



Sports Builds Gender Equality

A practical guide to foster gender equality and prevent gender-based violence against women and girls through football



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Introduction

Like in the rest of the world, gender inequality and gender-based violence (GBV) against women and girls are pervasive in the Kurdistan Region of Iraq (KRI). The COVID-19 pandemic has increased the risk for women across the KRI to experience GBV due to increased social isolation, economic stressors, and barriers to accessing services, leaving many trapped at home with their abusers.

While the immediate support of survivors is of utmost importance, there is also a huge need to focus on changing social norms and practices that cause GBV in the first place. **One way to do so is by working with boys and girls.**

The two GIZ projects “Exchange, Education and Conflict Transformation through Sports for Development (SfD)” and “Strengthening the participation of women in the rehabilitation and peace process in Iraq (SPW)”, together with the Kurdish women’s rights organization “EMMA” and the international NGO “Free to Run” have developed an education training as well as this coaching supplement to include the

topics of gender equality and prevention of GBV in the work with children and young people. The trainings had been piloted with football coaches from the partner organization “Friends of Waldorf Education” and students from the College of Physical Education of the University of Dohuk. The participants of two pilot workshops contributed to the content of this guidebook.

How to use this booklet

Besides the Manual “Sport builds Generations” and the supplement “Football builds Generations” that introduce the general approach of sport and life-skills education as well as a comprehensive collection of S4D football trainings sessions and technical aspects of football **coaching for children, the guidebook “Sport builds Gender Equality”** supports coaches to specifically design football training sessions that **aim to increase gender equality and to contribute to preventing GBV against women and girls.**

The booklet consists of two parts:

The **first part** aims to help coaches gaining an understanding for the topic and to create an environment that supports the overall goal of gender equality and preventing GBV off the pitch. The booklet includes an introduction into the concept of gender and discusses GBV - its causes and results. Laws applied in KRI and useful contact numbers of helplines and specialized organizations and governmental institutions are introduced. **Moreover, practical guidance on how to create safe spaces for girls and how to foster their participation in sports are described.**

The **second part** focuses on the implementation of activities on the pitch: Four full trainings sessions with the focus on contributing positively to identified challenges of girls in KRI through S4D’s social and life skill-based approach are described in detail. Furthermore, four additional Warm-Up and Main part drills for different kinds of sports are introduced.

The drills and trainings sessions can be used in a practical training as described in this booklet, nevertheless, also function as inspiration for coaches, that are highly encouraged to creatively adapt drills and sessions from the **“Football builds Generations”** supplement into exercises that contribute to gender equality and prevent GBV. Hence, to properly use this booklet, the completion of the Sport for Development-coaching cycle including the “Sport builds Gender Equality” further education training is recommended. Gender equality and Gender based violence against women and girls.

Background



Equality between women and men (gender equality) is a key component of other development goals and is key for the development of a society.

Girls and women in all areas of sport (like in most areas of society) are underrepresented and often disadvantaged. This is due to the fact that sport is historically and

traditionally associated with masculinity and with a number of other factors that reveal gender inequality.

The participation of girls and women in sport often depends on both socioeconomic and cultural factors. The lack of time and the persistence of traditional gender roles can make it difficult for girls and women to take part in physical activity outside their homes.

Despite progress being made toward achieving equal rights, women and girls continue to experience inequality, discrimination, and harassment, and they face significant barriers to achieving their full potential. The daily experience of gender inequality ranges from underrepresentation of women in positions of power to direct discrimination and breaches of their human rights.

“Sport can contribute to the elimination of discrimination against women and girls by empowering individuals, particularly women, and equipping them with knowledge and skills needed to progress in society. Sport can advocate for gender equality, address constricting gender norms, and provide inclusive safe spaces.”
(UNOSDP)

Social expectations and assumptions about abilities, roles, and opportunities on the basis of gender continue to shape the lives of women today.

Gender is also way of looking at how social norms and power structures determine the rights, responsibilities and opportunities of individuals.

Therefore, every individual is directly and personally impacted by issues related to gender equality and gender-based violence. However, discussing gender and gender-based violence can be difficult, as these discussions include concepts and terms which are not always clear, and which change over time.

Therefore, the next sections provide some definitions of terms used in this book.

Gender Equality and Sports

Sport improves the self-confidence and self-worth of girls and young women by encouraging them to assume responsibility in teams and show off their strengths.

Many people still perceive sports like football as sports that can only be played by boys, but girls and young women benefit from their participation as much as boys do.

Sport programs provide great opportunities to empower girls and young women by doing the following:



Offering the opportunity to develop personal and social skills



Changing perceptions that sports are for men



Challenging fixed gender norms e.g. that girls/women places is at home, while boys/men are allowed go out



Inspiring girls and young women to be successful in other spheres of life they thought were reserved for men

When playing together, male and female players have the opportunity to learn about each other and their differences and commonalities, and they are given the opportunity to develop healthy, respectful relationships with each other.

Team sport promotes social skills like fairness, tolerance, and mutual understanding through communication, and it helps players overcome cultural gender boundaries.

Sport provides a safe and protected environment in which sensitive issues can be discussed freely and without prejudice with both girls and boys.

Children up to 12 years old have no significant physical differences that affect their ability to play sports. Afterward, greater physical differences will be expected.

As a coach, you should use coaching techniques that help young people dealing with such differences.

Responsibility of the Coach

Coaches can make a meaningful contribution to bridge existing gender gaps and to resolve false beliefs around gender and sports!

It is the coach's responsibility to reflect on his or her own understanding of gender and stereotypes and help the players understand them as well. Coaches have the responsibility to be critical about their own understanding of what is typical and **"natural"** in girls' and boys' behavior. This will help give young players opportunities to **change and try new forms of behavior beyond the boundaries of traditional gender roles** that may restrict their lifestyle and mentality.

Gender and sex



Gender: the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women. Social expectations regarding any given set of gender roles depend on a particular socio-economic, political and cultural context and are affected by other factors including ethnicity, class, sexual orientation and age. Gender roles are learned and vary widely within and between different human societies and can change over time.

Article 3C of the Istanbul Convention; Council of Europe



Sex: the biological characters that define humans as female or male. While these sets of biological characteristics are not mutually exclusive, as there are individuals who possess both, they tend to differentiate humans as males and females.

World Health Organization; European Institute for Gender Equality, an autonomous body of the European Union



Gender-diverse: the term “gender-diverse” is used to refer to persons whose gender identity, including their gender expression, is at odds with what is perceived as being the gender norm in a particular context at a particular point in time, including those who do not place themselves in the male/female binary; the more specific term “trans” is used to describe persons who identify with a different sex than the one assigned to them at birth.

OHCHR

What is gender equality?

The concept that women and men, girls and boys have equal conditions, treatment, and opportunities for realizing their full potential, human rights and dignity, and for contributing to (and benefiting from) economic, social, cultural and political development.

Gender equality is, therefore, the equal valuing by society of the similarities and the differences of men and women, and the roles they play. It is based on women and men being full partners in the home, community, and society. Equality does not mean that women and men will become the same but that women’s and

men's rights, responsibilities and opportunities will not depend on whether they are born male or female (United Nations).

Gender equality is not only a fundamental human right, but an important prerequisite for peaceful, prosperous and sustainable societies. Women and girls represent **half of the world's population** and therefore also **half of its potential**. But, today gender inequality persists everywhere and impedes social and economic progress (United Nations).

Gender-Based Violence (GBV) against women and girls

What is GBV?



Gender-based violence (GBV) and 'violence against women' (VAW): are two terms that are often used interchangeably, as most violence against women is directed against them (by men) for gender-based reasons, and gender-based violence affects women disproportionately.

The UN Declaration on the Elimination of Violence against Women defines violence against women as “any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.”

In the Council of Europe’s Convention on Preventing and Combating Violence Against Women and Domestic Violence (Istanbul Convention), Article 3 offers the following definition: “gender-based violence against women shall mean violence that is directed against a woman because she is a woman or that affects women disproportionately.”

Men can also be targeted with gender-based violence: statistically, the number of such cases is much smaller, in comparison with women, but it should still be mentioned.

Root Causes of GBV

Gender inequalities characterize almost all human societies, with men typically holding greater power and resources than women. Such inequalities are not natural or unchangeable but rather are formed and perpetuated through social norms and beliefs (e.g. the belief that women are better equipped to care for the children or too emotional for decision-making).

The root causes of GBV are therefore social norms and gender stereotypes that lead to and reinforce unequal power relations and gender inequality in all sectors and on all levels.

In addition to the root causes of GBV, other factors may increase the probability of violence being committed against women and girls (contributing factors).

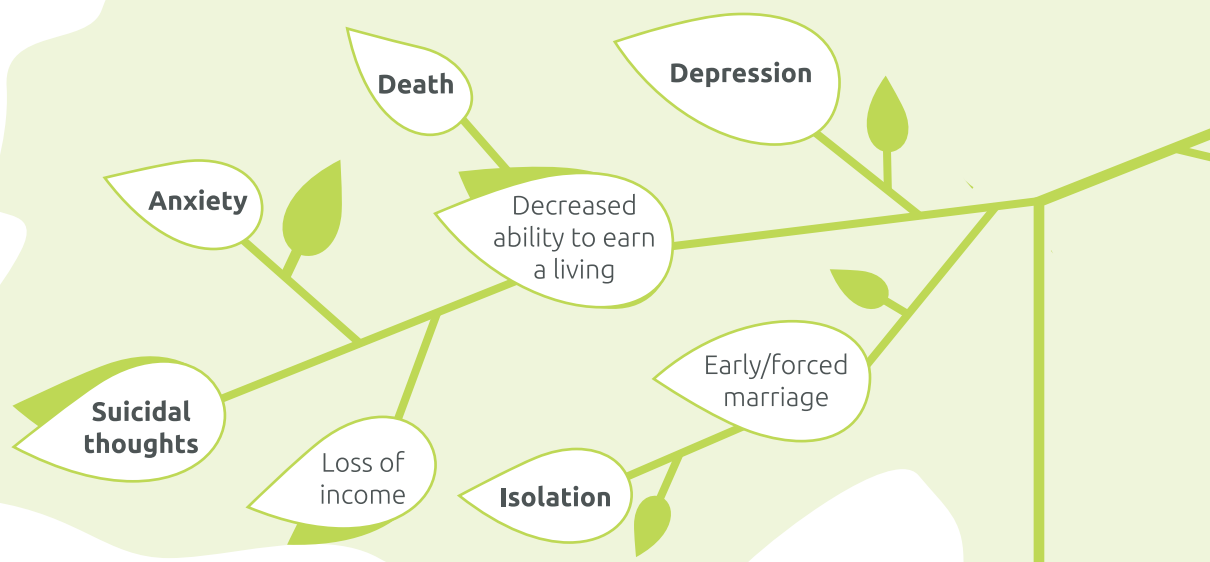
Tree of GBV

Contributing Factors

Consequences of GBV for women and girls

Forms and examples of GBV against women and girls

Root causes of GBV against women and girls



• Economic violence

- Restricting access to financial resources

• Sexualized violence

- Rape (outside or inside of marriage, Harassment)

• Unequal power relations

• Gender inequality

Limited/no access of services

Use of alcohol/drugs by men

Social acceptance of violence against women and girls

Increased costs for health and justice system

Unsafe abortion

Acute and chronic health problems

Stigma

Transgenerational negative impact

Sexually transmitted diseases

Disability

- **Emotional-psychological violence**

- Threat Humiliation Blackmailing

- **Physical violence**

- Beating Femicide

- **Harmful social norms and gender stereotypes**

One way of demonstrating – and understanding – gender-based violence is to illustrate the issues using a drawing of a tree. The entire tree represents gender-based violence.

