decide if the reflection takes part after the activity or at the end of the session. There are many ways of conducting a reflection. [HERE](#) you'll find a guideline including examples of ways/methods on how a reflection can be facilitated and how participants can be organized. However, the coach can also use her/his own variations depending on the number of participants and space available. The following are suggested questions to help guide the reflection part of the described S4D Activity:

Before starting the reflection, gather participants in a circle and make sure to create an environment where participants feel comfortable to take part in the reflection and an open discussion.

Step 1: REFLECT – Ask the participants about their experiences during the S4D Activity:³

- Did you like the activity or not? Have you enjoyed it?
- Was it easy or difficult for you to demonstrate the emotions?
- Was it difficult or easy for you to read your partner's emotions? Were there differences in understanding emotions between you and your partner?
- Did you feel comfortable or uncomfortable demonstrating to your partner the change in emotion?

Step 2: CONNECT – Make a connection to daily-life situations:

- Do you feel like showing your emotions makes you seem weak in front of your friends and family?
- Do you think boys or men are not allowed to share their emotions? Do you feel like you have to meet specific expectations because you are a boy? As a girl, do you think boys and men have to be strong all the time?
- Do you sometimes feel like you are not allowed to show your emotions?
- Is it easy or difficult for you to share your emotions? In which situations do you feel like it is easier/more difficult for you to express emotions (e.g. with your peers, close friends or family)?

Step 3: APPLY Ask them about specific Actions:

- Why do you think it is helpful to share your emotions with others and what could help you to feel more comfortable showing your emotions?
- What can you do to be more sensitive towards the emotions and feelings of others?

Step 4: ACTION - Agree with the participants on specific actions

To deepen the participants understanding of the topic and its relevance in their daily life, give them one or two tasks (“homework”) to do before the next training session. The participants can also come up with their own action steps.

Examples:

1. If you feel overwhelmed, sad or stress during the week try to talk about what you feel with a person who is close to you and you who trust.
2. If you recognize that a friend or family member looks sad, stress or overwhelmed ask the person if there is anything you can do to support him/her.

³ All questions listed are examples and can be replaced.