Roots

The roots are the root causes. The root causes of gender-based violence are a society's attitudes towards and practices of gender discrimination. Typically, **these place women and men in rigid roles and positions of power, with women in a subordinate position in relation to men.** The accepted gender roles and lack of social and economic value for women and women's work strengthen the assumption **that men have decision-making power and control over women.** Through acts of gender-based violence perpetrators seek to maintain privileges, power, and control over others.

Weather/Temperature

Weather and temperature are the contributing factors - they make the tree grow bigger and the roots grow stronger. While gender inequality and discrimination are the root causes of all forms of gender-based violence, various other factors will influence the type and extent of GBV in each setting. During crises, there are many such factors that can increase risk and vulnerability to GBV.

Branches

The branches stand for the forms and examples of GBV that can occur. Acts of gender-based violence can be grouped into the four general categories of violence. The examples help to understand the types of violence, as very often, violence is associated with physical acts such as beating or the use of weapons only.

Leaves

The leaves are the consequences of GBV for survivors, their families, and communities. The consequences of GBV for individuals and communities are far reaching. Keep in mind that not only individual psychological consequences like suffering from anxiety or depression or the physical consequences like sexually transmitted diseases and unwanted pregnancy including unsafe abortion exist. Consequences of GBV also lead to increased costs e.g., for the health system due to severe injuries that need professional treatment.

Example

Mahmoud is beating his wife Asma several times a week (Forms and examples of GBV: physical violence), screams at her and at the same time is not allowing her to see her friends, claiming that she would anyways lie and cheat on him with other men as “she doesn’t love him enough” (Forms and examples of GBV: emotional and psychological violence). Mahmoud can easily do this – violence against women and girls is theoretically forbidden by the countries’ law, but Mahmoud knows, that anyway police doesn’t care about a woman who is “just bitchy” (contributing factor: No (enforced) legal consequences for perpetrators), moreover “everyone beats their woman from time to time” (contributing factor: Social acceptance of violence against women and girls), that’s at least what he learned from his father (Effects of GBV: Transgenerational negative impact).



Asma unfortunately has no idea whom she could talk to or where she could seek help and advice. She doesn’t know that a unit that is specialized on violence against women and girls in the local police station exists (contributing factor: Limited/no access of services). Asma doesn’t believe that this situation will ever change. Every night, when her husband comes home, she fears being beaten again (Consequences of GBV for women and girls: Anxiety), she doesn’t feel joy anymore, not

even when her beloved children are around her. Even if she could, Asma doesn't want to see her friends anymore (Consequences of GBV for women and girls: Isolation and depression).

Asma used to work part time in a travel agency, but when she started to be absent more and more often, to hide the at least obvious signs of violence in her face (Consequences of GBV for women and girls: Stigma), she eventually got fired and is jobless since then (Consequences of GBV for women and girls: Loss of income).



The example shows how interlinked the four levels of the GBV tree are. Violence against women and girls does very often not only consist of one form or one contributing factor and eventually leads to various consequences for women and girls. Nevertheless, all forms of GBV against women and girls can be traced back to inequality between women and men along with unequal power relations in environments in which harmful social norms and gender stereotypes are being practiced.

Prevention of gender-based violence

The best way to eliminate GBV against women and girls is to prevent it from happening in the first place by addressing its root causes rather than only respond to the violence after it has already happened.

The specific focus of primary prevention is to stop GBV by challenging and transforming the underlying harmful social norms, practices and inequalities that drive it.

Working with children and youth on promoting respectful relationships and gender equality is very important as at this stage of life harmful norms and stereotypes around gender equality are shaped.

Laws in KRI

Combating Domestic Violence



Domestic Violence: Every act and speech or threat of doing so based on gender within family relationships constituted on marriage or blood to the fourth degree or whoever is legally included in the family, which may harm an individual physically, sexually and psychologically and deprive his/her freedom and liberties.

Any person, bounded to a family relationship, is prohibited to commit a domestic violence act including physical, sexual and psychological violence within the family. The following acts are regarded as examples of domestic violence acts:



Forced marriage



Marriage in exchange for Ransom (blood money)



Forced Divorce



Husband forcing wife to engage in prostitution

Personal Status Law



Personal status law: everything that is related to marriage, divorce, and custody

Marriage: is a voluntary contract between a man and a woman according to which their marriage life will become licit as per Islamic laws. The aim of marriage is to form a



family on the basis of love, sympathy and mutual responsibility according to the provisions of this Act. No relative or non-relative has the right to force marriage on any person, whether male or female, without their consent.

Divorce: means to sever the bond of marriage in an express utterance indicating the divorce legally, without restriction to a specific form or certain language, by the husband or the wife, any authorized representative or the judge.

Custody: The mother is more entitled to custody and upbringing of the child, if the marriage is established. And after the band, unless the child is harmed by that. It is required that the incubator be an adult, sane, honest, capable of raising and maintaining the child, and the custody of the divorced mother shall not be waived by her marriage.



In this case, the court decides the right of the mother and father to custody in light of the interest of the child (19).

Penal code

A set of laws imposed by the state that limit criminal acts.



What does panel code do?

Protecting social interests

Control social and individual behavior

Achieving and ensuring legal stability in society

UN Resolution 1325 on women, peace and security (WPS)

The Security Council adopted resolution (S/RES/1325) on women, peace and security on 31 October 2000. The resolution reaffirms the important role of women in the prevention and resolution of conflicts, peace negotiations, peacebuilding, peacekeeping, humanitarian response and in post-conflict reconstruction and stresses the importance of their equal participation and full involvement in all efforts for the maintenance and promotion of peace and security. Resolution 1325 urges all actors to increase the participation of women and incorporate gender perspectives in all United Nations peace and security efforts. It also calls on all parties to conflict to take special measures to protect women and girls from gender-based violence, particularly rape and other forms of sexual abuse, in situations of armed conflict. The resolution provides a number of important operational mandates, with implications for Member States and the entities of the United Nations system.

Referral pathways

What are referral pathways?

Coaches are neither psychologists, nor experts in GBV, hence it is important that coaches know their limitations and act accordingly.

When coaches are not able to deal with a certain case, e.g. they discover that a girl seems very sad and has obvious bruises on her body they can transfer the case to a more specialized place, so these cases can be treated professionally.

Otherwise, the coach might even do harm to the affected child.



What can coaches do?

Coaches should always be prepared for dealing with new situations on the topic of GBV. To support them, their workplace (Youth Center, school, Child Friendly Space etc.) should be equipped with the so-called “social card” which contains contact details of different centers, hospitals and NGO that are specialized in the field of GBV.

Social card

For example: if coaches work in a camp they should ask their manager at the workplace to get in contact with the camp management to ask about the NGO that are working in the same camp and have all their numbers and emails. He can create a poster and hang it at the workplace where all coaches and players can see it and have access to it. In urgent situations that require immediate action, they can call the organization or institution that is specialized in the respective case.



Note: all numbers and emails should constantly be updated.

Available services for survivors of Gender Based Violence in KRI

119 is the general GBV survivor Emergency Number in Iraq.


Besides the emergency hotlines, different services exist in all governorates:

Dohuk	Duhok Health Services	Daily, 24 hours
	Azadi Hospital - Psychological and Emergency Department	 0750 4504870
	Zakho	Daily, 24 hours
	Khabat Hospital	 0627331707
	Dohuk security services	
	Asayish Malta/Duhok	 0750 4532469
	Zakho	 0750 4506569
	Protection: Nawa shelter for women	
	Managed by the Ministry of Labor and Social Affairs, provides a safe place for women and girls	 0750 4649476
	General Directorate for Combating Violence against Women in Dohuk	
		 0750 7851881
	Emma Organization for Human Development	
in Duhok and Shekhan provides Social, psychological and legal services	 0751 5314778 0751 4584531	
People Development Organization (PDO)		
Provides Social, psychological and legal services,	 0751 5373711	

Erbil

Erbil health services


Erbil privet Hospital – psychological Department

 0662238018


Erbil security services

Daily, 24 hours

Main Asaish of Erbil


 0750 445 1201

General directorate for combating violence against women and girls in Erbil

 0750 759 8172


Women Empowerment Organization (WEO)

Provides local protection at the risk of GBV in KRI and Iraq

 0750 229 2525

Rasan Organization

Providing legal, psychological, and social support for women


 0771 774 9090

Suleimaniyah

Sulemaniyah health services

Open 24


Emergency hospital

 053 320 8491


Sulemaniyah security services

Open 24

Asaish of Sulemaniyah

 Hotline 106

Rania Security/Police


 750 114 1378

General directorate for combating violence against women and girls in Sulemaniyah


 Hotline 199

DOLSA

Provides CM & PSS for Adults

 0750 229 2525

Safe Shelter/Safe House for women


 0772 198 3311

Halabja

Halabja health services

Daily, 24 hours


Emergency hospital

 753 885 2606


Halabja security services

Daily, 24 hours

Asaish of Halabja


 053 885 1195

Halabja Women Authority

 750 170 3048


N.W.E

Provides CM & PSS for Adults

 771 990 6151

DHRD

Mental Health Care

 773 699 1553

My Own Location

Service name

Additional information



Service name

Additional information



Service name

Additional information



Service name

Additional information



Service name

Additional information



Service name

Additional information



Service name

Additional information



Service name

Additional information



Gender Toolkit

Vital Connections



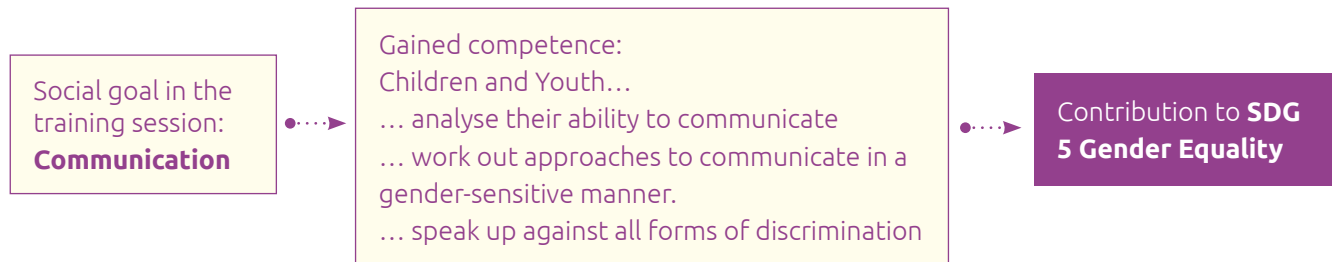
Creating trusting relationships with participants



Providing mentorship and support

Strong Programme Structure

The below example shows the impact that the integration of social skills in training sessions can have on contributing to SDG's through specific competences gained.



Girl-Safe Spaces



Ensuring that there are spaces where female participants feel comfortable and safe, and have access to information, psychosocial support, recreation activities and education



Child Friendly Spaces (CFS): safe spaces set up in emergency settings to help support and protect children. Their objective is to restore a sense of normality and continuity to children whose lives have been disrupted by war, natural disaster, or other emergencies.

- Separate changing rooms
- Social workers
- Dignity kits
- First aid kits
- Feedback boxes for claims
- Posters on GBV, laws, women's health, female football role models, etc.
- Girl-only hours at the pitch (for example, one day a week)
- Curtain around pitch structure to create privacy

IOM conducted an activity several years ago in the IDP camps where they work and had children draw out maps of the camp. The boys were able to draw every place in the camp - buildings, pitches, organizations, etc. The girls were only able to draw a few places - their houses, the place where they collected water, and maybe a few close by locations. Creating girl-safe spaces also means making sure the girls know how to get to the pitch and feel safe doing so.

Regular Training Session

INITIAL PHASE	SENSITIZATION	<p>Purpose Introduction of the training session's social goals.</p>	<p>Type of games Fun and interactive games, which don't have to be sport-specific, in which the key to success is using that practice's social skill.</p> <p>Example Cooperation and teamwork games in which social skills count (e.g., fair play points).</p>
	WARM-UP	<p>Purpose Introduction of the training session's sportive goals.</p>	<p>Type of games Basic movement games (increasing agility, endurance, coordination, force, speed, and movement).</p> <p>Example Improvement of basic forms of movement: running/jumping, balancing, rolling/ turning, rhythm/dancing, throwing/catching, sliding/gliding.</p>
MAIN PHASE	MAIN PART	<p>Purpose Training of social and sportive goals at a more complex level.</p>	<p>Type of games The main part is made up of two exercises, is target oriented, and incorporates both the social and sportive skills that were introduced in the initial phase, but at a more complex level. A proper training session should build on the exercise that came before it and progress from small to large groups and unopposed exercises to exercises with opposition.</p> <p>Example Adding elements of competition and a tactical component to the exercises to prepare the players for a game environment and encourage them to use the social skill.</p>
		<p>Purpose Creation of a game environment.</p>	<p>Type of games A game with restrictions to allow the social and sportive skills to be further fostered.</p> <p>Example Changing the field size, number of touches allowed, or multiple goals.</p>
FINAL PHASE	CONCLUSION	<p>Purpose Creation of a game environment.</p>	<p>Type of games A game with restrictions to allow the social and sportive skills to be further fostered.</p> <p>Example Changing the field size, number of touches allowed, or multiple goals.</p>
	REFLECTION	<p>Purpose Examination of learned social and sportive goals.</p>	<p>Type of games A tool that encourages players to look back at the training session, examining what they learned and the importance of the selected social skill. The coach can use several methods to emphasize the importance of this social skill. It is especially important for the coach to create an environment in which the players feel comfortable taking part in the Reflection.</p>

Practical tips for gender sensitive coaching

Check-in points during warm-up and during session

- “How are you feeling?”
- “What are you learning easily and what is difficult for you?”
- “Is there anything you need help with?”
- “Can you help me with X?”

Self-timeouts/ challenge by choice

- Whenever participants feel they need a break, giving them the ability to put themselves in ‘time out’.

Sharing coach responsibilities

- Rotating facilitating conversations/ debriefs, picking up balls or cones, etc.

Interval practicing

- Stress, then rest.
- Concept allows participants who have experienced trauma to experience challenge/stress and then also retreat and rest without becoming overwhelmed.

Coach supporting with peer connections

- Pairing shyer team members with more outgoing ones enables peer mentorship and connection.

Individual schedules determined by individual girls

- Scheduling practices is always difficult, but girls are often beholden to others' schedules as well as their own since they are often the default for household chores.
- Enabling your female team members to share what practice time works best for them can increase participation significantly and give them ownership over their training.

One skill at a time

- Structuring each practice around individual skill building enables mastery of that skill, promotes feelings of success and confidence, and ultimately leads to better players.

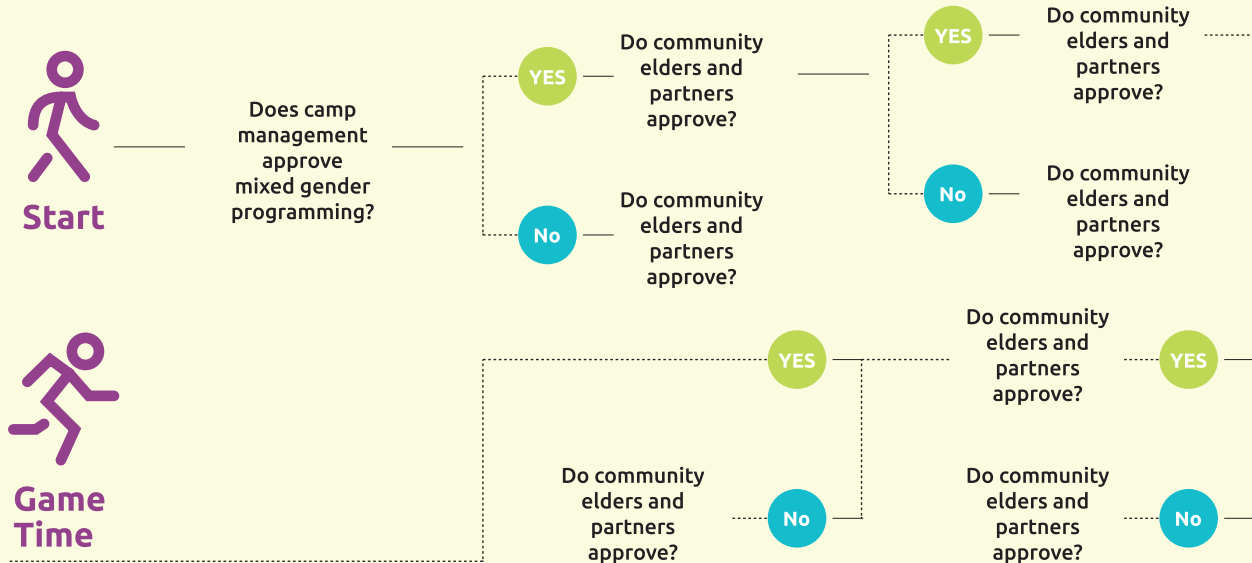
Right-size challenge

- Setting small, stepped goals promotes confidence and success and ultimately encourages players to continue training and reach for more difficult goals.

Community checklist mapping in a camp setting


Community Checklist Mapping

Community Trust Building & Credibility



Games and Football Training sessions

The following four statements are identified to be typical challenges women and girls in KRI face. The four training sessions below are designed to specifically tackle each of the challenges. Nevertheless, all sessions also serve as inspiration for coaches to address other daily problems and can be adapted anytime.



Women and girls are exposed to more physical and psychological violence from male relatives or boys and men outside of their families.

Women and girls withdraw from many social activities out of fear of being sexually harassed.

Women and girls are deprived of the right to freedom of expression and choice regarding major life decisions such as career choice or marriage.

Because of social norms, women and girls are often hindered/prohibited to follow their goals and are very often expected to show obedience to her dad/brother/husband.

Challenge

Women and girls withdraw from many social activities out of fear of being sexually harassed.

Social: Communication

Sportive: Passing

Initial Phase



Sensitization (20 minutes):

Stopwatch

1 Ball

10 Bibs

-

1 Field

Warm up (20 minutes):

Stopwatch

10 Balls

-

10 Cones

Field

Main Phase



Main part A (20 minutes):

Stopwatch

12 Balls

4 Goals

22 Cones

Field

Main part B (20 minutes):

Stopwatch

12 Balls

4 Goals

22 Cones

Field

Final Phase



Conclusion (25 minutes):

Stopwatch

2 Balls

10 Bibs

8 Cones

Field

Reflection (10 minutes):

-

-

-

3 Cones

Field

INITIAL PHASE

SENSITIZATION

MOONBALL

Sensitization (20 minutes):



Stopwatch



1 Balls



10 Bibs



-



Field

Organization and Procedure

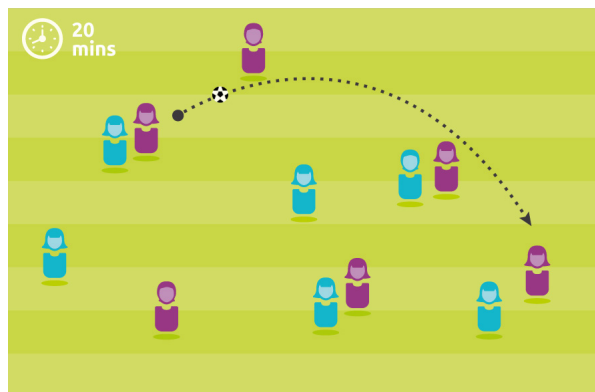
- The players try to keep the ball in the air.
- When the ball touches the ground, the game ends.
- No player can touch the ball more than once in a round.
- Every time a player touches the ball, his/her team gets one point.

Variations

- After a player has touched the ball, he/she has to sit down and can only get back up again after the whole group has touched the ball once.
- The ball is to be transported from a start point to an end point through the layground. If the ball touches the ground in between the two points, it must begin again from the start point.
- Two teams play against each other. The team that keeps the ball in the air longer wins.

COACHING POINTS

Work as a team and communicate with each other to achieve the goal. Throw precisely to make it easier for your teammates to catch the ball.



INITIAL PHASE

WARM-UP

I HAVE A VOICE

Warm up (20 minutes):

Stopwatch

10 Balls

-

10 Cones

Field

Organization and Procedure

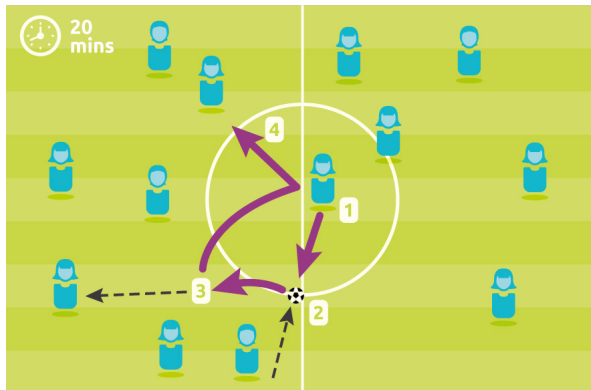
- Some players are inside the circle without a ball and the rest form the circle, some with a ball some without. Find a way to organize groups so everyone has a chance on the inside. The players in the middle run towards someone with a ball.
- After calling for the ball the player receives it.
- plays it to someone without a ball, returns to the middle and finds another ball
- Switch to the next group inside after 20-30 seconds. Remind players that they can only receive the ball if they call for it.

Variations

- After a few rounds of simple communication challenge the players to say something different when asking for the ball such as “My name is ...”, “I have a VOICE”, “I am smart”, “I am strong” –they can identify something about themselves they are proud of.
- Then something kind about the person passing to them.
You have many options with this game to develop technique. Challenge the players with taking the ball out of the air with different body parts (head, chest, thigh). Use hands to adapt the game to other sports or practice goalkeeping. Mix it up!

COACHING POINTS

When calling for the ball players can shout something about any theme i.e. women’s rights, healthy choices, the environment etc. How can you play this game often while keeping it fun and different?



MAIN PHASE

MAIN PART A

4 VS 3 + 1 ON 2 SMALL FIELDS

Main part A (20 minutes):



Stopwatch



12 Balls



4 Goals



22 Cones



Field

Organization and Procedure

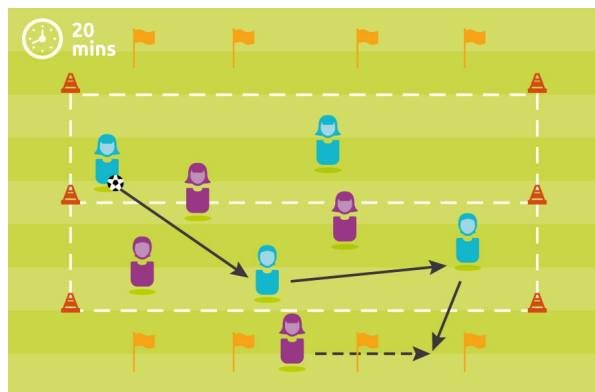
- Mark a pitch of about 20 x 25 m with 2 pole gates each 5 meters behind the baseline.
- Give each team a side line or 2 goals.
- The attackers play in the 4 vs 3 + 1 on the two goals of the opponent.
- 1 player of the defending team must place himself behind the own base line. He can guard the two small gates there. He is not allowed to enter the pitch.
- After a goal or a steal in the field, the previously defending team may start an attack against the goals in 4 vs 3 + 1. One player of now the defending team has to move behind the baseline to defend the goals.

Variations

- Play 4 vs 4 (without 1 defender behind the baseline).
- Promote two-footed play by double score when scoring with the left/right.

COACHING POINTS

Use lightweight balls to avoid injuries when aiming to strike the ball away.
Keep your body between the ball and the fisherman when he/she is ready to kick the ball.



MAIN PHASE

MAIN PART B

COMBINED PASSING AND DRIBBLING

Main part B (20 minutes):

Stopwatch

12 Balls

4 Goals

22 Cones

Field

Organization and Procedure

- Set up four goals opposite from each other (using cones/poles).
- Place a cone in the middle behind each two gates. 6-8 players, 3-4 balls for each station.
- Vary the distances between goals according to skill level.
- Each team has four players, two of whom have a ball.
- On the other side, the players with ball face the two players on the other side of the pitch who don't have balls.
- The players pass the ball to the player opposite them through the opposing goal.
- The receiving player takes the ball, dribbles around the cone and plays the ball through the goal on the other side.
- After each pass, players rotate positions, following the direction of the pass.

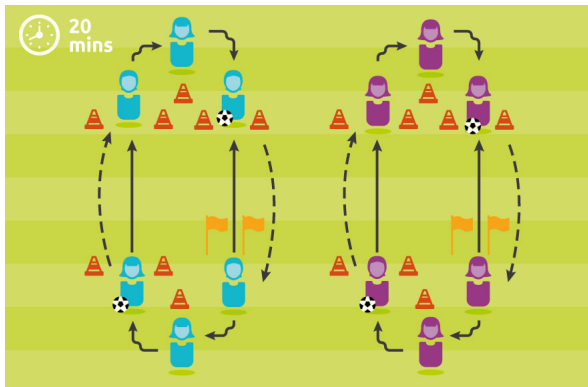
Variations

- Alternate passing with left and right feet.
- Have a goalkeeper occupy the marked goals.

COACHING POINTS

Encourage players to help each other by demonstrating the correct techniques in order to benefit the group dynamic.

Transition from one situation in playing to another.



FINAL PHASE

CONCLUSION



Stopwatch



2 Balls



10 Bibs



8 Cones



Field

5 ON 5

Conclusion (25 minutes):

Organization and Procedure

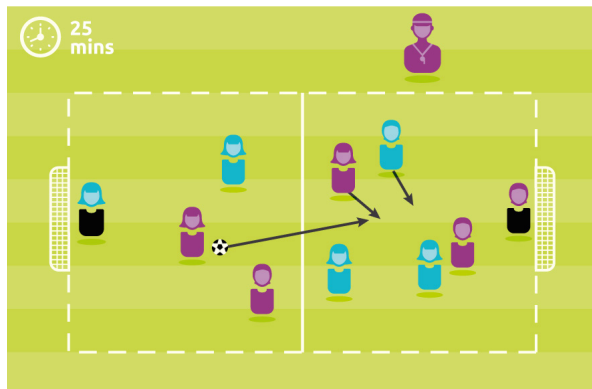
The coach comments the game. He uses stereo-types and bashings (compare the picture on top) while playing.

When the teams hear the coaches bashings or stereotypes, they have to stop the game and build a circle around the coach. The coach apologizes and the game starts again.

COACHING POINTS

The coach gives statements after scoring each goal
Some statements that could help the coaches

- When harassment happens you just ignore it
- I will help out when harassment happens
- The safety of the pitch is the responsibility of the coach only
- Team members are considered family members
- Harassment can only happen to girls



FINAL PHASE

REFLECTION

Reflection (10 minutes):

Stopwatch 2 Balls - 3 Cones Field

Organization and Procedure

- What is the social goal of the training session?
- In which part the social goal was most shining?
- Examples of the daily life.

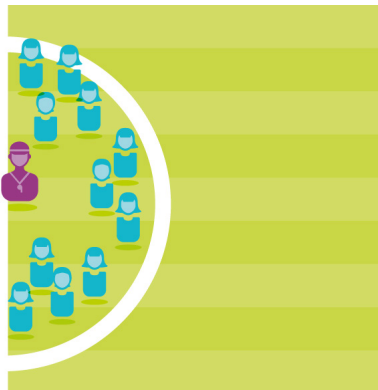
Inspiring real-life experience for the coach

When I was your age, I was in a group of friends who were sometimes sexually harassing female students in school. They said things like "I like how you look today", they tried to touch them if nobody looked and other things. I used to just ignore this. It took me some time to realize, that simply ignoring what is happening, doesn't make me a good person. I had to react and prevent my friends harming others. It wasn't easy, but I talked to them and told them that it is not an appropriate behavior, and they must stop this act. All of us would also not like anyone touching us without permission.

COACHING POINTS

The coach does the normal reflection and shall try to talk about a challenge of his own life that s/he solved and link it to the training session.

10 mins



Challenge

Women and girls are exposed to more physical and psychological violence from male relatives or boys and men outside of their families.

Social: Creative problem solving/conflict prevention/communication

Sportive: Dribbling

Initial Phase



Sensitization (20 minutes):

Stopwatch

10-20 Ball

10 Bibs

10 Cones

3 Field

Warm up (20 minutes):

Stopwatch

10 Balls

-

4 Cones

Field

Main Phase



Main part A (20 minutes):

Stopwatch

24 Balls

-

16 Cones

Field

Main part B (20 minutes):

Stopwatch

20 Balls

1 Goals

14 Cones

Field

Final Phase



Conclusion (25 minutes):

Stopwatch

2 Balls

10 Bibs

8-16 Cones

Field

Reflection (10 minutes):

-

-

-

3 Cones

Field

INITIAL PHASE

SENSITIZATION

TRUE OR FALSE?

Sensitization (20 minutes):

Stopwatch

10-20 Balls

10 Bibs

10 Cones



3Field

Organization and Procedure

- Players dribble around in the mixed zone, each with their own ball. The coach, from outside the playing area, gives advice on how they should dribble.
- Use the specific information you sent them to seek as your statements. i.e. Hope Solo is the goalkeeper for Banyana Banyana - True or False? As quickly as possible, the players have to dribble with their ball to the "correct-answer-field". After every player has reached a field, the coach gives the right, answer and a short explanation. The players, who got the answer wrong, have to do an additional exercise as a penalty (push ups, knee-bends, etc.).
- The last player to have reached a field, even if it was the correct field, also has to do the additional exercise.

Variations

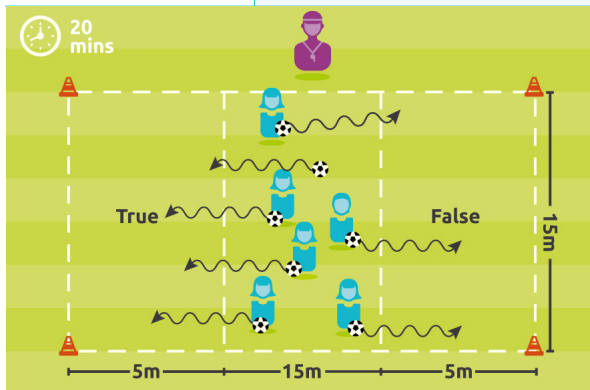
- At the beginning of the game, every player has 3 points. For every wrong answer, or being last on the answer-field, he loses a point. Players with 0 points will be dropped from the game. All players who still have all 3 points at the end of the game win.
- The game can also be played without balls.

Inspiring real-life experience for the coach

- Girls should obey their guardians regarding anything they do to them (physical abuse).
- Blue is for boys/pink for girls.
- It is ok for a parent to call their daughter useless.
- Barcelona plays for Spanish league/Real Madrid plays for England league.
- Football is only for boys/household chores is only for girls .
- Girls should be punished for going out without the parents' permission regardless of the reason.
- Messi is Argentine/Cristiano Ronaldo is Portuguese.

COACHING POINTS

Always keep yourself informed about girls' and women's football opportunities in the community, matches of local, provincial, national or international women's leagues. Encourage players to watch/support these matches.



INITIAL PHASE

WARM-UP

Warm up (20 minutes):

				
Stopwatch	10 Balls	-	4 Cones	Field

Organization and Procedure

Players are on teams in a line behind a cone (no more than 5 players in each line so they don't wait too long to move). The first player runs to the cone in the middle, moves around it and then goes back to their line. Then the next player goes. Play for a bit then try out some different progressions.

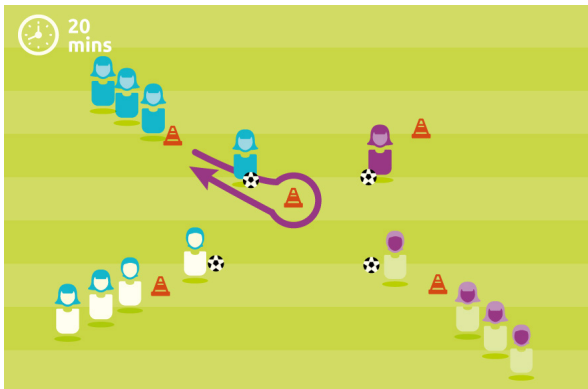
Variations

Bring in different movements instead of just running. Add balls so players have to dribble. Have them dribble with different parts of the foot. They can do a skill at the cone as if it were a defender. Have them go in pairs or groups and find different ways to stay connected. Introduce a ball and they have to all move the ball together in different ways with different body parts. You can also have players go to a different line. They choose where they go and see what happens when lines are not balanced. Many options for this game!

SOLVE THE PROBLEM

COACHING POINTS

What other ideas do you have? How can this game be different each time you play it? What else can you bring up in discussions to link the game with society? How about gender issues? How can creativity and valuing different ways to solve problems lead to more equality?



MAIN PHASE

MAIN PART A

SHOOTER OR GOALKEEPER

Main part A (20 minutes):

Stopwatch

24 Balls

-

16 Cones

Field

Organization and Procedure

- Using one goal, place two different-coloured cones beside each goal post, one cone seven meters in front of the goal, and another cone three meters behind the first cone.
- Split the players into two teams and have each team start at one of the cones next to the goal. Each player should have a ball.
- The coach holds two cones in his/her hand that are the same colour as the ones the players start from (e.g., a red cone and a blue cone). When the coach raises the red cone, the first player next to the red cone dribbles with the ball around the first cone and shoots at the goal. At the same time the player at the blue cone drops his/her ball and runs around the second cone to stand in the goal and act as a goalkeeper.
- After several attempts, switch the starting positions of each team so that players from both teams dribble and shoot using the right foot and left foot.
- At the end of the exercise, the team that scores more goals wins.

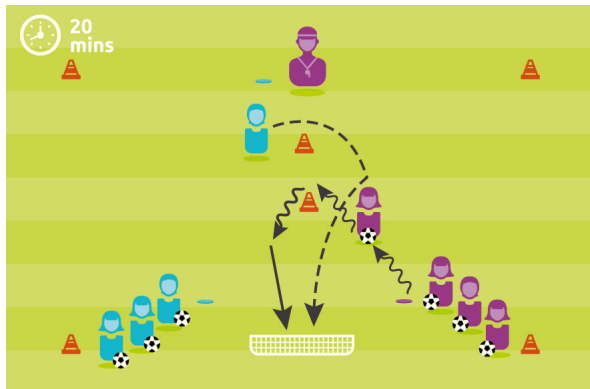
Variations

- Players carry the ball by hand (or bounce the ball) and perform a volley shot.
- Instead of going into the goal, the other player becomes a defender, and a 1-versus-1 situation is created.

COACHING POINTS

Offer several repetitions to give the players the chance to test out many situations.

When turning, push the ball slightly forward to set up a direct shot at the goal.



MAIN PHASE

MAIN PART B

BODY SWERVE ZONE

Main part B (20 minutes):

 Stopwatch	 20 Balls	 1 Goals	 14 Cones	 Field
---------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------

Organization and Procedure

- Set up a zone for the body swerves (5 x 5 m) and 2 cone gates according to illustration.
- Place the players at the 2 cone gates.
- The children dribble through a starting gate into the feinting zone.
- After a body swerve, the players pass through a cone gate to the player on the other side.
- The player behind the gate receives the ball and dribbles back to the starting position by slalom on the left or right side.

Competition forms

- Record which team scored 15 goals first.
- The players try to hit a cone target in the middle of the gate.
- Individual score: Who was the first to hit the target twice?

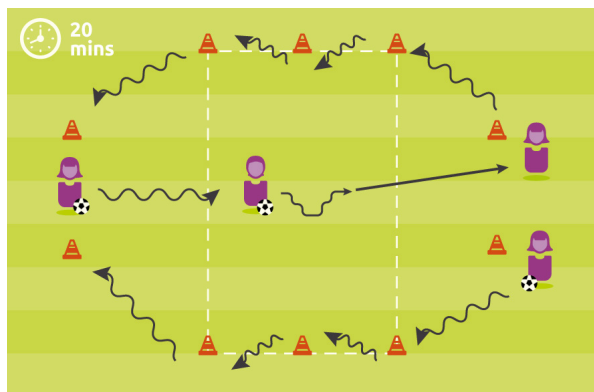
Variations

Allow the players the freedom to try out different feint moves.

COACHING POINTS

Encourage players to show empathy by supporting and giving compliments to their teammates.

Transition from one situation in playing to another.



FINAL PHASE

CONCLUSION

SAFE PEOPLE SAFE SPACES

Conclusion (25 minutes):

Stopwatch

2 Balls

10 Bibs

8-16 Cones

Field

Organization and Procedure

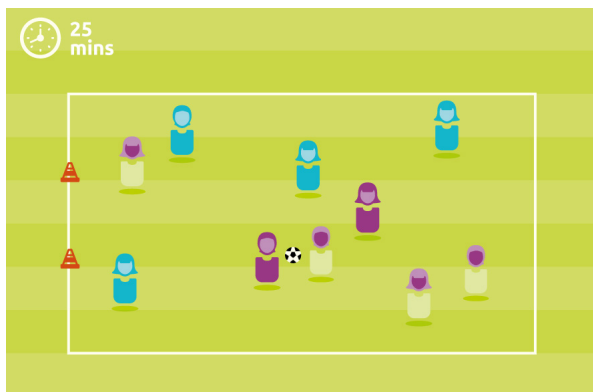
Two teams play a game to goal. There are two neutral players whose sole purpose is to boot the ball out of bounds and disrupt the game. You can have the neutral players hold cones or wear bibs. You can also add more neutral players to ensure that the game is disrupted in the beginning.

Variations

- To make the game according to the same sportive goal of the other parts of training the players should dribble when they score.
- We also can add gates when the players of a team cross the gate by dribbling it concerned a score.

COACHING POINTS

How else can you play this game? What are some specific people or symbols the neutral players could represent? How can you adapt the game to different sports? What other social issues could you address besides creating safe spaces?



FINAL PHASE

REFLECTION



Reflection (10 minutes):

3 Cones

Field

Organization and Procedure

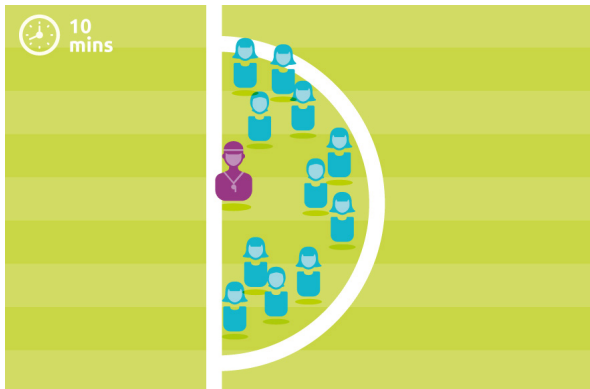
The coach will place 4 cones with different colors and ask the players: “Today in our training session we discussed about the problem that women and girls are verbally and physically abused by their guardians. In which part do you think it was most seen?”

Inspiring real-life experience for the coach

I had a player who was very talented. After a while, I noticed that her performance got low. I found out that she was verbally and psychologically abused by her brother who was telling her playing football is not for girls and that she will never be as good as boys. I approached her family including her brother and showed them some videos of the female Iraqi football team and invited them to watch her daughter/sister play. It took some time and a lot of talks, but eventually the family became proud and supportive; her level increased again.

COACHING POINTS

Avoid restricting players with rules; instead, allow them to play freely, benefiting from the playing conditions provided (e.g., playing off the wall if available).



Challenge

Because of social norms, women and girls are often hindered/prohibited to follow their goals and are very often expected to show obedience to her dad/brother/husband.

Social: Social norms/gender/self-confidence

Sportive: Defence and attack

Initial Phase



Sensitization (20 minutes):

Stopwatch

20 Balls

16 Cones

Field

Warm up (20 minutes):

Stopwatch

20 Balls

8 Cones

Field

Main Phase



Main part A (20 minutes):

Stopwatch

10-20 Balls

10 Bibs

8-16 Cones

-

Main part B (20 minutes):

Stopwatch

8 Balls

10 Bibs

12 Cones

Field

Final Phase



Conclusion (25 minutes):

Stopwatch

4-10 Balls

20 Bibs

8 Cones +
8-12 Small Cones

-

Reflection (10 minutes):

Stopwatch

-

-

3 Cones

Field

INITIAL PHASE

SENSITIZATION

Sensitization (20 minutes):

Stopwatch

20 Balls

16 Cones

Field

WORDS MATTER

Organization and Procedure

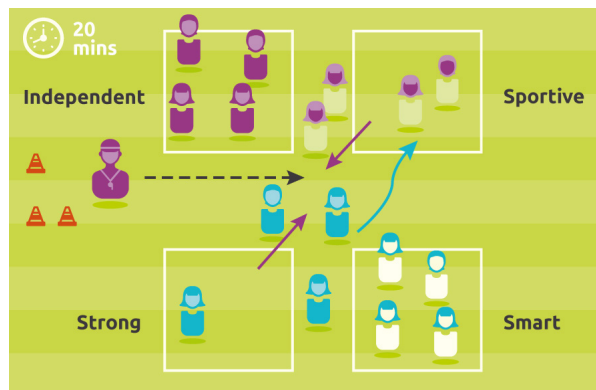
Four squares, each team is in one square. Each team comes up with a word to describe a man. The coach yells out two of those words and passes a ball to the middle of the area (be careful to avoid collisions). It becomes a game between those two teams: each team tries to bring the ball to a stop in the opponent team's square and defend their own square. They then switch squares. After playing a few rounds the teams come up with a word to describe a woman. Play the game again.

Variations

Here the girls need to be appreciated more so in the squares we can use words that describe girls like: strong, independent, smart and sportive.

COACHING POINTS

What else can you do? What other social messages can you introduce to the game? How can you play this game differently so it can be played often without being repetitive?



INITIAL PHASE

WARM-UP

DRIBBLING OF FEINTING IN A SQUARE

Warm up (20 minutes):

Stopwatch

20 Balls

8 Cones

Field

Organization and Procedure

- Mark several small squares (4m x 4m).
- Assign four players to each square (ideally).
- Everyone starts at a cone and dribbles in a prescribed direction around the square.
- At each cone, the players turn 90° and keep dribbling.

Competition forms

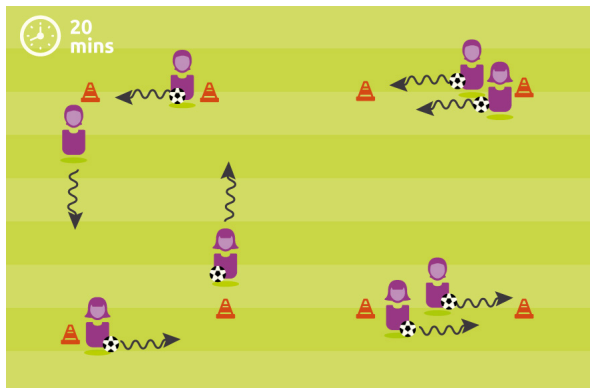
- Which player is at his/her starting point again?
- Which player will be caught up first? Allowing the players to sometimes demonstrate the required technique can boost their self-confidence. Allowing players time to form and revise their strategy.
- Determine which team finished two rounds of their square the fastest.
- Diagonal pairing: determine which pair finished two rounds of their square the fastest.
- Relay competition: In pairs, the first player starts and changes with his/her partner after one lap.

Inspiring real-life experience for the coach

- Decrease/enlarge distances.
- Change the dribbling direction.
- Change the dribble foot.
- Feint at each corner (in front of the cone).

COACHING POINTS

Allowing the players to sometimes demonstrate the required technique can boost their self-confidence.



MAIN PHASE

MAIN PART A

DEFENDING IN 1V1 AND 2V2

Main part A (20 minutes):



Stopwatch



10-20 Balls



10 Bibs



8-16 Cones



-

Organization and Procedure

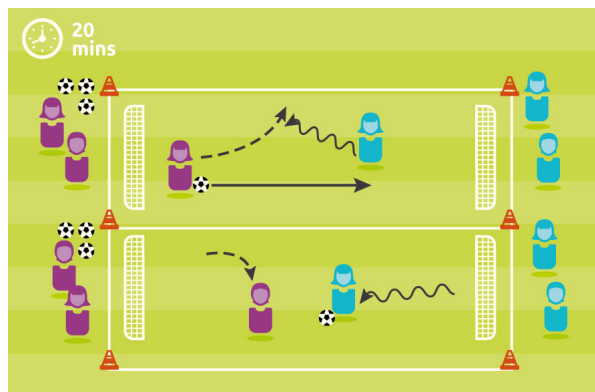
- Split the field in half using cones and place mini goals on either end of the small fields. Place the balls next to the mini goals on one side of the field.
- On each field, the ball starts with the defender, who passes it to the attacker on the other side of the field. The attacker must try to pass the defender and score in the mini goal. If the defender gets the ball, he/she can attack the opposite mini goal to score a goal.
- The defender should use 1-versus-1 defensive skills to limit the space for the attacker.
- Change the field dimensions to make it easier or more difficult on the defenders. When defending in pairs, the covering defender should communicate with the front defender by giving clear instructions such as “press,” “hold,” and “tackle.” When the attacker receives the ball, the defender must quickly approach him/her and slow down an arm’s distance away. Don’t let the attacker run at you at full speed. MAIN PHASE I CAN BE A ROLE MODEL by using respectful language and signs to empower the players.
- After several rounds, have players play 2-versus-2, disregarding the line between the two mini fields. The coach can introduce the concept of defensive covering at this time: the near defender closes the space between him/herself and the ball possessor, and the second defender drops behind to cover the space in the back.
- Competition: Count the number of goals scored for each team.

Variations

- Change the field dimensions to make it easier or more difficult on the defenders.

COACHING POINTS

- When defending in pairs, the covering defender should communicate with the front defender by giving clear instructions such as “press,” “hold,” and “tackle.”
- When the attacker receives the ball, the defender must quickly approach him/her and slow down an arm’s distance away.



MAIN PHASE

MAIN PART B

1 VS 1 ON DIFFERENT TARGETS OR GOALS

Main part B (20 minutes):

Stopwatch 8 Balls 10 Bibs 12 Cones Field

Organization and Procedure

- Mark a pitch (choose one or both from the illustrations) and form two teams.
- One player from each team plays 1 vs 1 with a player from the other team.
- After a goal is scored, the next pair enters the pitch (others can rest).

Competition forms

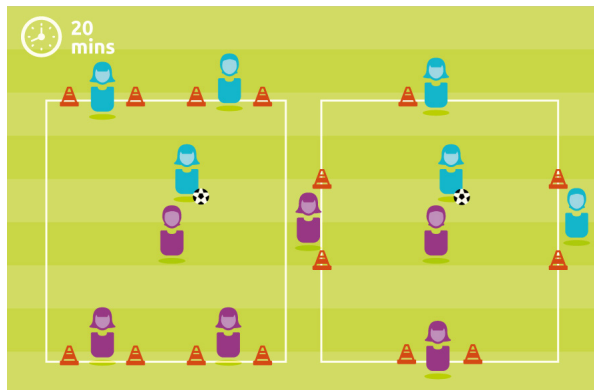
- 1 vs 1.
- Create larger teams.

Variations

- Change field size.
- Balanced/unbalanced couples.
- All players join the game, leaving the goals without goalkeepers but now with 3 small goals per side.
- Increase to a 2 vs 2.
- Players can score in any of the goals of the square.

COACHING POINTS

The coach can encourage players to test out different skills in this competitive exercise.



FINAL PHASE

CONCLUSION

3V3 LAST MAN GOALKEEPER

Conclusion (25 minutes):



Stopwatch



4-10 Balls



20 Bibs



8 Cones +
8-12 Small Cones



-

Organization and Procedure

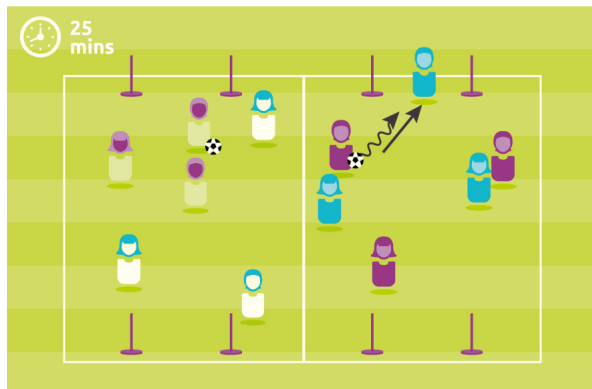
- Divide the field into multiple mini fields for a 3-versus-3 mini tournament. Ideally, each field should be about 18x12 meters. Set up four-meter-wide goals on both sides of each field.
- Teams play a free and open match between these goals, and after six minutes, they rotate and play against new teams.
- The only condition is that the defender nearest to his/her goal is the one who acts as the goalkeeper. He/she can catch the ball with his/her hand in that scenario.
- If there are a wall or benches available, allow the players to play off them to keep the ball continually in play. If the ball goes out of play, players can restart by dribbling in.

Variations

- Form unequal teams (e.g., 3v2), but make the goal smaller for the team with fewer players.
- Set up fields with two mini goals on each line.

COACHING POINTS

- Play with confidence, have fun, and try to take the initiative when possible.
- For a three-player team, ideally there should be one teammate in front of the ball possessor and one player behind him/her.





Reflection (10 minutes):

Stopwatch

-

-

3 Cones

Field

Organization and Procedure

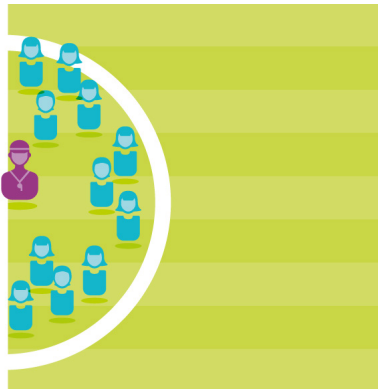
- Strong, independent, smart and sportive.
- The coach will place two cones green for I agree and red for I disagree, then the coach will ask and say “boys are stronger than girls” then the players will give their opinion about the question finally the coach will reflect on the question and say;
- When we think about the word “strong” our first idea is physical strength while in the reality we have a lot of forms of strength such as;
- (mental strength, being independent, being smart, being reliable. etc.)

Inspiring real-life experience for the coach

- I know a lot of sportive females who are now national team players, college professors, coaches who were discouraged by the people around them, telling them that they cannot make it. That they cannot be football players, coaches, or doctors. Now they are successful women in our community.

COACHING POINTS

Avoid restricting players with rules; instead, allow them to play freely, benefiting from the playing conditions provided (e.g., playing off the wall if available).

 10 mins






Challenge

Women and girls are deprived of the right to freedom of expression and choice regarding major life decisions such as career choice or marriage.






Social: Communication/healthy choices/decision making

Sportive: Long pass

Initial Phase

				
Sensitization (20 minutes):	Stopwatch	10 Balls	16 Cones	Field
Warm up (20 minutes):	Stopwatch	10 Balls	10 Cones	Field

Main Phase

					
Main part A (20 minutes):	Stopwatch	20 Balls	-	20 Cones	Field
Main part B (20 minutes):	Stopwatch	10-20 Balls	10 Bibs	8 Cones + 8 Small Cones	-

Final Phase

					
Conclusion (25 minutes):	Stopwatch	10-20 Balls	10-15 Bibs	8-16 Cones	Field
Reflection (10 minutes):	Stopwatch	-	-	3 Cones	Field

INITIAL PHASE

SENSITIZATION

Sensitization (20 minutes):



Stopwatch



10 Balls



16 Cones



Field

Organization and Procedure

- All the players will split into two groups.
- The field is split into three parts.
- One team stands on one side of the field, the other one on the other side.
- The middle part stays empty.
- The players have to try to throw the ball on the ground of the others' side while taking no more than three steps.
- The other team's members have to prevent the ball from touching the ground on their side.

Variations

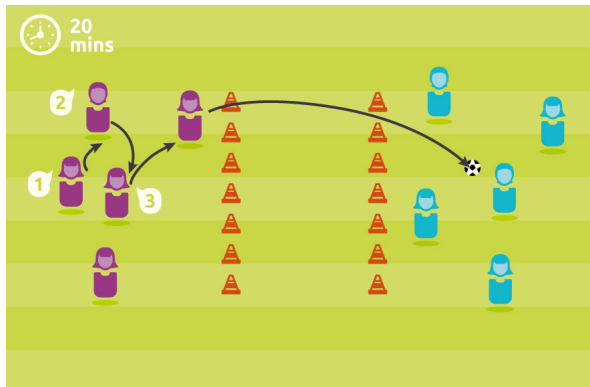
- The ball has to be passed three times within the team before it is thrown to the other side.
- The ball has to touch the wall on the other side before touching the ground.

PARTY BALL

COACHING POINTS





Give clear signals to your teammates if you attempt to catch the ball to avoid collision.

React quickly and throw precisely into the empty spaces.



INITIAL PHASE

WARM-UP

				
Warm up (20 minutes)	Stopwatch	10 Balls	8 Cones	Field

Organization and Procedure

Two groups in lines facing each other with a gate to each side. One gate represents “healthy”, the other one represents “unhealthy”. To start, the coach yells out “healthy” or “unhealthy” and the first players of each team run through the corresponding gate. Keep it simple until they are comfortable with the game. Then call out something else (i.e. drug abuse, violence, football, school) and the players decide whether it is healthy or unhealthy.

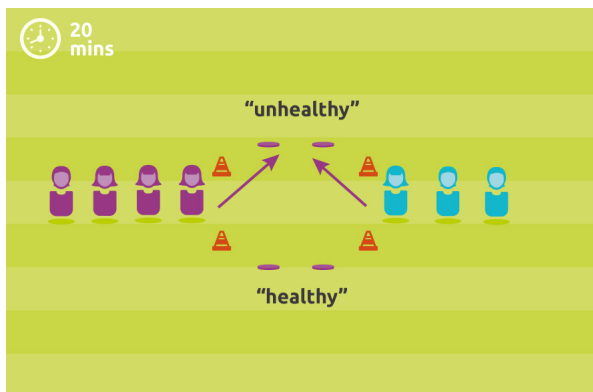
Inspiring real-life experience for the coach

- Examples of statements that the coach could use
- I can make my own decisions.
- My family supports me in every decision I make.
- I can choose my spouse.
- I have the freedom to decide what I want to study.

MAKE A CHOICE

COACHING POINTS

Change the words from healthy and unhealthy to agree and disagree.



MAIN PHASE

MAIN PART A

ESCAPE THE DEFENDER

Main part A (20 minutes):

Stopwatch

20 Balls

-

20 Cones

Field

Organization and Procedure

- Set up the dummies (alternatively, long cones) as shown in the graphic; keep a 15-meter distance between the central dummy (B) and the ones surrounding it (C, D, E, and Point A). Place two mini goals on either side of the starting point (A).
- The exercise starts with one player at each dummy and the rest at the starting line at Point A. Each player at Point A has a ball at his/her disposal.
- The pattern continues so that if the player at Point D receives the last pass, the next round will be for the player at Point E, and so on.
- The player at Point A dribbles forward with the ball, which signals a movement from the player located at Point B to escape the dummy and receive the pass. The receiver then turns around with the ball and passes to the player at Point C, who should dribble across his/her dummy and then pass to one of the side players (Point D or Point E). The player at Point D or Point E runs behind the dummy, controls the pass, performs a feint move, then finishes at the mini goal in front of him/her and returns to the starting line at Point A.

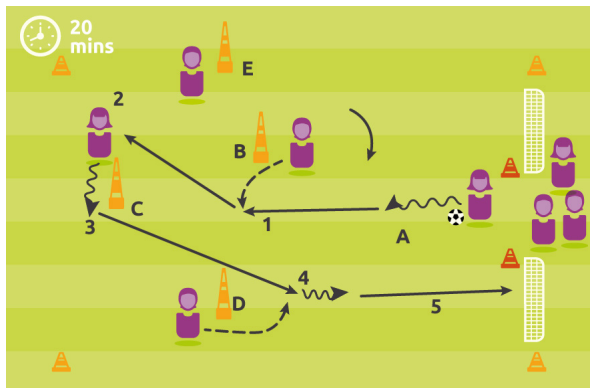
Variations

- Change the combination of passing (e.g., the players at Points A and B exchange a 1-2 pass, then the player at Point A passes to the one at Point C, and so on).
- Play using two or three touches only.

COACHING POINTS

Look up before passing to observe your teammates movements and deliver well timed passes.

Pass smoothly and away from the dummy defenders by aiming at the foot furthest from them.



MAIN PHASE

MAIN PART B

LIGHTNING STRIKES

Main part B (20 minutes):



Stopwatch



10-20 Balls



10 Bibs



8 Cones +
8 Small Cones



-

Organization and Procedure

- Move the goals so that they are in a straight line with each other. Use poles or cones to determine the four starting points for the players.
- Divide the players into two teams, each team playing on one side of the field and with one goal to shoot at. Both teams play simultaneously throughout the exercise.
- Balls for each team start from one side only (next to the goal they shoot at). A player starts by dribbling out of the zone and passing to his/her teammate across from him/her. The receiver must receive the ball and shoot at the goal.
- Competition: Which team can score the more goals within 60 seconds? Or which team is first to score five goals?

Variations

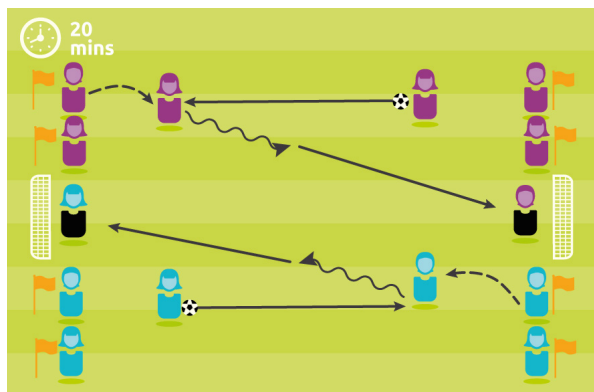
- Perform a feint move before shooting at the goal.
- After shooting the ball, the player becomes a defender against the shooter from the other team. Try this in a competitive format: the first to score a specified number of goals first wins!
- Alternate the starting position of the play. This will encourage players to shoot from different angles and use both feet.
- Limit the players, not allowing them to play with more than three touches on the ball.

COACHING POINTS

Use lightweight balls to avoid injuries when aiming to strike the ball away.

Keep your body between the ball and the fisherman when he/she is ready to kick the ball.

Transition from one situation in playing to another.



FINAL PHASE

CONCLUSION

WING CROSSING GAME

Conclusion (25 minutes):

Stopwatch 10-20 Balls 10-15 Bibs 8-16 Cones Field

Organization and Procedure

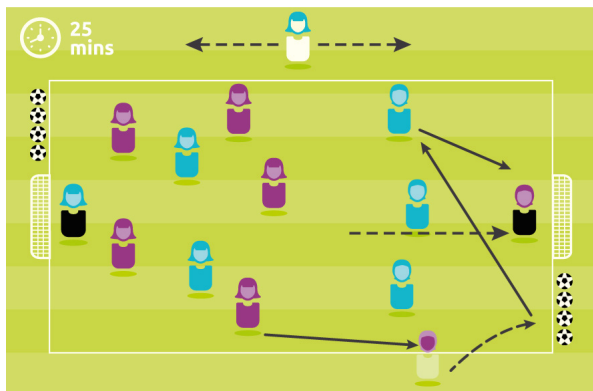
- Use cones to mark a playing area in between two “wing zones” on the sides of the field,
- Form equal teams and place a neutral player in each wing zone.
- Teams play freely, and normal goals are worth one point. Goals scored from crosses are worth two points, and goals scored with a one-touch finish from a cross are worth three points, Teams must also complete four passes before crossing the ball.

Variations

Goals can be scored only from crosses, 4 passes should be completed before the cross is played.
Play with a maximum of three touches per player and call foul against any players who go above this number.
Remove the neutral players and a low player to send passes into the wing zones for a teammate to chase.

COACHING POINTS

Encourage your teammates to continue their efforts even if a bad cross is played.
After passing to the wing zone, run the penalty box to finish.



FINAL PHASE

REFLECTION



Reflection (10 minutes)

Stopwatch

3 Cones

Field

Organization and Procedure

The coach places some cones and ask some questions. Then the players will decide to choose a cone.

The coach can ask these questions to help the players to make a free decision and also encourage them to make their own decisions in their daily life.

1. What do you want to do when you are graduated?
2. At what age do you want to get married (under 20 -20 to 25 – 25 to 30 age groups)?
3. In which position you want to play in your team (goalkeeper, defender, midfielder attacker)?

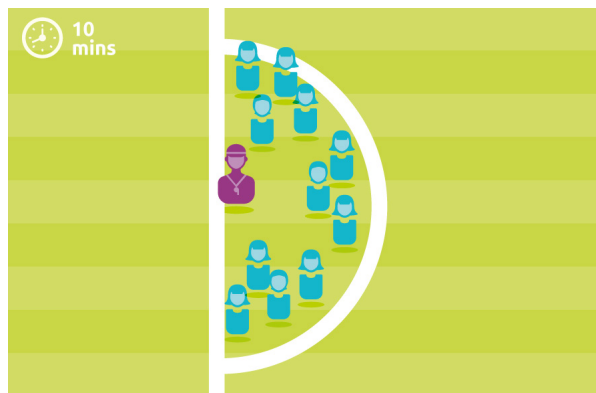
Inspiring real-life experience for the coach

My father was a basketball coach and he always wanted me to be a basketball player, but my dream was always to be a football player. I used to play football after my basketball trainings, then my father saw me one day and got angry at me. He told me that he did not want me to play football but only basketball. I explained to him how passionate I was about football, and it seemed convincing! Now you can see me here supporting you guys doing what you like.

Some decisions are not in our hands but there are some decisions that are worth fighting for. For example, what to study or the next steps in your life (marriage, working life...etc.)

COACHING POINTS

Avoid restricting players with rules; instead, allow them to play freely, benefiting from the playing conditions provided (e.g., playing off the wall if available).








S4D games and activities

The following four games are warm-up and main part games for football, basketball or other occasions, that especially focus on an intense reflection. Reflection questions can be adapted to the working environment of the coach. The reflection can also be integrated into general reflection of full training sessions in the previous chapter.

S4D Activity

DRAGON TAIL CATCHING

This example S4D activity shows how sport can be used to strengthen the competence of **goal orientation** in relation to gender equality.

 Category S4D Activity	 Phase	 Duration	 Target Group	 Setting	 Equipment/Materials
Running Game	Warm-up	15 min.	All Ages	Open field	2-4 bibs

S4D COMPETENCES	<p>LIFE COMPETENCES/SKILLS</p> <p>Self-competence</p> <p>Goal Orientation</p>	<p>Learning Objectives Life Competences</p> <p>After the training session children/youth are able to:</p> <ul style="list-style-type: none"> ... analyse necessary actions to achieve their goals. ... consider the steps necessary to reach a certain gender equality in their environment. ... persist on their goals regardless of their gender identities or sexual orientation and other people's opinions.
	<p>SPORTING COMPETENCES</p> <p>Motor competences</p> <p>Coordination</p> <p>Technical competences</p> <p>Running, quick movements, clear signals to get the "body parts" of the dragon moving collectively</p> <p>Tactical competences</p> <p>Plan tactical moves and hints</p>	<p>Learning Objectives Sporting Competences</p> <p>After the training session children/youth are able to:</p> <ul style="list-style-type: none"> ... lead a group by making clear signals. ... run, make tactical moves and hints. ... run and move fast as one collective.

15 mins



Description

- Divide participants in smaller groups of 5-7 according to the size of the group.
- Let participants form lines (the “dragon”) by holding the shoulders of the person in front of them.
- The front player is the head of the dragon and the last player is its tail.
- Give each last player a bib that can be tucked into their pants.
- The goal of the head player is to catch its own tail by getting hold of the bib.
- If a player loses contact with the shoulders of the player in front, the game is paused.
- If the tail is caught, the old head hangs onto that player; keeps the bib and becomes the new tail.

Variations

- The game can also be played with two teams: two dragons trying to catch each other’s tail (bib tucked into the last player’s pants).
- If you have a mixed group of boys and girls, you can also divide them into a girls and a boys team.

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. You’ll find a guideline including examples of ways of how a reflection can be done in the **Main Manual “Sport builds Generations”** chapter 2 pages 53 - 55. However, the coach can also use her/his own variations depending on the number of participants and space available. To facilitate a reflection for the S4D activity described, you can take the following steps:

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:

- Did you like the activity or not? Have you enjoyed it?
- Did you feel comfortable or uncomfortable being the head of the group?
- Was it easy or difficult for you as a head to stick to your goal of catching the last player? Could you easily focus on your goal or did you get frustrated after some time?

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

- Can you think of situations in your daily life where you set a goal for yourself?
- Did you reach that goal? If yes, what has helped you to reach the goal? If not, what do you think was the problem?
- Do you feel like it is sometimes more difficult for a girl or a boy to reach a certain goal, for example for a girl to become a professional athlete or for a boy to become a nurse or a teacher?
- Have you been or are you in a situation where you feel like you cannot reach your goal because of your sex?

Step 3: APPLY - Ask them about specific actions:

- Can you think of strategies how you can persist to your goals regardless if you are a boy or girl?
- Which steps could help you to achieve your goals?

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.







Examples:

1. Write down five goals you want to achieve in the next year and think about necessary steps how you can reach those goals.
2. Write down what you want to do after finishing school and think about necessary steps to get there.
3. Discuss with your friends three goals and the necessary actions to promote gender equality in your community.

S4D Activity

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.

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

S4D COMPETENCES	<p>LIFE COMPETENCES/SKILLS</p> <p>Self-competence Change of Perspective and Empathy</p>	<p>Learning Objectives Life Competences</p> <p>After the training session children/youth are able to:</p> <ul style="list-style-type: none"> ... 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.
	<p>SPORTING COMPETENCES</p> <p>Motor competences Coordination</p> <p>Technical competences Moving body parts precisely</p> <p>Tactical competences Act in a creative way, observe partner with precision</p>	<p>Learning Objectives Sporting Competences</p> <p>After the training session children/youth are able to:</p> <ul style="list-style-type: none"> ... 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.

15 mins



Description

- 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.
- 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. You'll find a guideline including examples of ways of how a reflection can be done in the **Main Manual "Sport builds Generations" chapter 2 pages 53 - 55**. 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:

- 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 is it 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.

S4D Activity

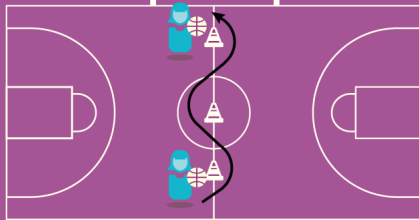
GENDER STEREOTYPES

This example S4D activity shows how sport can be used to strengthen the competence of **critical ability** in relation to gender equality.

 Category S4D Activity	 Phase	 Duration	 Target Group	 Setting	 Equipment/Materials
Shooting Competition Ball game	Main Part	15 min.	11-15 years	Basketball court	2-3 balls, 3-4 cones, 2 baskets

S4D COMPETENCES	<p>LIFE COMPETENCES/SKILLS</p> <p>Self-competence Critical ability</p>	<p>Learning Objectives Life Competences</p> <p>After the training session children/youth are able to:</p> <ul style="list-style-type: none"> ... analyze and de-construct their own gender stereotypes ... reflect on their own gender identities and gender roles ... decide on their own gender identities and gender roles
	<p>SPORTING COMPETENCES</p> <p>Motor competences Coordination</p> <p>Technical competences dribbling, ball-handling, shooting</p> <p>Tactical competences Make clever choices</p>	<p>Learning Objectives Sporting Competences</p> <p>After the training session children/youth are able to:</p> <ul style="list-style-type: none"> ... dribble and handle a ball more precisely with both hands (coordination). ... shoot a ball more precisely into the hoop. ... make clever choices below the hoop.

15 mins



Description

- Set up 3-4 cones in a line in front of the two baskets.
- Let participants line up behind the cones.
- Communicate with participants which basket is labelled female/male.
- When participants start to dribble into the slalom-course, shout out stereotypes or attitudes.

Possible stereotypes or attitudes:

Always emotional Sensitive Pink

Not allowed to cry Household duties

Strong Aggressive Polite Blue

Professional careers Raising children

Beautiful Caring Football Dancing

Make-up Leaders Income

Good in school Fearless

- Depending on the statement (female or male stereotype/attitude), the player has to shoot on the left or right basket.

Variations

- Start with a shorter distance to the basket for beginners and increase distance as they get used to it.
- Create a competition: a right decision scores one point and a basket another point.
- The game can also be played with any other ball and aim (e.g. Football, Netball etc.).

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. You'll find a guideline including examples of ways of how a reflection can be done in the **Main Manual "Sport builds Generations" chapter 2 pages 53 - 55**. However, the coach can also use her/his own variations depending on the number of participants and space available. To facilitate a reflection for the S4D activity described, you can take the following steps:

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:

- Did you like the activity or not? Did you enjoy it?
- Was it easy or difficult for you to choose the basket?
- How did you feel about the stereotypes or attitudes? Do you agree or disagree?

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

- Do you think that all boys are the same and all girls are the same?
- Do you think women and girls are responsible for certain things like doing household work? Why or why not? Are boys responsible for certain things?
- Are there any expectations or duties you have to do as a girl or a boy in your community? Do you agree with these expectations or duties?
- Do women and girls have the same rights as men and boys?

Step 3: APPLY - Ask them about specific **actions**:

- How might you overcome gender stereotypes and become more sensitive towards each individual's unique personality and attitudes?

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.

Examples:

1. Try to identify situations where you are treated differently because of your gender.

Do you agree with this treatment?

If not, try to ask the responsible person why you are treated differently.

If possible, communicate that you do not agree with that.

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.

Ask yourself what is holding you back and what the reason could be.







Try to challenge yourself and overcome this barrier,

but only if you feel comfortable with that.

S4D Activity

MAKE & ACCEPT RULES

This example S4D Activity shows how sport can be used to strengthen the competence of **critical thinking** in relation to gender equality.

 Category S4D Activity	 Phase	 Duration	 Target Group	 Setting	 Equipment/Materials
Ball game	Main Part	20 min.	9-15 years	Any sport field, e.g. football field	2 goals, 1 ball, 7-10 bibs

S4D COMPETENCES	<p>LIFE COMPETENCES/SKILLS</p> <p>Self-competence</p> <p>Critical thinking</p>	<p>Learning Objectives Life Competences</p> <p>After the training session children/youth are able to:</p> <ul style="list-style-type: none"> ... analyse barriers for girls and young women to participate in sport activities. ... question norms, practices and opinions with regard to stereotypes concerning gender and sexual orientation. ... apply alternative behaviors in the area of gender and sexual orientation.
	<p>SPORTING COMPETENCES</p> <p>Motor competences</p> <p>Coordination</p> <p>Technical competences</p> <p>ball-control, dribbling, shooting</p> <p>Tactical competences</p> <p>Act in a creative way</p>	<p>Learning Objectives Sporting Competences</p> <p>After the training session children/youth are able to:</p> <ul style="list-style-type: none"> ... act in a creative way and choose various solutions (“game creativity”). ... adapt quickly to new situations. ... play a known game with new rules.

20 mins



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. You'll find a guideline including examples of ways of how a reflection can be done in the **Main Manual "Sport builds Generations" chapter 2 pages 53 - 55**. 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.

Description

- Set up a football field.
- Divide players into two equally balanced teams.
- Tell the participants that they have to come up with their own rules for the game. Help them by facilitating the discussion.
- Do not start the game before the participants agree on the rules they have discussed. All participants have to accept the rules.
- If all players accept the rules, start the game and let participants play, but without a referee.
- Observe how they handle the fouls and any bad behavior.
- Intervene if you notice a player or team trying to "cheat".

Variations

- The rules can be transferred to any other game (e.g. Basketball, Netball, etc.).
- Add simple rules to encourage teamwork and fair play (e.g. if one team scores, all players from both teams celebrate).
- In mixed teams: If you observe that female players are not integrated into the team and have no ball contact, make both teams aware of this issue and encourage them to find rules that encourage the integration of all players (e.g. double score for goals shot by female players; or at least 2 passes to female players before a goal shot). Make sure that all players feel equally respected during the game.

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

- Did you like the activity or not? Have you enjoyed it?
- Was it easy or difficult for you to decide on the rules and to stick to the rules during the game?
- How did you feel about the rules? Did you feel like everyone was equally integrated in the game?
- Did you agree on special rules for girls/boys?

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

- How did you like the fact that you had the choice to decide on your own rules? Can you think of areas in your life where you also have the choice to make your own rules?
- Have you been in a situation before where boys/girls had special or different rules? If yes, was it helpful or did it feel like a disadvantage?
- Do you think rules could help to work towards gender equality? For example, having quotas for women in leadership positions?

Step 3: APPLY Ask them about specific **Actions**:

- Can you think of rules in your school, during our training session or in your community that will help to achieve gender equality? For example, having an equal number of girls and boys nominated when voting your class or school representatives.

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:

Try to come up with your own rules the next time you play a game with your peers. Make sure that everyone is included in the game and has equal and fair opportunities to win the game.

- How was your experience?
- Could you come up with your own rules? Did everyone accept the rules?
- Did you feel like everyone had the same chance to win the game?